

# LASELL COLLEGE



LASELL  
COLLEGE CATALOG  
2012–2013

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Michael B. Alexander  
President

### **Accreditation**

The New England Association of Schools and Colleges  
Commission on Accreditation of Athletic Training Education  
Massachusetts Department of Elementary and Secondary Education  
National Association for the Education of Young Children

Lasell College is accredited by the New England Association of Schools and Colleges, Inc., through its Commission on Institutions of Higher Education.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the accreditation status by the New England Association should be directed to the administrative staff of the institution. Individuals may also contact:

**Commission on Institutions of Higher Education**  
**New England Association of Schools and Colleges**  
**209 Burlington Road**  
**Bedford, Massachusetts 01730-1433**  
**(781) 271-0022, (781) 271-0950 Fax**

This catalog is published as a source of information for prospective students and for the general public. The College reserves the right at any time to revise course and program offerings, requirements, and other information described herein.

Lasell College admits students of any age, gender, race, color, national and ethnic origin, sexual orientation, and handicap to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. It does not discriminate on the basis of age, gender, race, color, national or ethnic origin, sexual orientation, or handicap in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Furthermore, the College subscribes fully to all federal and state legislation prohibiting discrimination against applicants, faculty and all other employees for reasons of age, gender, race, color, national and ethnic origin, sexual orientation, or handicap.

# Lasell College Catalog

## 2012–2013

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Visitors to the College are always welcome. The Office of Admission is located in the Hamel Visitor Center, at 221 Woodland Road in Newton. To schedule your personalized visit, call toll-free 888.527.3554 or 617.243.2225, or online at [www.lasell.edu](http://www.lasell.edu).

## Academic Calendar

### LASELL COLLEGE OFFICE OF THE REGISTRAR 2012-2013 ACADEMIC CALENDAR

**2012**
**AUG  
SEPT**

30	THURS	Graduate New Student Orientation
1	SAT	Residence Halls Open to New Students – Undergraduate Navigating Lasell & Boston (New Student Orientation – Undergraduate) Convocation
2	SUN	Navigating Lasell & Boston (New Student Orientation – Undergraduate)
3	MON	Labor Day Residence Halls Open to Returning Students – Undergraduate Enrollment Confirmation for Returning Students – Undergraduate Navigating Lasell & Boston (New Student Orientation - Undergraduate)
4	TUES	<b>FIRST DAY OF CLASSES – Undergraduate Students</b> <b>Graduate Main &amp; Session I Begins</b>
6	THURS	Add/Drop Deadline Graduate Main and Session I
11	TUES	Add /Drop Deadline – Undergraduate Students
28	FRI	Deadline for Study Abroad Applications for Spring Course Withdrawal Deadline Graduate Session I

**OCT**

8	MON	No Classes – Columbus Day (Undergraduate students only)
12	FRI	Make-up Day for Columbus Day (for Monday-only classes) Pass/Fail Deadline – Undergraduate Students
12-14	FRI-SUN	Family, Friends, and Alumni Weekend
19	FRI	Mid-term Progress Rosters Due – 12:00 Noon – Undergraduate Students
22	MON	<b>Graduate Session I Ends</b>
30	TUES	<b>Graduate Session II Begins</b>
29	MON	<b>Final Grades Due at 4:00 p.m. – Graduate Session I</b>

**NOV**

1	THURS	Add/Drop Deadline – Graduate Session II
4	SUN	Admissions Open House - Undergraduate
5-9	MON-FRI	Academic Planning Week
12	MON	Spring Registration Begins – Undergraduate Students Spring & Winter Registration Begins – Graduate Students
13	TUES	Lasell College Founder's Day
15	THURS	Course Withdrawal Deadline – Undergraduate Students Course Withdrawal Deadline – Graduate Main Session
21	WED	Thanksgiving Recess Begins
26	MON	Classes Resume
30	FRI	Course Withdrawal Deadline Graduate Session II

**DEC**

3-7	MON-FRI	Fall Connected Learning Symposium
4	TUES	Symposium Showcase
11	TUES	<b>Last Day of Classes – Undergraduate Students</b> <b>Last Day of Classes - Graduate Students - Main</b> Graduation Application Deadline for May Completion
12	WED	Reading Day – Undergraduate Students
11-13	TUES-THUR	Final Exam Period – Graduate Students – Main Session
13-18	THUR-TUES	Final Exam Period – Undergraduate Students Winter Recess Begins After Last Exams
17	MON	<b>Graduate Session II Ends</b>
20	THURS	<b>Final Grades Due at 12 Noon – Undergraduate Students</b> <b>Final Grades Due at 12 Noon – Graduate Main</b> <b>Final Grades Due at 12 Midnight – Graduate Session II</b>

## Academic Calendar

### 2013

<b>JAN</b>	2-15	WED-TUES	<b>Winter Intensive Session – Graduate Students</b>	
	3	THURS	Add/Drop Deadline	
	8	TUES	Course Withdrawal Deadline	
	16	WED	New Graduate Students' Orientation	
	22	TUES	<b>Graduate Main &amp; Session I Begin</b> Enrollment Confirmation for all Undergraduate Students Winter Orientation – Undergraduate Students Final Grades Due at 4:00 p.m. – Graduate Winter Intensive Session	
	23	WED	<b>FIRST DAY OF CLASSES – Undergraduate Students</b>	
<b>FEB</b>	24	THURS	Add/Drop Deadline Graduate Main and Session I	
	30	WED	Add/Drop – Undergraduate Students	
	18	MON	No Classes – Presidents' Day	
	22	FRI	Course Withdrawal Deadline Graduate Session I Make-Up Day for Presidents' Day (for Monday only classes) Pass/Fail Deadline – Undergraduate Students	
<b>MARCH</b>	28	THURS		
	1	FRI	Deadline for Study Abroad Application for Fall	
	8	FRI	Mid-term Progress Rosters Due – 12:00 Noon - Undergraduate Students	
	11	MON	<b>Graduate Session I Ends</b>	
	16	SAT	Spring Recess Begins – Undergraduate Students Spring Recess Begins – Graduate Main Session	
	18	MON	<b>Final Grades Due at 4:00 p.m. – Graduate Session I</b>	
	19	TUES	<b>Graduate Session II Begins</b>	
	21	THURS	Add/Drop Deadline Graduate Session II	
	25	MON	Classes Resume – Undergraduate Students Classes Resume – Graduate Main Session	
	28	THURS	Course Withdrawal Deadline – Undergraduate Students Course Withdrawal Deadline – Graduate Main Session	
<b>APRIL</b>	30	SAT	Lasell Day – Undergraduate Students	
	1-5	MON-FRI	Academic Planning Week	
	8	MON	Fall Registration Begins – Undergraduate Students Fall & Summer Registration Begins - Graduate Students	
	15	MON	No Classes – Patriot's Day (Undergraduate students only)	
	19	FRI	Course Withdrawal Deadline Graduate Session II Make-up Day for Patriot's Day (for Monday only classes)	
	29-30	MON-TUES	Spring Connected Learning Symposium	
	30	TUES	Symposium Showcase	
	<b>MAY</b>	1-3	WED-FRI	Spring Connected Learning Symposium
		6	MON	<b>Graduate Main and Session II Ends</b>
		7	TUES	<b>Last Day of Classes – Undergraduate Students</b> Graduation Application Deadline December & August Completion
8		WED	Reading Day – Undergraduate Students	
7-9		TUES-THUR	Final Exam Period – Graduate Main Session	
9-14		THUR-TUES	Final Exam Period – Undergraduate Students	
13		MON	<b>Final Grades Due at 4:00 p.m. - Graduate Main &amp; Session II</b>	
15		WED	<b>Final Grades Due at 12:00 Noon for Graduating Undergraduate Students</b>	
16		THURS	<b>Final Grades Due at 4:00 p.m. – All Undergraduate Students</b> Graduate New Student Orientation	
19		SUN	<b>Commencement</b>	
<b>JUNE</b>	20	MON	<b>Summer Session I Begins – Graduate &amp; Undergraduate Students</b>	
	22	WED	Add/Drop Deadline – Graduate and Undergraduate Summer Session I	
	21	FRI	Course Withdrawal Deadline – Graduate & Undergraduate Summer Session I	
<b>JULY</b>	7	SUN	<b>Summer Session I Ends – Graduate &amp; Undergraduate Students</b>	
	8	MON	<b>Summer Session II Begins – Graduate &amp; Undergraduate Students</b>	
	10	WED	Add/Drop Deadline Graduate & Undergraduate Summer Session II	
	15	MON	<b>Final Grades Due at 4:00 p.m. – Graduate &amp; Undergraduate Summer Session I</b>	
<b>AUG</b>	9	FRI	Course Withdrawal Deadline Graduate Summer Session II	
	25	SUN	<b>Summer Session II Ends - Graduate &amp; Undergraduate Students</b>	
	29	THURS	<b>Final Grades Due at 4:00 p.m. - Graduate &amp; Undergraduate Summer Session II</b>	

**General Information****GENERAL INFORMATION****History**

Lasell College, a four-year and graduate degree granting institution of higher education for men and women, has a long and rich history. Founded in 1851, it is one of the oldest colleges in greater Boston. The College's founder was Edward Lasell, a graduate of Williams College who became a professor of chemistry at his alma mater. While on leave teaching at Mount Holyoke Seminary, Professor Lasell was impressed with the quality of scholarship exhibited by women. By emphasizing both the practical and the scholarly, Lasell departed radically from the "finishing school" attitude toward education so prevalent in the nineteenth century and stressed the practical aspects of higher education. Within a year he established the Auburndale Female Seminary. Edward Lasell died of typhoid fever in the school's very first semester, and it was renamed Lasell Female Seminary in his memory. After the Lasell family ended its control in 1865, it was led for over seven decades by two principals/ Presidents: Dr. Charles Bragdon and Dr. Guy Winslow. Adoption of the name Lasell Junior College came in 1932, and the College began issuing associate degrees instead of diplomas in 1943. In 1989, the College amended its name to Lasell College and its charter to include both associate and baccalaureate degrees. The first baccalaureate students at Lasell College graduated in May 1992. In October 1997, the Board of Trustees amended Lasell's mission statement to admit men.

What Edward Lasell started, his focus on innovation responsive to societal change, has continued into the 21st century with the concept of connected learning. Connected learning is "learning by doing," where, through on- and off-campus experiences, student imagination and energy are engaged beyond the walls of the classroom while always being linked to reflective activity within the classroom. Connected learning facilities on campus include two nationally-accredited child study centers; exercise science and athletic training labs; an on-campus radio station; a multi-media lab, fashion design and production labs; and the Lasell Fashion Collection. The Center for Community-Based Learning engages students across the curriculum in service-learning — academically based public service projects. Lasell's future emanates from a vision of innovation and experimentation. Lasell College launched the first of its graduate degree programs in Fall 2002. In Spring 2000, the College opened Lasell Village, the nation's first educational continuing care retirement community. The following fall, a state-of-the art academic center, Winslow Hall, was added to the campus. Since Fall 2000, the College has built eight new residences. A new campus center opened in Fall 2004 and the Donahue Center for Creative and Applied Art opened in Fall 2011.

## General Information

### Mission Statement

Lasell College engages students in the practice of their fields of study through collaborative learning that fosters lifelong intellectual exploration and social responsibility.

### Core Values

The values we hold that guide our daily decision making:

- Student Focus
- Innovative education across the lifespan
- Integrity, honesty and ethical decision making
- Social responsibility, mutual respect and kindness

### Campus Visit

Lasell College encourages interested students and their families to visit campus. The Office of Admission is available throughout the year, providing student-led campus tours, personal interviews and information sessions. If you have any questions or you would like more information, please contact us toll free at 1-888-LASELL4 or visit our website at [www.lasell.edu](http://www.lasell.edu). We look forward to seeing you on campus.

### Transportation

Convenient access to the educational, cultural, and entertainment resources of Boston is provided by bus, rapid transit (MBTA), train, local taxi, and private car. Trains and buses for New York and other points stop at nearby terminals. Boston's Logan Airport is easily accessible by a variety of forms of transportation. The Lasell shuttle transports students to and from an MBTA stop at regularly scheduled and posted times.

### Lasell Village

Lasell Village is a unique Continuing Care Retirement Community located on the campus of Lasell College. Open since May 2000, the Village combines the elements of lifelong learning, retirement housing, support services, short-term rehabilitation and long-term care on its thirteen-acre site. Lasell Village is home to approximately 220 residents in its independent living apartments and includes Lasell House, a skilled nursing care facility as well as a supported living center. The Village is managed by Lasell College.

### A Living and Learning Community

A focus on living and learning is the defining characteristic of Lasell Village and one that makes it unique among retirement communities. Although it is one of

### General Information

a growing number of college-affiliated retirement communities in the country, it is the first to feature a formal, individualized, required continuing education program for its residents. The philosophy behind the education program at Lasell Village is that learning is not a chore or task, or even a specified activity. Rather it is a way of being — an approach to life in which we eagerly pursue interests and new experiences that have meaning to us.

Just as the students at Lasell College pursue learning as a priority in their lives, Village residents are required to plan and satisfy a specified learning plan. The diverse opportunities for satisfying the learning requirement reflect Lasell's connected-learning approach to education, which acknowledges that learning takes place both within and outside the classroom. These opportunities include:

- Participation in courses and educational events at Lasell Village
- Enrollment in courses at Lasell College
- Enrollment in courses at other educational institutions
- Mentoring Lasell College students or advising student groups
- Engagement in community service or volunteer activities
- Teaching or tutoring
- Travel study experiences through Elderhostel or other groups
- Activities in the arts and presentations of one's own artistic work
- Physical fitness activities
- Independent study or research
- Continued employment

### Awards

Lasell Village is a recipient of the 2002 American Society on Aging and MetLife Foundation MindAlert Award in the category of Outstanding Older Adult Learning Programs. Designed by Steffian Bradley Associates of Boston, Lasell Village was selected for a Project in Progress Design award in 2000 by Nursing Homes/Long Term Care Management and the Society for the Advancement of Gerontological Environments (SAGE).

**Undergraduate Admission**

## UNDERGRADUATE ADMISSION

Each year the Office of Undergraduate Admission reviews and selects from its applicants those students who are best qualified to benefit from a course of study at Lasell College. Many factors are considered when evaluating applicants for undergraduate admission: the applicant's scholastic record; personal evaluations of the applicant submitted by faculty or counselors at either the secondary school or college/university level; the applicant's scores on standardized tests; the applicant's extracurricular involvements; the applicant's personal statement or essay; and the applicant's choice of academic program at Lasell.

It is strongly suggested that applicants arrange an interview. Families, parents or guardians are encouraged to accompany the applicant to campus. Interviews or campus visits may be arranged by contacting the Office of Admission by telephoning (617) 243-2225, or on-line at [www.lasell.edu](http://www.lasell.edu).

Lasell College reviews complete applications on a rolling basis for entry to the Fall (September) or Spring (January) terms. Students are encouraged to complete their applications as soon as possible. The Office of Undergraduate Admission begins informing candidates of decisions December 1. Admission Applications may be obtained via the Common Application, by contacting the Office of Admission, or online at [www.lasell.edu](http://www.lasell.edu). The Office of Admission will waive the \$40 application fee for applications completed and submitted on-line. Completed paper applications, together with a non-refundable paper application fee of \$40, should be returned to:

Office of Admission  
Lasell College  
1844 Commonwealth Avenue Newton, MA 02466

### **Procedure**

#### **Freshman Admission**

In addition to the application for admission and applicable fee, freshman applicants should have the following documents forwarded to the Office of Admission:

- Completed secondary school transcript, including 1st marking period senior grades
- Standardized test scores (SAT I, ACT, TOEFL, or IELTS)
- A personal statement or essay (250 word minimum)
- Two letters or forms of recommendation (one must be academic)

#### **Transfer Admission**

In addition to the application for admission and applicable fee, transfer applicants should have the following documents forwarded to the Office of Admission:

### **Undergraduate Admission**

- Official college transcripts from each college or university attended
- Official final high school transcript or GED (waived if 30+ credits have been earned at another college or university at the time of application)
- Two letters of recommendation (one must be academic)
- A personal statement or essay (250 word minimum)
- Official SAT/ACT scores (waived if 30+ credits have been earned at another college or university at the time of application)

### **International Admission**

In addition to the application for admission and applicable fee, International applicants should have the following documents forwarded to the Office of Admission:

- Official secondary school transcripts or mark sheets for all schools attended (college, gymnasium, and lycee); transcripts should be translated into English. Transcripts should include senior year first-quarter grades or mid-term grades when available.
- Two letters or forms of recommendation (one must be academic)
- A personal statement or essay on a topic of your choice (250 word minimum)
- Official English proficiency exam results
- Financial Declaration Form

Applicants whose primary language is not English should submit an Official Test of English as a Foreign Language (TOEFL) or The International English Language Testing System (IELTS). SAT I or ACT scores may be substituted, if available. Candidates with strong academic backgrounds who have yet to attain proficiency in English, may be considered for the Lasell College ESL (English as a Second Language) Program.

The Financial Declaration Form provides evidence of the applicants ability to pay educational and living expenses while at Lasell College, and is required in order to obtain the I-20 Form. International applicants may substitute a signed bank statement, verifying availability of sufficient funds.

International Transfer candidates should also submit:

- Official transcripts from all college and universities attended
- A copy of the current I-20 Form (if already in the United States)
- Transfer Report Form completed and signed by both the student and the International Student Advisor at the applicant's current institution.

## Undergraduate Admission

International applicants with foreign transcripts are encouraged to have their credentials evaluated by a professional credential evaluation service. Each applicant is responsible for making sure that all required information is sent to the Office of Admission. Applications are considered complete when all credentials have been received. All foreign credentials must be translated into English prior to being submitted.

All complete applications are reviewed on a rolling basis. Candidates are encouraged to complete their applications as early as possible.

### Requirements

#### Freshman

Candidates for admission to the freshman class are expected to complete a college preparatory program of an approved secondary school, satisfying the following Carnegie Units:

4 Units of English

3 Units of Mathematics, including Algebra 1, Algebra 2, and Geometry (4 recommended)

2 Units of Laboratory Science (3 recommended)

2 Units of Social Science (3 recommended)

2 Units of Foreign Language recommended (not required)

Lasell College will also consider applicants who have successfully fulfilled the requirements for a secondary school diploma or GED.

#### Transfer

All transfer candidates are expected to have received a secondary school diploma or GED, and will have completed college/university coursework for credit toward a degree program at Lasell College at an accredited two or four year institution or at an international institution approved by the Ministry of Education.

#### International

Proficiency in English is required of all Lasell College students. Applicants must be able to demonstrate proficiency in reading, speaking, and writing English. Candidates with strong academic backgrounds that have yet to attain proficiency in English, may be considered for the Lasell College ESL (English as a Second Language) Program. The Lasell College ESL Program is a credit bearing program contained within an academic major. In addition to the requirements above, if appropriate international candidates must submit:

- A copy of your current I-20 Form
- A Transfer Report Form

### **Undergraduate Admission**

Both are required from foreign applicants currently studying in the U.S. The Transfer Report Form should be completed and signed by both the student and the International Student Advisor at the applicant's current institution.

#### **Academic Program Specific Admission Requirements**

Admission to all academic programs at Lasell College is competitive. With more applications than admission slots, the College may restrict enrollment into certain academic programs.

Applicants to Lasell College's Athletic Training Major must successfully complete all required Carnegie Units with a minimum two units of Laboratory Science (preferably Biology and Chemistry, or Physics), a minimum cumulative grade point average of 2.7 (on a 4.0 scale), and a minimum combined SAT I score of 1000 (Critical Reading and Math sections only). Both first year and transfer applicants who are admitted into the Athletic Training program enter directly into the major; there is no secondary selection process. Applicants are encouraged to complete the application process by January 15th for fall (September) consideration.

#### **Transfer Credits**

Each term Lasell College offers admission to students who have previously earned credit from other colleges/universities. These students must meet all of the requirements for graduation and must meet all of the requirements necessary to earn a Lasell College degree in their respective academic program. Students pursuing a bachelor degree must complete 50% of their credits at Lasell, the final semester of which must be at Lasell College. Only final grades of C (2.0) or better in college/university level coursework is acceptable for transfer credit. Previous college/university courses completed pass/fail or satisfactory/unsatisfactory are non-transferable. In addition, college/university credits completed in excess of 10 years are non-transferable, and all science coursework completed in excess of 5 years is non-transferable. A student may transfer a maximum of 60 credits to Lasell College.

Lasell College holds several Transfer Articulations Agreements with other colleges and universities. For a detailed list, please visit [www.lasell.edu](http://www.lasell.edu). Lasell College also participates in a Guaranteed Admission Agreement with Massachusetts Bay Community College. For additional information about the Guaranteed Admission Agreement between Lasell College and Massachusetts Bay Community College, please visit [www.lasell.edu](http://www.lasell.edu) or contact the Office of Undergraduate Admission.

#### **Entrance Examinations**

All candidates for admission should arrange to have their Scholastic Aptitude Test (SAT I) or American College Test (ACT) scores sent to the Office of Admission, preferably before January of the senior year of secondary school. The Lasell College CEEB Code is 3481.

## **Undergraduate Admission**

Also, candidates for admission who have taken the Test of English as a Foreign Language (TOEFL) or The International English Language Testing System (IELTS) should submit those scores with their application for admission. Information concerning the SAT may be obtained from The College Board at [www.collegeboard.org](http://www.collegeboard.org). Information concerning the ACT may be obtained from the American College Testing Program at [www.act.org](http://www.act.org). Information concerning the TOEFL may be obtained from the Education Testing Service at [www.ets.org](http://www.ets.org). Information concerning the IELTS may be obtained from English for International Opportunity at [www.ielts.org](http://www.ielts.org).

### **Advanced Placement Program**

As a participant in the Advanced Placement Program of The College Board, Lasell will grant college credit to students who present entrance scores of at least 3 on Advanced Placement tests offered by the Educational Testing Service (ETS). Students should have their scores sent directly from ETS to the Office of Admission at Lasell College. The Office of Admission will establish the number of Lasell College credits awarded under the Advanced Placement Program.

### **International Baccalaureate**

Candidates who have completed International Baccalaureate Higher Level (HL) subjects and received a score of at least 4 on the diploma program examinations may be granted college credit. Students should have their scores sent directly to the Office of Admission at Lasell College from IBO or have them printed on their official secondary school transcript.

### **International General Certificate of Secondary Education**

Lasell College recognizes the International General Certificate of Secondary Education, or IGCSE and may award credit for A-Level completed coursework. Students who have taken O-Level courses are eligible for admission provided they have no less than five strong passes. However, college credit is not awarded for O-Level completed coursework.

### **Enrollment**

Students offered admission to Lasell College are asked to submit a non-refundable enrollment deposit of \$400 (\$200 tuition deposit, \$200 housing deposit). Admitted students not seeking on-campus housing are asked to submit only the \$200 tuition deposit. The College observes a May 1 deposit deadline. Deposits received after May 1 will be accepted on a space available basis. The tuition deposit is applied toward tuition charges. Similarly, the housing deposit is applied to on-campus residency charges. Assignment of students to particular residence halls will be made

**Undergraduate Admission**

depending on availability. Upon receipt of the tuition deposit, an enrollment confirmation and a New Student Welcome Packet are provided to new students beginning their undergraduate education at Lasell College.

Prior to enrolling at Lasell College, the following requirements must be met: satisfactory health clearance, satisfactory completion of all in-progress courses, receipt of final grades for this academic year, and verification of high school completion. In addition, new students should contact the Office of Student Accounts to develop a plan for meeting their financial responsibilities to the College, including satisfying payment deadlines, fulfilling loan or grant requirements, and addressing outstanding balances. All students are billed for tuition and fees on a semester-by-semester basis. Payment is required prior to registering as a student at Lasell College.

## Academic Information

## ACADEMIC INFORMATION

**The Lasell Plan of Education: Connected Learning**

The Lasell curriculum builds upon the concept of “connected learning,” which combines breadth in the arts and sciences, professional/technical coursework, and educational projects that tackle real issues. Connected learning refers to explorations of issues, problems, and events through in- and out-of-classroom activities and projects. Lasell College strives for students to be so engaged with academic subject matter that learning itself *matters* to them in ways that go beyond meeting course requirements and earning grades. We thereby emphasize the idea of Lasell students being *productive* versus *consumptive* learners as they become committed simultaneously to a successful and rewarding career, an ongoing life of intellectual exploration, and active citizenship. Through course-based projects, internships, clinical experiences, and on-site training, all of Lasell’s degree-granting programs center on students’ understanding of the value of their academic work as they prepare to become imaginative and ethical practitioners in their chosen professions.

In support of its commitment to connected learning, Lasell has created several on-campus opportunities for linking classroom and professional experience. For instance, students across the curriculum work with experienced teachers and children at our on-site Child Study Centers. The Athletic Training students work with Lasell athletes in a state-of-the-art training facility. The Fashion program brings experts from a wide variety of companies and organizations to campus to interact with our Fashion majors. Students plan, organize and produce an annual departmental fashion show during the spring semester that highlights student- designed garments; additionally students are active throughout the year working on industry-related events with various organizations in the greater Boston area. *Lasell College Radio* engages Communication majors as well as students across the curriculum in hands-on media production, as does *The 1851 Chronicle*, the College’s student newspaper, and *Polished*, which is becoming one of Boston’s premier fashion, culture, and trends magazines. Criminal Justice and Legal Studies students learn about the court system through participation in Mock Trials. Our Exercise Science Lab allows students to practice and master assessment and rehabilitative techniques as they learn them in class. At the College’s annual Fall and Spring Connected Learning Symposia, students showcase their academic accomplishments in a professional conference-like setting.

The College experience aids students in forming a view of life, and this includes understanding not only the requirements of a successful professional career but also the positive contribution one can make as an active community member and global citizen. Lasell’s Center for Community-Based Learning provides opportunities for volunteer work as well as course-based community service-learning projects, includ-

## Academic Information

ing a variety of domestic and international service learning trips. Lasell's Donahue Institute for Values and Public Life fosters awareness of the importance of civility and active participation in the creation of a civil society. The Institute sponsors various events and programs in support of its mission.

Lasell College is known nationally for its living-learning retirement community, Lasell Village. Although Lasell Village is among a growing number of College-affiliated retirement communities in the country, it is the first to feature a formal, individualized, required continuing education program for its residents. The Village provides a host of intergenerational learning opportunities. Lasell College students can work and learn at Lasell Village in a variety of program-related internships, as well as interact with Lasell Village residents on campus in classes, at College events, and by working collaboratively on a variety of on or off-campus projects.

Lasell College academics are designed to provide a supportive and empowering environment for every student. A low student to faculty ratio ensures close attention to varying learning styles. The academic advising system focuses upon and fosters the development of personal initiative and decision-making; the advisor serves as a facilitator and a guide, helping the student to make choices rather than making choices for the student. There are many additional support services offered at the College to facilitate student learning, as well as ensure the quality of co-curricular life, and academic and professional planning. These include the Academic Achievement Center (AAC), Registrar's Office, Financial Aid, Career Services, Residential Life, the Health and Counseling Center, and The Center for Spiritual Life. Connected learning beyond the curriculum also includes a wealth of opportunities for leadership development and participation in organizations and College activities.

The goal of the Lasell Plan of Education is to provide educationally sound and engaging opportunities for each student to realize his or her fullest potential. Lasell College students graduate with an enriched sense of the contribution they can make in their profession and their community, enhanced confidence in their ability to learn and grow, and an eagerness to meet the challenges they will face throughout their personal and professional lives.

## Core Curriculum

### General Education Core

Fulfillment of the General Education Core helps to ensure that students gain the necessary skills and the breadth of knowledge needed to be responsible, competent, and contributing members of a diverse and increasingly technological society, both within and beyond their chosen professions. The General Education Core establishes the basis for lifelong learning after graduation from the College. The goal is that upon completion of a baccalaureate degree at Lasell College, students will be able to:

### Academic Information

- Read and respond in an informed and discerning way to written texts of different genres
- Write clear, well-organized, persuasive prose
- Use listening and speaking skills to express ideas and information clearly and confidently in a variety of settings
- Apply quantitative reasoning to solve problems effectively
- Use appropriate technological tools to solve problems efficiently
- Collect, analyze, and synthesize appropriate data and sources effectively, ethically, and legally
- Experience modes of self-expression and creativity
- Work effectively in collaborative settings
- Apply the process of scientific inquiry to comprehend the physical world and to solve problems
- Interpret and analyze the complex interrelationships and inequities in human societies in a global and historical context
- Evaluate and understand how individual differences in mental processes and behaviors relate to beliefs, values, and interactions
- Analyze how meanings and knowledge are created by diverse cultures and how they evolve over time
- Respond critically and analytically to moral issues and make informed, ethical decisions
- Participate actively as a citizen in local and global communities

All Lasell College students are required to complete 30-35 credits in the General Education Core. All of these learning outcomes are emphasized and reinforced within the majors, as well as in the General Education Core, which consists of the **First Year Seminar**, **Foundational Competencies**, and **Areas of Inquiry**:

#### **First Year Seminar (3 credits)**

- **First Year Seminar:** FYS 103 or for Honors students, HON 101

#### **Foundational Competencies (6-9 credits)**

- **Writing:** ENG 101/102 (6 credits)

All incoming students must be enrolled in an English Writing course in each of their first two semesters at Lasell College (allowing for exceptions based upon transfer credit). Students must receive a grade of “C” or higher in order to pass these courses.

Any students who have not completed the English Writing requirement at the conclusion of their third semester at the College are required to enroll in a course to

### Academic Information

complete that requirement in their fourth semester. The registrar will place an enrollment hold on those students who do not do so.

Any students who have not completed the English Writing requirement at the conclusion of their fourth semester at the College will be placed on academic probation.

- **Mathematics:** MATH 103 or test out (0-3 credits)

Students placing into MATH 103 are required to complete the course successfully within their first two semesters at Lasell College. It is strongly recommended that they register for MATH 103 in their first semester.

Additionally, all students at Lasell College build on foundational competencies in writing through writing-intensive courses in each major; they develop competency in computer literacy through assignments and projects utilizing information technology across the curriculum, and in oral communication in FYS and through presentation-intensive courses in every major. As part of Lasell's commitment to civic responsibility, all students typically engage in some form of service-learning as part of their general education core or through their majors.

### General Education Areas of Inquiry (21-23 credits)

The first five of the seven General Education Areas of Inquiry (AI) must be fulfilled with courses in the Arts & Sciences. A single course may not be used to fulfill more than one Area of Inquiry unless otherwise allowed under a specific Major's course requirements. In certain Majors, designated course requirements fulfill some of the Areas of Inquiry, as noted in the catalog.

### Aesthetic (3 credits): AI(A)

Critical analysis and interpretation of literature, music, and art; develop understanding of forms and approaches as well as appreciation of the importance of individuals' contributions to culture and society.

### Courses:

ARTH 103	Art History I
ARTH 104	Art History II
ARTH 107	Special Topics in Art
ARTH 201	Art History: A Woman's View
ARTS 106	Museum Discovery
ENG 201	English Literature: Selected Themes & Writers
ENG 209	Introduction to Literature & Literary Studies
ENG 210	Survey of American Literature
ENG 211	Modern Drama

**Academic Information**

ENG 217	Contemporary Literature
ENG 218	British Literature
ENG 222	Lyric Poetry
ENG 223	Ethics & Morality in Literature
ENG 224	Film & Literature
ENG 225	The Short Story
MUS 101	Music Appreciation I
MUS 102	Music Appreciation II
MUS 104	World Music
MUS 107	Understanding & Playing the Blues
MUS 108	Blues: Harmony & Theory
MUS 109	American Folk Music
MUS 201	Musical Comedy
MUS 203	Popular Music
MUS 215	Jazz
PHIL 202	Aesthetics

**Historical (3 credits): AI(H)**

Appreciation of the connection of the past with the present so as to assist in understanding the present and be better prepared for the future.

**Courses:**

HIST 103	World Civilization I
HIST 104	World Civilization II
HIST 123	American Civilization I
HIST 124	American Civilization II
HIST 203	The History of Women in U.S.
HIST 204	Recent American History
HIST 207	African American History
HIST 208	Sub-Saharan Africa After 1800
HIST 209	China from 1600 to Present
HIST 210	Latin America Colonial Period to Present
HIST 211	Middle East & the Islamic World Since 1800
HIST 212	Modern Japan: Culture & History
HIST 218	Global History of Childhood
HIST 231	Revolutions & Revolutionary Thought

**Psychological and Societal (3 credits): AI(PS)**

Inquiry into the internal and external processes and structures that influence the relationships among individuals, groups, and institutions.

**Academic Information****Courses:**

ANTH 101	Principles of Anthropology
CJ 101	Introduction to Criminal Justice
ECON 101	Principles of Economics-Micro
ECON 103	Economics of Social Issues
ENV 101	Introduction to Environmental Studies
LS 101	Foundations of American Legal System
POLS 101	American Government
POLS 201	State & Local Government
POLS 202	Contemporary Issues in Political Science
PSYC 101	Introduction to Psychology
PSYC 111	Aging in America
SOC 101	Introduction to Sociology
SOC 102	Introduction to Women's Studies

**Scientific (3-4 credits): AI(S)**

The ability to connect relevant scientific issues to students' personal and professional lives. The confidence and proficiency needed to integrate scientific information into the process of making informed, rational decisions.

**Courses:**

ANTH 103	Human Origins
BIO 101	Principles of Biology
BIO 102	Diversity of Living Organisms
BIO 110	Nutrition
BIO 112	Human Biology
BIO 205	Anatomy & Physiology I
CHEM 203	General Chemistry I
ENV 211	Environmental Science
ENV 220	World Geography
PHYS 111	General Physics I
SCI 103	Science for Educators I
SCI 104	Science for Educators II
SCI 105	Principles of Astronomy
SCI 106	How Things Work
SCI 111	Science of Science Fiction
SCI 114	Modern Science & Technology

**Quantitative (3-4 credits): AI(Q)**

Acquisition of the analytical skills and confidence necessary to interpret quantitative information and to make well-reasoned decisions in students' personal

**Academic Information**

and professional lives. MATH 103 Introductory Algebra does not fulfill the AI(Q) requirement.

**Courses:**

MATH 104	Intermediate Algebra
MATH 107	College Geometry
MATH 109	Modern Mathematics
MATH 116	Merchandising & Financial Mathematics
MATH 203	Precalculus
MATH 205	Calculus I
MATH 206	Calculus II
MATH 208	Statistics

**Students ordinarily study the Multicultural and Moral and Ethical Areas of Inquiry (AI) in the Junior and Senior years.**

**Multicultural (3 credits): AI(MC)**

Awareness of cultural diversity through the study of non-western, or nonwhite American, history/culture/literature; or comparative cultural studies; or the study of diversity in race, class, gender, sexuality, and/or disabilities; or the study of a foreign language at the intermediate level; or study or service-learning abroad for academic credit.

**Courses:**

ANTH 101	Principles of Anthropology
ANTH 103	Human Origins
ANTH 210	Folklore & Folklife
ANTH 212/312/412	Special Topics in Anthropology
ARTH 201	Art History: A Woman's View
BUSS 332	Cross-Cultural Management
BUSS 422	Global Marketing
CJ 315	Global Technology & Crime
CJ 317	Comparative Justice Systems
CJ 323	Justice, Class, Race & Gender
COM 212	Intercultural Communication
ECON 301	International Trade & Finance
ED 211	Identifying Special Needs Learners
ED 418	Integrated Instruction: Elementary (for Elementary Education only)
ED 420	Integrated Instruction: PK - Grade 2 (for Early Childhood Education only)

**Academic Information**

ENG 104E	Academic Reading & Writing for ESL (non-native speakers of English only)
ENG 312	Literature of Post-Colonial World
ENG 313	American Multi-Ethnic Literature
FASH 204/205	Fashion Research Abroad
FREN 201	Intermediate French I
FREN 202	Intermediate French II
HIST 203	The History of Women in U.S.
HIST 207	African American History
HIST 208	Sub-Saharan Africa After 1800
HIST 209	China from 1600 to Present
HIST 210	Latin America Colonial Period to Present
HIST 211	Middle East & Islamic World Since 1800
HIST 212	Modern Japan: Culture & History
HIST 218	Global History of Childhood
HIST 231	Revolutions & Revolutionary Thought
HUM 205	Mexico in Context
JPN 102	Elementary Japanese II
LS 305	Comparative Law & Legal Systems
MUS 104	World Music
PHIL 106	World Religions
PHIL 208	Knowing & Reality
POLS 208	Contemporary International Relations
PSYC 241	The Psychological Life of Girls & Women
PSYC 316	Psychology of Diversity
SOC 102	Introduction to Women's Studies
SOC 301	Race & Ethnic Relations
SPAN 201	Intermediate Spanish I
SPAN 202	Intermediate Spanish II
SPAN 301	Spanish Civilization I
SPAN 304	Cinemundo

**Moral and Ethical (3 credits): AI(ME)**

Familiarity with systems of ethical belief and their application to everyday life and/or professional behavior.

**Courses:**

AT 104	Professional Interactions & Ethics (for AT and ES majors)
BUSS 235	Ethics in Business
BUSS 335	Business & Society
CJ 103	Principles of Human Rights

### Academic Information

COM 205	Media Ethics & Society
ED 494	Professional Standards & Ethics (for Education Only)
ENG 223	Ethics & Morality in Literature
ENV 102	Environmental Ethics & Society
ENV 303	Environmental Justice
FASH 206	Sustainability in the Fashion Industry
LS 320	Philosophy of Law
PHIL 104	Sexual Ethics
PHIL 110	Ethics
PHIL 203	Existentialism
PHIL 205	Political & Social Philosophy
SMGT 202	Ethics in Sport
SOC 213	Ethics Across Generations
SOC 221	Contemporary Social Problems

HON 305 may meet certain **AI** requirements for Honors students depending on the topics.

### Majors Requiring a Foreign Language

The following majors have Foreign Language as an additional requirement for graduation: Communication (enrolled before 2006); English; English with Elementary Education; English with Secondary Education; History; History with Secondary Education; Humanities; Human Services; Psychology; Sociology; and International Business. In these majors, students must demonstrate a 200-level proficiency in a Foreign Language. (A slightly lower level of proficiency may be granted as meeting the requirement in foreign languages other than Spanish and French.) Students in these majors should consult with their advisors and the Director of Foreign Languages for placement. In rare cases, some students may be able to demonstrate the 200-level proficiency without taking any coursework at Lasell. Others may take, or have taken, an appropriate Foreign Language CLEP Examination for transfer credit. However, most Lasell students in the aforementioned majors will need to complete between three and nine credits of a foreign language to meet the proficiency requirement. All foreign language courses taken at Lasell must be for a letter grade (not pass/fail), and there is a prerequisite of a grade of “C” or better to move from one level to the next. Unrestricted Elective Credits will, of course, vary depending on how the 200-level proficiency is met by each individual student.

### Master of Science and Master of Education 5th Year Option

#### General Information and Overview of Procedures for 5th Year Option

#### Master of Education

**Academic Information****Master of Science in Communication****Master of Science in Management****Master of Science in Sport Management**

The 5th Year Option at Lasell College allows undergraduate students with high academic standing to earn both their undergraduate and graduate degrees in as little as five years.

Students may qualify to pursue a Master of Education in Elementary Education (M.Ed Elementary), a Master of Education in Moderate Disabilities (M.Ed. Moderate Disabilities) a Master of Science in Communication (MSC), Master of Science in Management (MSM), or a Master of Science in Sport Management (MSSM) with approximately one additional year of study.

Students who wish to pursue the 5th Year Option must have a cumulative grade point average of 3.0 or greater and inform their advisor during their freshman or sophomore year by completing the 5th Year Option Declaration of Interest form.

Planning is essential to success in this program. In addition to the opportunity to complete one or two blended semesters, students may be eligible to waive two courses (6 credits) required in the core curriculum of the MSC, MSM, MSSM, or M.Ed. Students should select courses in close consultation with both their advisor and Chair of the relevant academic department. Program choice and course load may affect time to master's degree completion.

During each blended semester, students complete their undergraduate degree requirements and simultaneously enroll in one graduate course (3 credits) that will count toward their master's degree. Students must earn a grade of B (3.0 GPA) in their graduate classes. (Note: Graduate course credits cannot be applied toward the fulfillment of the student's 120 undergraduate degree credit requirement.)

In a blended semester, students are required to take a minimum of 12 undergraduate credits and one graduate course. In each blended semester, students are not permitted to enroll in more than 18 credits.

Senior students registering for their blended semester(s) need to complete a Graduate Course Eligibility form during pre-registration for their first semester senior year. This form is necessary for the Registrar's Office to determine student eligibility.

In the final semester of the senior year, 5th Year Option students will submit an Application for Graduate Admission along with one letter of recommendation and a one page personal statement. The application fee is waived.

Students seeking further information regarding the 5th Year Option should contact:

### Academic Information

Lasell College, Office of Graduate Admission  
 1844 Commonwealth Avenue  
 Newton, MA 02466  
 617-243-2400  
[gradinfo@lasell.edu](mailto:gradinfo@lasell.edu)

#### 5th Year Course Waiver Guidelines

As described below, through completion of either set majors, minors, or various course combinations, and participation in the blended semester, students can earn as many as 12 credits towards the required 36 credits to earn the M.Ed, MSM, MSC or MSSM. Many of the undergraduate courses listed have prerequisites. For complete information on master's degrees, please refer to the graduate section of this catalog.

#### MEd

- **Education Majors:** Students who complete these undergraduate majors and their bachelor's degree with a minimum 3.00 cumulative grade point average (GPA) can request a waiver of six (6) credits from the Graduate Admission Office. (Note, students must complete these courses with a grade of B or higher.)
- **Other Undergraduate Majors:** Any Lasell student who successfully completes (with a grade of B or higher) the course combinations listed below can request a waiver of six (6) credits from the Graduate Admission Office. Students must also carry a minimum 3.00 GPA.

#### Undergraduate Courses

#### M.Ed. Waiver Course

ED 211 Identifying Special Needs Learners SPED 721 Inclusive Education  
 AND

ED 326 Inclusive Education

ED 206 Early Literacy Teaching & Learning ED 712 Literacy Instruction:  
 AND Elementary

ED 208 Elem Literacy Teaching  
 & Learning

ED 328 Teaching & Applying Mathematics: 1-6 ED 720 Mathematics Concepts  
 & Curriculum

AND

Three Math Courses (Note choice in #2) as follows:

1. MATH 304 Mathematics for Educators
2. MATH 104 Intermediate Algebra  
 or MATH 205 Calculus I
3. MATH 107 College Geometry

**Academic Information**

ED 329 Science Concepts & Curriculum: 1-6 (4 credit minimum)      ED 721 Science & Technology Concepts/Curriculum

AND one of the following:

1. SCI 103 Science for Educators I
2. SCI 104 Science for Educators II
3. ED 307 Technology in Education

ED 418 Integrated Instruction: Elementary      ED 722 Social Studies Concepts & Curriculum

AND

At least 6 credits of American and World History

AND

At least 3 credits of Geography and/or Economics

**MSM**

- **Business, Sport Management, and Fashion/Retail Merchandising Majors:** Students who complete these undergraduate majors and their bachelor's with a 3.00 cumulative grade point average (GPA) can request a waiver of six (6) credits from the Graduate Admission Office. (Note: students must earn a B or higher in the course combinations listed below.)
- **Business Minors:** Students who complete the undergraduate business minor and their bachelor's degree with a 3.00 cumulative grade point average (GPA) can request a waiver of six (6) credits from the Graduate Admission Office. (Note: students must earn a B or higher in the course combinations listed below.)
- **Other Undergraduate Majors:** Any Lasell student who successfully completes (with a grade of B or higher) the course combinations listed below can request a waiver of six (6) credits from the Graduate Admission Office. Students must also carry a minimum 3.00 GPA.

**Undergraduate Courses**

BUSS 212 Management Information Systems

BUSS 203 Financial Management

BUSS 224 Organizational Behavior

BUSS 432 Marketing Strategy

BUSS 232 Operations Management

**MSM Waiver Course**

MGMT 703 Management Information Systems

MGMT 704 Financial Management

MGMT 705 Organizational Behavior

MGMT 706 Marketing Management

MGMT 707 Operations Management

### Academic Information

#### MSC

- **Communication Majors:** Students who complete these majors and their bachelor's with a 3.00 cumulative grade point average (GPA) can request a waiver of six (6) credits from the Graduate Admission Office. (Note: students must earn a B or higher in the course combinations listed below.)
- **Communication Minors:** Students who complete the undergraduate communication minor and their bachelor's degree with a 3.00 cumulative grade point average (GPA) can request a waiver of six (6) credits from the Graduate Admission Office. (Note: students must earn a B or higher in the course combinations listed below.)
- **Other Undergraduate Majors:** Any Lasell student who successfully completes (with a grade of B or higher) the course combinations listed below can request a waiver of six (6) credits from the Graduate Admission Office. Students must also carry a minimum cumulative 3.00 GPA.

#### Undergraduate Courses

COM 205 Media Ethics and Society

COM 315 Communication Research

COM 317 Media Relations

COM 308 Conflict

Resolution & Negotiation

#### MSC Waiver Course

COM 701 Communication, Ethics, and Society

COM 703 Communication Research

COM 705 Media Relations

COM 709 Negotiations & Conflict Resolution

#### MSSM

- **Sport Management:** Students who complete these majors and their bachelor's with a 3.00 cumulative grade point average (GPA) can request a waiver of six (6) credits from the Graduate Admission Office. (Note: students must earn a B or higher in the course combinations listed below.)
- **Sport Management Minors:** Students who complete the undergraduate sport management minor and their bachelor's degree with a 3.00 cumulative grade point average (GPA) can request a waiver of six (6) credits from the Graduate Admission Office. (Note: students must earn a B or higher in the course combinations listed below.)
- **Other Undergraduate Majors:** Any Lasell student who successfully completes (with a grade of B or higher) the course combinations listed below can request a waiver of six (6) credits from the Graduate Admission Office. Students must also carry a minimum cumulative 3.00 GPA.

### Academic Information

#### Undergraduate Courses

SMGT 207 Special Topics  
in History of Sport

SMGT 201 Legal Aspects of Sport

BUSS 203 Financial Management

COM 317 Media Relations

#### MSSM Waiver Course

SMGT 702 Hist & Func of Sport  
in Society

SMGT 704 Sport and the Law

MGMT 704 Financial Management

COM 705 Media Relations

### Lasell College Connected Learning Symposium

The Lasell College Fall and Spring Connected Learning Symposia include presentations, displays, exhibitions, and performances involving both traditional Lasell and Lasell Village students. Launched in the Spring of 2002, the Symposia showcase students' academic work within a connected learning environment. These end-of-semester events gather the Lasell community in celebration of the collaborative accomplishments of students and faculty, helping to further establish the relevance of teaching and learning beyond the walls of the classroom. The week-long Spring symposium culminates with *Runway*, undergraduate and senior fashion shows.

### English as a Second Language (ESL) Program

International and other students admitted to Lasell College who require English as a Second Language (ESL) support will be assessed for appropriate placement based on TOEFL scores, individual conferences, and/or the English placement exam and course sequence into Level 1 or Level 2. Each level places the students into a supportive structure with special attention to the individual student's level of language acquisition (see Course Descriptions), structured ESL tutoring, and support for transition to the American culture and American system of higher education.

#### Structured ESL Tutoring:

Students will be assigned to the Academic Achievement Center (AAC) during specific times when an ESL specialist, Conversation Partners, Communication Tutors and/or other tutors are available to provide individualized attention to language acquisition needs. Students can elect to use the ACC more than the structured three-hour time block.

#### Support for Students Transition to the American Culture and Lasell College:

In order to ensure that all students in the program have easy access to an academic advisor, follow the appropriate course sequences and make best use of available services, students will be assigned to an academic advisor in the Academic Advising Center for the first year. The advisor will monitor students' progress and address

### Academic Information

needs as they arise while helping new students learn to navigate resources at Lasell College.

Since all new students at Lasell College enroll in First Year Seminar, FYS 103, during their first semester, new students in the ESL program select a special section of FYS, entitled American Culture: Myths & Realities, to help make a smooth transition into the Lasell College community as well as to American culture. This is accomplished through engaging activities involving reading, discussion, working on team projects, in-class activities, and other explorations of the myths and realities of American culture. This seminar-based course will take a historical approach to how the American culture and the United States have been portrayed in popular domestic and international media throughout the past century. In particular, students will investigate the continuities and changes in these representations through multiple perspectives, including each others. Through a multi-disciplinary approach students will reach a better understanding of myths and realities of American culture in the past and the present.

### Lasell College First Year Seminar Program

The First Year Seminar (FYS) is part of the General Education Core Curriculum and a requirement for all incoming first year students and transfer students with fewer than 15 credits. The First Year Seminar is a theme-based course that engages students in a specific area of interest while providing support for a smooth transition into the Lasell College community and the Connected Learning philosophy. First Year Seminar is designed to help students develop skills in speaking, reading, writing, research, technology, and learning strategies required for college level work and for becoming active and effective learners. This is accomplished through engaging activities, involving reading, discussion, working on team projects, participating in field trips, and explorations of the campus. Civic engagement and service-learning activities are often part of this course as is participation in the Connected Learning Symposium. Through the seminar, students develop close ties with faculty and peer mentors who serve as advocates for first year students' academic success. This requirement may be fulfilled by taking either FYS 103 or HON 101 (for students enrolled in Honors Program).

### The Capstone Experience

Every student at Lasell completes her or his undergraduate education with an intellectually rigorous academic experience that brings together knowledge and skills learned in the major, while providing a bridge to the profession. Although the experience may vary in some of the details according to major, it usually consists of some combination of internship experience, research project, seminar, and independent study completed during the senior year. Through a variety of connected-learning projects and activities, students have the opportunity to apply and demonstrate

### Academic Information

knowledge and skills gained and developed in the major program of study, as well as through the general education core curriculum requirements. The capstone experience emphasizes skills in writing, speaking, research, and information literacy, as well as in use of technology, as appropriate to individual majors and professions. Above all else, student work in the capstone experience demonstrates preparedness for the demands and requirements for success in his or her chosen profession.

### Honors Program

The Honors Program offers an intensive setting for intellectual and social development and provides a range of academic and professional benefits, including close work with individual faculty and collaborative work with highly motivated peers in many majors.

The Program strives to foster independent thinking and social responsibility, enthusiasm for intellectual inquiry and learning, and an appreciation for the power and relevance of ideas. It maximizes engagement with Lasell hallmarks – student-centered teaching and connected learning – through a mix of discussions, field explorations, customized research projects, leadership training, and community-based service.

The Honors Program aims to produce interdisciplinary thinkers and problem-solvers with a critical moral sensibility. Students gain the skill to research problems and approach solutions from a number of angles as they develop the leadership strategies to organize action and implement solutions.

In addition, the Honors Program provides many benefits, including an intensive setting for development of oral and written communication skills, critical thinking, leadership training through team-building, service-learning and community-based projects, opportunities for internships, conferences, seminars and professional networking through National and Regional Honors Associations, and formal recognition including Honors designation on the student transcript.

Designation as a Lasell Honors student represents a high level of academic achievement and unique accomplishments that demonstrate initiative and responsibility.

### Objectives

The objectives of the Honors Program are consistent with the educational objectives of the College, but designed for highly motivated students to work more intensively and creatively to achieve the following:

- To improve writing skills
- To improve oral communication and presentation skills
- To work collaboratively with peers
- To approach issues from an interdisciplinary perspective

### Academic Information

- To connect theory to practice by completing a community-based project
- To demonstrate leadership skills through community service

#### Overview of Program Requirements

Courses: Honors students take four Honors courses, one each year at the College.

Components: In addition, each year they select a project in one of their regular non-Honors courses, converting that project into an “Honors Component” conducted for Honors credit (four Components total).

This “4 Course + 4 Component” sequence is designed to blend with any student’s major, minor and set of interests.

Honors students entering the College in Fall 2011 and after must maintain a GPA above 3.5. Students who entered the Honors Program before Fall 2011 must maintain a GPA above 3.0.

#### Four Honors Courses

Each year, students take one course available only to Honors students.

First year	Honors Colloquium	HON 101	(3 credits)
Sophomore year	Honors Leadership	HON 205	(3 credits)
Junior year	Honors Seminar	HON 305	(3 credits)
Senior year	Honors Capstone	HON 401	(1 credit; year-long)

#### Four Honors “Components”

Each year, students work with a professor to customize a project in one of their regular courses, converting that course into an “Honors Component.” Typically, students will undertake Honors Components in the semesters they are not taking an Honor Course (listed above). Components represent a customized education; each component may be designed by the student and professor to deepen knowledge of course subject matter, to apply subject matter of the course to the student’s major or career goals, or to sharpen skills the student would like to hone.

Two Components must be in courses at the 200 level or above.

Honors Writing: Students who qualify for Honors Writing (ENG 101/102) may count one of these courses as a Component for the Honors Program. (Students must place into Honors Writing classes independently of admission into the Honors Program.)

Other Component options may be offered. Honors students are notified of options through the Registrar and the Honors Director. Guidelines and sample Components are available from the Honors Director.

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### Continuing Eligibility Requirements

Students must pass all Honors courses and components with a grade of C or better. Students who began the program prior to Fall 2011 must maintain a 3.0 overall cumulative average to continue in the Honors Program. Students who enter the program Fall 2011 and after must maintain a 3.5 overall cumulative average to continue in the Honors Program. If they are unable to do this, they may be placed on “Honors Probation” for one semester. If they demonstrate eligibility at the end of that semester, in consultation with the Honors Program Director, they will regain good standing in the Honors Program.

### Academic Internships

Internships across the curriculum are a critical part of the College’s connected learning philosophy. Internships (also known as practica, clinicals, and student teaching) serve several purposes. They help students:

- Apply coursework knowledge to a non-academic setting
- Learn/strengthen technical, professional, interpersonal, and work performance skills
- Demonstrate strong work ethic in a professional setting
- Explore and refine career choices
- Enhance and develop professional skills
- Network with professionals in the field
- Enhance marketability for employment
- Prepare for future graduate school education
- Work with diverse populations

Each academic major’s internship practices are designed to meet licensure, certification, and professional requirements and expectations, and, thus, internships differ across departments. In every major, internships are an integral component of a comprehensive program, which includes course preparation, the internship work experience, mentoring, guided supervision, and reflection. Internship requirements can range anywhere from 120 to 400 hours in a semester. Some majors, such as Human Services, Sociology, Psychology, Athletic Training, and Education require more than one internship.

### Linked Credits

Linked-Credits are one credit experiences linked to a host course, involving work in an area that is tied to the classroom experience. Linked-Credits provide connected learning opportunities in areas that support the mission of the College and that often tie into the work of various Centers at the College.

**Academic Information**

There are four possible Linked Credit options:

**Service-Learning (SVL)**

For this credit, students do 15 to 20 hours of service learning with an agency off campus, coupled with reflection on the social justice issues related to the service agency.

Examples of work that students might do include being a tutor for America Reads, America Counts, or ACES Early College Awareness Program, helping build trails through a nature preserve, being a peer mentor in a local recreation program, or developing a website or planning an event for a non-profit agency.

**Social Justice Activism (SJA)**

For this credit, students participate in activities specifically aimed at promoting social justice and which act to address issues of justice by raising awareness or advocating for change.

Examples of work that students might do include petitioning, lobbying, participating in or organizing a march or protest, or doing voter education/registration.

**Research Across the Curriculum (RAC)**

For this credit, students conduct a research project that extends an area of study in the host course.

Examples of work that students might do include completing a content analysis of a particular aspect of the media, surveying and analyzing student opinions on a political issue, or conducting an experiment on social behavior.

**Intergenerational Studies (IGS)**

For this credit, students design and complete a project that compares some aspect of thought or behavior across individuals of different ages.

Examples of work that students might do include writing an in-depth paper on parenting practices or work habits across different generations, gathering narratives of children's and adolescents' best friends, or examining changes in an artist's work across his/her lifetime.

**Service-Learning**

Service-learning, a form of connected learning, is both an action-oriented teaching method and an educational philosophy. Through public service projects, students apply classroom material to address real life challenges and social justice issues in and beyond the Lasell campus. Typically, service-learning projects are developed in response to a community need and are undertaken with a non-profit organization. Assignments include students' preparation for and engagement in service, as well as reflection on the service experience, particularly as that experience relates to

### Academic Information

larger social structures, US culture, and global relationships. In addition to service-learning course projects and service-learning internships, students may also elect the Linked Credit Service-Learning Option (SVL 115, 215, 315, or 415) that is offered in selected courses. Students register early in the semester after the instructor presents this option. To earn a linked credit, which receives a separate grade, students conduct public service projects combined with an academic assignment, which could take the form of essays, reports, journals, oral presentations, portfolios, or other creative products as determined by the instructor. A linked credit service-learning selection is an attractive feature on a student's academic transcript. A student who completes three linked credit options receives credit for a three-credit arts and sciences or unrestricted elective. See the course description section of the catalog for further information and restrictions.

### Study Abroad/International Education

Lasell encourages students to study abroad and/or do internships abroad. Study abroad helps students gain independence, maturity and confidence. It broadens the educational experience through knowledge of another country and culture, and gives a new perspective on the world and on the USA. Study abroad can entail a semester of coursework at a foreign university, an international internship, or international service-learning. Lasell has a home-school tuition model – this means that students studying abroad through one of our affiliate programs are regarded as full-time Lasell students and pay Lasell tuition, fees, room and board. Financial aid is awarded as if the student is full-time and living in residence at Lasell. Because students maintain full-time enrollment, financial aid is portable – including State and Federal aid (excluding work-study), Lasell scholarships such as the Presidential scholarship, Service, Donahue and Leadership scholarships and other institutional aid.

Lasell College students have the option of studying abroad through an affiliate study abroad program that includes over 90 institutions in approximately 40 countries. The Lasell Study Abroad Program recently expanded to include two new partnership programs. The Lasell College/Franklin College partnership provides a unique, one-semester international experience for students at both institutions. Franklin College is located on a hillside above Lugano, Switzerland, the principal city of Switzerland's southernmost Italian-speaking region of Ticino. Located just 45 minutes from Italy's fashion capital of Milan, Franklin College is the perfect location for Lasell students to study a variety of disciplines from a cross-cultural perspective. Franklin College also affords Lasell students with a unique opportunity to participate in a mandatory two-week academic travel program to another country in the world. This is included at no additional cost. The Franklin College academic travel programs allow students to visit an array of places around the globe ranging from the nearby Swiss Alps, to the deserts of Namibia. The program is open to students in all majors, with specially designed opportunities in International Business, for Lasell

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students studying at Franklin. Franklin College students can travel to Lasell to study in a variety of programs, with specially designed opportunities in Fashion.

The Lasell College/Letterkenny Institute of Technology (LYIT) partnership provides Lasell students in Business, Communication, Education, Graphic Design, Hospitality, and Sport Management majors with a unique opportunity to directly enroll in an Irish university that, like Lasell, believes that practical experience should be an integral part of the collegiate learning experience. The College has two campuses: the main campus is based in Letterkenny, the commercial hub and largest city in the County Donegal, a region in the Northwest of Ireland that is often seen as being a bastion of Gaelic language and culture. The second, smaller campus, is located in Killybegs, a picturesque fishing town that is also Ireland's premier seaport. It is at this campus that specially designed programs in tourism and culinary studies have been created for Lasell Hospitality and Event Management students. In addition to studying major-specific coursework, students can also choose from a variety of Irish cultural classes such as Irish History & Heritage, Irish Cultural Studies, or Gaelic Language. LYIT students also have the opportunity to travel to Lasell for semester study abroad in all of the above majors.

The typical timing for semester-long study abroad is during the fall semester of the junior year, or the spring semester, if there are compelling reasons (such as fall athletics) why a student cannot go in the fall semester. Study abroad is not allowed during the freshman year or during spring of the student's final semester at the College. Under certain circumstances, students with an exceptional academic record may be allowed to study abroad during their sophomore year, if this better fits the needs of their academic program, and if their academic advisor approves their application. Only students with an overall GPA of 2.5 are allowed to study abroad; several programs abroad require a higher GPA than 2.5. Falling out of good academic standing after applying to a study abroad program renders students ineligible to study abroad, and students must then assume responsibility for any nonrefundable costs that may have been incurred in setting up the experience. Students interested in study abroad should notify their academic advisors to begin academic planning at the end of their freshman year or the start of their sophomore year. Once the student and their academic advisor have determined the general plan for study abroad, the student should meet with the Director of International Services and pick up a Study Abroad application packet. The Office of International Service is located in the Arnow Campus Center on the 2nd Floor in Room 212.

### **International Service-Learning (Shoulder-to-Shoulder)**

International service-learning at Lasell College involves credit-bearing coursework coupled with a one to two week community service field experience, working "shoulder-to-shoulder" with community members in another country. For the experience in Ecuador, students participate in Environmental Service Learning. Students

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explore the rich culture of Ecuador while helping to protect the country's biologically diverse environment. The January trip entails a 10-day on-the-ground study of and service related to the environment in Ecuador. Students traveling to Mexico study the history, diverse peoples, and cultures of Mexico. The field experience in January includes individual homestays with Mexican families, intensive manual labor, and reflective intellectual work. The Nicaragua program incorporates volunteer work for literacy, public health, and social justice. A spring trip to San Juan Del Sur, Nicaragua provides opportunities for students to work side by side with community members, gain understanding through cultural exchange, and participate in reflection and academic exercises examining poverty and development. The Brazil experience focuses on ecotourism. Students study a holistic approach to planning and tourism development, reviewing standard industry practices and processes. In May, students travel to the Amazon rainforest to view, research, and participate in a newly developing ecotourism system. The May program in Uganda offers students the opportunity to work with rural schoolchildren to improve their performance on national tests, as well as to present relevant workshops to the local community. Our partnership in eastern Uganda with the Arlington Academy of Hope focuses on education, public health, and small business development.

### Lasell College Summer Online Undergraduate Program

Lasell College offers online undergraduate courses during two summer sessions. These courses provide undergraduates with an opportunity to earn credits so that they can stay on track for their intended graduation date if they have, for some reason, fallen behind in credits, or students can accelerate their degree program by earning credits over the summer. Many summer courses will fulfill General Education requirements; some may fulfill major requirements; and some may be taken as unrestricted electives. Students may also complete internship requirements during the summer, earning credits for professional work on-site and course work online; please see individual department internship requirements.

### Academic Centers and Support Services

#### Center for Academic Advising and First Year Programs

The Center for Academic Advising and First Year Programs provides a centralized location for all first-year students' academic advising services. This important resource is located in Bancroft House, where someone is available throughout the day every weekday. In addition, the Center oversees all academic advising for undergraduate students, and serves as an additional resource for students and faculty. The Center for Academic Advising and First Year Programs provides additional services for first-year students including First Year Seminar Peer Mentoring and Peer Advising. The Center aims to help students succeed as productive members of the Lasell College community.

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### Academic Advising

All students at Lasell College are assigned an academic advisor who assists with academic issues, guides them through their transition to college life at Lasell, and helps them prepare for the world after Lasell. Academic advising is a teaching and learning process that engages advisor and student in an ongoing relationship focused on helping the student connect higher education with educational, career and life goals. Advising promotes active student participation and supports intellectual and personal development toward academic success. Advisors often identify additional resources available to students to help solve problems or meet specific needs. These resources may include the Center for Academic Achievement, Registrar's Office, Financial Aid, Career Services, Residential Life, the Health and Counseling Center, and the Center for Spiritual Life. The advantage of attending a small institution is the personalized approach provided. There is a network of faculty and staff ready to work with students to help them meet their full potential.

Upon arrival, new students are assigned to a professional advisor according to their major. In the second year, if students have a declared major, they will be assigned a faculty advisor from that major's academic advising team in the summer prior to their second year. If they are enrolled as undeclared students, they will be assigned a new advisor in the summer prior to their second year or during their second year. Students meet with their advisors regularly during scheduled advising appointments and during open office hours throughout the semester.

### Lasell's Early Action Partnership for Student Success (LEAPS)

Lasell's Early Action Partnership for Student Success (LEAPS), led by a faculty-staff LEAPS Committee, enhances and coordinates the academic warning system to support academic advising. In addition to the individual conferences that occur informally between students and faculty, several formal mechanisms are also in place. These mechanisms are important advising tools that create opportunities for students, especially first-year students, to discuss their academic progress and explore appropriate resources such as classroom faculty, academic advisors, the center for Academic Achievement, and the Counseling Center. Students who receive a LEAPS notice via email are asked to speak with their advisor as soon as possible to resolve the issue.

### Mid-Term Progress Reports

As part of the academic advising process, course instructors issue progress reports at approximately the mid-point of each semester, by a deadline determined by the Registrar. Students receive a "Gd" ("Good") when they are evaluated at the time to be doing work at a grade level of B or above; they receive an "S" ("Satisfactory") when they are evaluated at the time to be doing work between a grade of C and B-; and they receive a "WA" (Warning) when they are evaluated at the time to be doing

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work at a grade level of C- or below. Students who are freshman-standing or sophomore-standing will receive progress reports in-person from their advisor. Students who are junior-standing or senior-standing may access their progress report through Self-Service. In an effort to support Lasell's "green" initiative, the Registrar distributes the progress reports and warning notices electronically to academic advisors in the form of a PDF. After meeting with freshman and sophomore students, advisors may either forward the PDF to the student, or may print a hard copy for the student's record. Mid-term progress reports are indications of progress at points-in-time. They are to be understood as prompts for working constructively to do the best work possible in a course; they are not, in any way, indications of what a student will earn for a final course grade.

#### The Academic Achievement Center

The Academic Achievement Center (AAC) provides free academic support services through a wide range of programs available to all students seeking a successful academic experience.

The AAC offers tutoring services available on a walk-in basis or by appointment. Assistance is available for many courses, and students are given individual instruction for specific course work. Professional and peer tutors assist students individually or in small groups in a variety of subjects including, but not limited to, writing, reading, math, science, fashion design, computer applications, and presentation skills. Online tutoring is also offered free of charge to all Lasell College students through the Academic Achievement Center. Papers or questions are submitted online, and feedback is returned in a timely fashion.

The AAC provides practical strategies for developing time management and study skills, improving note and test taking, reading, and writing research papers. Study groups are organized to allow students to share ideas, support one another, and prepare for tests. The AAC also maintains resources on the student intranet that provide tips on time management, test preparation, writing research papers, and more. The intranet also provides tutor schedules.

Lasell College recognizes the individuality of each student's learning style. Students with documented learning disabilities are provided accommodations such as extended time for tests, use of a tape recorder in the classroom, and note takers for those with visual or auditory challenges.

The Academic Achievement Center is located on the ground floor of the Brennan Library, and is open Monday - Friday.

#### Differently Abled Students

Lasell College accepts the definition of learning disabilities defined in Public Law 94-142, "as a disorder in one or more of the basic processes involved in understanding and using language, spoken or written, which may manifest itself in an

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imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations.”

Students with learning and/or physical disabilities seeking accommodations must submit documentation which describes the nature of their disability as well as appropriate modifications. The College makes every effort to provide reasonable accommodations, but may not be able to meet every request. Students must submit the relevant documents to the Director of the Academic Achievement Center.

The Family Educational Rights and Privacy Act (FERPA) prohibits the College from sharing any information about a student unless the student has granted permission. Therefore, students who want their instructors to make classroom and/or assessment modifications will need to sign a waiver authorizing the Director of the Academic Achievement Center to make such arrangements. It is to the student’s advantage to make these arrangements as soon as possible and in a timely manner. Faculty are not required to make adaptations unless they have been notified in advance by the Academic Achievement Center (AAC).

Frequently, students assume that their high school counselors have notified the College regarding students’ learning styles. The College has found that high schools do not always forward such records. Therefore, students should not assume the College is aware of their specific learning needs. Students should meet with the Director of the Academic Achievement Center within the first week of classes to review what documentation is available and what modifications can be arranged.

### Center for Community-Based Learning

The Lasell College Center for Community-Based Learning provides support and opportunities for students, faculty, staff, and community organizations to engage in mutually beneficial projects. Community involvement deepens academic learning; promotes values of citizenship; provides practical, project-focused experience; and develops initiatives that make a direct and lasting contribution to local communities and society. The Center works with students and faculty to design and implement community service-learning projects as an integral component of the connected-learning philosophy at Lasell College, and the Center provides service leadership training across campus to help students increase their communication effectiveness, understanding of diversity, self-awareness, accountability, and ability to meet challenges with creativity and resourcefulness.

Students and faculty engage in a wide range of service including: tutoring in public schools, supporting agencies serving victims of domestic violence; providing tax assistance for Greater Boston residents; building and/or renovating low-income homes in the United States and Mexico; becoming stewards of the environment both locally and in Ecuador; mentoring underserved youth; providing service through fashion; visiting with the elderly; promoting voter registration; and raising awareness and resources for pressing local and global issues such as health pandemics, poverty,

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and natural disasters. Important on-going programs include: after-school literacy and math tutoring (America Reads & Counts), an Alternative Spring Break focused on hunger and poverty relief, early college awareness mentoring (A.C.E.S.), and mentoring for children affected by domestic violence.

#### **Nancy Lawson Donahue '49 Institute for Values and Public Life**

The mission of Lasell College's Donahue Institute for Values and Public Life is to foster awareness of the importance of a civil society and to create sensitivity to the moral dimensions of choices individuals make. To this end, the Donahue Institute sponsors forums and workshops that not only augment but also extend beyond classroom experience. Overall, the Donahue Institute seeks to help raise awareness of social issues and our responsibility as members of different communities, both locally and globally. The Donahue Institute collaborates with faculty to provide programming that connects classroom learning to the wider community. Students are actively involved in initiating and planning Donahue-sponsored events.

Each fall the Donahue Institute hosts a Donahue Distinguished Scholar, who leads discussion in different classes, meets with students and faculty informally and gives a public lecture. Other regular programs such as the "Student Voices" series involve students in panel discussions and debates, and a film series forms the basis for discussion around issues of race, gender and other social themes. Every semester, the Donahue Institute sponsors lectures or debates on various local and global issues such as hunger and genocide, domestic violence, crime, military intervention, and international trade policies. The Donahue Institute also works with students to encourage civic engagement, including voting and student activism.

#### **Jessie S. Brennan Library**

The Jessie S. Brennan Library contains a collection of more than 60,000 items, and through the library webpage, provides access to over 80 databases that include 31,140 text journals, along with e-books and e-journals. As a member of the Minuteman Library Network, the library shares resources with 42 libraries, including six academic libraries. This allows us to provide easy access to over six million items, all searchable through a shared online catalog.

The reference staff assists students with their research and provides access to additional resources elsewhere. In order to train students on how to use this wealth of information, there is a library lab for hands-on library instruction. Students receive assistance and training in classes and at the reference desk.

There are over 60 computer workstations, along with printers and scanners located throughout the library, which also houses the Winslow Archives, a Curriculum Library, and several study rooms. The library is open 92.5 hours a week during the regular academic year.

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### **RoseMary B. Fuss Center for Research on Aging and Intergenerational Studies**

Established in 2001, the RoseMary B. Fuss Center for Research on Aging and Intergenerational Studies is dedicated to enhancing the quality of life for older adults through research, community partnerships, and teaching focused on aging, lifelong learning and intergenerational programs.

Located at Lasell Village, the Center sponsors conferences, workshops and lectures on issues related to aging and intergenerational studies. The Center also facilitates research studies initiated by members of the Lasell College community and provides support scholars and research groups from outside the College community who wish to conduct studies on aging and intergenerational learning.

### **RoseMary B. Fuss Center for Teaching and Learning**

The RoseMary B. Fuss Teaching and Learning Center (TLC), located on the ground floor of Brennan Library, engages faculty in identifying and implementing learning-centered strategies for teaching in face-to-face, web-enhanced, and online environments. The TLC provides workshops and consultation in using academic technology and web-based resources, evaluating teaching effectiveness and student learning, and assessing academic programs, as well as supporting faculty professional development. The Center, in collaboration with the IT Help Desk and the Academic Achievement Center, also supports undergraduate and graduate students through small-group and one-on-one workshops. An internal website provides a variety of resources and tutorials for faculty and students.

### **Information Technology Services**

Our approach to technology is based on the College's philosophy of connected learning, infusing the classroom environment with the most current systems, web sites, and social media. Lasell integrates technology and multimedia systems throughout the curriculum and community to support students' academic and co-curricular endeavors. All campus classrooms are equipped with technology to support an engaging, interactive learning environment. Industry specific software and systems are available in the computer labs, and students utilize these systems in their course projects. The Technology Help Desk is located on the ground floor of Brennan Library and Help Desk staff provide support services for students, faculty and staff. Our high-speed wireless network covers all residence halls as well as most classrooms and public areas throughout the campus.

**Academic Policies**

## ACADEMIC POLICIES

### **Student's Responsibility**

Each student must remain continually aware of progress in meeting requirements for graduation. If there is any question about an individual record, the Registrar's Office should be consulted. Each student must also be aware of deadlines set within each academic year that pertain to academic actions: these are identified in the Academic Calendar found in both the Lasell course catalog and the Academic Planner/Student Handbook as well as email messages from the Registrar. Students are expected to activate their Lasell email accounts and to check them regularly, as many official notices from the administration and the faculty are sent only as electronic mail.

### **Graduation Requirements**

#### **Bachelor Degree**

A graduate of Lasell receives the degree of bachelor of arts or bachelor of science. Specific requirements of the various curricula are described under each major. In order to graduate, each student must earn a minimum of 120 credits of academic work; out of these 120 credits, students must complete a minimum of 42 credits in the arts and sciences. Most degree programs at the College require between 120 and 127 credits to graduate.

In order to graduate, students are required to complete 50% of their credits at Lasell College (the College allows a maximum of 60 transferable credits), the final semester of which must be at Lasell College, attain a cumulative GPA (grade point average) of 2.0 or higher, complete a major degree program, and meet Lasell's Core Curriculum competencies. All degree programs have additional requirements described in the catalog.

#### **Second Degree**

A student can qualify for a second bachelor's degree provided a minimum of forty-five (45) additional credits are earned at Lasell College and all requirements are completed in good standing. Students seeking a second bachelor's degree are advised that financial aid is severely restricted.

#### **Dual Degree**

A student may earn two undergraduate degrees concurrently provided (a) all requirements for each degree are completed in good standing, and concurrently (b) all pertinent requirements of Lasell and the individual departments involved are completed successfully, and (c) both degrees are conferred concurrently.

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### Change of Major

The student must initiate this change by speaking with his/her advisor;

1. If the decision is made to change a major, the student fills out the “Change of Major” form available on My.Lasell.com. The form must include the signature of the current academic advisor and/or Department Chair.
2. If approved, the student submits the form to the Center for Academic Advising, located in Bancroft House, which notifies the student of the change to the new major and assignment of a new advisor. If the department chair does not approve the change of major, he/she then notifies the student and the student may request a change of major again in the next semester.
3. Upper-class students are assigned a new advisor after the change of major form is submitted to the Academic Advising Center. First-year students changing majors anytime during the Freshman year are not assigned a new advisor until the following academic year

### Minor Program of Study

A Minor provides students the opportunity to deepen their understanding and expertise in an additional area of study. A 2.0 [C] average must be maintained within a Minor program of study in order to receive the Minor, with some programs having additional earned-grade requirements. A Minor consists of a minimum of five courses, at least 50% of which must exist outside of the courses required for the student’s Major (i.e., course “required for the Major” or “additional Major requirements) or another declared Minor. If a course is listed as an option within a student’s Major requirements (or within another declared Minor), but is not taken to fulfill those requirements, it may be counted toward the Minor as one of the non-major electives. Hence, in five or six-course Minors, three or more courses must be drawn from non-major electives, and cannot be double counted for another Minor. Additionally, at least 50% of courses in a Minor must be taken at Lasell College. Students may declare a Minor at anytime by completing a “Declaration of Minor” form in the Registrar’s Office.

### Progress Toward the Degree

Students are expected to maintain satisfactory academic progress. Satisfactory academic progress is defined both by the number of credits successfully completed and the grade point average. In general, a full-time student is expected to complete all requirements within six years for a bachelor’s degree. A student with extenuating circumstances will be evaluated individually.

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#### Full-time Status and Credit Load

Full-time students normally carry a course load of 15-18 credits per semester; a course load of 12 credits is considered full-time. Any Student wishing to enroll in more than 18 credits must have the written permission of the Department Chair for their major, who consults with the academic advisor.

Students exceeding 18 credits will be charged for additional credit hours. Excess credit fees are not reduced or refunded for schedule changes made after the add/drop period.

#### International Certificate of Eligibility

International students must carry a minimum of 12 credits per semester to maintain their certificate of eligibility.

#### Application for Graduation

A student eligible for a degree must apply for graduation through the Office of the Registrar at least one full semester before they expect to complete all requirements for graduation. Failure to comply may result in a delay of receiving the degree by a semester.

Degrees are awarded three times a year in December, May, and August. Commencement exercises are held once a year in May.

<b>Expected Degree Completion:</b>	<b>Completed Application Filed:</b>
December	Prior to September 1
May	Prior to December 15
August	Prior to May 1

#### Conditional Graduation

Students classified as conditional graduates may participate in the May commencement exercises. To be considered a candidate for conditional graduation a student must have:

- a) attained a minimum cumulative GPA of 2.0; and
- b) be within one (1) course (maximum of 3-4 credits) of completing their graduation requirements.

A student may petition to be a conditional graduate if the above requirements have been met. Approval must be granted by the Registrar and the Vice President for Academic Affairs.

The student must complete the Conditional Graduation Contract (available in the Office of the Registrar) agreeing to the following:

1. course must be approved in advance by the Registrar
2. approved course must be taken at an accredited institution

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3. course must be completed by the end of August following commencement with a grade of "C" or better
4. an official transcript must be submitted to the Office of the Registrar following course completion

Students enrolled in a major whose final semester includes a summer session may also be eligible to petition for conditional graduate status provided institutional requirements (a) and (b) above have been met and they have only the required summer courses pending, as stated in this catalog.

The Conditional Graduation Contract must be signed and returned to the Office of the Registrar by May 1, 2013. Conditional graduates are not eligible for Latin honors recognition at commencement; if they are eligible after completing all required credits for graduation, this is so noted on their record.

## Undergraduate Academic Commencement Awards

### Baccalaureate Level

Full-time students at Lasell College with a cumulative GPA of 3.5 or higher are eligible for special recognition at commencement.

Specific designations include:

**cum laude:** 3.5-3.69

**magna cum laude:** 3.7-3.89

**summa cum laude:** 3.90

**Lasell Chair** - The Lasell Chair is awarded annually to a student at the baccalaureate level. The award is based upon an extraordinary level of commitment to the Lasell College campus community throughout the recipient's Lasell career, as evidenced in the quality of service and participation, and in the cumulative, positive impact that his/her presence has had at the College.

**Lasell College Book Awards** - At the end of each academic year, Academic Departments select graduating Seniors to be honored with Book Awards. These awards (a gift of a book within each student's major) are given in recognition of a demonstrated commitment to excellence at Lasell College. The recipients are judged to be models for their fellow students in professional demeanor, academic achievement, maturity, perseverance, and collegiality. The Book Awards are presented at a special dinner ceremony held Commencement weekend.

### Academic Dishonesty

Students have a responsibility to maintain the highest level of academic integrity. They are expected to perform educational tasks with the highest moral and ethical conduct. Academic dishonesty, intentional or unintentional, is grounds for failure

### Academic Policies

on any assignment or failure in the course, at the instructor's discretion. Academic dishonesty is also grounds for suspension from the college at the discretion of the Vice President for Academic Affairs and may be subject to appropriate legal investigation and prosecution.

Helping another student in an act of academic dishonesty constitutes an act of academic dishonesty.

Academic dishonesty may take the following forms:

**Plagiarism:** The act of taking or passing off another's ideas, or writing, as one's own; copying or paraphrasing another's words without credit; buying or accepting work and presenting it as one's own. Students bear the responsibility for demonstrating the evolution of original work.

**Copyright violations:** The Copyright Law (Title 17 U.S. Code) protects electronic, print and other copyrighted materials. Any infringement of copyright is a violation of academic integrity. Electronic copyright infringement involves video, audio and computer materials and any other materials made electronically. Copying videos, cassettes or software, selling or disseminating programs without the owner's permission, putting pirated software on the College computers or your computer is not permitted. As long as appropriate credit is given, making a copy of a small portion of a book or a portion of an article for use in your assignments is acceptable. The correct citation method for sources of ideas and information obtained electronically or in print is available in the library.

The library has a copy of the complete Copyright Law for further reference.

**Cheating:** Dishonesty or deception in order to obtain some advantage or gain; e.g., stealing or receiving stolen examinations. Additional examples of cheating include, but are not limited to, submitting work produced for one course to fulfill the requirements in another, as well as submitting work that is or has been submitted by another student in the same or different course, unless approved by the current instructor.

**Theft/Vandalism:** Taking or defacing library materials or educational equipment such as a VCR, computer or software. Cutting pages out of a book or magazine or taking material out of the library and not checking it out is stealing.

**Forgery:** Signing another's name to exams, forms, or other institutional documents.

### Disciplinary Action

Students who violate the Academic Dishonesty policy will be subject to one or more of the following disciplinary actions.

- Warning
- Temporary or permanent suspension of computer, network and/or library privileges

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- Academic suspension
- Investigation and action taken in accordance with the appropriate student, faculty, or staff handbook
- Investigation and/or prosecution by state or federal law enforcement agencies

Incidents of academic dishonesty are reported by the instructor in writing to the Vice President for Academic Affairs. The Notice of Academic Dishonesty that is filed by the instructor will remain in the Vice President for Academic Affairs Office and will be destroyed when the student leaves the College. A student who wishes to appeal a charge must follow the process for ACADEMIC GRIEVANCE as described in the Lasell Student Handbook.

A student who violates standards of College policy by taking or vandalizing library materials or educational equipment may be referred to the College judicial system as described in the Lasell Student Handbook.

### Class Attendance Policy

The College expects students to attend classes and assigned out-of-class events. Attendance is taken in every class. The College does not, however, set specific guidelines regarding procedures and penalties for absences. Instead, each faculty member sets his/her own guidelines as deemed appropriate for each learning experience. Instructors will distribute their specific course attendance policies as a part of the course syllabus during the first week of classes. Students have the responsibility of knowing these attendance policies.

The serious student assumes the responsibility of attending every class and assigned out-of-class event.

The instructor should not penalize a student for class or assigned out-of-class event absence as long as there is a legitimate reason for the absence. The term “absence” refers to failure to attend all or part of a class session or assigned out-of-class event, as defined by the instructor’s class attendance policy. Students who are granted an excused absence should be provided, within reason, an opportunity to make up missed work. Legitimate reasons for absence include, but are not necessarily limited to, illness, family emergency, observance of major religious holidays, participation in official college events or trips, or, in the case of an assigned out-of-class event, overlap in time with other courses in the student schedule, or participation in scheduled meetings of officially recognized college organizations.

In most cases, including any reason for an excused absence that the student knows about in advance of missing class, it is the responsibility of the student to make prior arrangements with their professors to make up any missed work or assignments. The student should be communicating with the professor as soon as the need to miss a class is known – that is, as far in advance of the class session as possible.

### **Academic Policies**

The instructor may require that a student submit appropriate documentation for any excused absence. Appeals can be directed to the Vice President for Academic Affairs.

#### **Late Class Start Policy**

Students and instructors are expected to arrive at their class by the official start-time of the class. In the event the instructor is delayed, students are required to wait a minimum of fifteen (15) minutes beyond the official start-time of the class before leaving.

#### **Class Cancellation**

In the event a class meeting must be cancelled, the instructor calls the Registrar's Office, and staff in the Registrar's Office will post an official class cancellation notice bearing the College seal on the classroom door.

#### **Leave of Absence**

A student experiencing medical or personal difficulties due to extenuating circumstances may request a Leave of Absence in writing from the Dean of Advising and First Year Programs at any time during the semester for the remaining part of the semester. Students must be in good standing throughout the College. As with any change of status, a student should consult appropriate personnel including the academic advisor, the Office of Student Financial Planning, and Student Accounts to learn how a leave may impact the student's return.

Before returning to the College after a Leave of Absence, the student must notify the Office of the Registrar in writing. If necessary, a written request can be made to the Dean of Advising and First Year Programs to extend the Leave of Absence for one semester. The Dean of Advising and First Year Programs will notify the student and the Registrar in writing of the decision to extend the leave within one week. If the Leave of Absence is granted under emergency conditions, a separate protocol for return is required by the College.

#### **Military Leave During a Semester**

Students will be allowed to take a military leave from the College without penalty. Students will receive a 100 percent tuition refund and a pro rata refund of unused room and board fees (less any financial aid which may have been received for the term) upon presenting an original copy of their military orders for active duty to the Office of the Registrar. Alternatively, extension (INC) grades with no tuition reimbursement may be more appropriate when the call for active military duty comes near the end of the term.

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### College Withdrawal

Any student wishing to withdraw from all course work at the College should first meet with his or her academic advisor to explore the possible alternatives. If withdrawal is a student's final decision, the student should complete a College Withdrawal Form that is available from the Office of the Registrar. A grade designation of "W" will be recorded for official withdrawals that occur prior to course withdrawal period deadline date published on the College Calendar. After that time, a student not attending classes will receive grades of "F" for all courses. Grades will be determined based on the submission date of the College Withdrawal Form. An administrative withdrawal may be issued if warranted by circumstances.

Staff in the Registrar's Office will assist in completing the process. The student will be asked to meet with various professional staff from Student Financial Planning, Student Accounts and Residential Life as part of the withdrawal process.

### Readmission

Students not on Leave of Absence who separate from Lasell through suspension, withdrawal, graduation, or any other method are required to reapply for admission to the College by completing an Application for Readmission. These applications are available through the Office of the Registrar. While admission is not guaranteed, application is encouraged.

Please note: Students who have left the College due to medical emergency situations should refer to the Student Handbook, Mental Health Emergencies Section, for necessary steps for return to Residence and the College.

### College Calendar

The College Calendar is the official schedule for all courses, vacations, holidays, breaks, and final examinations. All students are expected to be in attendance and to take their final examinations as indicated on the College Calendar. Students who leave the campus before the official end of each semester, who return to the campus late after breaks, or who take additional "time off" during the semester do so at their own risk.

### Final Examinations

The College expects all students to take their final examinations on the dates and times scheduled. Students who need to take a final examination at a time other than the scheduled time must discuss this with their instructor before the date of the final examination. The College reserves the right to deny a student's request for an alternate final examination schedule.

**Academic Policies****Credit by Examination Policy**

Students have the opportunity to earn transfer credit by examination in certain academic subjects through the College Level Examination Program (CLEP), the Advanced Placement Program (AP) and the ACT PEP: Regents College Examination. Refer to department-specific requirements and contact the Registrar's Office/Department Chair for more information.

**Student Confidentiality**

Lasell College regulates access to and release of a student's records in accordance with the provisions of the Family Educational Rights and Privacy Act (FERPA) of 1974 as amended (PL 93-380, Section 438, The General Education Provisions Act). The purpose of the act is to protect the privacy of students regarding:

- the release of records, and
- access to records maintained by the institution.

In compliance with the Family Educational Rights and Privacy Act of 1974 (the Buckley Amendment), Lasell College has committed itself to protecting the privacy rights of its students and to maintaining the confidentiality of its records. A copy of the law is available in the Registrar's Office.

The following is a summary of the rights of students under the Family Educational Rights and Privacy Act (FERPA).

**Students' Rights****1. Review and Inspection of Records**

Students have the right to review and inspect their educational records as defined in Section VII of the Policy within a reasonable time of a request to the Registrar's Office. All requests to inspect records will be fulfilled within 45 days. The College has an obligation to respond to reasonable requests from students for explanation of their education records. If a student is unable to inspect personally his/her education record, the College is obligated to provide a copy of the record requested upon the payment of a copying fee.

**2. Right to request an Amendment of Records**

A student has the right to request that the College amend education records which the student believes are inaccurate, misleading, or in violation of the privacy or other rights of the student. The College will decide whether or not to amend such records and so inform the student.

**3. Rights to a Hearing to Challenge the Contents of Records**

A student has the right to challenge the contents of education records the student believes are inaccurate, misleading or in violation of the privacy or rights of the student. The hearing is conducted by the Vice President for Academic

**Academic Policies**

Affairs. If the student prevails at the hearing, the student has the right to request an amendment to the record. Should the student not prevail, the student may enter an explanation in the records setting forth the reason(s) for disagreeing with the hearing decision.

**4. Right to Refuse Designation of Directory Information**

Lasell College considers the following as public information (described in the Policy as “directory information”): name, term, home and electronic address, campus address and mailbox number, telephone (home and cell) and voice mailbox number, date and place of birth, photograph, electronic portfolio (EPortfolio) major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, program of enrollment, expected date of graduation, degrees and awards received, and most recent previous institutions attended by the student. Some or all of this information may be published in directories such as a student directory, an electronic student directory, a sports program, the Lasell intranet (MyLasell), the Lasell College website, or other campus publications.

A student has the right to refuse to permit the designation of any or all of the categories of personally identifiable information as directory information, except to school officials with legitimate educational interest and government agencies. A school official is defined as a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted as its agent to provide a service instead of using College employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the College.

If a student decides to withhold disclosure of directory information, a Request to Prevent Disclosure of Information needs to be completed within three days of his/her registration, which states the desire not to permit the designation of one or all of the categories of directory information. The decision to withhold the disclosure of directory information remains in effect for one academic year and needs to be renewed annually, if so desired.

With regard to external inquiries, the Registrar’s Office will verify directory information, unless advised to the contrary by the student as indicated above. “Verify” means to affirm or deny the correctness of the information. The College will not provide corrections for inaccurate information. All non-directory information, which is considered confidential, will not be released

### Academic Policies

to outside inquiries without the express consent of the student except under the provisions of the Family Educational Rights and Privacy Act (FERPA). However, the College will verify financial awards and release data for government agencies.

#### 5. Right to file a Complaint

Complaints regarding violations of the rights accorded students under this policy should be directed to the Registrar. (Complaints failing resolution internally may be filed directly with the Department of Education, 330 Independence Avenue, Washington, D.C. 20202.)

### Transcripts

Official copies of a student's permanent academic record are issued by the Registrar's Office. The transcript request must be made in writing by the student, and include \$5.00 for each copy requested. These transcripts are mailed directly to the college or employer requested within two to four days. Transcripts cannot be processed for students who have unpaid bills.

Unofficial transcripts may be issued directly to the student provided the request is in writing. The fee is \$5.00 for each copy and the processing time is two to four days.

### Title II Report

Title II Section 207 of the Higher Education Act (HEA) of 1998 requires states, as recipients of HEA funds, and all institutions with teacher preparation programs that enroll students receiving federal financial assistance to prepare annual reports on teacher preparation and licensing. In Fall 2010, 58 students were enrolled in Lasell College's Massachusetts Department of Education approved teacher preparation program. Requirements for student teachers averaged 25 hours per week for 16 weeks, for a total of 400 hours.

Mission Statement: With hands-on field experience, small class sizes that support one-on-one, student-teacher interaction, and experienced professors, Lasell College's teacher preparation program offers a unique blend of theory and practice in the educational environment. An aggressive, insightful program of study ensures students understand the challenges of today's school systems, and the demands for those of tomorrow. Each student's personal philosophy of education is formed by grounding theory with practices observed in schools located in diverse communities.

Lasell College's passing rates on the Massachusetts Tests for Educator Licensure (MTEL) are included in the Title II report. In 2010-2011, 100% of the graduates of our education licensure programs passed all portions of the exam. Our approach to student success includes infusing test content into courses, providing seminars focused on test objectives and strategies, and using test results to strengthen the program.

## Academic Policies

### Graduation and Retention Rates

Data are presented to be consistent with national reporting guidelines for graduation rates as defined in the Student Right-to Know Act. These guidelines specify that only students who are (1) first-time college students during the fall semester and (2) enrolled full-time during their first semester are to be included in each yearly cohort. Each cohort is then tracked for 6 years. Students not tracked for graduation rates include: students who begin college in the Spring; students who begin college as part-time students; graduate students; and students who are transfers from other colleges. All colleges that participate in federal financial programs are required to report graduation information to the Integrated Postsecondary Education Data System (IPEDS) for its Graduation Rates Survey. The national average for private four-year colleges in 2010 was 55.1% and for public four-year institutions the national average was 39.6% ([www.ACT.org](http://www.ACT.org)). The 2010 graduation rate for Lasell was 51.04% and the 2011 rate was 46.5%.

First-year retention is defined as the percentage of an initial cohort (as defined above) enrolled at the same institution one year later (i.e., freshman to sophomore year). The national average for private four-year colleges in 2010 was 68.7% (“<http://www.ACT.org>”). Lasell’s three year average is 68.9%.

### Undergraduate Grading and Academic Credit Policies

#### Grading System

Grades submitted by the instructors are issued at the end of each semester and are represented by letters. Class promotion, graduation, honors, Good Academic Standing, Academic Probation and Suspension are based on a student’s grade point average (GPA). The GPA is computed by multiplying the number of semester hours of credit by the appropriate quality point value, and then dividing the sum of these products by the total number of semester hours of credit attempted. Students may take a specific course on a pass/fail basis with permission of the Dean of Advising and First Year Programs. (See also Pass/Fail Policy.)

Grade	Numerical Value	Quality Points
A	100-93	4.0
A-	92-90	3.7
B+	89-87	3.3
B	86-83	3.0
B-	82-80	2.7
C+	79-77	2.3
C	76-73	2.0
C-	72-70	1.7
D+	69-67	1.3

**Academic Policies**

D	66-63	1.0
D-	62-60	0.7
F	59-0	0.0

**INC** means Incomplete

**IP** means In Progress (used for courses that extend beyond the academic semester)

**W** means Withdraw

**X** means non-credit item completed (i.e., lab)

**LVP** means Lasell Village participation

**AU** means Audit

**NG** means no grade was submitted by the faculty member

In Pass/Fail courses, **P** means Pass, and **F** means Fail

Students need to consult academic standards for individual departments regarding withdrawal policies.

The Mid-term Progress report represents the professor's best judgment of a student's progress in a course. It does not enter any permanent record, nor does it indicate a student's final grade. Progress reports are issued prior to the midpoint of the course and include the following ratings:

**GD** means Good: B or above

**S** means Satisfactory: C to B-

**WA** means Warning: C- or below

**Registration**

After scheduling courses with their academic advisors, students register with the Registrar's Office each semester. Students who are already enrolled pre-register in April for the following Fall semester and in November for the following Spring semester. A student is officially registered for classes only after all financial obligations to the College have been met.

**Add/Drop**

Students wishing to change a course must secure the necessary form from the Registrar's Office and obtain all required signatures. This must be done prior to the end of the add/drop period, which ends after the first week of classes. Students may not enter a class after the add/drop period.

**Course Withdrawal**

After the Add/Drop period a student may be allowed to withdraw from one

## Academic Policies

or more courses until the end of the withdrawal period deadline date published on the College Calendar. A grade designation of “W” (withdrawn) will appear on the transcript if the withdrawal is recorded prior to the course withdrawal period deadline date. After that time, a student not attending a class receives an “F”. In consultation with his or her academic advisor, the student should review policies regarding full-time status, academic standing, financial aid, athletic eligibility and international student visa status prior to submitting a course withdrawal. Course withdrawal forms are available from and must be returned to the Office of the Registrar.

### Course Repeat Policy

Students are permitted to repeat any course, on a one time only basis. In the event a required course is repeated unsuccessfully, the student is subject to academic suspension. The higher of the two grades will be computed into the GPA, and the lower of the two grades will be removed from the average. No additional credits will be counted toward graduation; however, the lower grade will remain on the permanent academic record. For additional restrictions, students need to review individual major requirements.

### Incomplete Grades

On rare occasions, a grade of Incomplete (INC) may be granted. Ultimately, the decision to grant a grade of Incomplete is at the discretion of the instructor; however, both the student and the instructor must sign the contract for completion before a grade of INC can be issued. An Incomplete should be issued only for extraordinary reasons. It is not appropriate to issue an Incomplete simply because a student has not performed well or has not completed required coursework. A copy of the contract must be submitted to the Office of the Registrar with the final grade roster. It is the responsibility of the student to initiate the request and to make all arrangements with the instructor for turning in late work. First Semester Incomplete grades must be made up by the first day of the spring semester with grade changes submitted 48 hours prior to the end of the Add/Drop period for the spring semester. Second semester Incomplete grades must be made up within four weeks following the end of examination week with grade changes submitted by the end of the fifth week following the end of examination week. If there is no grade submitted by the instructor, the Incomplete is converted by the Registrar to an “F”.

Under extenuating circumstances, extensions may be granted by the instructor with the approval of the Vice President for Academic Affairs. It is the student’s responsibility to initiate a written request for an extension by completing the appropriate paperwork in the Registrar’s Office.

## Academic Policies

### Grade Changes

A final grade (excluding an Incomplete) may not be changed after submission of the grade by the instructor to the Registrar's Office unless a clear and demonstrable mistake or miscalculation by the instructor is discovered. The submission of late or revised work by a student is not grounds for a legitimate change of grade, nor is the retaking of an examination. Changes to final grades cannot be made beyond one semester after the initial awarding of the grade. Changes to final grades require the approval of the Vice President for Academic Affairs.

### Pass/Fail Option

A student at sophomore status or above may take up to two courses (six credits) total while at Lasell in a degree program on a Pass/Fail basis. Courses that are only offered on a pass/fail basis are excluded from this two course (six-credit) limit. The following courses may not be taken Pass/Fail:

1. Any courses required for completion of the student's major, concentration within a major, or minor. Only courses listed under the catalog categories "Additional Requirements," "General Education Core," or "Unrestricted Electives" can be taken pass/fail (if they are not otherwise excluded, as noted below).
2. Any courses within either the student's major, minor, or general education core that have a specific letter grade requirement or otherwise excluded by the academic department.
3. All Foreign Languages must be taken for a letter grade — not pass/fail.

A pass grade does not receive quality points and is not counted in determining the grade point average. A failing grade is equivalent to zero quality points and does count in the grade point average. Pass/Fails may not be changed to letter grades after the course is completed.

A student wishing to take a course on a Pass/Fail basis must have the approval of the Dean of Advising and First Year Programs, who consults with the Department Chair overseeing the student's major or Registrar as necessary. Forms are available in the Registrar's office and must be completed and returned to the Registrar by the posted deadline.

### Auditing

With the approval of the instructor, students may register to audit a course by completing a Course Audit Form by the end of the Add/Drop period. The form is available in the Registrar's Office. Audited courses are recorded on the transcript but no grade or credit is given.

## Academic Policies

### Directed Study (Independent Study)

Students may enroll in directed studies on a limited basis as determined by the Department Chair. Students interested in this option should pick up the required form in the Registrar's Office. The completed form must be submitted within the first three weeks of the semester. Approval is normally restricted to pursuits that are not offered in existing courses and requires the approval of the Department Chair.

### Transfer Credit Policy

Lasell students who wish to receive academic credit for coursework taken at another institution must request approval from the College before registering for the course. Students who are considering this must complete the Transfer Credit Approval form at Lasell's Office of the Registrar and obtain all necessary approvals before enrolling in the course.

If approved by Lasell, academic credit can be granted for coursework taken at another institution; however, grades for courses taken at other institutions are not calculated into a student's grade point average. Only grades of C or better are acceptable for transfer credit.

Students wishing to transfer credits in science courses that span two semesters must submit grades for both semesters.

Students are required to complete 50% of their credits at Lasell College, the final semester of which must be at Lasell. No more than 60 credits are accepted for transfer to the College.

### Classification of Students

Designation of class year for a student entering the College in their freshman year is determined at the end of the Spring semester. Upperclass standing is determined by the total number of successfully completed credits. The following credits in semester hours are required for ranking in the upper three classes of the College:

<b>Sophomore Class:</b>	30 Credits
<b>Junior Class:</b>	60 Credits
<b>Senior Class:</b>	90 Credits

Designation of class year for students transferring into the College, or for students transferring into a new major, is based upon the above classifications as well as the numbers of credits/years remaining to graduation at the time of transfer in the major in which the student enters.

Students who take an overload of credits must consult the College's extra credit policy to determine if there will be additional costs. (See section on Course Overload and Excess Credit.)

**Academic Policies****Dean's List**

Each semester students who achieve a specific GPA will be placed on the Dean's List. Dean's List requirements are:

- The student must be full-time carrying 12 or more graded credits for the semester
- The student must have a semester GPA of 3.5 or higher
- The student is not allowed a course below 2.0 in the semester
- The student is not allowed any incompletes for the semester. If incompletes are made up in accordance with College policy, students who then qualify for the Dean's List will have the notation entered into their permanent academic record

**Academic Standards**

The Academic Review Committee monitors all students' academic progress toward satisfactory degree completion at the conclusion of each semester.

**Satisfactory Academic Progress and Good Academic Standing****For Full-Time Students**

- First year students are in Good Academic Standing after each of their first two semesters if a semester grade point average (GPA) of 2.0 is earned and a minimum of 12 credits is completed.
- All other students are in Good Academic Standing if a cumulative and semester grade point average (GPA) of 2.0 is earned and a minimum of 12 credits completed.
- All students must complete the six-credit English Writing sequence with a grade of 2.0 or better in each course by the end of their fourth semester in order to remain in Good Academic Standing. (or after earning 60 credits for part-time students)

**For Part-Time Students**

Matriculated part-time students are in Good Academic Standing if their GPA meets the same standards specified above for full time students. The designation of class year for part time students is based on the number of credits earned, comparable to those used to designate class year for full-time students.

**Academic Policies**

**ACADEMIC STANDARDS**

	<b>Good Standing</b>	<b>Academic Warning</b>	<b>Academic Probation</b>	<b>Academic Suspension</b>
	<b>GPA and Credits</b>	<b>GPA and Credits</b>	<b>GPA and Credits</b>	<b>GPA and Credits</b>
<b>Full-Time First Year Students</b>	2.0 or greater semester GPA <u>AND</u> 12 credits or more earned	Fewer than 12 credits earned in the current semester with 2.0 or greater semester GPA <u>OR</u> Failed to achieve the minimum grade for a required course in the major.	Less than 2.0 semester GPA	Below 1.0 semester GPA (First Term Only)  Below 1.3 semester GPA (Second Term) <u>OR</u> Academic Warning, fewer than 12 credits earned, for 2 consecutive semesters <u>OR</u> Repeated a required course without earning minimum required grade <u>OR</u> Academic Probation status more than once in a four semester timeframe.
<b>Full-Time Sophomores, Juniors, and Seniors</b>	2.0 or greater semester and cumulative GPA <u>AND</u> 12 credits or more earned	Fewer than 12 credits earned in the current semester with 2.0 or greater semester GPA	Semester or cumulative GPA less than 2.0 <u>OR</u> Students who have not completed the English Writing requirement at the conclusion of the fourth semester.	Below 1.3 semester GPA <u>OR</u> Academic Warning, fewer than 12 credits earned, for 2 consecutive semesters <u>OR</u> Repeated a required course without earning minimum required grade <u>OR</u> Academic Probation status more than once in a four semester timeframe.
<b>All Part-Time Students</b>	2.0 or greater semester and cumulative GPA	Not applicable	Semester or cumulative GPA less than 2.0 <u>OR</u> Students who have not completed the English Writing requirement after earning 60 credits.	Below 1.3 semester GPA <u>OR</u> Repeated a required course without earning minimum required grade <u>OR</u> Academic Probation status more than once in a four semester timeframe.

**Academic Warning**

Academic Warning at Lasell College is designed to be educative and constructive; its purpose is to heighten students’ awareness of their progress towards graduation and encourage good decision- making through the advising process.

Full time students who earn a semester grade point average higher than 2.0 but earn fewer than 12 credits for the current semester will be placed on Academic Warning. Students placed on warning for earning fewer than 12 credits for two consecutive semesters may be placed on Academic Suspension.

Students who are in good standing (have a grade point average higher than 2.0 with at least 12 earned credits) and who for the first time have failed to achieve the minimum grade for a required course in their major will be placed on Academic

### Academic Policies

Warning. It is strongly recommended that they attend support sessions provided by the Academic Achievement Center and meet with their Advisor.

**PLEASE NOTE:** These are the minimum requirements of the College. For example, normal progress toward a degree requires at least 15 credits per semester. Please check with your particular department and/or the financial aid office to see if there are additional requirements or more stringent standards.

### Academic Probation

Academic Probation at Lasell College is designed to be educative and constructive; its purpose is to engage students more deliberately in the process of progressing academically.

#### For Full-Time Students

- Students in either the first or second semester of their first year who have a semester GPA of less than 2.0 will be placed on Academic Probation.
- All other students who have a semester or a cumulative GPA of less than 2.0 will be placed on Academic Probation.
- Any students who have not completed the English Writing requirement at the conclusion of their fourth semester at the College will be placed on academic probation.

#### For Part-Time Students

- Matriculated part-time students are placed on probation if their GPA does not meet the same standards specified above for full-time students. The designation of class year for part-time students is based on the number of credits earned, comparable to those used to designate class year for full-time students.

### Restrictions for Student on Academic Warning/Probation

Students who are not in Good Academic Standing (on Academic Warning or Academic Probation) will receive notification from the Dean of Advising and First Year Programs. Students who do not meet the criteria for return to Good Academic Standing the following semester may be suspended from the College. Students are ineligible for Study Abroad if they are not in Good Academic Standing. Students (full- and part-time) who are not in Good Academic Standing will be required to curtail their participation in the co-curricular life of the campus in the following ways:

- Students on Academic Probation may not register for more than 15 credits.
- Students who are serving in an executive board position in a recognized

### **Academic Policies**

student organization (i.e., whose names appear on the “Officer Roster” as submitted to the Office of Student Affairs) will be considered to be in a probationary status for that semester.

- No student organization officer may remain on probationary status for two consecutive semesters.
- Students who are not in Good Academic Standing will not be permitted to stand as candidates for an executive board position in a student organization.
- Students who are not in Good Academic Standing may not participate as members of an intercollegiate athletic team (in keeping with NCAA regulations).

### **Academic Supports for Students on Probation**

In order to return to Good Academic Standing, students on Academic Probation are required to meet with their academic advisor on a regular basis, as determined by the advisor in a meeting occurring no later than the first week of classes. Students on Academic Probation are also registered automatically for and are required to regularly attend the Academic Achievement Center for academic support.

### **Academic Suspension**

#### **For Full-Time Students**

- At the end of each semester, first time, first year students with a semester GPA of less than 1.0 and all other students with a semester GPA of less than 1.3 may be placed on Academic Suspension for a minimum of one semester.
- At the end of each semester, students who have earned fewer than twelve credits (placed on Academic Warning) for each of two consecutive semesters may be placed on Academic Suspension for a minimum of one semester.
- At the end of each semester, students who have been placed on Academic Probation more than once within a four semester timeframe during their academic career at the College may be placed on Academic Suspension for a minimum of one semester.
- At the end of a semester, students who have taken a required course for a second time without earning the minimum required grade for that course may be placed on Academic Suspension for a minimum of one semester.

#### **For Part-Time Students**

- At the end of each semester, matriculated students with a semester GPA

### **Academic Policies**

of less than 1.3 may be suspended from the college for a minimum of one semester.

- At the end of each semester, students who have been placed on Academic probation more than once in their academic career at the College may be placed on Academic Suspension for a minimum of one semester.
- At the end of a semester, students who have taken a required course for a second time without earning the minimum required grade for that course may be placed on Academic Suspension for a minimum of one semester.

Following their first Academic Suspension, students wishing to return to the College are not eligible to do so until at least a period of one full semester has elapsed. Returning to the College requires a reapplication of admission to the Office of the Registrar. Students must provide evidence of their ability to succeed (for example, proof of progress at another institution) to be considered for readmission.

In the event of a second suspension, students may reapply to the Office of the Registrar for return to the College after a period of at least one academic year has elapsed. Students must provide evidence of their ability to succeed at the College to be considered for readmission.

Readmission following an Academic Suspension is never guaranteed; applications for readmission are reviewed by the Vice-President for Enrollment Management, who consults with a Committee convened for this purpose.

### **Appealing Academic Review Committee Decision**

Students may write a letter of appeal to the Vice President for Academic Affairs. Guidelines and deadlines for an appeal are included in the letter of suspension. The Vice President consults with staff and faculty in Student Affairs, Academic Affairs, and Enrollment Management when considering appeals. The decision of the Vice President for Academic Affairs will be final.

### **Major, Minor, and Internship Requirements**

#### **Good Academic Standing in the Major**

The student is in Good Academic Standing in the Major when a cumulative 2.0 [C] GPA or better is maintained within the Major [courses identified with major-field designator]. Additional requirements for Good Academic Standing may exist by individual academic program — including, but not limited to, minimum grades required in specific courses. Exceptions to the requirements for Good Academic Standing in the Major require the written approval of the Department Chair.

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### Good Academic Standing in the Minor

The student is in Good Academic Standing in a Minor when a cumulative 2.0 [C] GPA or better is earned within the Minor. Additional requirements for Good Academic Standing may exist by individual academic program — including, but not limited to, minimum grades required in specific courses. Exceptions to the requirements for Good Academic Standing in the Minor require the written approval of the Department Chair.

### Internship Entrance Requirements

In keeping with the College's core principle of connected learning, all academic programs require students to do an internship (other terms for the internship exist in some programs, e.g., "field experience," "practicum," etc.). In order to register for an internship, the student must:

- Be in Good Academic Standing
- Maintain a cumulative 2.0 [C] GPA or better within the Major [courses identified with major-field designator] taken prior to the internship
- Meet any additional requirements as set by individual academic programs
- Have the written permission of the academic department chair

Students should understand that this is a list of the College's minimum entrance requirements — individual programs may have additional requirements including, but not limited to, minimum grades required in specific courses. Exceptions to any entrance requirements for the internship require the written approval of the Department Chair.

### Undergraduate Academic Grievance Process

The Academic Grievance Process provides students with a mechanism to appeal faculty actions related to the process of instruction and evaluation of academic performance or other academic matters pertinent to the teacher-student relationship. In filing a grievance, it is understood that the student believes his/her interests as a student have been adversely affected by someone's departure from or misinterpretation of existing academic policy. (The College reserves the right to establish academic standards and the necessary policies to support them. Consequently, there may be no academic grievance of the contents of published Academic Policies established by the College, including those of individual Academic Programs and individual instructors.)

**Informal Conciliation:** A student wishing to alter or reverse any academic action must first attempt to resolve the matter informally and expeditiously. The student shall contact the faculty member within seven (7) calendar days of the action in question to schedule an appointment (in cases where the dispute is over a grade

**Academic Policies**

for an assignment or test, or a final course grade, “action in question” shall refer to the date of receipt of the grade). The student is expected to present his/her concerns and to weigh the faculty member’s response. If not resolved, the student may discuss the matter with the faculty member’s Department Chair. If the student’s complaint is with the Department Chair, then he/she may discuss the matter with Vice President for Academic Affairs (VPAA).

If no resolution is reached, the student may begin the Formal Grievance Process. In any event, if the matter is not resolved, any formal grievance must be filed within twenty-one (21) calendar days of the action in question.

If the issue under dispute impacts the student’s ability to register for a course or courses in a subsequent semester, a determination of an exception to existing policy will be made by the Vice President for Academic Affairs.

**Formal Grievance Process:** If no resolution is reached, the student may begin the Formal Grievance Process — which must be filed within twenty-one (21) calendar days of the action in question (hence, the informal conciliation process has occurred within this overall time period). Procedures for filing a Grievance may be obtained in the Office for Academic Affairs.

**Undergraduate Student Life**

## UNDERGRADUATE STUDENT LIFE

### **Student Affairs Mission**

The Student Affairs Division at Lasell College takes its direction from the institution's mission of providing its students with opportunities to grow intellectually and personally. In the support of that mission, the work of the Student Affairs professionals has a dual focus: to provide services to the campus community that ensure a rich student life program; and to create a climate that enhances students' learning, personal growth and development.

The Office of Student Affairs is responsible for the production of the Lasell College Student Handbook, which provides information on services, organizations, policies, and regulations affecting student life.

### **New Student Orientation**

All new students are encouraged to participate in orientation programs specifically designed to facilitate their transitions into the Lasell College community. The Office of Student Activities implements four orientation programs: Laser Link Orientation, a summer orientation for first-year students beginning their College career in the fall; Lasell Laser Welcome Weekend, an early September orientation program which expands on Laser Link Orientation and takes place just prior to the start of the fall semester classes; Laser Transfer Transitions, an orientation program for transfer students who will be joining the College community in the fall; and Laser Winter Orientation, a program in January designed for students entering the College mid-year. Undergraduate Orientation Leaders (OLs) assist in the design and implementation of all orientation programs.

### **Student Activities**

Lasell offers many opportunities for active learning outside of the classroom. These opportunities provide students a chance to further their education, to learn about themselves and others, to develop new interests, and to have fun! Membership in student organizations can help students to meet new people, learn about programming and governance, and explore their leadership potential. Of particular note:

- the Student Government Association (SGA) seeks to represent and promote the interests and concerns of the student body. SGA meetings are held weekly and are open to all students.
- the Campus Activities Board (CAB) plans and sponsors major social activities at the College, including comedy nights, BINGO nights, musicians, and the annual Spring Fest. Membership is open to all students.
- the Multicultural Student Union (MSU) works to enhance the

### **Undergraduate Student Life**

appreciation of the many cultural and ethnic differences which shape our College community. MSU hosts events on campus such as dances and educational panel discussions. Membership is open to all students.

The Office of Student Activities also coordinates an undergraduate leadership development program, which is available to any member of the Lasell student body. Students wishing to explore their leadership potential, by participating in the various non-credit leadership courses, seminars and/or workshops that are offered, should contact the Office of Student Activities.

### **Residential Life**

One of the more valuable educational experiences in which a student can participate is the on-campus residential living option. With this knowledge, the Residential Life staff is committed to fostering an atmosphere in the residential buildings that will assist with the emotional and social growth of students. Designed to be “living and learning environments,” the residence halls and houses are places where the staff assist students with the transition to college life and provide educational and social programming on a variety of topics as students learn to live as a member of a community.

All residential buildings are staffed by live-in professional Area Coordinators (ACs) and/or paraprofessional, student Resident Assistants (RAs) whose charge it is to promote an atmosphere of cooperative living. The Director of Residential Life oversees all aspects of the on-campus residential program including the administration of the residence buildings, the provision of educational and social programming for the residents, and the supervision of the Residential Life staff.

In the 2012-2013 academic year, it is anticipated that approximately 80% of the full-time undergraduate population will live in campus-owned housing. These students will have the following types of environments in which to live: coeducational, all-female, quiet study, and community service. All residential buildings are smoke-free environments, and approximately 68% of the residential population resides in buildings that are designated as “dry” (meaning students are not permitted to have alcoholic beverages in those buildings).

The Registrar’s Office has affidavits of voter registration available for students who wish to register to vote.

### **Athletics**

Lasell College holds membership in the NCAA Division III and competes in a total of 17 varsity sports (9 female varsity sports including: field hockey, soccer, cross country, volleyball, basketball, indoor track and field, outdoor track and field, lacrosse, and softball; and 8 male varsity sports including: soccer, cross country, basketball, indoor track and field, outdoor track and field, lacrosse, volleyball, and base-

### **Undergraduate Student Life**

ball). Intramural and non-credit activities are also offered throughout the academic year and include aerobics, basketball, soccer, and volleyball.

It is the philosophy of the Lasell College Athletic Program to place the highest priority on the overall quality of the educational experience and on the successful completion of academic goals. Athletics are conducted as a part of the student/athlete's educational experience, and the Athletic Program is meant to complement the educational program. The Athletic Department strives to encourage participation by maximizing the number and variety of opportunities offered in varsity and intramural programs. Participants in the Athletic Program receive the same treatment as all other students, in that student/athletes receive no privileges in admission, financial aid, advising, grading or living accommodations. The emphasis of the Athletic Program is placed on the welfare of the participants, and not on the spectators or the entertainment value of the sport. It is the goal of the Athletic Department to foster the development of sportsmanship, community, fair play, positive societal values, and physical well-being in all participants.

### **Center for Spiritual Life**

The mission of the Center for Spiritual Life is to provide educational and support activities to all students seeking assistance and information pertaining to their spiritual and religious lives. Programming sponsored by the Center has included: discussion groups, speakers, community service opportunities, religious holiday events, and worship services. The Center seeks to foster students' development as they reflect on personal and community values; grow in understanding of various faith traditions; participate in an exchange of ideas with other students; and receive counsel and support when faced with life challenges.

The Director of the Center is an ordained minister who is available for pastoral counseling.

### **Health Services**

The Health Services office is available for all students, residents and commuters, Monday through Thursday from 8:30am to 4:30pm. Additionally, Health Services is open on Mondays from 8:30am to 6:30pm. The Health Services staff is composed of nurse practitioners, and a consulting physician who is available at designated hours. Emergency services are available at the nearby Newton-Wellesley Hospital.

The following services are available free of charge: consultation by the professional medical staff during their regular hours on campus; and ordinary medications dispensed by the Health Services. Lab fees, special prescriptions for medication, costs of visits to other specialists, and ambulance costs are billed through the students' health insurance.

### **Undergraduate Student Life**

A complete medical history and physical examination are required of all students by the time of registration for courses. The State Immunization Law requires that all full-time students born after 1956, (and all full-time and part-time students in the health sciences), present evidence that they are immunized by having two measles, mumps, and rubella vaccines (MMR); diphtheria, pertussis, and tetanus (TDap); three hepatitis B vaccines; two varicella vaccines or documented evidence of having had chicken pox; and a meningitis vaccine or signed official waiver, in order to register for classes; medical and religious exemptions are allowed with appropriate documentation. Additionally, Lasell College requires the completion of the Tuberculin Risk Questionnaire.

### **Counseling Center**

The services of the Counseling Center are available to all students, both commuters and residents, Monday through Thursday 8:30am – 4:30pm. Additionally, the Counseling Center is open Mondays between 8:30am and 6:30pm. The Center is located in Case House. Short-term counseling, referral services, alcohol education, and workshops are provided without charge. Counseling is confidential and students are encouraged to call for an appointment (617-243-2451). The Center is staffed by licensed professionals who are available to meet with students about personal concerns in their lives such as stress, college adjustment, depression and anxiety, family and relationship issues, substance abuse, eating disorders, grief and loss. A Health Educator works in the Center, along with Peer Health Educators, to provide educational programs designed to promote healthy lifestyles and relationships. Emergency services are available at nearby Newton-Wellesley Hospital.

### **Career Services**

To promote the process of achieving career objectives, the Office of Career Services offers assistance to students in the form of individual counseling and group workshops, starting in the first-year and continuing through graduation, and beyond. Interest and skill assessments are available to aid students in exploring potential major and career directions. Workshops address such issues as job search strategies, resume preparation, interview skills, and graduate school planning. The Office maintains an online database of full-time and part-time job openings and career resources. All students are encouraged to begin the process of career development early in their undergraduate years.

### **Automobiles**

Limited parking is available for students and students must register their vehicles with the College's Department of Public Safety. Students are expected to abide by those rules governing student and guest vehicles on campus.

**Undergraduate Student Life****Drugs**

Lasell College expects all of its constituents to comply with local, state and federal laws relating to the possession, use and/or distribution of drugs, including alcohol, when they are on College property or taking part in College activities. Students should consult the Student Handbook for specific policies.

**Undergraduate Fees and Expenses**

## UNDERGRADUATE FEES AND EXPENSES

### **Enrollment Policy**

In registering as a student at Lasell College, you agree to pay all charges on your account when due. You acknowledge the Billing Policies and Fees stated here, and at [www.lasell.edu/Tuition-and-Aid/Tuition-and-Fees/Undergraduate-Fees.html](http://www.lasell.edu/Tuition-and-Aid/Tuition-and-Fees/Undergraduate-Fees.html). Policies at [www.lasell.edu](http://www.lasell.edu) are updated as needed and supersede policies in the Catalog.

Your financial responsibilities to Lasell College include meeting payment deadlines, fulfilling loan or grant requirements, and addressing outstanding balances. It is important to understand that communications will be directed toward the student, rather than a parent or guardian. If a parent or other individual is assisting with your educational finances, please discuss all billing information with that person. The Office of Student Accounts' official means of communication are via the student's home address on file and/or the student's Lasell email account.

### **Account Privacy Policy**

Per federal regulations on the right to privacy, bills are in the student's name and therefore, the student bears the responsibility for payment. All statements are mailed in the students' names to the billing address on record. Parents/guardians (or anyone else) may not receive specific information about a student's bill, credit balance or excess (refund) checks. If a parent or another third party is accepting responsibility for making payments on the student's behalf, it is the responsibility of the student to share all correspondence, including billing statements, with those individuals.

A Billing PIN is issued to all students to assist in providing information while complying with privacy policies. The PIN number for each student was sent to his or her Lasell email account at the time the student first enrolled. Anyone calling the Student Accounts Office for information on an account will be asked for the Billing PIN.

### **Payment Information**

A student is billed for tuition and fees on a semester-by-semester basis. Payment for the Fall 2012 semester is due by August 7, 2012. Payment for the Spring 2013 semester is due by January 3, 2013. See below for loan and payment plan information.

### **Late Payments and Returned Checks**

A late charge of 18% per annum (1.5% per month) will be assessed to accounts not paid by the due date. Any check returned unpaid will result in a \$25 fine. The College reserves the right to suspend or terminate services and/or enrollment due to

## **Undergraduate Fees and Expenses**

delinquency in payment. In the case of delinquent accounts, if an outside collection agency is utilized, the student's account will be assessed collection fees.

### **Alternative Payment Policy**

If you choose a payment plan or loan to pay your bill, applications must be approved and completed prior to the payment due dates listed under the 'Payment Schedule' section. When determining the amount to borrow, any fee charged by the lender must be added to the balance due to Lasell College to insure your College account is paid in full.

### **Parent and Alternative Student Loans**

Student loan programs may allow students and/or parents to borrow up to the entire yearly cost of college, less any awarded financial aid. For information on applying for a Parent PLUS Loan or Alternative Student Loan, please visit: [www.lasell.edu/Tuition-and-Aid/Types-of-Financial-Aid/Loan-and-Financing-Options.html](http://www.lasell.edu/Tuition-and-Aid/Types-of-Financial-Aid/Loan-and-Financing-Options.html).

### **Monthly Payment Plan**

Lasell College has contracted with Tuition Management Services (TMS) to allow monthly payment options. Students may budget the yearly cost over ten months, payments beginning June 2012. Semester plans are also available. Comprehensive information will be mailed directly to all current and prospective students. For more information about the TMS payment plan, or to enroll, visit [www.afford.com/lasell](http://www.afford.com/lasell), or call 888-216-4258.

### **Accident And Sickness Insurance Policy**

The Commonwealth of Massachusetts mandates accident and sickness insurance coverage for all students enrolled in at least 9 credits per semester. Lasell College will initially bill all students for the insurance plan. Students in an existing plan with comparable coverage may waive the fee by completing the online waiver form, located at [www.consolidatedhealthplan.com](http://www.consolidatedhealthplan.com). International students are required to purchase the Lasell-sponsored insurance plan, regardless of other coverage.

The health insurance fee will be credited to the student's account upon the College's receipt of the waiver information, provided the information is submitted by published deadlines. Students who do not submit valid waiver information will be enrolled in the plan and are responsible for the associated fee. Health information sent to the Health Center, Registrar's Office or Athletic Office does not absolve the student of submitting proof of coverage via the online waiver process. Once purchased, the plan may be cancelled if the student enrolls in the armed forces.

**Undergraduate Fees and Expenses**

FULL TIME FEES		
FEE DESCRIPTION	ANNUAL COST	COST PER SEMESTER
Tuition	\$27,800	\$13,900
Comprehensive Fee	\$1,200	\$600
Room and Board Standard Double/Triple Suite Rooms	\$12,300 \$13,300	\$6,150 \$6,650
Single Room Supplement	\$1250	\$625
Dorm Damage Deposit	\$450	billed first semester
Accident & Sickness Insurance	\$1575	billed first semester
PART TIME FEES		
FEE DESCRIPTION	COST PER ENROLLMENT	
Tuition – Fall 2012/Spring 2013	\$940/credit hour	
Comprehensive Fee – Fall 2012/Spring 2013	\$300/semester	
Tuition – Summer 2012 Online Courses	\$400/credit hour	
Accident and Sickness Insurance	\$1575/year	
MISCELLANEOUS FEES		
FEE DESCRIPTION	COST	
Allied Health Major Fee	\$200/semester	
Break Housing	\$175/week	
Excess Credit Hours	\$940/credit hour	
Fashion Design/Production Major Fee	\$150/semester	
Graphic Design Major Fee	\$150/semester	
Lab Fees	\$20 - \$100/course	
Late Payment Fee	1.5% of balance due/month	
Late Registration Fee	\$50	
Parking Permit Resident Commuter*	\$530/year \$100/year	
Replacement Identification Card*	\$50	
Replacement Keys*	\$50/key	

\*must be paid to appropriate department at time of purchase

## Undergraduate Fees and Expenses

### Explanation of Fees

**Full Time Tuition:** Covers the instructional costs for a minimum of 12 and a maximum of 18 credit hours per semester. Students exceeding 18 credit hours per semester will be charged per additional credit.

**Comprehensive Fee:** Pays for services available to all students, such as: transfer credit evaluation, student activities, athletic facilities, original identification cards, graduation, and use of the College Health Center.

**Room and Board:** Includes the cost of room and a meal plan. All students residing on campus must be enrolled in the meal plan. Meal plan selection does not alter the cost of Room and Board. Students wishing to change their status from resident to commuter at any point in the academic year must petition Student Affairs in writing for release from the Housing Agreement. Students who change their status from resident to commuter after the add/drop period of a semester are responsible for the full room and board fee for that semester. Students who do not adhere to the policies in the Housing Agreement may be assessed penalty charges as outlined in the Housing Agreement. If you have questions about housing, please contact Student Affairs at 617.243.2124.

**Dorm Damage Deposit:** Charged the first semester and credited back to the account at the end of each academic year; applied toward any individual and/or communal damage costs above normal wear and tear, as assessed by the Residence Life staff. The cost of unreturned keys will also be deducted from this deposit.

**Excess Credit Fee:** The full-time tuition rate covers up to 18 credit hours per semester. Students exceeding this allowance are charged \$940 per additional credit hour. Excess credit fees are not reduced or refunded for schedule changes made after the add/drop period. If you have questions about scheduling, contact your advisor, or the Registrar's Office at 617.243.2133.

**Allied Health Fee:** Covers liability insurance, clinical placement and lab usage required for students enrolled in the following majors: Exercise Science, and Athletic Training, as well as students enrolled in the Undeclared Allied Health Program.

**Graphic Design Fee:** Charged to all students enrolled in the Graphic Design major to pay for hardware, software, guest speaker honorariums and miscellaneous materials/supplies that are necessary to maximize student learning. The Graphic Design Fee is not reduced or refunded for changes of major made after the add/drop period.

### **Undergraduate Fees and Expenses**

**Fashion Design/Production Fee:** Fashion Design and Production major each semester to cover equipment and supplies provided for the fashion design courses. This fee does not cover the cost of supplies for individual projects to be purchased separately. This program fee is also applied to hardware, software, guest speaker honorariums and miscellaneous materials/supplies that are necessary to maximize student learning. Additional lab fees may also apply to specific courses within the Fashion department when appropriate.

**Lab Fees:** Fees ranging from \$20-\$100 are charged for materials, services and other extraordinary costs for courses such as Fashion Illustration, Pattern Generation, Visual Merchandising, Multimedia, Fashion Promotion and Photography. Lab fees are not reduced or refunded for schedule changes made after the add/drop period.

**Parking Permit:** The College requires all vehicles parked on campus be registered with Public Safety. Parking is permitted in assigned lots only. Unauthorized vehicles may be ticketed or towed. Please direct questions regarding campus parking to parking@lasell.edu.

### **Account Adjustment and Refund Policies**

#### **Student Account with a Credit Balance:**

Credit balances occurring as a result of excess loans or financial aid may not be requested until the entire loan and/or aid funds have been received by Lasell College. Credit balances for enrolled students will remain on the account unless requested by the student. Refunds will be issued within three weeks of the request and will only be made payable to the student. Students who request a refund check prior to the end of the academic year understand that, if additional charges are assessed and/or financial aid is adjusted following the issuance of a refund check, a balance may be due to the College.

#### **Enrollment Changes:**

Students who change their status from full time to part time, OR part time students who reduce their number of credits, after the Add/Drop period will be responsible for 100% of tuition and associated fees for the semester.

No adjustment is made to the following fees after the published Add/Drop Period: Accident and Health Insurance, Allied Health Fee, Fashion Design/Production Fee, Graphic Design Fee, Excess Credit Fee, and Lab Fees.

## **Undergraduate Fees and Expenses**

### **Housing Changes**

Students who remain enrolled in the College, and change their status from resident to commuter after the Add/Drop period, will be responsible for 100% of Room and Board charges for the semester.

Students who change their status from commuter to resident will be charged Room and Board, prorated according to the number of weeks remaining in the semester. Students will be charged for the full week (ending on a Friday) encompassing the move-in day; weeks will not be partially assessed.

### **Withdrawal from the College**

The following Withdrawal Adjustment Schedule applies to a student who has completed the appropriate steps to cancel his/her enrollment at Lasell College. Non-attendance does not relieve the student of financial obligation or imply entitlement to a refund. Please contact the Registrar's Office for proper withdrawal procedures.

For all withdrawals after the published Add/Drop period, no adjustment is made to the following fees: Accident and Health Insurance, Allied Health Fee, Fashion Design/Production Fee, Graphic Design Fee, Excess Credit Fee, Parking Permit, and Lab Fees.

Room and Board will be adjusted according to the schedule below only if the room is vacated within the time period determined by the Office of Residential Life. Students remaining in housing past the time period granted will be charged for daily Room and Board.

For purposes of account adjustments, no differentiation is made between voluntary withdrawal, administrative or academic suspension. Unpaid charges may remain after adjustments and will be owed to the College.

**Undergraduate Fees and Expenses**

Fall or Spring Semester - Withdrawal Adjustment Schedule for Tuition, Room and Board, and Comprehensive Fee	
Prior to the Academic Calendar's 'First Day of Classes'	100% refund, less enrollment deposit
Through first week* of classes	90%
Through second week* of classes	80%
Through third week* of classes	70%
Through fourth week* of classes	60%
Through fifth week* of classes	50%
Through sixth week* of classes	40%
Through seventh week* of classes	30%
Through eighth week* of classes	20%
Through ninth week* of classes	10%
After ninth week* of classes	No refund of charges

Summer Online Courses - Withdrawal Adjustment Schedule for Tuition	
Prior to the Academic Calendar's 'First Day of Classes'	100% refund
Through first week* of classes	80%
Through second week* of classes	60%
Through third week* of classes	40%
Through fourth week* of classes	20%
After fourth week* of classes	No refund of charges

\*For purposes of determining account adjustments due to withdrawal, a week of enrollment ends on a Friday, regardless of the number of courses scheduled or attended during that period.

Adjustments to Federal Financial Aid are made in accordance with the regulations set forth by the Federal Department of Education. Please contact our Office of Student Financial Planning at 617.243.2227.

**Undergraduate Student Financial Planning**

## UNDERGRADUATE STUDENT FINANCIAL PLANNING

### General Policy

The Office of Student Financial Planning administers financial aid programs and provides financial counseling and planning to all students and parents. This office believes in providing families with information and guidance that will improve a family's ability to plan for the expenses of college. For students seeking financial aid in the form of grants, loans and work study, Lasell participates in all major federal and state programs as well as providing institutional sources for assistance.

Financial aid awards are based on a combination of academic merit and need and are determined by the Office of Student Financial Planning. Decisions are made using the Free Application for Federal Student Aid (FAFSA), the Lasell College Financial Aid Application, federal income tax returns and other pertinent sources. The FAFSA financial aid forms are available online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) and [www.lasell.edu/tuition-and-aid.html](http://www.lasell.edu/tuition-and-aid.html). Entering and returning students must complete the appropriate forms shortly after January 1st of the award year to maximize possibilities of receiving aid in September. Applications are required for each academic year.

### Financial Aid Process

A student applying for financial aid should take the following steps:

1. Complete a Free Application For Federal Student Aid form (FAFSA). Be sure to indicate that the information should be forwarded to Lasell College. Lasell's FAFSA code number is 002158. Students may complete the FAFSA online at <http://www.fafsa.ed.gov>
2. Complete the FAFSA after January 1st each year.
3. You will receive a Student Aid Report (SAR) from the Department of Education. Check it for accuracy and submit any corrections to the Department of Education
4. In the spring, you will receive a Financial Aid Award Letter outlining the financial aid you will receive for the upcoming academic year as well as indicating any other documents that are required, such as copies of federal tax returns, W-2 statements and other forms.

Any personal financial changes arising during the year should be reported to and discussed with the Office of Student Financial Planning.

The College reserves the right to review, amend, modify or withdraw financial assistance at any time on the basis of information affecting eligibility including, but not limited to, availability of funds, awards of funds from other sources, changes in financial, marital, residence or academic status. Receipt of all assistance is contingent upon the student maintaining satisfactory academic progress as outlined in this catalog.

**Undergraduate Student Financial Planning****Satisfactory Academic Progress Standard**

A student must make “Satisfactory Academic Process” each semester she is enrolled to remain eligible for financial aid at Lasell. Satisfactory progress is defined both by the number of credits successfully completed and the grade point average. If a student’s semester grade point average falls below 2.0, the student is no longer maintaining the standards of satisfactory progress. Additionally, a student is expected to successfully complete a minimum of 12 credits per semester. In general, a student is expected to complete all bachelor degree requirements within six years. A student with extenuating circumstances will be evaluated individually. If a student fails to meet these satisfactory progress guidelines, s/he will be placed on probation for the following semester. The Office will inform such students in writing of this decision. The student remains eligible for financial aid during this probationary period. If the student meets academic progress standards in the following semester, no further action is taken. However, if the student does not meet these standards for a second consecutive semester, s/he will be placed on financial aid suspension. During financial aid suspension, a student may not benefit from any source of financial aid offered by the Office.

The student does retain the right of appeal of this decision. The student must appeal the decision to suspend within 30 days. Appeals must be made by the student in writing and must explain the reasons the student failed to meet these guidelines and what academic plan the student has to ensure success in meeting these guidelines in the future. The appeal may also include supporting documentation from faculty members, advisors, and parents. The appeal should be made in writing to the Director of Student Financial Planning. The Director will present the appeal to the Financial Aid Review Committee for evaluation. The Office will inform students in writing of the decision regarding the appeal. If approved, the student will be eligible to receive one additional semester of federal financial aid. If after the next semester on suspension with appeal, the student continued to fail to meet these guidelines, the student will be placed on financial aid suspension without the right to appeal.

In general undergraduate students must complete 120 credit hours to achieve their degree. Students must be making progress toward their degree at a certain pace. For a student to be considered as progressing normally, the student’s ratio of earned hours to attempted hours (or pace towards degree completion ) must be no less than as shown on the following table:

**When total attempted hours are: Earned Hours must be at least:**

Less than 26 hours 50% of scheduled hours

26 through 50 hours 55% of scheduled hours

51 through 75 hours 60% of scheduled hours

76 through 100 hours 65% of schedule hours

### **Undergraduate Student Financial Planning**

101 through 125 70% of scheduled hours

126 hours and above 75% of scheduled hours

Attempted hours are those hours for which students were still officially registered at the conclusion of each semester's Add/Drop period. Withdrawals are counted as attempted hours.

#### **Sources of Financial Aid**

##### **Federal, State, and College Aid**

It is the responsibility of the student to apply for financial assistance from Lasell and state and federal programs. The Office of Student Financial Planning stands ready to help the student with this process. A student applying for financial aid at Lasell is considered for the following programs:

**Lasell College Grants.** These grants from the College are available to students on the basis of need, and are administered by the Student Financial Planning Office.

**Federal Pell Grant Program.** The federal government administers these grants directly to students on the basis of need. The Free Application for Federal Student Aid form (FAFSA) is used as the Pell Grant Application. All financial aid recipients must apply for the Pell Grant.

**Federal Supplemental Educational Opportunity Grants (SEOG).** These grants from the federal government are available to students who demonstrate exceptional need. These awards are administered by Lasell's Financial Planning Office.

**Federal Perkins Student Loan Program.** These federal government loans are available to students on the basis of need, and are administered by the Student Financial Planning Office.

**Federal Work Study.** Students with demonstrated financial need based on the data submitted on the FAFSA may be eligible to work on campus and be eligible to receive Federal Work Study. Students who wish to work on campus may apply for jobs and if hired, the office of Student Financial Planning will determine if the student is eligible for Federal Work Study funding. Jobs are posted on the student intranet and it is the responsibility of the students to seek out a position. Positions are not guaranteed. The office of Student Financial Planning is available to assist students with this process.

**State Scholarships.** These scholarships are given out by a state to students in need of funds. The type and amount of these scholarships vary from state to state. Contact your home state's higher education office for information. Students must file financial aid forms before eligibility can be determined.

### **Undergraduate Student Financial Planning**

**Loan & Financing Options.** When considering which loan to use to assist in paying for college, Lasell College recommends that all students complete the Free Application for Federal Financial Aid and apply for need based aid, and the Federal Stafford loan first, before pursuing any other more expensive loan options.

**Federal Direct Stafford Loan:** This loan will be included in all award packages for students who go through the application process. The amounts are limited by the class year of the student:

Freshman (0 – 29 credits earned) \$5500

Sophomore (30 – 59 credits earned) \$6500

Junior (60 – 89 credits earned) \$7500

Senior (90 credits and above) \$7500

Graduate students up to \$20,500 if enrolled in at least 6 credits per semester

This loan is available only through the Federal Department of Education. Information is available at [www.studentloans.gov](http://www.studentloans.gov).

**Federal Direct Parent Loans for Undergraduate Students (PLUS):** This loan program is available to parents to borrow up to the cost of attendance less the other aid the student is receiving. This loan is available only through the Federal Department of Education. Information is available through [www.studentloans.gov](http://www.studentloans.gov).

**Private/Alternative loans for students:** These loans are usually borrowed in the students' name with someone as a cosigner. The amount is limited to the cost of attendance less the other aid a student is receiving. Information is available at [http://studentlendinganalytics.com/alternative\\_loan\\_options.html](http://studentlendinganalytics.com/alternative_loan_options.html). Lasell College does not make any recommendations as to lenders for these loans.

Approximately 67% of first time, full time students who matriculate through to graduation borrow on the Federal Direct Stafford Loan. Students who borrow the maximum amount available, and graduate within four years, can expect to borrow \$27,000 in the Federal Direct Stafford Loan program.

For undergraduate students who began as first time students at Lasell College who graduated from the college between July 1 2010 and June 30, 2011 the average indebtedness, or average total amount of loans borrowed by a student at Lasell College was \$37,330.

### **Lasell College Student Financial Planning Code of Conduct**

Lasell College expects each member of the staff of the Office of Student Financial Planning to maintain exemplary standards of professional conduct in all aspects of carrying out his or her responsibilities, including all dealings with any entities involved in any manner in student financial aid, regardless of whether such entities are involved in a government sponsored, subsidized, or regulated activity.

**Undergraduate Student Financial Planning**

In doing so, a member of the staff in the Office of Student Financial Planning at Lasell College should:

- Refrain from taking any action for his or her personal benefit.
- Refrain from taking any action he or she believes is contrary to law, regulation, or the best interests of the students and parents he or she serves.
- Ensure that the information he or she provides is accurate, unbiased, and does not reflect any preference arising from actual or potential personal gain.
- Be objective in making decisions and advising his or her institution regarding relationships with any entity involved in any aspect of student financial aid.

Refrain from soliciting or accepting anything of other than nominal value from any entity (other than an institution of higher education or a governmental entity such as the U.S. Department of Education) involved in the making, holding, consolidating or processing of any student loans, including anything of value (including reimbursement of expenses) for serving on an advisory body or as part of a training activity of or sponsored by any such entity. As a general guide, and subject to more restrictive laws and policies, a total retail value of not more than \$10 should be considered reasonable.

Disclose to his or her institution, in such manner as his or her institution may prescribe, any involvement with or interest in any entity involved in any aspect of student financial aid.

Neither Lasell College as an institution nor any individual officer, employee or agent of the institution may enter into a revenue sharing agreement with any lender.

An officer or employee of Lasell College who is employed in the Student Financial Planning office or who otherwise has responsibilities with respect to education loans, or an agent who has responsibilities with respect to education loans, shall not accept from any lender or affiliate of any lender any fee, payment, or other financial benefit (including the opportunity to purchase stock) as compensation for any type of consulting arrangement or other contract to provide services to a lender or on behalf of a lender relating to education loans.

Lasell College shall not:

- a. for any first-time borrower, assign, through award packaging or other methods, the borrower's loan to a particular lender; or
- b. refuse to certify, or delay certification of, any loan based on the borrower's selection of a particular lender or guaranty agency.

Lasell College shall not request or accept from any lender any offer of funds to be used for private education loans, including funds for an opportunity pool loan, to

### **Undergraduate Student Financial Planning**

students in exchange for the institution providing concessions or promises regarding providing the lender with:

- a. a specified number of loans made, insured, or guaranteed under Title IV;
- b. a specified loan volume of such loans; or
- c. a preferred lender arrangement for such loans.

Lasell College shall not request or accept from any lender any assistance with call center staffing or financial aid office staffing. This code of conduct is applicable to any member of the Lasell College community who, in the course of performing his or her assigned job duties, will make decisions, sign contracts or enter into agreements or relationships that would directly or indirectly impact the Student Financial Aid Office and violate this code of conduct.

**Alumni Association Scholarships.** Awarded annually to returning students who have financial need and who have demonstrated their ability as scholars, as determined by the Alumni Association's Scholarship Committee.

#### **Lasell Scholarships**

The scholarships listed below were created by alumni and friends of Lasell. The combined income from these funds supports existing financial aid awards, which are given on the basis of need. Students will automatically be considered for these awards when they apply for financial aid; therefore, there is no application process required for these particular scholarships. These scholarships are given at the discretion of the Office of Student Financial Planning and the Office of Institutional Advancement.

#### **Endowed Funds**

**Florence Adams Scholarship.** Established by former trustee Lydia A. Godsoe '18 in honor of her mother. Preference given to "deserving students from the State of Maine."

**The Joan Weiler Arnow '49 and Robert H. Arnow Scholarship.** Established in 1995 to provide scholarship assistance to students who demonstrate academic achievement and civic responsibility. Demonstrated financial need is also a component. The income from this endowment gift provides for three scholarships annually; one per each returning class. Funds from this scholarship may be reassigned to the same student for up to three years if the student continues to exemplify the outstanding qualities upon which the original assignment was made.

**Virginia Thomas Baxter '39 Endowed Scholarship.** Established in 1997 to provide scholarship support for a worthy student with financial need.

**Emma Gilbert Carver Scholarship.** Given by the family of Emma Gilbert Carver, Class of 1945.

**Undergraduate Student Financial Planning**

**Lucille Huse Chapell '37 Endowed Scholarship Fund.** Established in 2009 to provide scholarship support to needy and worthy students.

**Max M. and Marian M. Farash Scholarship.** Established in 1973 by Mr. and Mrs. Farash of Rochester, New York.

**Toni Kennedy Gelotte '56 Endowed Scholarship Fund.** Established in 2011 to provide scholarship support for deserving students with financial need.

**Jason C. Georgilas Endowed Scholarship Fund.** Established in 2001 by Katherine E. Meredith '94 in memory of Jason C. Georgilas, son of Linda Georgilas '94. The income from this fund will be used to provide scholarship support for needy and deserving students, with a preference given to students in Allied Health.

**Elizabeth Groth Johnsen '45 Endowed Scholarship Fund.** Established in 1997 by members of the Johnsen family to be awarded to an Allied Health major.

**The Eleanor C. Kiefer Endowed Scholarship.** Established in 2000 in her memory by her husband John A. Kiefer, both parents of Trustee P. Lynn Kiefer Holt '61. The income from this fund will be used to provide scholarship support to needy and deserving students at Lasell College.

**Cornelia Hemingway Killam Scholarship Fund.** Established by Caroline Killam Moller '57 in honor of her mother, a trustee of the College for 20 years and member of the Class of 1922. Designated for a student with financial need.

**The Dr. and Mrs. Bernard Lederman Endowed Scholarship.** Established in 1987 by Nonie Lederman Carroll, Class of 1945. Awarded annually, this scholarship is named in honor of Dr. Bernard Lederman, graduate of Harvard Medical School and well-respected obstetrician and gynecologist in the Boston area, and his wife, the former Maude Saks, well known as a primitive artist. Preference is given to students majoring in the humanities.

**Jean '49 and Cynthia '78 Sargent Lee Endowed Scholarship.** Established by a mother and daughter alumnae team to provide funds to a deserving student with financial need.

**Joan Lindeman '54 Scholarship Fund.** Established in 2010 to provide funds to a worthy student with financial need.

**Jo-Ann Vojir Massey '51 and Anna A. Vojir Endowed Scholarship.** Established in 2001 by Jo-Ann and Dwight Massey. The income from this fund will provide a deserving student with scholarship support.

**Williams Morgan Scholarship.** Established in 1973 by Mr. and Mrs. Douglas R.G. Williams (Sylvia T. Morgan, Class of 1930.) Given annually on the basis of character and citizenship.

**Undergraduate Student Financial Planning**

**John O. and Celia Kinsley Percival '34 Endowed Scholarship.** Established in 1999 by Celia Kinsley Percival '34 in memory of her husband, John O. Percival, and in honor of Celia's 65th Reunion. The income from this fund provides scholarship support for one or more worthy students with financial need.

**Rosalie Brightman Rosen Scholarship.** Endowed in honor of Rosalie Brightman Rosen, Class of 1927, a loyal alumna and valued Trustee. Candidates should combine academic achievement with a demonstrated commitment to the community.

**Elisse Allinson Share '65 and Jennifer A. Share '98 Endowed Scholarship.** Established in 2002 by Elisse and Neil Share, the income from this fund will be used to provide scholarship support for needy and deserving students, with preference given to students with learning disabilities.

**S. Joanne Smith Scholarship Fund.** Established in 2000 to provide a deserving student with scholarship support.

**Marion E. Steinmetz '50 Endowed Scholarship Fund.** Established in 2012 by the Estate of Marion E. Steinmetz, for deserving students with financial need.

**Lucy Johnston Sypher Scholarship.** This award was established in 1991 in memory of Lucy Johnston Sypher, professor emerita of English and an author of children's books. Funded by her family, the scholarship is awarded to a candidate who has demonstrated academic ability and financial need.

**Betty Culver Thomson '48 Endowed Scholarship.** Established in 2002, by Betty Culver Thomson '48. The income from this fund will provide a deserving student with scholarship support.

**Molly E. Upham '35 Scholarship.** Established in 1994 by Molly Upham, Class of 1935, to provide scholarship assistance to students who demonstrate academic achievement and leadership in the Lasell community. Demonstrated financial need is also a component. The income from this endowment gift provides for three scholarships annually; one per each returning class. Funds from this scholarship may be re-assigned to the same student for up to three years if the student continues to exemplify the outstanding qualities upon which the original assignment was made. Recipients of aid from this Fund will be known as Upham Scholars.

**Adelaide Shaffer Van Winkle '36/H'96 Endowed Scholarship.** Established in 2011 in honor of her 75th Reunion. The income from this fund provides scholarship support for deserving students with financial need.

**The Ward-de Witt Presidential Endowed Scholarship.** Established in 2000 by President Thomas E.J. de Witt and his wife, Dr. Margaret E. Ward, in support of Lasell 150: the campaign to celebrate the college's Sesquicentennial, 1996-2001. The

### **Undergraduate Student Financial Planning**

income from this fund will be used to provide scholarship aid, available and awarded to students who have demonstrated financial need, displaying high academic potential and leadership qualities, with preference given to international students.

**Joan Howe Weber '51 Endowed Scholarship.** Established in 1996 in honor of her 45th Reunion. The income from this fund provides scholarship support for a worthy student with financial need.

**Harriet Markham Wedeman '48 Endowed Scholarship.** Established in 1998 to aid a deserving student with financial need.

#### **Other Scholarships**

**Eleanor T. and Alfred C. Edwards Scholarship.** Established in memory of the parents of alumna Gail Edwards Pocock, Class of 1967, honoring the long service of Mr. Edwards as trustee of the College.

**Sylvia Goodman Scholarship.** Established by the College in 1989 in recognition of over 20 years of her teaching service in the sciences. Awarded to a student who has demonstrated outstanding academic achievement in a helping profession.

**Claire Kay Memorial Scholarship.** This award was created in 1997 in memory of Claire Kay, Director of Information Technology, to be awarded to a returning student who demonstrates strong character, love of learning, concern for the Lasell community, and pursuit of new endeavors.

**Norma MacLeod Scholarship.** Established by the College in 1989 in recognition of her 24 years of service as a faculty member in the Nursing Program. Awarded to an outstanding student preparing for a career in the helping professions.

**The McIninch Foundation Scholarship.** Established in 2011 in honor of Judith Shanahan '48 to support two underserved, bright and ambitious students, with preference given to students from New Hampshire.

**The Mary McNamara '56 and Antoinette Ruinen '56 Fund for International Students or Studies.** Established in 1996 to help foreign students to attend Lasell or for Lasell students to engage in foreign studies outside of the United States. The donor's primary intention is to encourage enduring friendships among students from different parts of our global village, as exemplified by the rich relationship enjoyed by these two Lasell roommates who became life-long friends.

**Sebastian F. Mignosa Scholarship.** Established in 1988 by the colleagues and friends of Professor Mignosa who served Lasell from 1956 to 1987. Given to a deserving student in business.

**Undergraduate Student Financial Planning**

**Constance W. Milner Scholarship.** Established in 1984 by the colleagues, friends, and former students of Constance W. Milner, upon her retirement as director of the Lasell Nursing Program.

**Eileen Ruth Moses Scholarship.** Established by the Student Nurses Association. Eileen R. Moses was a member of the Class of 1978.

**William E. Schrafft and Bertha E. Schrafft Memorial Scholarship.** This scholarship will be given to benefit bright and ambitious students from Boston's neighborhoods with preference to students in training for one of the health professions.

**Richard A. Winslow Scholarship.** In memory of Richard A. Winslow, a devoted and long-time trustee of Lasell (1948-1978). The recipient should demonstrate the qualities of love of learning, great personal strength of character, and devotion to duty as exemplified by Richard A. Winslow.

**Priscilla Alden Wolfe Scholarship.** Given by alumnae and friends in memory of Priscilla Alden Wolfe, Class of 1919. Mrs. Wolfe, elected to the board of trustees in 1948, was chairman at the time of her death in 1961.

## Lasell College Programs of Study

## LASELL COLLEGE PROGRAMS OF STUDY

**MASTER OF SCIENCE IN MANAGEMENT**

Elder Care Administration  
 Elder Care Marketing  
 Fundraising Management  
 Human Resources Management  
 Management  
 Marketing  
 Non-Profit Management  
 Project Management

**MASTER OF SCIENCE IN COMMUNICATION**

Public Relations  
 Health Communication  
 Integrated Marketing Communication

**MASTER OF SCIENCE IN SPORT MANAGEMENT**

Sport Hospitality Management  
 Sport Leadership  
 Sport Non-Profit Management

**MASTER OF EDUCATION**

Elementary Education  
 Moderate Disabilities

**GRADUATE CERTIFICATES**

Elder Care Administration  
 Elder Care Marketing  
 Fundraising Management  
 Health Communication  
 Human Resources Management  
 Integrated Marketing Communication  
 Management  
 Marketing  
 Non-Profit Management  
 Project Management  
 Public Relations  
 Sport Hospitality Management  
 Sport Leadership  
 Sport Non-Profit Management

**BACCALAUREATE DEGREES**

Accounting  
 Applied Mathematics  
 Arts Management  
 Athletic Training  
 Communication
 

- Creative Advertising
- Journalism and Media Writing
- Multimedia and Web Design
- Public Relations
- Radio and Video Production
- Sports Communication

 Criminal Justice  
 Education
 

- Applied Mathematics with Elementary Education Concentration
- Applied Mathematics with Secondary Education Concentration
- English with Elementary Education Concentration
- English with Secondary Education Concentration
- History with Secondary Education Concentration
- Humanities with Elementary Education Concentration
- Interdisciplinary Studies with Early

Childhood Education Concentration
 

- Interdisciplinary Studies with Elementary Education Concentration
- Interdisciplinary Studies with Curriculum and Instruction Concentration (non-licensure)

## English

- Creative Writing
- Literature

## Entrepreneurship

## Environmental Studies

## Exercise Science

## Fashion Communication and Promotion

## Fashion Design and Production

## Fashion and Retail Merchandising

## Finance

- Corporate Finance
- Financial Planning
- Risk Management and Insurance

## Graphic Design

## History

## Hospitality and Event Management

## Humanities

## Human Services

## Interdisciplinary Studies: Individualized

## International Business

## Law and Public Affairs

## Legal Studies

## Management

## Marketing

## Psychology

Prelaw (Advising program accompanying a declared major with recommended courses preparing for law school)

## Sociology

## Sport Management

Undeclared Option (declare major within two years)

**MINORS**

Aging and Intergenerational Studies

American Studies

Business

Child and Adolescent Studies

Coaching

Communication

Creative Writing

Criminal Justice

Environmental Studies

Event Management

Forensic Studies

Graphic Design

History

Human Resources

Human Rights

Law and Business

Leadership in Civic Engagement

Legal Studies

Literature

Mathematics

Political Science

Psychology

Sociology

Sports Communication

Studio Art

Women's Studies

Youth and Crime

### Lasell College Programs of Study

#### UNDECLARED OPTION

The Undeclared Option is available to students who choose not to declare a major when they first arrive at Lasell College. At Lasell, advisors work closely with students exploring options, interests, and possible career paths. In their first two years, students in the Undeclared Option are required to take courses satisfying the foundational competencies of the General Education Core. They are also advised to register for courses under the Areas of Inquiry in Core, as well as to enroll in introductory courses in those majors that may be of interest to them.

Students are encouraged to meet with faculty in order to explore different majors and their career possibilities. Some of the majors have specific admissions criteria, such as math or science competencies. Advisors will discuss these requirements with students as they help them to prepare for a major of choice.

Although students have two academic years to declare a major, they are strongly encouraged to do so in their second or third semester so that they can meet all major specific degree requirements in a timely fashion.

#### ACADEMIC DEPARTMENTS AND MAJORS

##### **Accounting/Finance** (*Chair:* Tulin Johansson)

Undergraduate Majors: Accounting, Finance (concentrations in Corporate Finance, Financial Planning, Risk Management and Insurance)

Minors: Business (for non-business majors; with Marketing/Management Department), Law and Business (with Justice Studies and Marketing/Management Departments)

##### **Art and Graphic Design** (*Chair:* Kenneth Calhoun)

Undergraduate Major: Arts Management, Graphic Design

Minors: Graphic Design, Studio Art

##### **Athletic Training/Exercise Science** (*Chair:* Cristina Haverty)

Undergraduate Majors: Athletic Training, Exercise Science

Minor: Coaching (with Sport Management Department)

##### **Communication** (*Chair:* Janice Barrett)

Graduate Degree: Master of Science in Communication (concentrations and certificates in Health Communication, Integrated Marketing Communication, Public Relations)

Undergraduate Major: Communication (concentrations in Creative Advertising, Journalism and Media Writing, Multimedia and Web Design, Public Relations, Radio and Video Production, Sports Communication)

Minors: Communication, Sports Communication (with Sport Management Department)

**Lasell College Programs of Study****Education** (*Chair: Catherine Zeek*)

Graduate Degree: Master of Education (concentrations in Elementary Education and Moderate Disabilities)

Undergraduate Majors: English with Elementary Education Concentration, English with Secondary Education Concentration, History with Secondary Education Concentration, Humanities with Elementary Education Concentration, Interdisciplinary Studies with Early Childhood Education Concentration, Interdisciplinary Studies with Elementary Education Concentration, Interdisciplinary Studies with Curriculum and Instruction Concentration, Applied Mathematics with Elementary Education Concentration, Applied Mathematics with Secondary Education Concentration

**Environmental Studies** (*Program Director: Aaron Toffler*)

Major: Environmental Studies

Minor: Environmental Studies

**Fashion** (*Chair: Lynn Blake*)

Undergraduate Majors: Fashion Communication and Promotion, Fashion Design and Production, Fashion and Retail Merchandising

**Humanities** (*Chair: Rebecca Kennedy*)

Undergraduate Majors: English (concentrations in Creative Writing and Literature), Literature, History, Humanities

Minors: American Studies, Creative Writing, Literature, History

**Interdisciplinary Studies:** *Individualized (This Major and the Minors listed below are overseen by Steven Bloom, Dean of Undergraduate Education)*

Minors: Aging and Intergenerational Studies, Leadership in Civic Engagement

**Justice Studies** (*Chair: Linda Bucci*)

Undergraduate Majors: Criminal Justice, Law and Public Affairs, Legal Studies

Advising Program: Prelaw (with recommended sequence of courses for students considering law school)

Minors: Criminal Justice, Forensic Studies (with Social Sciences Department), Human Rights, Law and Business (with Accounting/Finance and Marketing/Management Departments), Legal Studies, Political Science, Youth and Crime (with Social Sciences Department)

**Marketing/Management** (*Chair: Nancy Waldron*)

Graduate Degrees: Master of Science in Management (concentrations and certificates in Elder Care Administration; Elder Care Marketing; Fundraising Management; Human Resources Management;

**Lasell College Programs of Study**

Management; Marketing; Non-Profit Management; Project Management)

Undergraduate Majors: Entrepreneurship, Hospitality and Event Management, International Business, Management, Marketing

Minors: Business (for non-business majors; with Accounting and Finance Department), Event Management, Law and Business (with Justice Studies and Accounting/Finance Departments)

**Mathematics/Science** (*Chair:* Neil Hatem)

Undergraduate Major: Applied Mathematics

Minor: Mathematics

**Social Sciences** (*Chair:* Lori Rosenthal)

Undergraduate Majors: Human Services, Psychology, Sociology

Minors: Child and Adolescent Studies, Human Resources (with Marketing/Management Department), Forensics (with Justice Studies Department) Psychology, Sociology, Women's Studies, Youth and Crime (with Justice Studies Department)

**Sport Management** (*Chair:* Dwayne Thomas)

Graduate Degrees: Master of Science in Sport Management (concentrations and certificates in Sport Hospitality Management; Sport Leadership; Sport Non-Profit Management)

Undergraduate Majors: Sport Management

Minors: Coaching (with Athletic Training/Exercise Science Department), Sports Communication (with Communication Department)

**ACCOUNTING**

The Accounting major is designed to provide students with the knowledge and skills necessary to prepare them for productive and satisfying careers in both private industry and the public sector and lays the foundation for students seeking a career in public accounting.

Because accounting is the language of business, our accounting program provides valuable skills for any career path. Students develop the financial knowledge and analytical skills necessary in understanding the various components of business organizations and the role of accounting within them. The Accounting major provides a flexible program of study relevant to all areas of accounting, with a strong emphasis on practical accounting work. Consistent with the College's connected learning philosophy, the accounting major offers students various project-focused as well as service learning opportunities, in which students gain valuable hands on

**Lasell College Programs of Study**

experience in accounting. Students are highly encouraged to take a Service Learning course – SVL 108, Tax volunteer, and/or accounting facilitator – SVL 207. The Internship program provides a capstone work experience for all Accounting students during their senior year.

The program provides students with the critical knowledge needed to sit for the Certified Public Accounting (CPA) exam as well as the various other Accounting Certifications including Certified Management Accountant (CMA). Graduates receive a Bachelor of Science degree in Accounting.

The following goals and associated learning outcomes delineate what we strive for students to achieve to achieve when they complete the major program of study in Accounting:

**Goal 1: Knowledge of Accounting Information**

Upon completion of the major program of study in Accounting, students will be able to

1. Identify, measure, record, and communicate financial information relating to an organization
2. Interpret, analyze, and evaluate financial information relating to an organization
3. Demonstrate the acquisition of analytical, quantitative, and critical thinking skills necessary for decision making.
4. Use industry specific software

**Goal 2: Application of Business Information**

Upon completion of the major program of study in Accounting, students will be able to

1. Apply quantitative research methods to various propositions relating to business organizations
2. Apply qualitative research methods to various propositions relating to business organizations
3. Integrate business information into effective decision making

**Goal 3: Ethical Decision-making**

Upon completion of the major program of study in Accounting, students will be able to

1. Identify ethical issues implicit in business
2. Evaluate and decide among alternative solutions to ethical problems

### Lasell College Programs of Study

#### Goal 4: Professional skills

Upon completion of the major program of study in Accounting, students will be able to

1. Communicate effectively in writing for the discipline
2. Communicate effectively orally for the discipline
3. Work effectively in teams

#### Major Requirements

**(57 credits)**

BUSS 101	Contemporary Issues in Business	3
BUSS 201	Financial Accounting	4
BUSS 202	Managerial Accounting	4
BUSS 203	Financial Management	3
BUSS 204	Federal Income Taxation	
BUSS 205	Legal Environment of Business	3
BUSS 220	Marketing	3
BUSS 224	Organizational Behavior	3
BUSS 232	Operations Management	3
BUSS 301	Intermediate Accounting I	3
BUSS 302	Intermediate Accounting II	3
BUSS 303	Cost Accounting	3
BUSS 306	Accounting Information Systems	3
BUSS 401	Advanced Accounting	3
BUSS 404	Auditing	3
BUSS 440	Business Policy	3
BUSS 498	Internship Seminar	1
BUSS 499	Internship	3

Choose one from the following list: 3

BUSS 208	Financial Statement Analysis	
BUSS 305	International Accounting	
BUSS 308	Government & Not-for-Profits Accounting	
BUSS 309	Fraud Examination	
BUSS 405	Accounting Theory	
BUSS 418	Special Topics in Accounting	

#### Additional Requirements

**(22 credits)**

ECON 101	Principles of Econ-Micro	3
ECON 102	Principles of Econ-Macro	3
MATH 205**	Calculus I <b>AI(Q)</b>	4
MATH 208**	Introduction to Statistics	3

**Lasell College Programs of Study**

Choose one of the following two **AI(PS)**: 3

PSYC 101 Introduction to Psychology

SOC 101 Introduction to Sociology

Arts and Sciences Electives 6

This requirement may be fulfilled by any combination of Anthropology, Art History, Biology, Chemistry, Criminal Justice, Economics, English, Environmental Studies, Foreign Language, Geography, History, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Science, or Sociology courses. In addition to all courses in the above disciplines, courses that are marked with an asterisk (\*) in the course descriptions section of the Catalog meet the Arts and Sciences Elective requirement.

**General Education Core Requirements  
and remaining Unrestricted Electives\*\*\* (41 credits)**

**Minimum credits required for graduation 120**

- \* If a student plans on taking the CPA Exam, additional courses in Accounting may be needed and can be accommodated through other unrestricted electives.
- \*\* May require prior coursework depending upon Math placement.
- \*\*\* Courses marked with an **AI** code fulfill Area of Inquiry requirements in the General Education Core as described in the Catalog previously.

## **APPLIED MATHEMATICS**

Students majoring in Applied Mathematics select a concentration in Elementary Education, a concentration in Secondary Education, or a field of application. Careers involving applied mathematics require knowledge of mathematics as well as knowledge of a field in which mathematics is applied. Students majoring in Applied Mathematics with a field of application complete at least twelve mathematics courses and at least six approved courses in a field where significant applications of mathematics are possible. In consultation with an academic advisor, students may design a single-discipline or multi-discipline field of application from academic programs such as business, economics, education, environmental studies, fashion, graphic design, sociology, or exercise science. Students apply mathematics to their field in papers, projects, and courses that culminate in a Capstone Seminar and an Internship. Graduates receive a Bachelor of Arts in Applied Mathematics and are prepared for many career opportunities in almost every sector of the job market using mathematics for analysis, prediction, modeling, problem solving, and education.

The following goals and learning outcomes delineate what strive for students to achieve when they complete the major program of study in Applied Mathematics.

**Lasell College Programs of Study****Goal 1: Conceptualization**

Upon completion of the major program of study in Applied Mathematics, students will be able to

1. demonstrate understanding of principles, techniques, and applications in selected areas of mathematics
2. identify mathematical concepts needed to solve problems

**Goal 2: Organization**

Upon completion of the major program of study in Applied Mathematics, students will be able to

1. organize the principles and techniques of mathematics in a logical way to solve problems
2. adapt and apply mathematical concepts to solve problems

**Goal 3: Literacy skills**

Upon completion of the major program of study in Applied Mathematics, students will be able to

1. read and understand mathematical writing
2. write using the notation and nomenclature of mathematics
3. create mathematical charts, graphs, figures, and diagrams

**Major Requirements****(40 Credits)**

MATH 205	Calculus I	4
MATH 206	Calculus II	4
MATH 208	Introduction to Statistics	3
MATH 212	Finite Mathematics	3
MATH 307	Calculus III	4
MATH 320	Differential Equations	4
MATH 325	Linear Algebra	3
MATH 399	Capstone seminar	3
MATH 499	Internship	3
Three additional mathematics courses (MATH 207 or higher)		9

**Six courses in a Field of Application****(18 Credits)**

A Field of Application consists of six courses (approved by the Math/Science Chair) from another department at the College. An interdisciplinary Field of Application consists of six approved courses from two or more departments. Of the six courses, at least two must be at the 200-level or higher and at least one must be at the 300-level.

**General Education Core Requirements and Remaining Unrestricted Electives****(62 Credits)****Minimum Credits Required for Graduation****120**

**Lasell College Programs of Study****ARTS MANAGEMENT**

The Arts Major is ideal for, ideal for both the artist interested in the business aspects of the arts or business-minded individuals who are drawn to the arts. The degree features an innovative curriculum plan that includes a mix of studio arts, business (management), communications (public relations), and other associated courses.

Arts administration and management are areas of study that offer leadership roles in the arts, preparing student artists for careers in museum, gallery, theater, and community arts program management. Graduates receive a Bachelor of Arts degree in Arts Management.

The following goals and associated learning outcomes delineate what we strive for students to achieve when they complete the major program of study in Arts Management:

**Goal 1: Creative Thinking Skills**

Upon completion of the major program of study in Arts Management, students will be able to

1. produce multiple creative solutions for any single design challenge, applying a creative process on-demand
2. effectively employ imagination with refined technique

**Goal 2: Strong Critical Thinking and Problem-solving Skills**

Upon completion of the major program of study in Arts Management, students will be able to

1. critique quality and effectiveness of visual media objects
2. use learning resources outside the classroom to solve problems and develop skills
3. craft effective solutions for visual problems

**Goal 3: Strong Design and Fine Arts Skills**

Upon completion of the major program of study in Arts Management, students will be able to

1. demonstrate currency with technical media tools
2. effectively craft and author visual communications

**Goal 4: Visual Articulation and Literacy**

Upon completion of the major program of study in Arts Management, students will be able to

1. demonstrate their own personal aesthetic
2. explain the influences of media in society
3. recognize context and legacy of visual media objects

**Lasell College Programs of Study****Goal 5: Effective Verbal Communication Skills**

Upon completion of the major program of study in Arts Management, students will be able to

1. articulate their thoughts clearly in written form
2. write in the style demanded of their chosen profession
3. articulate their thoughts clearly in classroom discussions and professional presentations

**Goal 6: Arts Leadership Skills**

Upon completion of the major program of study in Arts Management, students will be able to

1. demonstrate sound business and management practices
2. negotiate ethical and social challenges associated with the role of art in various communities
3. apply artistic insights to the management of the arts

**Major Requirements****(65 credits)**

ARTH 103	Art History (or Art History II)	3
ARTS 106	Museum Discovery	3
ARTS 108	Fundamentals of Art Management	3
ARTS 126	Principles of Color and Design	3
ARTS 219	Photography	3
ARTS 399	Internship Seminar	1
ARTS 400	Internship	4
ARTS 404	Senior Thesis I	4
ARTS 406	Senior Practicum	4
BUSS 201	Financial Accounting	4
BUSS 220	Marketing	3
BUSS 334	Non-Profit Business Management	3
BUSS 432	Marketing Strategy	3
COM 213	Writing for Public Relations	3
COM 303	Non-profit Public Relations	3
GRAP 105	Digital Design Essentials	3
HEM102	Fundamentals of Special Events	3
Choose 2 additional ARTS or GRAP classes		6
Choose 2 courses from MUSIC AND/OR PERF ARTS.		6

**Additional Requirements****(6-12 credits)**

Choose one of the following

MATH 107 or MATH 204 or MATH 109	3
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**Lasell College Programs of Study**

Arts and Sciences Electives

3-9

This requirement may be fulfilled by any combination of Anthropology, Art History, Biology, Chemistry, Criminal Justice, Economics, English, Environmental Studies, Foreign Language, Geography, History, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Science, or Sociology courses. In addition to all courses in the above disciplines, courses that are marked with an asterisk (\*) in the course descriptions section of the Catalog meet the Arts and Sciences Elective requirement.

**General Education Core Requirements and remaining unrestricted electives\*****(43-49 credits)****Minimum credits required for graduation****120**

\* Courses marked with an **AI** code fulfill Area of Inquiry requirements in the General Education Core as described in the Catalog previously.

**ATHLETIC TRAINING**

The mission of the Lasell College Athletic Training Education Program is to allow for the intellectual and personal growth of students pursuing a career as an Athletic Trainer. The role of an Athletic Trainer as part of the health care team, and the development of professional and ethical principles are emphasized within a comprehensive competency-based didactic and clinical education foundation designed to prepare the student for eligibility to take the Board of Certification (BOC), national certification examination. Athletic Trainers are involved in the care, prevention, evaluation and rehabilitation of injuries to athletes and the physically active. Athletic Trainers are recognized by the American Medical Association as Allied Health Professionals, and are employed in numerous settings including high schools, colleges and universities, professional sports, sports medicine clinics, industrial medicine settings and hospitals. The program is fully accredited under the guidelines set forth by the Commission on Accreditation of Athletic Training Education (CAATE).

The four-year program in Athletic Training includes formal classroom instruction along with extensive clinical experiences, for credit, under the direct supervision of Athletic Trainers. Clinical experiences take place at Lasell College and at affiliated off-campus sites, and include a variety of practice settings and sport exposures. Athletic Training majors participate in many service-learning experiences, including an early required course, Professional Interactions and Ethics. The program culminates with a capstone course designed to prepare students to engage in research at the graduate level. Additionally, the Athletic Training Program provides students the opportunity to acquire certifications in CPR/AED for the Professional Rescuer, Strength and Conditioning and Coaching Education.

**Lasell College Programs of Study**

Candidates for admission to the freshmen class are expected to complete a college preparatory program of an approved secondary school, satisfying the following Carnegie Units:

4 Units of English

3 Units of Mathematics, including Algebra 1, Algebra 2, and Geometry  
(4 recommended)

2 Units of Laboratory Science (3 recommended)

2 Units of Social Science (3 recommended)

2 Units of Foreign Language recommended (not required)

Lasell College will also consider applicants who have successfully fulfilled the requirements for a secondary school diploma or GED.

**Academic Program Specific Requirements**

Admission into the Athletic Training Major is competitive and includes: successful completion of all required Carnegie Units with a minimum two units of Laboratory Science (preferably Biology and Chemistry, or Physics), a minimum cumulative grade point average of 2.7 on a 4.0 scale, and a minimum combined SATI score of 1000 (Critical Reading and Math sections only). With more applications than admission slots, the College may restrict enrollment into the Athletic Training Major. Both first year and transfer applicants who are admitted into the Athletic Training program enter directly into the major; there is no secondary selection process. Applicants are encouraged to complete the application process by January 15th for fall (September) consideration.

Transfer applicants may be accepted into the Athletic Training Program at Lasell College based upon their previous record of academic performance. Transfer students will only be considered on a space-available basis, as admission is competitive in nature, and need to be aware of the possibility of additional time beyond eight academic semesters of college work in order to complete all of the program requirements due to the sequencing of courses and their prerequisites.

Lasell College students (including students who are designated as Undeclared-Allied Health) wishing to transfer into the Athletic Training Education Program will be considered on a space-available basis following their freshmen year. A change of major form should be filed with the Program Director at the end of the spring semester of their freshmen year. The applicants' grades for their freshmen year will then be reviewed. Specifically, a "C" or better is needed for all AT, EXSC and BIO courses. A cumulative GPA of 2.3 or better will be required for admission into the Athletic Training Education Program and to enroll in AT 203. Graduates of the program receive a Bachelor of Science degree in Athletic Training.

**Lasell College Programs of Study****Program Fee**

Each Athletic Training student is charged a program fee for each semester. The program fee is used to provide instructional supplies, discipline-specific technology, guest speaker honorariums, educational opportunities outside of the classroom and miscellaneous materials/supplies needed to maximize student learning.

Students in the Athletic Training major may incur some extra costs associated with their clinical education experience. Additional expenses may include costs associated with travel to off-campus affiliated clinical sites and dress code requirements. If the students do not have access to an automobile, public transportation is available.

The following goals and associated learning outcomes delineate what we strive for students to achieve when they complete the major program of study in Athletic Training:

**Goal 1: Communication**

Upon completion of the major program of study in Athletic Training, students will be able to:

1. Engage in disciplinary research
2. Understand and engage in discipline specific written work (i.e., SOAP notes, injury documentation)
3. Engage in reflective writing for the purpose of self assessment
4. Interact professionally and educate clients, patients, peers, colleagues, and medical/athletic personnel
5. Utilize and incorporate technology into discipline specific written and oral work

**Goal 2: Ethical Decision Making**

Upon completion of the major program of study in Athletic Training, students will be able to:

1. Adhere to the National Athletic Training Association (NATA) code of ethics
2. Identify ethical issues
3. Translate ethical issues into responsible actions in the Allied Health Field

**Goal 3: Professional Competence/ Application of Performance domain content**

Upon completion of the major program of study in Athletic Training, students will be able to:

1. Demonstrate cognitive competence in core athletic training content areas as defined by the NATA Education Council in accordance with CAATE (The Commission on Accreditation of Athletic Training Education)
2. Demonstrate psychomotor competence in core athletic training content

### Lasell College Programs of Study

areas as defined by the NATA Education Council in accordance with CAATE (The Commission on Accreditation of Athletic Training Education)

3. Demonstrate clinical proficiency in core athletic Training content areas as defined by the NATA Education Council in accordance with CAATE (The Commission on Accreditation of Athletic Training Education)

#### **Goal 4: Professional Decision Making/Critical Thinking**

Upon completion of the major program of study in Athletic Training, students will be able to:

1. Incorporate evidence based practice into clinical decision making
2. Develop ideas based on course content and discipline specific subject matter
3. Collect and Analyze information from various sources
4. Produce results/conclusions based on collection, analysis, and interpretation of information

#### **Goal 5: Professional and Personal Development**

Upon completion of the major program of study in Athletic Training, students will be able to:

1. Engage in continuous improvement of content in Athletic Training Performance Domains
2. Engage in professional conduct and behavior

#### **Major Requirements\***

**(75 credits)**

EXSC 101	Essentials of Musculoskeletal Anatomy	2
EXSC 104	Professional Interactions & Ethics <b>AI(ME)/AI(MC)</b>	3
EXSC 107	Lifestyles & Human Behavior	3
AT 103	Techniques of Emergency Care	3
AT 201	Foundations of Sport Medicine	3
AT 203	Clinical Athletic Training I*	3
AT 204	Clinical Athletic Training II*	3
AT 211	Assessment and Diagnosis: I	4
AT 212	Assessment and Diagnosis: II	4
AT 301	Pathophysiology	3
AT 302	Clinical Athletic Training III*	3
AT 303	Therapeutic Modalities	4
AT 304	Therapeutic Exercise & Rehab Techniques	4
AT 305	Clinical Athletic Training IV*	3
AT 403	Organization & Healthcare Administration	3

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AT 402	Clinical Athletic Training V*	3
AT 405	Clinical Athletic Training VI*	3
AT 421	Advanced Concepts in Patient Care	3
AT 430	Athletic Training Capstone	3
EXSC 222	Kinesiology	4
EXSC 303	Exercise Physiology	4
EXSC 305	Strength Training & Cond	4

**Additional requirements (31 credits)**

BIO 205 &		
BIO 205L	Anatomy & Physiology I <b>AI(S)</b>	4
BIO 206 &		
BIO 206L	Anatomy & Physiology II	4
CHEM 203 &		
CHEM 203L	General Chemistry I	4
EXSC 209	Performance Nutrition	3
EXSC 340	Research Concepts	3
MATH 203	Pre-calculus**	3
MATH 208	Statistics <b>AI(Q)**</b>	3
PSYC 101	Intro to Psychology <b>AI(PS)</b>	3
PHYS 111 &		
PHYS 111L	Physics I	4

**General Education Core\*\*\* (14 credits)****Minimum credits required for graduation 120**

- \* In order to qualify for Clinical Education, students must obtain and maintain certificates in First Aid/ CPR. Some clinical sites may require a CORI check of students.
- \*\* May require additional coursework depending upon Math placement.
- \*\*\* Courses marked with an **AI** code fulfill Area of Inquiry requirements in the General Education Core as described in the Catalog previously.

**Program Course Retake Policy**

Students in the program are limited to only one retake of one required AT or EXSC course during their enrollment in the ATEP. Students will progress through the program on a case by case basis after meeting with the Department Chair to review their transcript if a repeat of a required course is needed to determine their eligibility to progress in the ATEP.

**Retention Policy**

The following requirements exist for progression through the Lasell College Athletic Training Education Program. The ATEP coursework, with associated pre-requisites, need to be completed in sequence to successfully fulfill the guidelines for progression through the academic program.

**Lasell College Programs of Study****Freshman Year**

In order to advance into the second semester of your first year in the athletic training education program, you must receive a grade of “C” or better in all AT, BIO and EXSC courses. Failure to do so will necessitate the repetition of this course and the inability to progress in the program.

**Sophomore Year**

Prior to beginning the sophomore professional coursework of the ATEP, each student must meet the following requirements:

1. Completion of a minimum of 30 hours of college coursework.
2. Completion of BIO 205, BIO 206, AT 201, AT 103, AT 101 and EXSC 104 with grades of “C” or better.
3. A minimum of a 2.3 cumulative GPA in all college coursework.
4. Proof of appropriate vaccinations (Tetanus, Hepatitis B)
5. Proof of current CPR/AED and First Aid certification (Professional Rescuer/AED)

**Junior Year**

In order to continue into the junior year professional coursework of the ATEP, the students must meet the following requirements:

1. Completion of a minimum of 60 hours of college coursework.
2. Completion of the following courses with a grade of “C” or better: AT 203, AT 204, AT 211, AT 212 and EXSC 222.
3. Minimum of a 2.3 cumulative GPA in all college coursework.
4. Proof of current CPR/AED and First Aid certification (Professional Rescuer/AED).
5. Demonstration of Minimal acceptable competence in the 8 content areas evaluated in the ATEP clinical education experience performance evaluation forms utilized in AT 203 and AT 204.

**Senior Year**

In order to continue into the senior professional coursework of the ATEP, the student must meet the following requirements:

1. Completion of a minimum of 87 hours of college coursework.
2. Completion of the following courses with a grade of “C” or better: AT 302, AT 303, AT 304, AT 305, and AT 301.
3. Minimum of a 2.3 cumulative GPA in all college coursework.
4. Proof of current CPR/AED and First Aid certification (Professional Rescuer/AED).

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5. Demonstration of Minimal acceptable competence in the 8 content areas evaluated in the ATEP clinical education experience performance evaluation forms utilized in AT 302 and AT 305.

#### Graduation Requirements

In order to successfully complete the athletic training education program, students must meet the following requirements:

1. Completion of a minimum of 121 hours of college coursework.
2. Completion of the College General Education requirements and the athletic training major requirements.
3. Completion of all AT, BIO, EXSC courses with a grade of “C” or better.
4. Demonstration of Minimal acceptable competence in the 8 content areas evaluated in the ATEP clinical education experience performance evaluation forms utilized in AT 402 and AT 405.

#### COMMUNICATION

Movies on demand. 24-hour cable news. Internet marketing and sales. What part of your life is not affected by the mass media? The Communication major has six areas of concentration: Creative Advertising; Journalism and Media Writing; Multimedia and Web Design; Public Relations; Radio and Video Production; and Sports Communication. Through a series of media studies courses, students learn about the functions and influences of the media, so that they enter the profession with an awareness of the cultural impact their work will have, as well as associated social and ethical issues regarding the roles and functions of the media in our society. In addition, consistent with Lasell’s connected learning philosophy of education, communication majors will gain hands-on experience in and outside of the classroom throughout their four years of studies. For example, there are numerous opportunities to work on class projects at our state-of-the-art Lasell College radio station, in programming, production, and promotions, in our high-tech digital video production suite, and in the studios of NewTV, Newton’s community-access cable television station not far from the Lasell campus. Students interested in print media can become involved in the 1851 Chronicle student newspaper or the award-winning campus fashion magazine, Polished. COM 103, Introduction to Human Communication, required for all Communications majors, includes a service-learning component. The communication major culminates in a capstone course in Media Literacy and a required professional internship. Lasell is ideally located for internship opportunities at some of the most prestigious media outlets and organizations in the country, such as The Community Newspapers, the Boston Celtics, the New England Patriots, Boston Herald, CBS4-TV, WMJX-FM (MAGIC 106.7), and the Arnold Worldwide

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advertising agency. Students gain valuable professional experience and significant contacts through internships and professional mentoring within the communication industry. Upon graduation, students are well-prepared to pursue careers in the growing and exciting fields of communication from journalism, public relations and advertising to television, radio production and interactive multimedia. Graduates receive a Bachelor of Arts degree in Communication (with a concentration). The department also offers minors in Communication and Sports Communication.

The Communication Department offers a Master of Science with three areas of concentration: Health Communication, Integrated Marketing Communication, and Public Relations. The Graduate Program is described elsewhere in the catalog.

The following goals and associated learning outcomes delineate what we strive for students to achieve when they complete the major program of study in Communication:

**Goal 1: Effective Writing**

Upon completion of the major program of study in Communication, students will be able to

1. articulate their thoughts clearly in written form
2. write in the style demanded of their chosen profession

**Goal 2: Effective Speaking**

Upon completion of the major program of study in Communication, students will be able to

1. demonstrate effective verbal and non-verbal communication skills in professional presentations

**Goal 3: Visual Articulation**

Upon completion of the major program of study in Communication, students will be able to

1. demonstrate currency with technical media
2. demonstrate their own personal aesthetic

**Goal 4: Research**

Upon completion of the major program of study in Communication, students will be able to

1. find information to support a thesis
2. conduct an argument that advances a thesis

**Goal 5: Knowledge of Media**

Upon completion of the major program of study in Communication, students will be able to

1. define the functions of media

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2. explain the influences of media in society
3. identify the ethical decisions and issues in the Communication field.

**Major Requirements: (29 credits)**

COM 101	Understanding Mass Media	3
COM 103	Introduction to Human Communication	3
COM 105	Writing for the Media	3
COM 203	Effective Speaking	3
COM 205	Media Ethics and Society <b>AI (ME)</b>	3
COM 212	Intercultural Communication <b>AI (MC)</b>	3
COM 315	Communication Research	3
COM 399	Internship Seminar	1
COM 400	Field Experience	4
COM 418	Media Literacy (capstone course)	3

**Concentration Requirements: (30 credits)**

In addition to the above requirements, students choose one of the following concentrations:

**Journalism and Media Writing**

COM 209	Journalism	3
COM 213	Writing for Public Relations	3
COM 214	Communication Law	3
COM 218	Digital Video Editing	3
COM 305	Screenwriting	3
COM 306	Broadcast Journalism	3
COM 310	Political Communication	3
COM 314	Magazine and Feature Writing	3

Choose two additional COM or GRAPH courses 6

**Radio and Video Production**

COM 215	Introduction to Radio	3
COM 217	Introduction to Video Production	3
COM 218	Digital Video Editing	3
COM 304	TV Studio Production	3
COM 305	Screenwriting	3
COM 312	Advanced Radio Production	3
COM 313	Advanced Video Production	3
GRAPH 209	Adobe Photoshop	3

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Choose two additional COM or GRAPH courses 6

**Creative Advertising**

ARTS 126	Principles of Color and Design	3
COM 206	Professional Communication	3
COM 221	Introduction to Advertising	3
COM 223	Creative Advertising: Copy and Design	3
COM 318	Internet and World Wide Web	3
COM 319	Advertising Planning: Media Campaigns	3
COM 321	Media and Children	3
GRAP 105	Digital Design Essentials	3

Choose two additional COM or BUSS courses 6

**Public Relations**

COM 206	Professional Communication	3
COM 208	Introduction to Public Relations	3
COM 213	Writing for Public Relations	3
COM 214	Communication Law	3
COM 215	Introduction to Radio Production	3
COM 217	Introduction to Video Production	3
COM 317	Media Relations	3
GRAP105	Digital Design Essentials	3

Choose two additional COM or BUSS courses 6

**Multimedia and Web Design**

ARTS 219	Photography	3
COM 215	Introduction to Radio Production	3
COM 217	Introduction to Video Production	3
COM 307	Understanding Video Games	3
COM 318	Internet and the World Wide Web	3
GRAP 207	Web Design & Development	3
GRAP 209	Adobe Photoshop	3
GRAP 307	Interactive and Motion Graphics	3

Choose two additional COM or GRAPH courses 6

**Sports Communication**

SMGT 101	Sport and Society <b>AI (PS)</b>	3
SMGT 102	Introduction to Sport Management	3
SMGT 202	Ethics in Sport <b>AI (ME)</b>	3

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SMGT 304	Sport Information and Communication	3
COM 208	Introduction to Public Relations	3
COM 209	Journalism	3
COM 215	Introduction to Radio Production	3
COM 309	Sports Journalism	3
Choose two additional COM or SMGT courses		6

**Communication students who have not declared a Concentration must complete all of the courses for the Major Requirements (29 credits), and eight (8) courses selected from the lists of courses under the Concentrations and two additional COM, GRAPH or BUSS courses (30 credits).**

**Additional Requirements (6 credits)**

Any 200-level ENG course	3
Additional Social Science Elective (SOC, PSYC, POLS, etc.)	3

**General Education Core Requirements and remaining Unrestricted Electives (55 credits)****Minimum Credits Required for Graduation 120**

\* Courses marked with an **AI** code fulfill Area of Inquiry requirements in the General Education Core as described in the Catalog previously.

**CRIMINAL JUSTICE**

The field of Criminal Justice explores why society considers some actions to be criminal and how those definitions are influenced by social, economic, political, and psychological forces. This major takes a liberal arts approach to the discipline, strongly incorporating the “connected learning” philosophy of the College. Majors participate in many connected learning activities, including service-learning in courses such as Criminology, required for all majors. The major culminates in the senior year with a year-long Capstone Experience. This experience includes both a full year Justice Studies Internship and a full year Senior Capstone class. Students complete internships in courts, police agencies, corrections, governmental agencies, and youth service organizations to name a few. The program prepares students to enter graduate programs in Criminal Justice and Criminology, Sociology, Psychology, Political Science, Public Policy, or Law School. A bachelor’s degree in Criminal Justice prepares students to apply their learning as well in such areas as law, law enforcement and public safety, crime prevention, domestic violence, gang interventions, adult and juvenile probation and corrections, parole, drug and alcohol abuse and prevention, and diversion programs for first-time offenders. The College has established the Theta Ro Chapter of the National Criminal Justice Honor Society, Alpha Sigma Phi, and the Beccaria Society, a club for student majors. The Bachelor of

### Lasell College Programs of Study

Science in Criminal Justice at Lasell College is approved by the Massachusetts Board of Higher Education under the *Guidelines for Criminal Justice and Law Enforcement Academic Programs*.

The following goals and associated learning outcomes delineate what we strive for students to achieve when they complete the major program of study in Criminal Justice:

#### **Goal 1: Disciplinary principles**

Upon completion of the major program of study in Criminal Justice, students will be able to

1. demonstrate an understanding of disciplinary concepts
2. demonstrate an understanding of issues of diversity in the field
3. demonstrate civic/social responsibility

#### **Goal 2: Professional skills**

Upon completion of the major program of study in Criminal Justice, students will be able to

1. compare occupations and career paths in the discipline
2. evaluate ethical and moral issues in a professional/disciplinary context
3. perform effectively in a professional environment

#### **Goal 3: Analytical thinking skills**

Upon completion of the major program of study in Criminal Justice, students will be able to

1. think critically about issues in the discipline
2. demonstrate effective quantitative reasoning skills
3. evaluate appropriate source materials

#### **Goal 4: Communication skills**

Upon completion of the major program of study in Criminal Justice, students will be able to

1. communicate effectively in writing
2. communicate effectively orally
3. demonstrate competence in use of technology and computing skills

#### **Major Requirements**

**(45 credits)**

CJ 101	Introduction to Criminal Justice <b>AI (PS)</b>	3
CJ 201	Criminology	3
CJ 312	Corrections	3
CJ 313	Police & Society	3

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CJ 316	Criminal Procedure	3
CJ 323	Justice, Class, Race & Gender <b>AI (MC)</b>	3
CJ 441	Topics in Crime & Public Policy I	3
CJ 442	Topics in Crime & Public Policy II	3
CJ 443	Justice Studies Internship & Seminar I	3
CJ 444	Justice Studies Internship & Seminar II	3
LS 204	Criminal Law	3
LS 311	The American Court System	3

Choose three additional Justice Studies (CJ, LS, or POLS) courses  
(not otherwise required for the major) 9

**Additional Requirements (28 credits)**

MATH 208*	Statistics <b>AI (Q)</b>	3
POLS 101	American Government	3
or		
LS 101	Foundations of American Legal System	3
POLS 201	State & Local Government	3
POLS 210	Political Theory	3
PSYC 101	Introduction to Psychology	3
SOC 101	Introduction to Sociology	3
SOC 331 (and SOC 331 L)	Research Methods in the Social Sciences	4
or		
PSYC 331 (and PSYC 331 L)	Experimental Design	

Choose one of the following three: 3

POLS 202	Issues in Contemporary Political Thought
SOC 221	Contemporary Social Problems <b>AI(ME)</b>
SOC 335	Social Policy

**General Education Core Requirements and remaining Unrestricted Electives\*\* (47 credits)****Minimum credits required for graduation 120**

\* May require prior coursework depending upon Math placement.

\*\* Courses marked with an **AI** code fulfill Area of Inquiry requirements in the General Education Core as described in the Catalog previously.

**EDUCATION**

Students who are preparing for careers in education will find a variety of opportunities at the college. Each program integrates understanding of learning processes, professional skills, and broad-based knowledge of content in the specific field.

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Lasell College's connected-learning approach is incorporated through curriculum based on current practice and research, diverse field-based experiences, and supportive faculty-student relationships. Students in licensure programs take many courses which embed service-learning, beginning with ED 110, Teaching and Learning in American Schools, and culminating in the practicum/student teaching experience in the senior year. Each program culminates in a capstone experience that features practice-based research with problems arising from and explored in classroom teaching.

Lasell offers state-approved licensure programs at early childhood, elementary, and secondary levels, as well as a non-licensure curriculum & instruction option.

Majors and concentrations offered in the department include the following:

- Early childhood licensure (pre-kindergarten - grade 2): Interdisciplinary Studies major with a concentration in Early Childhood Education;
- Elementary licensure (grades 1-6): Interdisciplinary Studies, English, or Humanities major with a concentration in Elementary Education;
- Elementary mathematics licensure (grades 1-6): Applied Mathematics major with a concentration in Elementary Education;
- Secondary licensure (grades 8- 12): Applied Mathematics, English or History major with a concentration in Secondary Education
- Non-licensure: Interdisciplinary Studies major with a concentration in Curriculum & Instruction.

Students in any of the education programs must meet department standards for progress in their major. A cumulative grade point average of at least 2.75 is required to enter and continue in any education program. In addition to the GPA requirement, students must fulfill the prerequisite of passing both Communication & Literacy subtests of the Massachusetts Tests for Educator Licensure (MTEL) prior to enrollment in any junior-level courses required for an education program. Licensure students must fulfill the prerequisite of passing all required MTEL tests and meeting the 2.75 GPA requirement prior to enrollment in all senior-level courses. (Some individual courses have additional pre-requisites.)

The Education Department also offers a Master of Education Degree with two areas of concentrations: Elementary Education and Moderate Disabilities. The Graduate Program is described elsewhere in the catalog.

**Early Childhood Licensure**

This program incorporates Massachusetts Department of Elementary and Secondary Education requirements for initial licensure as a teacher of children in pre-kindergarten — grade 2 with and without special needs. Graduates receive a Bachelor of Arts degree in Interdisciplinary Studies (an arts and sciences major) with a concentration in Early Childhood Education.

**Lasell College Programs of Study****Elementary Licensure**

Students seeking elementary or elementary mathematics licensure choose to major in Interdisciplinary Studies, Applied Mathematics, English, or Humanities (arts and sciences majors), with a concentration in Elementary Education. The programs incorporate Massachusetts Department of Elementary and Secondary Education requirements for initial licensure as a teacher of elementary grades (1-6) teacher or teacher of elementary mathematics (grades 1-6). Graduates receive a Bachelor of Arts degree in Interdisciplinary Studies, Applied Mathematics, English, or Humanities with a concentration in Elementary Education.

**Secondary Licensure**

Students seeking secondary licensure major in Applied Mathematics, English, or History with a concentration in secondary education. These programs incorporate Massachusetts Department of Elementary and Secondary Education requirements for initial licensure as a teacher of Mathematics, English, or History in secondary grades (8-12). Graduates receive a Bachelor of Arts degree in either Applied Mathematics, English, or History with a concentration in Secondary Education.

**Curriculum & Instruction (Non-licensure)**

Students seeking a career in an education-related field that does not require Massachusetts teacher licensure complete a major in Interdisciplinary Studies with a concentration in Curriculum & Instruction. These careers may include teaching in a private or charter school and directing or teaching in a preschool setting.

Specific requirements for these majors and concentrations are listed under the appropriate headings below. Students who complete an education program at Lasell College are expected to demonstrate competency in both pedagogy (teaching skills) and the content of their field, as measured by related coursework, department and College assessment measures, and appropriate state licensure tests.

The following goals and associated learning outcomes delineate what we strive for students to achieve when they complete the licensure program of study in Education:

**Goal 1: Effective teaching**

Upon completion of a licensure program of study in Education, students will be able to

1. write an effective lesson plan
2. deliver effective instruction
3. develop a series (three or more) of connected lessons

**Goal 2: Accommodating all learners**

Upon completion of a licensure program of study in Education, students will be able to

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1. create learning environments to support learners' diverse needs (e.g., hearing or vision needs, learning styles, multiple intelligences)
2. demonstrate ability to understand persons from diverse cultural and linguistic backgrounds
3. provide opportunities for all students to demonstrate academic ability

**Goal 3: Critical reflection**

Upon completion of a licensure program of study in Education, students will be able to

1. use skills of critical reflection to evaluate and modify their own teaching
2. critique the teaching of others, both peers and experienced teachers
3. plan and implement their own professional development based on their critical reflections

## **EARLY CHILDHOOD EDUCATION LICENSURE: INTERDISCIPLINARY STUDIES WITH EARLY CHILDHOOD EDUCATION CONCENTRATION**

This major is designed for students in the Early Childhood licensure program and is intended to provide knowledge in various content disciplines as well as understanding of developmentally appropriate practices for teaching and learning in grades pre-kindergarten through 2.

<b>Major Requirements</b>	<b>(24 credits)</b>
MATH course approved by department chair <b>AI(Q)</b>	3
SCI 103 or 104      Science for Educators <b>AI(S)</b>	3
Choose one of the following two: <b>AI(A)</b>	3
ENG 201              English Lit/Themes & Writers	
ENG 218              British Literature	
Choose one of the following two:	3
ENG 210              Survey of American Literature	
ENG 313              American Multi-Ethnic Literature	
Choose one of the following two:	3
ENG 312              Literature of Post-Colonial World	
ENG 340              Classics of World Literature	
Choose one of the following two: <b>AI(H)</b>	3
HIST 123              American Civilization I	
HIST 124              American Civilization II	

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Choose one of the following two: 3

HIST 103            World Civilization I  
 HIST 104            World Civilization II

Choose one approved course (information provided by Education Department)  
 from ECON, ENV, POLS, or HIST 3

**Early Childhood Education Requirements (56 credits)**

PSYC 221	Child Development	3
ED 110	Teaching & Learning in American Schools	4
ED 206	Early Literacy Teaching & Learning	4
ED 208	Elem Literacy Teaching & Learning	4
ED 211	Identifying Special Needs Learners <b>AI(MC)</b>	3
ED 307	Technology in Education	3
ED 312	Teaching Science Concepts: PK - grade 2	3
ED 326	Inclusive Education	3
ED 327	Literacy Assessment and Instruction	4
ED 335	Teaching Mathematics: PK - grade 2	4
ED 417	Pre-practicum: PK - grade 2	3
ED 420	Integrated Instruction: PK - grade 2	3
ED 421	Curriculum Integration	3
ED 494	Professional Standards & Ethics <b>AI(ME)</b>	3
ED 496	Practicum: Early Childhood 9	

**Additional Requirements: (16 credits)**

ENG 208	The Structure of the English Language	3
PSYC 101	Introduction to Psychology <b>AI(PS)</b>	3
MATH 104**	Intermediate Algebra	3
MATH 107	College Geometry	3
Lab Science Elective		4

**General Education Core Requirements and remaining Unrestricted Electives\* (24 credits)****Minimum Credits Required for Graduation 120**

\* Courses marked with an **AI** code fulfill Area of Inquiry requirements in the General Education Core as described in the Catalog previously.

\*\* Students placing out of MATH 104 will take MATH 203, Precalculus.

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**ELEMENTARY EDUCATION LICENSURE:****INTERDISCIPLINARY STUDIES WITH ELEMENTARY EDUCATION  
CONCENTRATION**

This major provides knowledge in several different disciplines. Students explore major genres of literature, topics in mathematics and science, and various periods in world and American history, as well as instructional strategies appropriate for elementary learners.

**Major Requirements****(30 credits)**

MATH 104**	Intermediate Algebra	3
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MATH course approved by department chair	<b>AI(Q)</b>	3
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MATH 107	College Geometry	3
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SCI 103 or 104	Science for Educators <b>AI(S)</b>	3
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Choose one of the following two:	<b>AI(A)</b>	3
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ENG 201	English Literature: Selected Themes & Writers	
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ENG 218	British Literature	
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Choose one of the following two:		3
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ENG 210	Survey of American Literature	
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ENG 313	American Multi-Ethnic Literature	
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Choose one of the following two:		3
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ENG 312	Literature of Post Colonial World	
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ENG 340	Classics of World Literature	
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Choose one of the following two:	<b>AI(H)</b>	3
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HIST 123	American Civilization I	
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HIST 124	American Civilization II	
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Choose one of the following two:		3
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HIST 103	World Civilization I	
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HIST 104	World Civilization II	
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Choose one approved course (information provided by Education Department)		
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from ECON, ENV, POLS, OR HIST		3
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**Elementary Education Requirements****(55 credits)**

PSYC 221	Child Development	3
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ED 110	Teaching/Learning in American Schools	4
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ED 206	Early Literacy Teaching & Learning	4
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ED 208	Elem Literacy Teaching & Learning	4
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ED 211	Identifying Special Needs Learners <b>AI(MC)</b>	3
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**Lasell College Programs of Study**

ED 307	Technology in Education	3
ED 326	Inclusive Education	3
ED 327	Literacy Assessment & Instruction	4
ED 328	Teaching & Applying Mathematics: 1 - 6	3
ED 329	Science Concepts and Curriculum: 1 - 6	3
ED 418	Integrated Instruction: Elementary	3
ED 419	Pre-practicum: Elementary (1 - 6)	3
ED 421	Curriculum Integration	3
ED 494	Professional Standards & Ethics <b>AI(ME)</b>	3
ED 498	Practicum: Elementary (grades 1 - 6)	9

**Additional Requirements: (10 credits)**

ENG 208	The Structure of the English Language	3
PSYC 101	Introduction to Psychology <b>AI(PS)</b>	3
Lab Science Elective		4

**General Education Core Requirements and remaining Unrestricted Electives\* (25 credits)****Minimum Credits Required for Graduation 120**

\* Courses marked with an **AI** code fulfill Area of Inquiry requirements in the General Education Core as described in the Catalog previously.

\*\* Students placing out of MATH 104 will take MATH 203, Precalculus.

**APPLIED MATHEMATICS WITH ELEMENTARY EDUCATION CONCENTRATION**

This major is designed for students who plan to teach mathematics at the elementary school level (grades 1-6). Graduates develop effective instructional strategies and content knowledge in elementary curriculum while specializing in mathematics.

**Major requirements (35 credits)\*\***

MATH approved by ED department		3
MATH 107	College Geometry <b>AI(Q)</b>	3
MATH 205	Calculus I	4
MATH 206	Calculus II	4
MATH 208	Introduction to Statistics	3
MATH 212	Finite Mathematics	3
MATH 320	Differential Equations	3
MATH 325	Linear Algebra	3
Three additional mathematics courses (MATH 207 or higher) (MATH 207, Applied trigonometry, is recommended)		9

**Lasell College Programs of Study****Elementary Education Concentration (48 credits)**

PSYC 221	Dev Psych: Child	3
ED 110	Child Development	4
ED 206	Early Literacy Teaching & Learning	4
ED 208	Elementary Literacy Teaching & Learning	4
ED 211	Identifying Special Needs Learners <b>AI(MC)</b>	3
ED 307	Technology in Education	3
ED 326	Inclusive Education	3
ED 328	Teaching and Applying Mathematics: 1 – 6	3
ED 329	Science Concepts and Curriculum: 1 – 6	3
ED 419	Pre-Practicum: Elementary (1 – 6)	3
ED 421	Curriculum Integration	3
ED 494	Professional Standards & Ethics <b>AI(ME)</b>	3
ED 498	Practicum: Elementary (grades 1 -6)	9

**Additional requirements (21-22 credits)**

PSYC 101	Introduction to Psychology <b>AI(PS)</b>	3
ENG 208	The Structure of the English Language	3
Choose one of the following three: <b>AI(A)</b>		3
ENG 210	Survey of American Literature	
ENG 218	British Literature	
ENG 340	Classics of World Literature	
Choose one of the following two: <b>AI(H)</b>		3
HIST 123	American Civilization I	
HIST 124	American Civilization II	
Choose one of the following two:		3
HIST 103	World Civilization I	
HIST 104	World Civilization II	
Choose one approved course (information provided by Education Department) from ECON, ENV, POLS, OR HIST		3
Science elective <b>AI(S)</b>		3-4

**General Education Core Requirements and remaining Unrestricted Electives\* (15-16 credits)****Minimum Credits Required for Graduation 120**

\* Courses marked with an **AI** code fulfill Area of Inquiry requirements in the General Education Core as described in the Catalog previously.

\*\* Must meet all prerequisites listed in catalog

**Lasell College Programs of Study****ENGLISH WITH ELEMENTARY EDUCATION CONCENTRATION**

This major is designed specifically for elementary education students. Graduates develop effective instructional strategies and content knowledge in all areas of elementary curriculum while specializing in English language and literature.

**Major Requirements****(30 credits)**

ENG 208	The Structure of the English Language	3
ENG 209	Intro to Literature & Literary Studies	3
ENG 210	Survey of American Literature	3
ENG 218	British Literature	3
ENG 340	Classics of World Literature	3
HUM 420	Seminar in Humanities	3

Choose one of following two: 3

ENG 313	American Multi-Ethnic Literature
ENG 312	Literature of the Post-Colonial World

Choose two from the following list: 6

ENG 211	Modern Drama
ENG 217	Contemporary Literature
ENG 222	Lytic Poetry
ENG 224	Film & Literature
ENG 225	Short Story
ENG 304	Stories of Origin: Sacred Texts, Mythology & Lore
ENG 312	Literature of the Post-Colonial World
ENG 313	American Multi-Ethnic Literature

(Select one additional English course)

**Elementary Education Requirements****(55 credits)**

PSY 221	Child Development	3
ED 110	Teaching & Learning in American Schools	4
ED 206	Early Literacy Teaching & Learning	4
ED 208	Elementary Literacy Teaching & Learning	4
ED 211	Identifying Special Needs Learners <b>AI(MC)</b>	3
ED 307	Technology in Education	3
ED 326	Inclusive Education	3
ED 327	Literacy Assessment & Instruction	4
ED 328	Teaching & Applying Mathematics: 1 - 6	3
ED 329	Science Concepts and Curriculum: 1 - 6	3
ED 418	Integrated Instruction: Elementary	3
ED 419	Pre-practicum: Elementary	3
ED 421	Curriculum Integration	3

**Lasell College Programs of Study**

ED 494	Professional Standards & Ethics <b>AI(ME)</b>	3
ED 498	Practicum: Elementary (grades 1 - 6)	9

**Additional Requirements****(25-34 credits)**

HIST 103	World Civilization I <b>AI(H)</b>	3
HIST 123	American Civilization I	3
MATH 104***	Intermediate Algebra	3
MATH course approved by department chair	<b>AI(Q)</b>	3
MATH 107	College Geometry	3
PSYC 101	Introduction to Psychology <b>AI(PS)</b>	3
SCI 103 or 104	Science for Educators <b>AI(S)</b>	3

Choose one approved course (information provided by Education Department) from ECON, ENV, POLS, OR HIST

3

Lab Science Elective

4

Foreign Language \*

0-9

**General Education Core Requirements and remaining Unrestricted Electives\*\*****(7-12credits)****Minimum Credits Required for Graduation****120**

\* The foreign language proficiency requirement is described previously in the Catalog.

\*\* Courses marked with an **AI** code fulfill Area of Inquiry requirements in the General Education Core as described in the Catalog previously.

\*\*\* Students placing out of MATH 104 will take MATH 203, Precalculus.

**HUMANITIES WITH ELEMENTARY EDUCATION CONCENTRATION**

This major provides effective instructional strategies and content knowledge in all areas of elementary curriculum as well as coursework in a range of humanities disciplines.

**Major Requirements****(39 credits)**

ENG 312	Literature of Post Colonial World	3
HUM 420	Seminar in Humanities	3
PHIL 101	Introduction to Philosophy	3

Choose one of the following two:

3

ENG 210 Survey of American Literature

ENG 313 American Multi-Ethnic Literature

Choose one of the following two:

3

ENG 201 English Lit/Themes and Writers

ENG 218 British Literature

**Lasell College Programs of Study**

Choose one of the following four: **AI(A)** 3

ARTH 103	Art History I
ARTH 104	Art History II
MUS 101	Music Appreciation I
MUS 102	Music Appreciation II

Choose two of the following four: **AI(H)** 6

HIST 103	World Civilization I
HIST 104	World Civilization II
HIST 123	American Civilization I
HIST 124	American Civilization II

Choose five additional courses from the following areas.

(At least three different areas must be represented, and at least two courses (6 credits) must be at the 300 level): 15

Art History  
 Communication  
 English  
 History  
 Music  
 Philosophy

**Elementary Education Requirements (55 credits)**

PSY 221	Child Development	3
ED 110	Teaching & Learning in American Schools	4
ED 206	Early Literacy Teaching & Learning	4
ED 208	Elementary Literacy Teaching & Learning	4
ED 211	Identifying Special Needs Learners <b>AI(MC)</b>	3
ED 307	Technology in Education	3
ED 326	Inclusive Education	3
ED 327	Literacy Assessment and Instruction	4
ED 328	Teaching and Applying Mathematics: 1 - 6	3
ED 329	Science Concepts & Curriculum: 1 - 6	3
ED 418	Integrated Instruction: Elementary	3
ED 419	Pre-practicum: Elementary (1 - 6)	3
ED 421	Curriculum Integration	3
ED 494	Professional Standards & Ethics <b>AI(ME)</b>	3
ED 498	Practicum: Elementary (grades 1 - 6)	9

**Additional Requirements (25 credits)**

ENG 208	The Structure of the English Language	3
MATH 104**	Intermediate Algebra	3

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MATH course approved by department chair	<b>AI(Q)</b>	3
MATH 107	College Geometry	3
PSYC 101	Introduction to Psychology	<b>AI(PS)</b> 3
SCI 103 or 104	Science for Educators	<b>AI(S)</b> 3
Choose one approved course (information provided by Education Department) from ECON, ENV, POLS, OR HIST		3
Lab Science Elective		4

**General Education Core Requirements and remaining Unrestricted Electives\*****(7-12 credits)****Minimum Credits Required for Graduation****126**

\* Courses marked with an **AI** code fulfill Area of Inquiry requirements in the General Education Core as described in the Catalog previously.

\*\* Students placing out of MATH 104 will take MATH 203, Precalculus.

**SECONDARY EDUCATION LICENSURE:****APPLIED MATHEMATICS WITH SECONDARY EDUCATION CONCENTRATION**

This major provides a specialization in mathematics while preparing graduates to teach in secondary classrooms.

**Major requirements****(39 credits)\***

MATH 107	College Geometry	3
MATH 205	Calculus I	4
MATH 206	Calculus II	4
MATH 208	Introduction to Statistics	3
MATH 212	Finite Mathematics	3
MATH 307	Calculus III	4
MATH 320	Differential Equations	3
MATH 325	Linear Algebra	3
MATH 399	Capstone seminar	3

Three additional mathematics courses (MATH 207 or higher; include MATH 330 and MATH 338) 9

**Secondary education requirements****(29 credits)**

PSYC 101	Introduction to Psych	3
PSYC 223	Adolescent Psychology	3
ED 110	Teaching & Learning in American Schools	4

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ED 209	Teaching Writing in Secondary Schools	3
ED 211	Identifying Special Needs Learners <b>AI(MC)</b>	3
ED 307	Technology in Education	3
ED 324	Special Methods in Teaching Mathematics	3
ED 428	Pre-Practicum: Secondary Mathematics	1
ED 492	Practicum: Secondary Mathematics	6

**General Education Core Requirements  
and remaining Unrestricted Electives\*\*\*****(52 credits)****Minimum Credits Required for Graduation****120**

\* Must meet all prerequisites listed in catalog.

\*\*\* Courses marked with an AI code fulfill Area of Inquiry requirements in the General Education Core as described in the Catalog previously.

**ENGLISH WITH SECONDARY EDUCATION CONCENTRATION**

This major provides a specialization in English language and literature while preparing graduates to teach in secondary classrooms.

**Major Requirements****(36 credits)**

ENG 208	The Structure of the English Language	3
ENG 209	Introduction to Literature <b>AI(A)</b>	3
ENG 210	Survey of American Literature	3
ENG 218	British Literature	3
ENG 304	Stories of Origin	3
ENG 312	Literature of Post-Colonial World	3
ENG 313	American Multi-Ethnic Literature	3
HUM 420	Seminar in Humanities	3

Choose one of the following: 3

ENG 217	Contemporary Literature	
ENG 222	Lyric Poetry	
ENG 225	Film & Literature	
ENG 340	Classics of World Literature	9

**Secondary Education Requirements****(29 credits)**

PSYC 223	Adolescent Psychology	3
ED 110	Teaching & Learning in American Schools	4
ED 209	Teaching Writing in the Secondary School	3
ED 211	Identifying Special Needs Learners <b>AI(MC)</b>	3
ED 307	Technology in Education	3
ED 320	Special Methods in Teaching English	3
ED 422	Practicum: Secondary English	3

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ED 423	Pre-Practicum: Secondary English	1
ED 494	Professional Standards & Ethics <b>AI(ME)</b>	3
ENG 212	Literature for Young Adults	3

**Additional Requirements (12-23 credits)**

History Elective <b>AI(H)</b>		3
PSYC 101	Introduction to Psychology <b>AI(PS)</b>	3
Science Electives <b>AI(S)*</b>		6-8
Foreign Language **		0-9

**General Education Core Requirements and remaining Unrestricted Electives\*\*\* (32-43 credits)****Minimum Credits Required for Graduation 120**

- \* The first of these two required electives meets the designated general education core requirement.
- \*\* The foreign language proficiency requirement is described previously in the Catalog.
- \*\*\* Courses marked with an **AI** code fulfill Area of Inquiry requirements in the General Education Core as described in the Catalog previously.

**HISTORY WITH SECONDARY EDUCATION CONCENTRATION**

This major provides a specialization in history while preparing graduates to teach in secondary classrooms.

**Major Requirements (57 credits)**

ENV 220	World Geography	3
HIST 103	World Civilization I <b>AI(H)</b>	3
HIST 104	World Civilization II	3
HIST 123	American Civilization I	3
HIST 124	American Civilization II	3
HIST 352	Nature & Meaning of History	3
POLS 101	American Government	3
SOC 101	Introduction to Sociology <b>AI(PS)</b>	3
Choose two courses in Western Hemispheric history		6
Choose two courses in Eastern Hemispheric history <b>AI(MC)</b>		6
Art History or Music Appreciation Elective <b>AI(A)</b>		3
History Electives (200 and/or 300 level)		9
Literature Elective (200 level)		3
Political Science Elective		3
Sociology Elective		3

**Lasell College Programs of Study****Secondary Education Requirements (29 credits)**

PSYC 223	Adolescent Psychology	3
ED 110	Teaching & Learning in American Schools	4
ED 209	Teaching Writing in the Secondary School	3
ED 211	Identifying Special Needs Learners <b>AI(MC)</b>	3
ED 307	Technology in Education	3
ED 318	Special Methods in Teaching History	3
ED 424	Practicum: Secondary History	3
ED 425	Pre-practicum: Secondary History	1
ED 494	Professional Standards & Ethics <b>AI(ME)</b>	3
ENG 212	Literature for Young Adults	3

**Additional Requirements (12-23 credits)**

PSYC 101	Introduction to Psychology <b>AI(PS)</b>	3
Choose one of the following two:		3
ECON 101	Principles of Economics—Micro	
ECON 103	Economics and Society	
Science Electives		6-8
Foreign Language *		0-9

**General Education Core Requirements and remaining Unrestricted Electives\*\* (12-22 credits)****Minimum Credits Required for Graduation 120**

- \* The foreign language proficiency requirement is described previously in the Catalog.
- \*\* Courses marked with an **AI** code fulfill Area of Inquiry requirements in the General Education Core as described in the Catalog previously.

**INTERDISCIPLINARY STUDIES WITH CURRICULUM AND INSTRUCTION CONCENTRATION**

This program offers a non-licensure option to students whose career plans do not require Massachusetts teacher licensure. Students must meet program requirements for minimum GPA and pass both MTEL Communications & Literacy subtests, as well as meeting prerequisites for individual courses. Students gain knowledge and skills in appropriate pedagogy and content, with the opportunity to design a concentration that fits their particular career focus.

**Major Requirements (31 credits)**

MATH 104	Intermediate Algebra <b>AI(Q)</b>	3
MATH 107	College Geometry	3
SCI 103 or 104	Science for Educators <b>AI(S)</b>	3
Lab Science Elective		4

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PSYC 101	Introduction to Psychology <b>AI(PS)</b>	3
ENG 208	The Structure of the English Language	3
Choose one of the following two: <b>AI(H)</b>		3
HIST 123	American Civilization I	
HIST 124	American Civilization II	
Choose one of the following two:		3
HIST 103	World Civilization I	
HIST 104	World Civilization II	
Choose two of the following three:		6
ENG 210	Survey of American Literature <b>AI(A)</b>	
ENG 218	British Literature	
ENG 340	Themes in Classics of World Literature	

**Curriculum & Instruction Requirements****(40 credits)**

ED 110	Teaching & Learning in American Schools	4
ED 206	Early Literacy Teaching & Learning	4
ED 208	Elem Literacy Teaching & Learning	4
ED 211	Identifying Special Needs Learners <b>AI(MC)</b>	3
ED 330	Pre-internship Seminar	1
ED 413	Responsibilities & Ethics in C & I <b>AI(ME)</b>	3
ED 427	Curriculum & Instruction Internship	3
COM 103	Introduction to Human Communication	3
SOC 101	Introduction to Sociology	3
Choose one from the following:		3
PSYC 221	Child Development	
PSYC 223	Adolescent Psychology	
Choose three of the following:		9
ENG 235	From Sounds to Sentences	
ED 307	Technology in Education	
ED 326	Inclusive Education	
MATH course approved by department chair		
COM 212	Intercultural Communication	

**Focus area: Individually designed (at least 12 credits)**

In consultation with your advisor, select at least 12 credits for your focus area. These may be drawn from any area of the college to fit your career goals. You will develop a proposal that outlines your career goals and describes how each course fits those goals. This proposal must be approved by your advisor and the chair of

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the Education Department no later than the end of the first semester of your junior year.

**General Education Core Requirements and remaining Unrestricted Electives\*\*****(37 credits)****Minimum Credits Required for Graduation****120**

\*\* Courses marked with an **AI** code fulfill Area of Inquiry requirements in the General Education Core as described in the Catalog previously.

**ENGLISH**

The English major is designed to provide students with exposure to diverse content areas in the literature concentration or a concentration in creative writing. Regardless of concentration, students are encouraged to consider different ways to conceptualize the study of English and to focus on language as art, as communication, and as a reflection of culture. Through required courses, students gain familiarity with major topics in literature and language and gain experience with different modes of written communication. Electives in English allow students to pursue particular spheres of interest in the field. During the junior or senior year, students complete an internship in an area related to the study of English and complete a research or creative writing project in a subject of interest. In all course work there is an emphasis on the development of sophisticated writing skills. Students majoring in English are also required to complete at least 3 credits of service-learning, either through an SVL course or through service-learning linked-credits. This major helps students to prepare for careers that involve oral and written communication as well as the analysis of language and literature. Students in this major may also prepare to be teachers at the elementary or secondary level. Students interested in this option should consult the Catalog description of the English with Elementary Education Concentration or English with Secondary Education Concentration to ensure meeting requirements for licensure. Graduates receive a Bachelor of Arts in English.

The following goals and associated learning outcomes delineate what we strive for students to achieve when they complete the major program of study in English:

**Goal 1: Canons & conventions of the Humanities**

Upon completion of the major program of study in English, students will be able to

1. articulate why qualitative approaches have special significance for scholars who study the Humanities (i.e., literary studies, composition, history, cultural studies, art, music, philosophy, foreign languages, etc.), with an understanding that quantitative approaches make good complements

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2. demonstrate a familiarity with the ethical and moral questions that pervade the human condition and experience
3. demonstrate an openness to and an appreciation for the richness and diversity of the human condition and experience

**Goal 2: Interpretative & critical thinking**

Upon completion of the major program of study in English, students will be able to

1. research topics, major themes, and questions
2. summarize, in response to, materials from the various fields of the Humanities
3. interpret critically those same materials through close reading
4. create a valid argument, while differentiating between argument and opinion

**Goal 3: Dialogue & discourse in the Humanities**

Upon completion of the major program of study in English, students will be able to

1. write in a professional manner
2. speak in a professional manner

**Goal 4: Professionalism**

Upon completion of the major program of study in English, students will be able to

1. adapt to professional culture
2. manifest good work etiquette
3. explore career options

**Major Requirements****(23 credits)**

ENG 209	Introduction to Literature <b>AI(A)</b>	3
ENG 210	Survey of American Literature	3
ENG 218	British Literature	3
HUM 103	Invitation to the Humanities	3
HUM 399	Humanities Internship Seminar	1
HUM 400	Humanities Field Experience	4
Choose one of the following two: <b>AI(MC)</b>		3
ENG 312	Literature of Post Colonial World	
ENG 313	American Multi-Ethnic Literature	
Service Learning		3

**Creative Writing Concentration****(24 credits)**

ENG 219	Creative Writing	3
ENG 402	Advanced Writing Workshop	3

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Choose three of the following four:	9
COM 305            Screenwriting	
COM 314            Magazine and Feature Writing	
ENG 308            Fiction Writing Workshop	
ENG 310            Poetry Writing Workshop	
One Literature Elective	3
Two English Electives	6
(may include COM 209 Journalism, COM 314 Magazine & Feature Writing, COM 316 Publication Editing)	
<b>Literature Concentration</b>	<b>(27 Credits)</b>
HUM 419            Readings and Research	3
HUM 420            Seminar in the Humanities	3
Choose one of the following three:	3
ENG 208            Structure of the English Language	
ENG 219            Creative Writing	
COM 209            Journalism	
Choose three from the following list:	9
(At least one must be at the 300 level)	
ENG 211            Modern Drama	
ENG 214            Special Topics in Literature	
ENG 217            Contemporary Literature	
ENG 222            Lyric Poetry	
ENG 224            Film & Literature	
ENG 225            Short Story	
ENG 304            Stories of Origin	
ENG 340            Classics of World Literature	
Three English Electives	9
<b>Additional Requirements</b>	<b>(18-30 credits)</b>
Social Science Electives <b>AI(PS)</b>	6-7
Science Electives <b>AI(S)</b>	6-8
Choose one of the following sequences of courses: <b>AI(H)</b>	6
HIST 103 & 104    World Civilization I & II	
HIST 123 & 124    American Civilization I & II	
Foreign Language **	0-9
<b>General Education Core Requirements and remaining Unrestricted Electives*</b>	<b>(40-55 credits)</b>
<b>Minimum Credits Required for Graduation</b>	<b>120</b>

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- \* Courses marked with an **AI** code fulfill Area of Inquiry requirements in the General Education Core as described in the Catalog previously.
- \*\* More specific details about the Foreign Language Proficiency requirement can be found in the Academic Information section.

**ENTREPRENEURSHIP**

Entrepreneurship is one of the fastest-growing areas of study nationwide. The major provides students the knowledge and skills to start their own business, work for growth-oriented and innovative firms, work in a family business, or bring an entrepreneurial perspective to their chosen field. Graduates receive a Bachelor of Science degree in Entrepreneurship. Entrepreneurship majors learn a broad range of transferable skills, strong competence in critical thinking and hands on business experience. There are a wide variety of Connected Learning opportunities both on and off-campus for Entrepreneurship students. Additionally, all students in the entrepreneurship major participate in Service Learning through Buss 220, Marketing, which is a required course.

The following goals and associated learning outcomes delineate what we strive for students to achieve when they complete the major program of study in Entrepreneurship.

**Goal 1: Application of Principles of Management**

Upon completion of the major program of study in Entrepreneurship, students will be able to

1. demonstrate a comprehensive level of knowledge in the area of organizational behavior
2. demonstrate a comprehensive level of knowledge in the area of human resource management
3. demonstrate a comprehensive level of knowledge in the area of information technology
4. demonstrate a comprehensive level of knowledge in the area of the global economy
5. demonstrate a comprehensive level of knowledge in the area of business strategy

**Goal 2: Application of Business Information**

Upon completion of the major program of study in Entrepreneurship, students will be able to

1. apply quantitative research methods to various propositions relating to business organizations
2. apply qualitative research methods to various propositions relating to business organizations

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- integrate business information into effective decision making

**Goal 3: Ethical Decision-making**

Upon completion of the major program of study in Entrepreneurship, students will be able to

- identify ethical issues implicit in business
- evaluate and decide among alternative solutions to ethical problems

**Goal 4: Professional skills**

Upon completion of the major program of study in Entrepreneurship, students will be able to

- communicate effectively in writing for the discipline
- communicate effectively orally for the discipline
- work effectively in teams

**Major Requirements****(54 credits)**

BUSS 101	Contemporary Issues in Business	3
BUSS 201	Financial Accounting	4
BUSS 202	Managerial Accounting	4
BUSS 203	Financial Management	3
BUSS 205	Legal Environment of Business	3
BUSS 212	Management Information Systems	3
BUSS 220	Marketing	3
BUSS 224	Organizational Behavior	3
BUSS 231	Entrepreneurship & Venture Creation	3
BUSS 232	Operations Management	3
BUSS 336	Human Resource Management	3
BUSS 337	Managing the Growing Company	3
BUSS 425	Special Topics in Entrepreneurship	3
BUSS 440	Business Policy	3
BUSS 498	Business Internship Seminar	1
BUSS 499	Business Internship	3
Choose two from the following list:		6
BUSS 208	Financial Statement Analysis	
BUSS 235	Ethics in Business	
BUSS 237	Contemporary Global Leadership	
BUSS 322	Marketing Communications	
BUSS 324	E-Business	
BUSS 329	New Product Development	
BUSS 330	Managing Change	

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BUSS 338	Labor Relations
BUSS 422	Global Marketing

**Additional Requirements (22 credits)**

ECON 101	Principles of Economics – Micro	3
ECON 102	Principles of Economics – Macro	3
MATH 205*	Calculus I <b>AI(Q)</b>	4
MATH 208*	Statistics	3
Choose one of the following: <b>AI(PS)</b>		3
PSYC 101	Introduction to Psychology	
SOC 101	Introduction to Sociology	

Arts and Sciences Electives 6

This requirement may be fulfilled by any combination of Anthropology, Art History, Biology, Chemistry, Criminal Justice, Economics, English, Environmental Studies, Foreign Language, Geography, History, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Science, or Sociology courses. In addition to all courses in the above disciplines, courses that are marked with an asterisk (\*) in the course descriptions section of the Catalog meet the Arts and Sciences Elective requirement.

**General Education Core Requirements and remaining Unrestricted Electives\*\* (44 credits)****Minimum credits required for graduation 120**

\* May require prior coursework depending upon Math placement.

\*\* Courses marked with an **AI** code fulfill Area of Inquiry requirements in the General Education Core as described in the Catalog previously.

**ENVIRONMENTAL STUDIES**

As our society has become increasingly aware of, and alarmed about, the impact of humanity on the environment, sustainability has begun to permeate our culture. From industry to agriculture, to science and technology, individuals who are knowledgeable about the environment and best “green” practices are likely to have an advantage in the twenty-first century, as both the government and the public exert greater pressure for environmental accountability from all business, commercial, private, and public enterprises.

Environmental Studies is an interdisciplinary major with a primary focus on policy and advocacy, grounded in an understanding of relevant scientific and humanistic concepts. The Environmental Studies major provides students the opportunity to examine the connections between the environment and the community, both local and global. Through a combination of coursework and connected-learning experi-

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ences, the program prepares students to address the many environmental challenges we face, including matters of public policy, economics, and ethics. To help students realize their capacity to promote change in pursuit of environmental sustainability within the places they live, work, and study, the Environmental Studies program utilizes Lasell College as a learning lab. We challenge students to consider the impact of the College on the environment and encourage students to propose solutions and take leadership action.

This major prepares students to pursue career opportunities in policy and regulation, advocacy, resource management, and outdoor education. Students may also continue with graduate study in such fields as environmental studies, environmental science, environmental law and policy, resource economics, and business management. Graduates receive a Bachelor of Arts in Environmental Studies.

The Environmental Studies Program at Lasell College provides students with the knowledge and skills necessary to incorporate sustainability considerations into their decision-making in order to effect change in places where they live, work, and study.

The following goals and associated learning outcomes delineate what we strive for students to achieve when they complete the major program of study in Environmental Studies.

**Goal 1: Effective communication skills**

Upon completion of the major program of study in Environmental Studies, students will be able to

1. communicate effectively within the discipline in writing
2. communicate effectively within the discipline orally
3. communicate effectively within the discipline, using graphical, visual, and quantitative representation

**Goal 2: Produce globally engaged citizens**

Upon completion of the major program of study in Environmental Studies, students will be able to

1. evaluate need for citizen action and plan for/participate in such action
2. practice/organize collaborative/interdisciplinary approaches to environmental issues
3. consider sustainability in making decisions (environmental, social and economic)

**Goal 3: Evaluate and process discipline-specific information**

Upon completion of the major program of study in Environmental Studies, students will be able to

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1. communicate/evaluate/justify personal views on environmental issues
2. identify/evaluate alternative courses of action/solutions to environmental issues
3. read and comprehend discipline-specific information

**Major Requirements****(56-58 Credits)**

ENV 101	Introduction to Environmental Studies <b>AI(PS)</b>	3
ENV 102	Environmental Ethics and Society <b>AI(ME)</b>	3
ENV 201	Environmental Law & Policy	3
ENV 204	Environmental Economics	3
ENV 205	Green Business	3
ENV 211	Environmental Science <b>AI(S)</b>	3
ENV 220	World Geography	3
ENV 301	Environmental Field Sampling	3
ENV 302	Natural Resource Management /GIS	3
ENV 302L	Natural Resource Management Lab	1
ENV 303	Environmental Justice	3
ENV 305	Energy: Moving on from Fossil Fuels	3
ENV 307	Building Sustainable Cities	3
ENV 400	Internship I	4
ENV 420	Environmental Studies Senior Seminar	3

Choose four of the following: 12-14

BIO 101	Principles of Biology ( <b>AI-S</b> )	3
BUSS 224	Organizational Behavior	3
BUSS 334	Nonprofit Management	3
BUSS 335	Business and Society ( <b>AI-ME</b> )	3
CHEM 204	General Chemistry	4
COM 208	Introduction to Public Relations	3
COM 213	Writing for Public Relations	3
ECON 301	International Economics	3
ENV 206	Special Topics in Environmental Studies	3
MATH 205	Calculus I ( <b>AI-Q</b> )	4
MATH 210	Mathematics Applied to Science	3
POLS 208	Contemporary Issues in International Relations ( <b>AI-MC</b> )	3
POLS 320	Policy Making & the Political Process	3
SOC 335	Social Policy	3

**Additional Requirements****(25 Credits)**

BIO 102	Diversity of Living Organisms	4
CHEM 203	General Chemistry I	4
ECON 101	Principles of Microeconomics	3

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IDS 399	Internship Seminar: Finding Your Place	1
MATH 208	Introduction to Statistics	3
POLS 101	American Government & Political Order	3
PSYC 101	Introduction to Psychology or	3
SOC 101	Introduction to Sociology	
SOC 331	Research Methods in the Social Sciences	4

**General Education Core Requirements and Remaining Unrestricted Electives****(37-39 Credits)****Minimum Credits Required for Graduation****120****EXERCISE SCIENCE**

Exercise Science specialists are knowledgeable in the areas of human performance assessment, fitness, and strength and conditioning. As members of the health care community, they are dedicated to health enhancement and are responsible for the development and coordination of exercise programs as well as the training and education of patients and clients. Using exercise as a preventative measure or a rehabilitative tool, exercise science specialists work in a variety of settings including professional athletics, public schools, hospitals, rehabilitation clinics, fitness centers, universities and research institutions.

Lasell College's Exercise Science program was developed in accordance with guidelines set forth by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and the Commission on Accreditation for Exercise Science (CoAES), and covers the knowledge, skills, and abilities expected of an exercise science specialist. In addition to being CoAES and CAHHEP accredited, the program is endorsed for strength and conditioning education by the National Strength and Conditioning Association (NSCA). The Exercise Science program affords students the opportunity to acquire certifications in CPR/AED for the Professional Rescuer, Personal Training, Strength and Conditioning and Coaching Education and Health Fitness Specialist.

Coursework focuses on the study of the cardiovascular system, musculoskeletal system, human metabolism, and behavioral sciences. Concepts, theories and practices learned in the classroom are reinforced in our exercise physiology laboratory. In addition, Exercise Science majors participate in a service-learning component in the required course, Professional Interactions and Ethics.

The final year consists of a capstone course and two clinical practicum/internships that offer students the opportunity to specialize in areas of interest through guided independent research and off-campus practicums. These connected-learning experiences allow students to apply their knowledge of exercise science to real work

**Lasell College Programs of Study**

settings in hospitals, clinics, and research centers. Lasell's affiliation with nationally known institutions in the Boston area provide students the opportunity to gain invaluable experience while working with leaders in the field.

Academic standards for the Exercise Science program include grades of "C" in all exercise science classes as well as satisfactory completion of two clinical education experiences (EXSC 410, EXSC 420).

In order to be admitted initially into the Exercise Science Major, students need to have completed the following coursework with grades of C or better: two years of high school math (preferably algebra and geometry) and one year of lab science (preferably biology). Students may substitute a year of college algebra and biology with grades of C or better in place of the high school coursework.

Students will be prepared to take one of the certification examinations offered by the American College of Sports Medicine upon graduation. This course of study also fulfills most of the prerequisites for graduate study in the health professions, including physical therapy, occupational therapy and kinesiology. Graduates receive a Bachelor of Science degree in Exercise Science.

Students with associate degrees in allied health can enter the Exercise Science program and complete their degree in two years (assuming all graduation requirements have been fulfilled).

Lasell College's major in Exercise Science is accredited by the Commission on Accreditation for Exercise Science (CoAES). The program prepares students with the knowledge, skills and abilities expected of an exercise science specialist and ACSM Health Fitness Specialist; the program is also endorsed for strength and conditioning education by the National Strength and Conditioning Association (NSCA). Graduates receive a Bachelor of Science in Exercise Science.

Transfer applicants may be accepted into the Exercise Science at Lasell College based upon their previous record of academic performance. Transfer students will only be considered on a space-available basis, as admission is competitive in nature, and need to be aware of the possibility of additional time beyond eight academic semesters of college work in order to complete all of the program requirements due to the sequencing of courses and their prerequisites.

Undeclared-Allied Health students wishing to transfer in to the Exercise Science Program will be considered on a space-available basis following their freshmen year. A change of major form should be filed with the Program Director at the end of the spring semester of their freshmen year. The applicants' grades for their freshmen year will then be reviewed. Specifically, a "C" or better is needed for all AT, EXSC and BIO courses. A GPA of 2.0 or better will be required for admission into the Exercise Science Program.

**Lasell College Programs of Study****Program Fee**

Each Exercise Science student is charged a program fee for each semester. The program fee is used to provide instructional supplies, discipline specific technology, guest speaker honorariums, educational opportunities outside of the classroom and miscellaneous materials/supplies needed to maximize student learning.

The following goals and associated learning outcomes delineate what we strive for students to achieve when they complete the major program of study in Exercise Science:

**Goal 1: Communication**

Upon completion of the major program of study in Exercise Science, students will be able to:

1. Engage in disciplinary research
2. Understand and create discipline specific written work (i.e., exercise prescriptions)
3. Engage in reflective writing for the purpose of self assessment
4. Interact professionally and educate clients, patients, peers, colleagues, and medical/athletic personnel
5. Utilize and incorporate technology into discipline specific written and oral work

**Goal 2: Ethical Decision Making**

Upon completion of the major program of study in Exercise Science, students will be able to:

1. Adhere to the ACSM code of ethics
2. Identify ethical issues
3. Translate ethical issues into responsible actions in the Allied Health Field

**Goal 3: Professional Competence/ Application of KSA learning domains**

Upon completion of the major program of study in Exercise Science, students will be able to:

1. Demonstrate knowledge (cognitive) in core exercise science content areas defined by CoAES
2. Demonstrate skills (psychomotor) in core exercise science content areas defined by CoAES
3. Demonstrate abilities (affective) in core exercise science content areas defined by CoAES

**Lasell College Programs of Study****Goal 4: Professional Decision Making/Critical Thinking**

Upon completion of the major program of study in Exercise Science, students will be able to:

1. Incorporate evidence based practice into discipline specific programming
2. Create discipline specific programs to address special patient population and individual needs
3. Modify discipline specific programs to address special patient population and individual needs

**Goal 5: Professional and Personal Development**

Upon completion of the major program of study in Exercise Science, students will be able to:

1. Understand the need to engage in continuous education regarding the KSAs
2. Model professional conduct and behavior

**Major Requirements\*****(63 credits)**

AT 103	Techniques of Emergency Care	3
AT 104	Professional Interactions & Ethics <b>AI(ME)/AI(MC)</b>	3
AT 202	Foundations of Sport Medicine	4
AT 301	Pathophysiology	3
EXSC 101	Essentials of Musculoskeletal Anatomy	2
EXSC 107	Lifestyles & Human Behavior	3
EXSC 203	Motor Learning	3
EXSC 205	Strength Training & Conditioning	4
EXSC 211	Introduction to Personal Training	3
EXSC 222	Kinesiology	4
EXSC 302	Exercise Physiology	4
EXSC 304	Exercise Testing and Prescription	4
EXSC 307	Exercise Program Design	4
EXSC 401	Exercise Science Seminar	1
EXSC 403	Exercise for Special Populations	3
EXSC 405	Organization & Healthcare Administration	3
EXSC 410	Field Experience in Exercise Science I	3
EXSC 420	Field Experience in Exercise Science II	6
EXSC 430	Exercise Science Capstone	3

**Additional Requirements****(33 credits)**

BIO 205 & BIO 205L	Anatomy & Physiology I <b>AI(S)</b>	4
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BIO 206 &			
BIO 206L	Anatomy & Physiology II		4
EXSC 209	Performance Nutrition		3
EXSC 340	Research Concepts		3
MATH 203***	Pre-calculus		3
MATH 208***	Statistics <b>AI(Q)</b>	3	
PHYS 111 &			
PHYS 11 1L	Physics I		4
PSYC 101	Introduction to Psychology <b>AI(PS)</b>		3
PSYC 240	Sport Psychology		3
Choose one of the following two:			3
PSYC 221	Child Development		
PSYC 223	Adolescent Psychology		

**General Education Core Requirements and remaining Unrestricted Electives\*\*****(24 credits)****Minimum credits required for graduation****120**

- \* In order to qualify for Clinical Education, students must obtain certificates in First Aid/CPR. Students will receive training in the prevention of transmission of bloodborne pathogens prior to clinical affiliations. Some clinical sites may require a CORI check of students.
- \*\* Courses marked with an **AI** code fulfill Area of Inquiry requirements in the General Education Core as described in the Catalog previously.
- \*\*\* May require prior coursework depending upon Math placement.

**Program Course Retake Policy**

Students in the program are limited to only one retake of two required AT, BIO or EXSC course during their enrollment in the program. Students will progress through the program on a case by case basis after meeting with the Department Chair to review their transcript if more than one retake of a required course is needed.

**Retention Policy**

The following requirements exist for progression through the Lasell College Exercise Science Program. The coursework, with associated prerequisites, need to be completed in sequence to successfully fulfill the guidelines for progression through the academic program. In order to advance into the second semester of your first year in the Exercise Science program, you must receive a grade of “C” or better in all AT, BIO and EXSC courses. Failure to do so will necessitate the repetition of this course and the inability to progress in the program.

**Lasell College Programs of Study****FASHION**

The Fashion industry is fast-paced, exciting and essential to the worldwide economy. Fashion Communication & Promotion, Fashion & Retail Merchandising, and Fashion Design & Production majors at Lasell have a unique opportunity to combine a Liberal Arts education with industry knowledge to succeed in a variety of professional areas. Graduates develop successful careers by applying critical thinking and professional skills within a context of social responsibility in business practices relevant to the contemporary global fashion industry. Coursework builds on an Arts and Sciences base while students develop proficiency in product knowledge and business practices.

Through application of Lasell's Connected Learning philosophy, Fashion students have ongoing opportunities to apply theoretical concepts through industry-oriented assignments and by working in the field with recognized leaders in the fashion industry. The upper-level professional courses are oriented toward a critical thinking and decision-making environment that graduates will face when making the transition from college to middle- and upper-management positions. Students learn how to plan strategically, organize for profitability, and cultivate creativity. FASD 330, Accessories Design, a required course for all Fashion Design & Production majors, incorporates service-learning. These elements of learning are carefully woven together, including student engagement in community service-learning projects and a focus on social responsibility.

Fashion students are directly involved in fashion show productions as designers, producers, set designers, or stylists, both on and off campus. Senior capstone courses combine the knowledge accumulated throughout the program while cultivating students' interests and preparing graduates with a dynamic skill-set to enable fulfilling career goals. Fashion graduates pursue careers as designers, stylists, technicians, buyers, inventory planners, merchandisers, magazine writers, costume designers, visual merchandisers, and store managers for a variety of product categories. Graduates receive a Bachelor of Science Degree in Fashion & Retail Merchandising or a Bachelor of Arts Degree in Fashion Communication & Promotion or Fashion Design & Production.

**Program Fee**

Each Fashion Design & Production student is charged a program fee for each semester. This program fee covers equipment, supplies, hardware, software, guest speaker honorariums and miscellaneous materials/supplies that are necessary to maximize student learning. Additional lab fees may also apply to specific courses within the Fashion department. This fee does not cover the cost of supplies for individual projects to be purchased separately.

**Lasell College Programs of Study**

The following goals and associated learning outcomes delineate what we strive for students to achieve when they complete a major program of study in Fashion:

**Goal 1: Professional attitudes and skills**

Upon completion of a major program of study in Fashion, students will be able to

1. demonstrate competency in the job search process
2. demonstrate collaborative skills
3. apply appropriate leadership styles
4. demonstrate the ability to critique one's self and others constructively

**Goal 2: Application of business practices relevant to the contemporary global fashion industry**

Upon completion of a major program of study in Fashion, students will be able to

1. demonstrate proficiency in applying discipline-specific technology
2. apply appropriate theory related to the fashion industry
3. interpret the elements and principles of design demonstrating aesthetic sensibility
4. research the historical and contemporary drivers in the fashion related business as they pertain to the global economic and cultural environment

**Goal 3: Social awareness**

Upon completion of a major program of study in Fashion, students will be able to

1. apply persuasion appropriately to create goodwill and trust
2. employ sustainable practices
3. implement moral and ethical business practices to support social and economic responsibility in the global environment
4. identify and interpret social, cultural, economic, technological, ethical, political, educational, language, and individual influences on the global fashion industry

**Goal 4: Effective communication**

Upon completion of a major program of study in Fashion, students will be able to

1. employ appropriate oral communication skills
2. employ effective written communication practices
3. demonstrate professional visual communication
4. use technology effectively to present ideas and concepts

**Goal 5: Critical thinking**

Upon completion of a major program of study in Fashion, students will be able to

1. formulate and coordinate effective workflow processes

**Lasell College Programs of Study**

3. evaluate data in order to formulate effective solutions to problems
4. evaluate and choose among varied approaches to professional and creative challenges

**FASHION COMMUNICATION AND PROMOTION****Major Requirements****(58 credits)**

COM 101	Understanding Mass Media	3
COM 105	Writing for the Media	3
COM 208	Public Relations	3
COM 221	Advertising	3
FASH 101	Contemporary Issues in Fashion	3
FASH 200	Fashion History	3
FASH 210	Textiles	3
FASH 212	Visual Merchandising	3
FASH 218	Fashion Communication	3
FASH 301	Fashion Promotion	3
FASH 306	Fashion Styling for Photography	3
FASH 309	Apparel Product Development	3
FASH 315	Trend Forecasting	3
FASH 401	Fashion Industry Professional Development	3
FASH 415	Internship	4
FASH 422	Fashion Communication Capstone	3

Choose one of the following courses: 3

FASH 303	History of 20th Century Fashion	3
FASH 342	Fashion & Culture	

Choose two of the following courses: 6

GRAP 105	Introduction to Digital Design	
ARTS 219	Digital Photography	
COM 209	Journalism	
COM 213	Writing for Public Relations	
COM 218	Digital Video Editing	
COM 223	Creative Advertising Copy & Design	
COM 314	Magazine & Feature Writing	
COM 319	Advertising Planning: Media Campaigns	

**Additional Requirements****(12 credits)**

ARTS 120	3-D Design	3
ARTS 126	Principles of Color & Design	3
COM 205	Media Ethics & Society <b>AI(ME)</b>	3
COM 212	Intercultural Communication <b>AI(MC)</b>	3

## Lasell College Programs of Study

**General Education Core Requirements and Remaining Unrestricted Electives** (50 credits)

**Minimum Credits Required for Graduation** 120

## FASHION DESIGN AND PRODUCTION

**Major Requirements** (70 credits)

FASD 103	Clothing Construction I	3
FASD 104	Clothing Construction II	3
FASD 105	Pattern Generation I	3
FASD 106	Pattern Generation II	3
FASH 200	Fashion History	3
FASD 215	Fashion Illustration	3
FASD 201	Flat Pattern Design I	3
FASD 220	Fashion Design Concepts	3
FASD 202	Flat Pattern Design II	3
FASD 205	Digital Design for Apparel	3
FASH 210	Textiles	3
FASD 301	Professional Presentation Methods	3
FASH 303	History of 20th Century Fashion	3
FASD 340	Draping	3
FASD 330	Accessories Design	3
FASD 331	Drafting for Diverse Markets	3
FASH 309	Apparel Product Development	3
FASD 350	Tailoring	3
FASD 409	Senior Thesis Development	3
FASD 410	Senior Thesis Production	3
FASD 415	Fashion Design Internship	4
FASD 465	CAD I-Lectra	3
FASD 466	CAD II - Lectra	3

**Additional Requirements** (21 credits)

ARTS 101	Studio Drawing I	3
ARTH 103 or 104	Art History I or Art History II <b>AI(A)</b>	<b>3</b>
ARTS 126	Prin. of Color & Design	3
MATH 107	Geometry <b>AI(Q)</b>	3
Arts and Sciences Electives		9

This requirement may be fulfilled by any combination of Anthropology, Art History, Biology, Chemistry, Criminal Justice, Economics, English, Environmental Studies, Foreign Language, Geography, History, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Science, or Sociology courses. In addition to all courses

**Lasell College Programs of Study**

in the above disciplines, courses that are marked with an asterisk (\*) in the course descriptions section of the Catalog meet the Arts and Sciences Elective requirement.

**General Education Core Requirements  
and Remaining Unrestricted Electives\*** **(29 credits)**

**Minimum credits required for graduation** **120**

\* Courses marked with an **AI** code fulfill Area of Inquiry requirements in the General Education Core as described in the Catalog previously.

\*\* May require prior coursework depending on Math placement.

**FASHION AND RETAIL MERCHANDISING**

**Major Requirements** **(53 credits)**

FASH 101	Contemporary Issues in Fashion Merchandising	3
FASH 200	Fashion History	3
FASH 201	Merchandise Planning & Control	3
FASH 210	Textiles	3
FASH 211	Fashion Retail Management	3
FASH 212	Visual Merchandising	3
FASH 301	Fashion Promotion	3
FASH 302	Retail Operations	3
FASH 304	Interior Display & Design	3
FASH 309	Apparel Product Development	3
FASH 342	Fashion & Culture	3
FASH 401	Fashion Industry Professional Development	3
FASH 405	Fashion Retail and Merchandising Capstone	3
FASH 415	Internship	4
BUSS 201	Financial Accounting	4
BUSS 220	Marketing	3
BUS 224	Organizational Behavior	3

**Additional Requirements** **(15 credits)**

ARTS 120	3-Dimensional Design	3
ECON 101	Microeconomics	3
ECON 102	Macroeconomics	3
PSYC 101 or SOC 101	Introduction to Psychology or Introduction to Sociology <b>AI(PS)</b>	3
MATH 116	Merchandising and Financial Mathematics	3

**General Education Core Requirements  
and Remaining Unrestricted Electives\*** **(52 credits)**

**Minimum credits required for graduation** **120**

**Lasell College Programs of Study****FINANCE**

Finance is the study of managing money – obtaining the money that individuals and organizations need then spending and investing that money in the most effective and efficient manner.

Finance students select courses to develop a foundation for financial management in a variety of settings. These courses develop skills to analyze financial data, value financial and real assets, and provide financial advice to individuals and companies making decisions about allocating scarce resources in a global environment.

The program offers 3 concentrations to give students the flexibility to tailor their programs to fit their particular career goals and to prepare for one of the following specialty areas: Corporate Finance, Financial Planning, and Risk Management and Insurance.

The Corporate Finance Concentration trains students for a challenging career in money management and making business financial decisions to maximize the value of the firm. In addition to raising and investing capital, firm managers must deal with a number of stakeholders including stockholders, lenders, customers, and regulators. The program provides students with the critical knowledge to sit for the Chartered Financial Analyst (CFA) exam.

The Financial Planning Concentration is designed to prepare students to counsel individuals on personal financial matters that impact the family. The skills taught in this major prepare students for careers as Financial Advisors, Investment Advisors, Insurance Advisors, Estate Planning Advisors. The program provides students with the critical knowledge to sit for the Certified Financial Planner (CFP) exam.

The Risk Management and Insurance Concentration prepare students for all aspects of the insurance industry. The skills taught in this major prepare students for careers as analytical staff members of major insurance companies, consultants, insurance agents or brokers, employee benefit specialists, and risk managers. Students gain critical knowledge to sit for Chartered Life Underwriter (CLU) and the Chartered Financial Consultant (ChFC) exams.

Consistent with the College's connected learning philosophy, The Finance major offers students various connected learning as well as service learning opportunities, in which students gain valuable hands on experience in Finance. Students are highly encouraged to take a Service Learning course – SVL 108, Tax volunteer. The Internship program provides a capstone work experience for all Finance students during their senior year. Graduates receive a Bachelor of Science degree in Finance with concentration.

The following goals and associated learning outcomes delineate what we strive for students to achieve when they complete the major program of study in Finance:

**Lasell College Programs of Study****Goal 1: Knowledge of Finance Information**

Upon completion of the major program of study in Finance, students will be able to

1. Identify, measure, record, and communicate financial information relating to an organization
2. Interpret, analyze, and evaluate financial information relating to an organization
3. Demonstrate the acquisition of analytical, quantitative, and critical thinking skills necessary for decision making
4. Use industry specific software

**Goal 2: Application of Business Information**

Upon completion of the major program of study in Finance, students will be able to

1. Apply quantitative research methods to various propositions relating to business organizations
2. Apply qualitative research methods to various propositions relating to business organizations
3. Integrate business information into effective decision making

**Goal 3: Ethical Decision-making**

Upon completion of the major program of study in Finance, students will be able to

1. Identify ethical issues implicit in business
2. Evaluate and decide among alternative solutions to ethical problems

**Goal 4: Professional skills**

Upon completion of the major program of study in Finance, students will be able to

1. Communicate effectively in writing for the discipline
2. Communicate effectively orally for the discipline
3. Work effectively in teams

**Major Requirements****(48 credits)**

BUSS 101	Contemporary Issues in Business	3
BUSS 201	Financial Accounting	4
BUSS 202	Managerial Accounting	4
BUSS 203	Financial Management	3
BUSS 205	Legal Environment of Business	3
BUSS 220	Marketing	3

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BUSS 224	Organizational Behavior	3
BUSS 232	Operations Management	3
BUSS 311	Investments	3
BUSS 312	Risk Management and Insurance Planning	3
BUSS 331	Capital Markets	3
BUSS 406	Financial Strategies	3
BUSS 440	Business Policy	3
BUSS 498	Internship Seminar	1
BUSS 499	Internship	3

Choose one of the following list: 3

BUSS 212	Management Info. Systems
BUSS 306	Accounting information Systems

In addition to above requirements students should complete one of following concentration requirements:

**Financial Planning Concentration Requirements (12 credits)**

BUSS 207	Fundamentals of Financial planning (Previously Personal Finance)	3
BUSS 204	Federal Income Taxation	3
BUSS 323	Retirement Planning and Employee Benefits	3
BUSS 333	Estate planning	3

**Risk Management and Insurance Concentration Requirements (12 credits)**

BUSS 304	Working Capital Management	3
BUSS 321	Property and Liability Insurance	3
BUSS 323	Retirement Planning and Employee Benefits	3
BUSS 327	Life, Health, Disability Insurance	3

**Corporate Finance Concentration Requirements (12 credits)**

BUSS 204	Federal Income Taxation	3
BUSS 208	Financial Statement Analysis	3
BUSS 304	Working Capital Management	3
BUSS 307	International Finance	3

**Additional Requirements (22 credits)**

ECON 101	Principles of Econ-Micro	3
ECON 102	Principles of Econ-Macro	3
MATH 205**	Calculus I <b>AI(Q)</b>	4
MATH 208**	Introduction to Statistics	3

Choose one of the following two: **AI(PS)** 3

PSYC 101	Introduction to Psychology
SOC 101	Introduction to Sociology

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Arts and Sciences Electives

6

This requirement may be fulfilled by any combination of Anthropology, Art History, Biology, Chemistry, Criminal Justice, Economics, English, Environmental Studies, Foreign Language, Geography, History, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Science, or Sociology courses. In addition to all courses in the above disciplines, courses that are marked with an asterisk (\*) in the course descriptions section of the Catalog meet the Arts and Sciences Elective requirement.

**General Education Core Requirements and remaining Unrestricted Electives\*\*\*****(38 credits)****Minimum credits required for graduation****120**

\* May require prior coursework depending upon Math placement.

\*\* Courses marked with an **AI** code fulfill Area of Inquiry requirements in the General Education Core as described in the Catalog previously.

**GRAPHIC DESIGN**

The Graphic Design major is a comprehensive and balanced program that illuminates the basic principles of effective visual communication. Students develop professional skills and a personal aesthetic that form a foundation for a successful design practice. Theoretical and practical studio experience in illustration, motion graphics, photography, typography, and design for the Web and devices are at the core of the major.

Reflective of Lasell's connected learning philosophy, students learn essential business practices, become fluent in the necessary terminology, address a client's needs through conceptual drawings and mock-ups, and bring the project through to a successful solution. Students use the latest and most powerful digital hardware and software. As a capstone experience, each student in the Graphic Design major develops an electronic portfolio that showcases the strongest examples of work created during the course of the program. Graduates receive a Bachelor of Arts in Graphic Design.

The following goals and associated learning outcomes delineate what we strive for students to achieve when they complete the major program of study in Graphic Design:

**Goal 1: Creative Thinking Skills**

Upon completion of the major program of study in Graphic Design, students will be able to

1. produce multiple creative solutions for any single design challenge, applying a creative process on-demand

**Lasell College Programs of Study**

- effectively employ imagination with refined technique

**Goal 2: Strong Critical Thinking and Problem-solving Skills**

Upon completion of the major program of study in Graphic Design, students will be able to

- critique quality and effectiveness of visual media objects
- use learning resources outside the classroom to solve problems and develop skills
- craft effective solutions for visual problems

**Goal 3: Strong Design and Fine Arts Skills**

Upon completion of the major program of study in Graphic Design, students will be able to

- demonstrate currency with technical media tools
- effectively craft and author visual communications

**Goal 4: Visual Articulation and Literacy**

Upon completion of the major program of study in Graphic Design, students will be able to

- demonstrate their own personal aesthetic
- explain the influences of media in society
- recognize context and legacy of visual media objects

**Goal 5: Effective Verbal Communication Skills**

Upon completion of the major program of study in Graphic Design, students will be able to

- articulate their thoughts clearly in written form
- write in the style demanded of their chosen profession
- articulate their thoughts clearly in classroom discussions and professional presentations

**Program Fee**

Each Graphic Design student is charged a program fee for each semester. This program fee is used to pay for hardware, software, guest speaker honoraria, and miscellaneous materials/supplies that are necessary to maximize student learning.

**Major Requirements****(76 credits)**

ARTH 103	Art History I <b>AI(A)</b>	3
ARTS 101	Studio Drawing I	3
ARTS 120	Three-D Design	3
ARTS 126	Principles of Design and Color	3
ARTS 201	Studio Drawing II	3

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ARTS 219	Digital Photography I	3
GRAP 105	Digital Design Essentials	3
GRAP 106	Graphic Design History	3
GRAP 201	Imaging for Graphic Design	3
GRAP 203	Lettering	3
GRAP 204	Graphic Design I	3
GRAP 205	Graphic Design II	3
GRAP 207	Web Design and Development	3
GRAP 301	Typography I	3
GRAP 302	Typography II	3
GRAP 305	Digital Photography II	3
GRAP 307	Interactive and Motion Graphics	3
GRAP 308	Interactive Design	3
GRAP 309	Graphic Design for the Marketplace	3
GRAP 399	Internship Seminar	1
GRAP 400	Internship	4
GRAP 401	Publication Design	3
GRAP 403	Senior Portfolio Development	3
GRAP 404	Senior Thesis Assignment	4
GRAP 406	Senior Practicum Project	4

**Additional Requirements (12 credits)**

MATH 107	College Geometry AI(Q)	3
Arts and Sciences Electives		9

This requirement may be fulfilled by any combination of Anthropology, Art History, Biology, Chemistry, Criminal Justice, Economics, English, Environmental Studies, Foreign Language, Geography, History, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Science, or Sociology courses. In addition to all courses in the above disciplines, courses that are marked with an asterisk (\*) in the course descriptions section of the Catalog meet the Arts and Sciences Elective requirement.

**General Education Core Requirements and remaining unrestricted electives\* (32 credits)****Minimum credits required for graduation 120**

\* Courses marked with an AI code fulfill Area of Inquiry requirements in the General Education Core as described in the Catalog previously.

**HISTORY**

Historians study change over time. Their purview covers all aspects of human experience. History is informed by all of the social sciences and by developments in

**Lasell College Programs of Study**

the arts and literature. The foundation requirements in this major provide students with an overview of the field, with additional courses providing more in-depth study of particular areas in both hemispheres. Courses required outside history help students to understand various interpretive approaches in order to expand their own historical insights. Students who major in history receive extensive training in research skills and enhance their writing abilities. Students majoring in History are also required to complete at least 3 credits of service-learning, either through an SVL course or through service-learning linked-credits.

The major in History helps prepare students for careers as professional historians or as high school educators. The major also offers excellent preparation for those who choose to enter the law as a profession. The training that students receive in research can serve as a fine background for those who are interested in employment in the world of business. Students interested in the secondary education option should consult the Catalog description of the History with Secondary Education Concentration to ensure meeting requirements for licensure. Graduates receive a Bachelors of Arts in History.

The following goals and associated learning outcomes delineate what we strive for students to achieve when they complete the major program of study in History:

**Goal 1: Canons & conventions of the Humanities**

Upon completion of the major program of study in History, students will be able to

1. articulate why qualitative approaches have special significance for scholars who study the Humanities (i.e., literary studies, composition, history, cultural studies, art, music, philosophy, foreign languages, etc.), with an understanding that quantitative approaches make good complements
2. demonstrate a familiarity with the ethical and moral questions that pervade the human condition and experience
3. demonstrate an openness to and an appreciation for the richness and diversity of the human condition and experience

**Goal 2: Interpretative & critical thinking**

Upon completion of the major program of study in History, students will be able to

1. research topics, major themes, and questions
2. summarize, in response to, materials from the various fields of the Humanities
3. interpret critically those same materials through close reading
4. create a valid argument, while differentiating between argument and opinion

**Lasell College Programs of Study****Goal 3: Dialogue & discourse in the Humanities**

Upon completion of the major program of study in History, students will be able to

1. write in a professional manner
2. speak in a professional manner

**Goal 4: Professionalism**

Upon completion of the major program of study in History, students will be able to

1. adapt to professional culture
2. manifest good work etiquette
3. explore career options

**Major Requirements****(62 credits)**

HIST 103	World Civilization I	3
HIST 104	World Civilization II	3
HIST 352	Nature and Meaning of History	3
HIST 401	Tutorial in History	3
HUM 103	Invitation to the Humanities	3
HUM 399	Humanities Internship Seminar	1
HUM 400	Humanities Field Experience	4
SOC 101	Introduction to Sociology <b>AI(PS)</b>	3
PHIL 101 or 110	Introduction to Philosophy or Ethics	3
Choose two courses in Western Hemispheric history		6
Choose two courses in Eastern Hemispheric history <b>AI(MC)</b>		6
Art History or Music Elective <b>AI(A)</b>		3
History Electives (200 and at least one at the 300 level)		9
Literature Elective (200 level)		3
Political Science Elective		3
Sociology Elective		3
Service Learning		3

**Additional Requirements\*****(6-17 credits)**

Science Electives <b>AI(S)</b>	6-8
Foreign Language**	0-9

**General Education Core Requirements and remaining Unrestricted Electives\*\*\*****(41-52 credits)****Minimum Credits Required for Graduation****120**

\* Courses marked with an **AI** code fulfill Area of Inquiry requirements in the General Education Core as described in the Catalog previously.

**Lasell College Programs of Study**

- \*\* More specific detail about the Foreign Language Proficiency can be found in the Academic Information section. (Students planning to pursue a graduate degree in History should be able to read fluently in at least one foreign language, which means that these students may take more than 9 credits of foreign language.)
- \*\*\* Students who intend to go to graduate school in History should plan to take MATH 208 Introduction to Statistics.

**HOSPITALITY AND EVENT MANAGEMENT**

Hospitality and Event Management is designed to prepare students for management positions and leadership roles in the hospitality and event management industry. This is a multidisciplinary field of study that prepares students with the expertise, commitment, and skills for management, marketing, and operations positions in the expanding industry that provides food, accommodations, and tourism services to people around the world. Students learn about the operations and management of diverse assembly facilities such as stadiums, arenas, performing arts centers, athletic venues, convention centers, hotels, as well as smaller meeting facilities. The program has an international perspective and encompasses both public and private sectors. Emphasis is placed on customer service, a major component in the Hospitality industry.

Students are directed to gain valuable connected learning experience at various sites available on campus: the Yamawaki Art & Cultural Center, Lasell Village, and Sodexo, Lasell's food service provider. In addition, off-campus Internships provide valuable on-the-job experience. The Advisory Board and the Hospitality Club connect students with industry professionals, providing them with networking opportunities, field trip experiences, and participation in community service. In addition, HEM majors take two required special event classes, HEM 102 and HEM 301, which incorporate service-learning. Graduates receive a Bachelor of Science degree in Hospitality and Event Management.

The following goals and associated learning outcomes delineate what we strive for students to achieve when they complete the major program of study in Hospitality Event Management.

**Goal 1: Application of Principles of Hospitality and Event Management**

Upon completion of the major program of study in Hospitality Event Management, students will be able to

1. demonstrate a comprehensive level of knowledge in the area of organizational behavior
2. demonstrate a comprehensive level of knowledge in the area of human resource management
3. demonstrate a comprehensive level of knowledge in the area of information technology

**Lasell College Programs of Study**

4. demonstrate a comprehensive level of knowledge in the area of the global economy
5. demonstrate a comprehensive level of knowledge in the area of strategy within the hospitality industry

**Goal 2: Application of Business Information**

Upon completion of the major program of study in Hospitality Event Management, students will be able to

1. apply quantitative research methods to various propositions relating to Hospitality and Event Management organizations
2. apply qualitative research methods to various propositions relating to Hospitality and Event Management organizations
3. integrate business information into effective decision making

**Goal 3: Ethical Decision-making**

Upon completion of the major program of study in Hospitality Event Management, students will be able to

1. identify ethical issues implicit in the hospitality industry
2. evaluate and decide among alternative solutions to ethical problems

**Goal 4: Professional skills**

Upon completion of the major program of study in Hospitality Event Management, students will be able to

1. communicate effectively in writing for the discipline
2. communicate effectively orally for the discipline
3. work effectively in teams

**Major Requirements****(51-52 credits)**

HEM 101	Hospitality Management	3
HEM 102	Fundamentals of Special Events	3
HEM 201	Strategies for Meeting Planning	3
HEM 211	Hospitality Destinations	3
HEM 299	Field Experience I	3
HEM 301	Advanced Special Events Management	3
HEM 312	Global Issues in Hospitality	3
HEM 321	Revenue Management & Technology	3
HEM 399	Field Experience II	3
HEM 401	Managing Quality in Hospitality	3
HEM 406	Hospitality Operations Strategy	3
HEM 498	Hospitality/Event Management Seminar	3
HEM 499	Internship	6

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Choose three courses from the following list:	9-10
BUSS 202	Managerial Accounting
BUSS 231	Entrepreneurship/New Venture creation
HEM 103	Economic Development and Tourism Management
HEM 202	Convention Sales & Group Planning
HEM 205	Club Management
HEM 206	Lodging Management
HEM 210	Food & Beverage Management
HEM 214	Ecotourism
HEM 310	Event Sponsorship
HEM 330	International Event Planning
HEM 404	Resort & Casino Management
SMGT 301	Sport Facility & Event Management

**Additional Requirements****(40 credits)**

BUSS 201	Financial Accounting	4
BUSS 205	Legal Environment of Business	3
BUSS 212	Management Information Systems	3
BUSS 220	Marketing	3
BUSS 224	Organizational Behavior	3
BUSS 336	Human Resource Management	3
BUSS 440	Business Policy	3
ECON 101	Economics — Micro	3
ECON 102	Economics — Macro	3
MATH 208*	Statistics <b>AI(Q)</b>	3
Choose one of the following two <b>AI(PS)</b> :		3
PSYC 101	Introduction to Psychology	
SOC 101	Introduction to Sociology	

Arts and Sciences Electives 6

This requirement may be fulfilled by any combination of Anthropology, Art History, Biology, Chemistry, Criminal Justice, Economics, English, Environmental Studies, Foreign Language, Geography, History, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Science, or Sociology courses. In addition to all courses in the above disciplines, courses that are marked with an asterisk (\*) in the course descriptions section of the Catalog meet the Arts and Sciences Elective requirement.

**General Education Core Requirements  
and remaining Unrestricted Electives\*\*****(28-29 credits)****Minimum credits required for graduation****120**

\* May require prior coursework depending upon Math placement.

**Lasell College Programs of Study**

\*\* Courses marked with an **AI** code fulfill Area of Inquiry requirements in the General Education Core as described in the Catalog previously.

**HUMANITIES**

The Humanities major provides students with a broad based program that explores the role of human imagination, intellect and expression in human history, cultural development, and social and personal relations. Major requirements therefore span the areas of Art History, Communication, English, History, Music, Philosophy, and Languages. Through major electives, students focus on areas of interest. During the junior or senior year, students have the opportunity to apply course-work to a professional experience in an internship. Students majoring in Humanities are also required to complete at least 3 credits of service-learning, either through an SVL course or through service-learning linked-credits. Students interested in the Humanities with Elementary Education Concentration should consult the Catalog description to ensure meeting requirements for licensure. Graduates of this program will receive a Bachelors of Arts in the Humanities.

The following goals and associated learning outcomes delineate what we strive for students to achieve when they complete the major program of study in Humanities:

**Goal 1: Canons & conventions of the Humanities**

Upon completion of the major program of study in Humanities, students will be able to

1. articulate why qualitative approaches have special significance for scholars who study the Humanities (i.e., literary studies, composition, history, cultural studies, art, music, philosophy, foreign languages, etc.), with an understanding that quantitative approaches make good complements
2. demonstrate a familiarity with the ethical and moral questions that pervade the human condition and experience
3. demonstrate an openness to and an appreciation for the richness and diversity of the human condition and experience

**Goal 2: Interpretative & critical thinking**

Upon completion of the major program of study in Humanities, students will be able to

1. research topics, major themes, and questions
2. summarize, in response to, materials from the various fields of the Humanities
3. interpret critically those same materials through close reading

**Lasell College Programs of Study**

4. create a valid argument, while differentiating between argument and opinion

**Goal 3: Dialogue & discourse in the Humanities**

Upon completion of the major program of study in Humanities, students will be able to

1. write in a professional manner
2. speak in a professional manner

**Goal 4: Professionalism**

Upon completion of the major program of study in Humanities, students will be able to

1. adapt to professional culture
2. manifest good work etiquette
3. explore career options

**Major Requirements****(65 credits)**

ARTH 103 or 104	Art History I or Art History II <b>AI(A)</b>	3
HUM 103	Invitation to the Humanities	3
HUM 399	Humanities Internship Seminar	1
HUM 400	Humanities Field Experience	4
HUM 419	Readings and Research	3
HUM 420	Humanities Seminar	3
MUS 101 or 102	Music Appreciation I or II	3
PHIL 101	Introduction to Philosophy	3
Choose one of the following two:		3
COM 101	Understanding Mass Media	
COM 103	Introduction to Human Communication	
Choose one of the following two:		3
ENG 210	Survey of American Literature	
ENG 218	British Literature	
Choose one of the following four:		3
ENG 304	Stories of Origin	
ENG 312	Literature of Post Colonial World	
ENG 313	American Multi-Ethnic Literature	
ENG 340	Classics of World Literature	
Choose two of the following four: <b>AI(H)</b>		6
HIST 103	World Civilization I	
HIST 104	World Civilization II	

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HIST 123	American Civilization I	
HIST 124	American Civilization II	
Choose one of the following four: <b>AI(MC)</b>		3
HIST 208	Sub-Saharan Africa After 1800	
HIST 209	China from 1600 to Present	
HIST 210	Latin America from Colonial Period to Present	
HIST 211	Middle East and Islamic World Since 1800	
Choose seven additional courses from the following areas. (At least three different areas must be represented, and at least two courses (6 credits) must be at the 300 level):		21
	Art History	
	Communication	
	English	
	History	
	Music	
	Philosophy	
	Studio Arts	
Service Learning		3

**Additional Requirements\* (12-24 credits)**

Social Science Electives <b>AI(PS)</b>	6-7
Science Electives <b>AI(S)</b>	6-8
Foreign Language**	0-9

**General Education Core Requirements and remaining Unrestricted Electives\*\*\* (31-43 credits)****Minimum Credits Required for Graduation 120**

- \* Courses marked with an **AI** code fulfill Area of Inquiry requirements in the General Education Core as described in the Catalog previously.
- \*\* More specific detail about the Foreign Language Proficiency can be found in the Academic Information section.
- \*\*\* Students who intend to go to graduate school should plan to take MATH 208 Introduction to Statistics.

**HUMAN SERVICES**

The Human Services major explores the agencies and community services that impact people's lives as students learn about the relationship between individual behavior, group behavior, and the institutions of human society. The curriculum is anchored in a liberal arts approach to education with the goal of helping students

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apply critical thinking skills to gain insight into the complex relationships between individual, social and societal questions. Students learn about how small groups operate, the roles of community and family, contemporary social problems, how social policy is formulated, and the impact of economics on social service issues. They are introduced to the research methods important in social service settings. Students learn intervention techniques ranging from counseling skills appropriate for individuals to the implementation of action strategies designed to change social conditions and improve human systems. Equally important, courses in the major emphasize humane and ethical practice through a curriculum designed to increase appreciation of the diversity of human experience and sensitivity to the dynamics of social oppression and the consequences of social change.

Through application of Lasell's Connected Learning philosophy, human services majors have ongoing opportunities to connect theoretical concepts discussed in the classroom with practical application gained by working directly in the field through service learning. In their first year, all students take an introductory course in human service theory and participate in at least one service-learning or social justice project. During their first one-semester internship, students work in a community agency that provides services or a therapeutic environment for its clients. A concurrent seminar provides the academic groundwork for this internship, and a required course in basic counseling skills gives students an introduction to valuable interviewing and intervention techniques. Finally, as the culminating capstone experience in their senior year, students are engaged in a two-semester, intensive internship placement, also accompanied by concurrent seminars each semester. Through their internship experiences and their academic course work, students develop and practice professional skills and master the writing styles for the discipline and the profession.

Skills emphasized in the major are essential to the support of individuals in a wide variety of social service or therapeutic settings in community development, volunteer management, advocacy, fund raising, small group facilitation, child welfare settings, therapeutic environments, and human service agencies in positions such as a counselor, case manager, test administrator, or rehabilitation worker. The undergraduate human services major prepares the capable student for graduate programs in areas such as social work, counseling or human services management.

**Academic Standards for Human Services Majors**

1. Students must earn a grade of C or above in each of the following courses:

PSYC 101	Introduction to Psychology
SOC101	Introduction to Sociology
HS101	Introduction to Human Services

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HS210	Case Management and Counseling
SOC331	Research methods in the Social Sciences OR
PSYC331	Experimental Design in Psychology

2. Students must receive a grade of C-minus or above in any required Psychology, Sociology, or Human Services course (course with one of these three prefixes) or any course which serves as a substitute or alternative for such a requirement).
3. The foundation seminar and internship courses (HS215 and HS217 are taken as a unit, and failure to receive at least a C in either of these courses will require the student to repeat both.
4. The senior level internship courses (HS415 and HS417) and seminar courses (HS425 and 427) form yearlong courses. Failure to receive a minimum grade of C in any one of these courses will result in the student having to repeat the entire sequence, unless there are extenuating circumstances.

The following goals and associated learning outcomes delineate what we strive for students to achieve when they complete the major program of study in Human Services:

#### **Goal 1: Knowledge in the Discipline**

Upon completion of the major program of study in Human Services, students will be able to:

1. Describe key concepts and theories within the fields of Human Services, Psychology, Sociology, and Economics
2. Use social science theories to explain human behavior on individual, small group, and societal levels
3. Demonstrate knowledge of professional codes of ethics

#### **Goal 2: Professional social service experience**

Upon completion of the major program of study in Human Services, students will be able to:

1. Demonstrate effective skills for interacting with clients
2. Reflect on the development and practice of their professional roles

#### **Goal 3: Service learning and social justice**

Upon completion of the major program of study in Human Services, students will be able to:

1. Engage in action to address the issues of justice by raising awareness or advocating for change
2. Reflect on the results of service

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3. Recognize and describe social injustice
4. Analyze issues that cause social and economic disparities

**Goal 4: Scientific reasoning**

Upon completion of the major program of study in Human Services, students will be able to:

1. Demonstrate facility with research methodology
2. Demonstrate ability to apply statistics
3. Develop a substantiated argument

**Goal 5: Communication within the discipline**

Upon completion of the major program of study in Human Services, students will be able to:

1. Demonstrate proficiency in professional writing
2. Write a preliminary grant
3. Deliver a professional presentation

**Major Requirements****(61 credits)**

HS 101	Introduction to Human Services	3
HS 215	Foundation Internship <sup>1</sup>	3
HS 217	Foundations of Ethical Fieldwork <b>AI(ME)</b> <sup>1</sup>	3
HS 210	Case Management & Counseling Skills	3
HS 415	Advanced Internship I <sup>2</sup>	3
HS 417	Field Intervention Strategies <sup>2</sup>	3
HS 425	Advanced Internship II <sup>3</sup>	3
HS 427	Systems & Organizational Change <sup>3</sup>	3
PSYC 101	Introduction to Psychology <b>AI(PS)</b>	3
PSYC 218	Dynamics of Small Groups	3
PSYC 318	Abnormal Psychology	3
SOC 101	Introduction to Sociology	3
SOC 214	Family Diversity	3
SOC 221	Contemporary Social Problems	3
Choose one of the following two:		3
ECON 101	Principles of Economics—Micro	
ECON 103	Economics of Social Issues	
Choose one of the following two:		4
PSYC 331	Experimental Design in Psychology	
SOC 331	Research Methods in the Social Sciences	

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Choose one of the following two: 3

POLS 320 Policy Making & the Political Process  
 SOC 335 Social Policy

Choose one of the following two: 3

PSYC 202 Psychology of Personality  
 PSYC 220 Social Psychology

Choose one of the following four: 3

PSYC 111 Aging In America  
 PSYC 221 Child Development  
 PSYC 223 Adolescent Development  
 PSYC 314 Adult Development & Aging

Choose one of the following three: **AI(MC)** 3

PSYC 316 Psychology of Diversity  
 SOC 301 Race & Ethnic Relations  
 CJ 323 Justice, Class, Race & Gender

**Additional Requirements (7-16 credits)**

MATH 208\* Introduction to Statistics **AI(Q)** 3

Choose one of the following three: **AI(S)** 4

BIO 101 & BIO 101L Principles of Biology  
 BIO 112 & BIO 112L Human Biology  
 BIO 205 & BIO 205L Anatomy & Physiology I  
 Foreign Language \*\* 0-9

**General Education Core Requirements and remaining Unrestricted Electives\*\*\* (43-52 credits)****Minimum credits required for graduation 120**

\* May require prior coursework depending upon Math placement.

\*\* The foreign language proficiency requirement is described previously in the Catalog.

\*\*\* Courses marked with an **AI** code fulfill Area of Inquiry requirements in the General Education Core as described in the Catalog previously.

**INTERDISCIPLINARY STUDIES: INDIVIDUALIZED**

Lasell College encourages students to be creative and inquisitive learners and to take responsibility for the direction of their education, as well as their future careers. The Individualized Major is for students who wish to pursue interests that are not emphasized in any existing major at the College, but that can be encompassed in a unique combination of courses from two or more disciplines.

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Students wishing to pursue an Individualized Major must write a plan during their freshman or sophomore year to explain the purpose of the Individualized Major and show how each course selected fits into the plan. The Individualized Major should be planned in consultation with an advisor in one of the departments included in the major, and the plan must then be approved by the Dean of Undergraduate Education.

Students in the Individualized Major may complete the Field Experience and Capstone Seminar requirements within one of the departments within the major or by participating in the Internship Seminar IDS 399, Field Experience IDS 400, and the Seminar in Humanities HUM 419 and 420. Plans should consist of all major and General Education requirements, including a minimum of 42 Arts and Sciences credits.\* Plans should incorporate at least 15 credits at the 200 level and at least 9 credits at the 300 level.

Recent examples of Individualized majors include Green Business and Peace and Justice Studies.

Please contact the Dean of Undergraduate Education for more information.

\* This requirement may be fulfilled by any combination of Anthropology, Art History, Biology, Chemistry, Criminal Justice, Economics, English, Environmental Studies, Foreign Language, Geography, History, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Science, or Sociology courses. In addition to all courses in the above disciplines, courses that are marked with an asterisk (\*) in the course descriptions section of the Catalog meet the Arts and Sciences Elective requirement.

## INTERNATIONAL BUSINESS

International Business is the field of study that focuses on business activities that cross national boundaries. It includes exports and imports, traditional international trade discussions, and direct foreign investment. International banking, transfer of technology, exchange rates, international law, and global business strategies are explored. Problems facing decision-makers in the international environment and their effects on domestic businesses are studied, as well as how intercultural business agreements are established. Graduates receive a Bachelor of Science degree in International Business. International Business majors learn a broad range of transferable skills, strong competence in critical thinking and hands on business experience. There are a wide variety of Connected Learning opportunities both on and off-campus for International Business students. Additionally, all students in the International Business major participate in Service Learning through Buss 220, Marketing, which is a required course.

The following goals and associated learning outcomes delineate what we strive for students to achieve when they complete the major program of study in International Business.

**Lasell College Programs of Study****Goal 1: Application of Principles of International Business**

Upon completion of the major program of study in International Business, students will be able to

1. demonstrate a comprehensive level of knowledge in the area of organizational behavior and cross-cultural management
2. demonstrate a comprehensive level of knowledge in the area of global human resource management
3. demonstrate a comprehensive level of knowledge in the area of information technology
4. demonstrate a comprehensive level of knowledge in the area of the global economy
5. demonstrate a comprehensive level of knowledge in the area of strategy within the international business arena

**Goal 2: Application of Business Information**

Upon completion of the major program of study in International Business, students will be able to

1. apply quantitative research methods to various propositions relating to international business organizations
2. apply qualitative research methods to various propositions relating to international business organizations
3. integrate business information into effective decision making

**Goal 3: Ethical Decision-making**

Upon completion of the major program of study in International Business, students will be able to

1. identify ethical issues implicit in the international business arena
2. evaluate and decide among alternative solutions to ethical problems

**Goal 4: Professional skills**

Upon completion of the major program of study in International Business, students will be able to

1. communicate effectively in writing for the discipline
2. communicate effectively orally for the discipline
3. work effectively in teams

**Major Requirements****(54 credits)**

BUSS 101	Contemporary Issues in Business	3
BUSS 201	Financial Accounting	4
BUSS 202	Managerial Accounting	4

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BUSS 203	Financial Management	3
BUSS 205	Legal Environment of Business	3
BUSS 212	Management Information Systems	3
BUSS 220	Marketing	3
BUSS 224	Organizational Behavior	3
BUSS 232	Operations Management	3
BUSS 307	International Finance	3
BUSS 315	Emerging Global Markets	3
BUSS 332	Cross-Cultural Management	3
BUSS 422	Global Marketing <b>AI (MC)</b>	3
BUSS 440	Business Policy	3
BUSS 498	Business Internship Seminar	1
BUSS 499	Business Internship	3

Choose two from the following list: 9

BUSS 235	Ethics in Business	
BUSS 237	Contemporary Global Leadership	
BUSS 324	E-Business	
BUSS 329	New Product Development	
BUSS 330	Managing Change	
BUSS 335	Business & Society	
BUSS 336	Human Resource Management	
ECON 301	International Trade & Finance	

**Additional Requirements****(25-28 credits)**

ECON 101	Economics — Micro	3
ECON 102	Economics — Macro	3
HIST 104	World Civilization II <b>AI(H)</b>	3
MATH 205*	Calculus I <b>AI(Q)</b>	4
MATH 208*	Statistics	3

Choose one of the following two: **AI(PS)** 3

PSYC 101	Introduction to Psychology	
SOC 101	Introduction to Sociology	

Foreign Language **AI(MC)\*\*** 0-9

Arts and Sciences Electives\*\*\* 0-6

This requirement may be fulfilled by any combination of Anthropology, Art History, Biology, Chemistry, Criminal Justice, Economics, English, Environmental Studies, Foreign Language, Geography, History, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Science, or Sociology courses. In addition to all courses in the above disciplines, courses that are marked with an asterisk (\*) in the course descriptions section of the Catalog meet the Arts and Sciences Elective requirement.

**Lasell College Programs of Study****General Education Core Requirements  
and remaining Unrestricted Electives\*\*\*\*****(38-41 credits)****Minimum credits required for graduation****120**

- \* May require prior coursework depending upon Math placement
- \*\* The foreign language proficiency requirement is described previously in the Catalog.
- \*\*\* The number of Arts and Sciences Electives required is determined by the student's foreign language placement. A total of 6 elective credits must be fulfilled by Arts and Sciences courses, inclusive of foreign language coursework.
- \*\*\*\* Courses marked with an **AI** code fulfill Area of Inquiry requirements in the General Education Core as described in the Catalog previously.

**LAW and PUBLIC AFFAIRS**

Law and Public Affairs is an interdisciplinary major including a core set of courses that give students the background to appraise and understand the American political system and legal issues. It examines the law as it cuts across themes central to other disciplines and examines how law permeates social, political, economic, and other institutions. Students discover how decisions are made by these institutions and policy is created, and they develop skills in advocacy, research, problem-solving, writing, and critical thinking. Students are also exposed to a global perspective on law and justice, comparing American legal issues and policies to those of other cultures. Graduates are prepared to pursue career opportunities in policy and regulation, advocacy, non-profit agency work, government agency work, legal offices for municipalities, or government organizations. Students may also continue with graduate study in such fields as public administration, policy studies, management, political science, and law. A graduate with a degree in Law and Public Affairs is qualified to work as a lobbyist, a city and regional planner, a public or program administrator, a volunteer coordinator, a community outreach coordinator, law firm work - public interest or otherwise, and/or to do corporate work. Graduate receive a Bachelor of Arts degree.

The following goals and associated learning outcomes delineate what we strive for students to achieve when they complete the major program of study in Law and Public Affairs:

**Goal 1: Disciplinary principles**

Upon completion of the major program of study in Law and Public Affairs, students will be able to

1. demonstrate an understanding of disciplinary concepts
2. demonstrate an understanding of issues of diversity in the field
3. demonstrate civic/social responsibility

**Lasell College Programs of Study****Goal 2: Professional skills**

Upon completion of the major program of study in Law and Public Affairs, students will be able to

1. compare occupations and career paths in the discipline
2. evaluate ethical and moral issues in a professional/disciplinary context
3. perform effectively in a professional environment

**Goal 3: Analytical thinking skills**

Upon completion of the major program of study in Law and Public Affairs, students will be able to

1. think critically about issues in the discipline
2. demonstrate effective quantitative reasoning skills
3. evaluate appropriate source materials

**Goal 4: Communication skills**

Upon completion of the major program of study in Law and Public Affairs, students will be able to

1. communicate effectively in writing
2. communicate effectively orally
3. demonstrate competence in use of technology and computing skills

**Major Requirements****(30 credits)**

LS 101	Foundations of American Legal System <b>AI(PS)</b>	3
LS 203	Justice, Law & the Constitution	3
LS 202	Legal Research & Analysis	3
LS 301	Legal Writing & Reasoning	3
CJ 323	Justice, Class, Race and Gender <b>AI(ME)</b>	3
COM 308	Conflict Resolution and Negotiations	3
LS 441	Selected Topics in Justice & Law I	3
LS 442	Selected Topics in Justice & Law II	3
LS/CJ 443	Justice Studies Internship & Seminar I	3
LS/CJ 444	Justice Studies Internship & Seminar II	3

**Additional Requirements****(33 credits)**

COM 310	Political Communication	3
ECON 103	Economics of Social Issues	3
POLS 101	American Government	3
POLS 201	State & Local Government	3
POLS 210	Political Theory	3
POLS 320	Policymaking & the Political Process	3
SOC 101	Introduction to Sociology	3

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SOC 221	Contemporary Social Problems <b>AI (ME)</b>	3
SOC 335	Social Policy	3
Choose one of the following:		3
ENV 201	Environmental Law & Policy	
ENV 303	Environmental Justice	
POLS 202	Issues in Contemporary Political Thought	
Choose one of the following: <b>AI(MC)</b>		3
CJ 317	Comparative Justice Systems	
ECON 301	International Economics	
LS 305	Comparative Law and Legal Systems	
POLS 208	Contemporary International Relations	

**General Education Core Requirements  
and remaining Unrestricted Electives\*****(57 credits)****Minimum credits required for graduation****120**

\*\*\* Courses marked with an **AI** code fulfill Area of Inquiry requirements in the General Education Core as described in the Catalog previously.

**LEGAL STUDIES**

The Legal Studies major provides an excellent background for students interested in pursuing professional careers within the legal system. The major takes a liberal arts approach to the discipline, strongly incorporating the “connected learning” philosophy of the College. Each major culminates in the senior year with a year-long Capstone Experience. This experience includes both a full year Justice Studies Internship and a full year Senior Capstone class. The Legal Studies major is uniquely prepared to conduct legal research and other professional work in government, the courts, agencies, and businesses. Legal Studies students also participate in a series of on-campus “mock trials.” Lasell students also have the opportunity to participate in intercollegiate competitions such as the American Mock Trial Association Program and the John Marshall School of Law Undergraduate Mock Trial Competition. The program also offers an introduction to the study of law for students interested in entering law school, as many Legal Studies graduates pursue graduate or law school degrees. There is also a Pre-Law advising program (described below in the Catalog) housed in the Justice Studies department that provides advising assistance for students considering law school. Lasell College is a certified location for administering the “LSAT”: The Law School Admission Test. Graduates receive a Bachelor of Arts degree.

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The following goals and associated learning outcomes delineate what we strive for students to achieve when they complete the major program of study in Legal Studies:

#### **Goal 1: Disciplinary principles**

Upon completion of the major program of study in Legal Studies, students will be able to

1. demonstrate an understanding of disciplinary concepts
2. demonstrate an understanding of issues of diversity in the field
3. demonstrate civic/social responsibility

#### **Goal 2: Professional skills**

Upon completion of the major program of study in Legal Studies, students will be able to

1. compare occupations and career paths in the discipline
2. evaluate ethical and moral issues in a professional/disciplinary context
3. perform effectively in a professional environment

#### **Goal 3: Analytical thinking skills**

Upon completion of the major program of study in Legal Studies, students will be able to

1. think critically about issues in the discipline
2. demonstrate effective quantitative reasoning skills
3. evaluate appropriate source materials

#### **Goal 4: Communication skills**

Upon completion of the major program of study in Legal Studies, students will be able to

1. communicate effectively in writing
2. communicate effectively orally
3. demonstrate competence in use of technology and computing skills

#### **Major Requirements**

**(39 credits)**

LS 101	Foundations of American Legal System <b>AI (PS)</b>	3
LS 202	Legal Research & Analysis	3
LS 203	Justice, Law & the Constitution	3
LS 301	Legal Writing & Reasoning	3
LS 325	Evidence	3
LS 441	Selected Topics in Justice & Law I	3
LS 442	Selected Topics in Justice & Law II	3

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LS/CJ 443	Justice Studies Internship & Seminar I	3
LS/CJ 444	Justice Studies Internship & Seminar II	3
Choose four additional Justice Studies (CJ, LS or POLS) courses (not otherwise required for the major)		12

**Additional Requirements (15 credits)**

POLS 101	American Government	3
POLS 201	State & Local Government	3
POLS 210	Political Theory	3
SOC 101	Introduction to Sociology	3

Choose one of the following six: 3

CJ 323	Justice, Class, Race & Gender <b>AI (MC)</b>
POLS 202	Issues in Contemporary Political Thought
PSYC 316	Psychology of Diversity <b>AI (MC)</b>
SOC 221	Contemporary Social Problems <b>AI(ME)</b>
SOC 301	Race & Ethnic Relations <b>AI(MC)</b>
SOC 335	Social Policy

**General Education Core Requirements and remaining Unrestricted Electives\* (66 credits)****Minimum credits required for graduation 120**

\* Courses marked with an **AI** code fulfill Area of Inquiry requirements in the General Education Core as described in the Catalog previously.

**MANAGEMENT**

The Management curriculum is designed to prepare students to be managers and business leaders in a complex and challenging global environment. Required courses provide students with a working knowledge of management practices that promote organizational effectiveness. Students learn skills such as leadership and team building, and they acquire understanding of individual and group behavior in organizations to enhance their effectiveness as managers. Graduates receive a Bachelor of Science degree in Management. Management majors learn a broad range of transferable skills, strong competence in critical thinking and hands on business experience. There are a wide variety of Connected Learning opportunities both on and off-campus for Management students. Additionally, all students in the Management major participate in Service Learning through Buss 220, Marketing, which is a required course.

The following goals and associated learning outcomes delineate what we strive for students to achieve when they complete the major program of study in Management.

### Lasell College Programs of Study

#### Goal 1: Application of Principles of Management

Upon completion of the major program of study in Management, students will be able to

1. demonstrate a comprehensive level of knowledge in the area of organizational behavior and cross-cultural management
2. demonstrate a comprehensive level of knowledge in the area of human resource management
3. demonstrate a comprehensive level of knowledge in the area of information technology
4. demonstrate a comprehensive level of knowledge in the area of the global economy
5. demonstrate a comprehensive level of knowledge in the area of strategy within management

#### Goal 2: Application of Business Information

Upon completion of the major program of study in Management, students will be able to

1. apply quantitative research methods to various propositions relating to business organizations
2. apply qualitative research methods to various propositions relating to business organizations
3. integrate business information into effective decision making

#### Goal 3: Ethical Decision-making

Upon completion of the major program of study in Management, students will be able to

1. identify ethical issues implicit in business
2. evaluate and decide among alternative solutions to ethical problems

#### Goal 4: Professional skills

Upon completion of the major program of study in Management, students will be able to

1. communicate effectively in writing for the discipline
2. communicate effectively orally for the discipline
3. work effectively in teams

#### Major Requirements

**(54 credits)**

BUSS 101	Contemporary Issues in Business	3
BUSS 201	Financial Accounting	4
BUSS 202	Managerial Accounting	4

**Lasell College Programs of Study**

BUSS 203	Financial Management	3
BUSS 205	Legal Environment of Business	3
BUSS 212	Management Information Systems	3
BUSS 220	Marketing	3
BUSS 224	Organizational Behavior	3
BUSS 232	Operations Management	3
BUSS 330	Managing Change	3
BUSS 332	Cross-Cultural Management <b>AI(MC)</b>	3
BUSS 336	Human Resource Management	3
BUSS 440	Business Policy	3
BUSS 498	Business Internship Seminar	1
BUSS 499	Business Internship	3

Choose three from the following list: 9

BUSS 208	Financial Statement Analysis
BUSS 231	Entrepreneurship & Venture Creation
BUSS 233	American Enterprise Experience
BUSS 235	Ethics in Business
BUSS 237	Contemporary Global Leadership
BUSS 312	Risk Management
BUSS 313	Business Negotiations
BUSS 315	Emerging Global Markets
BUSS 324	E-Business
BUSS 329	New Product Development
BUSS 334	Non-profit Management
BUSS 335	Business & Society
BUSS 337	Managing the Growing Company
BUSS 338	Labor Relations
MATH 328	Mathematics Applied to Management

**Additional Requirements****(22 credits)**

ECON 101	Economics — Micro	3
ECON102	Economics — Macro	3
MATH 205*	Calculus I <b>AI(Q)</b>	4
MATH 208*	Statistics	3

Choose one of the following two: **AI(PS)** 3

PSYC 101	Introduction to Psychology
SOC 101	Introduction to Sociology

Arts and Sciences Electives 6

This requirement may be fulfilled by any combination of Anthropology, Art History, Biology, Chemistry, Criminal Justice, Economics, English, Environmental Studies,

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Foreign Language, Geography, History, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Science, or Sociology courses. In addition to all courses in the above disciplines, courses that are marked with an asterisk (\*) in the course descriptions section of the Catalog meet the Arts and Sciences Elective requirement.

**General Education Core Requirements and remaining Unrestricted Electives\*\*****(44 credits)****Minimum credits required for graduation****120**

- \* May require prior coursework depending upon Math placement.
- \*\* Courses marked with an **AI** code fulfill Area of Inquiry requirements in the General Education Core as described in the Catalog previously.

**MARKETING**

As both an art and a science, marketing is undergoing dramatic and exciting changes, and the field promises to be just as dynamic in the years ahead. The Marketing curriculum introduces students to all the major marketing trends. Students are exposed to marketing research techniques and demographic studies as well as business law and ethics. International marketing, nonprofit marketing, product marketing, and service marketing are integrated into this major. Graduates receive a Bachelor of Science degree in Marketing. Marketing majors learn a broad range of transferable skills, strong competence in critical thinking and hands on business experience. There are a wide variety of Connected Learning opportunities both on and off-campus for Marketing students. Additionally, all students in the Marketing major participate in Service Learning through Buss 220, Marketing, which is a required course.

The following goals and associated learning outcomes delineate what we strive for students to achieve when they complete the major program of study in Marketing.

**Goal 1: Application of Principles of Marketing**

Upon completion of the major program of study in Marketing, students will be able to

1. demonstrate a comprehensive level of knowledge in the area of the marketing mix
2. demonstrate a comprehensive level of knowledge in the area of information technology
3. demonstrate a comprehensive level of knowledge in the area of global marketing
4. demonstrate a comprehensive level of knowledge in the area of marketing research

**Lasell College Programs of Study**

5. demonstrate a comprehensive level of knowledge in the area of marketing strategy

**Goal 2: Application of Business Information**

Upon completion of the major program of study in Marketing, students will be able to

1. apply quantitative research methods to various propositions relating to marketing problems
2. apply qualitative research methods to various propositions relating to marketing problems
3. integrate business information into effective decision making

**Goal 3: Ethical Decision-making**

Upon completion of the major program of study in Marketing, students will be able to

1. identify ethical issues implicit in marketing
2. evaluate and decide among alternative solutions to ethical marketing problems

**Goal 4: Professional skills**

Upon completion of the major program of study in Marketing, students will be able to

1. communicate effectively in writing for the discipline
2. communicate effectively orally for the discipline
3. work effectively in teams

**Major Requirements****(54 credits)**

BUSS 101	Contemporary Issues in Business	3
BUSS 201	Financial Accounting	4
BUSS 202	Managerial Accounting	4
BUSS 203	Financial Management	3
BUSS 205	Legal Environment of Business	3
BUSS 212	Management Information Systems	3
BUSS 220	Marketing	3
BUSS 224	Organizational Behavior	3
BUSS 232	Operations Management	3
BUSS 420	Marketing Research	3
BUSS 422	Global Marketing <b>AI(MC)</b>	3
BUSS 432	Marketing Strategy	3
BUSS 440	Business Policy	3
BUSS 498	Business Internship Seminar	1
BUSS 499	Business Internship	3

**Lasell College Programs of Study**

Choose three from the following list: 9

BUSS 313	Business Negotiations
BUSS 315	Emerging Global Markets
BUSS 320	Consumer Behavior
BUSS 322	Marketing Communication
BUSS 324	E-Business
BUSS 325	Sales Principles
BUSS 329	New Product Development
FASH 211	Multi-Channel Fashion Retail Management

**Additional Requirements (22 credits)**

ECON 101	Economics — Micro	3
ECON 102	Economics — Macro	3
MATH 205*	Calculus I <b>AI(Q)</b>	4
MATH 208*	Statistics	3

Choose one of the following two: **AI(PS)** 3

PSYC 101	Introduction to Psychology
SOC 101	Introduction to Sociology

Arts and Sciences Electives 6

This requirement may be fulfilled by any combination of Anthropology, Art History, Biology, Chemistry, Criminal Justice, Economics, English, Environmental Studies, Foreign Language, Geography, History, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Science, or Sociology courses. In addition to all courses in the above disciplines, courses that are marked with an asterisk (\*) in the course descriptions section of the Catalog meet the Arts and Sciences Elective requirement.

**General Education Core Requirements and remaining Unrestricted Electives\*\* (44 credits)****Minimum credits required for graduation 120**

- \* May require prior coursework depending upon Math placement.
- \*\* Courses marked with an **AI** code fulfill Area of Inquiry requirements in the General Education Core as described in the Catalog previously.

**PRE-LAW**

Pre-law is an advising program open to any students at the College who are considering application to law school. A Pre-Law advisor will advise students about curricular, co-curricular, and extracurricular activities that will best prepare them for a career path in the legal profession. Students will have opportunities to learn about the profession, law schools, and the admission requirements and expectations for law school, including preparation for the LSAT examination.

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No matter what their majors are, Pre-Law students are advised to enroll in the following sequence of Legal Studies courses:

LS 101	Foundations of American Legal System <b>AI(PS)</b>
LS 202	Legal Research and Analysis
LS 203	Justice, Law & the Constitution
LS 301	Legal Writing & Reasoning
LS 325	Evidence

**PSYCHOLOGY**

The psychology major emphasizes how individuals think, feel, and behave within personal, social, cultural and societal contexts. The psychology curriculum is anchored in a liberal arts approach to education with the goal of helping students apply critical thinking skills to social and psychological questions. Students learn intervention techniques and counseling skills appropriate for helping individuals and changing social conditions. They learn how functional and dysfunctional behavior patterns develop, and about the interplay between an individuals' neuro-biological, interpersonal, cultural, community, and societal processes. Research and statistics courses familiarize students with basic concepts in experimental design and analysis. Equally important, courses in the major emphasize humane and ethical practice through a curriculum designed to increase appreciation of diversity and sensitivity to the dynamics of social oppression and the consequences of social change.

Through application of Lasell's Connected Learning philosophy, psychology majors have ongoing opportunities to connect theoretical concepts discussed in the classroom with practical application gained by working directly in the field through service learning. In their first year, all students take an introductory course in human service theory and participate in at least one service-learning or social justice project. During their first one-semester internship, students work in a community agency that provides services or a therapeutic environment for its clients. A concurrent seminar provides the academic groundwork for this internship, and a required course in basic counseling skills gives students an introduction to valuable interviewing and intervention techniques. Finally, as the culminating capstone experience in their senior year, students are engaged in a two-semester, intensive internship placement, also accompanied by concurrent seminars each semester. Through their internship experiences and their academic course work, students develop and practice professional skills and master the writing styles for the discipline and the profession.

The skills taught in the major prepare students to seek employment in a wide variety of social service or therapeutic settings in administration, education, child welfare settings, therapeutic environments, research and human service agencies in positions such as a counselor, personnel interviewer, case manager, market researcher,

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test administrator, research assistant, or rehabilitation worker. The undergraduate psychology major prepares the capable student for graduate programs in areas such as clinical or counseling psychology, school psychology, organizational psychology, social work, hospital administration, public health and the criminal justice system.

#### Academic Standards for Psychology Majors

1. Students must earn a grade of C or above in each of the following courses:
 

PSYC 101	Introduction to Psychology
SOC101	Introduction to Sociology
HS101	Introduction to Human Services
HS210	Case Management and Counseling
SOC331	Research methods in the Social Sciences OR
PSYC331	Experimental Design in Psychology
2. Students must receive a grade of C-minus or above in any required Psychology, Sociology, or Human Services course (course with one of these three prefixes) or any course which serves as a substitute or alternative for such a requirement).
3. The foundation seminar and internship courses (HS215 and HS217 are taken as a unit, and failure to receive at least a C in either of these courses will require the student to repeat both.
4. The senior level internship courses (HS415 and HS417) and seminar courses (HS425 and 427) form yearlong courses. Failure to receive a minimum grade of C in any one of these courses will result in the student having to repeat the entire sequence, unless there are extenuating circumstances.

The following goals and associated learning outcomes delineate what we strive for students to achieve when they complete the major program of study in Psychology.

#### Goal 1: Knowledge in the Discipline

Upon completion of the major program of study in Psychology, students will be able to:

1. Describe key concepts and theories within the field of Psychology
2. Use Psychological theories to explain human behavior on individual, small group, and societal levels
3. Demonstrate knowledge of professional codes of ethics

#### Goal 2: Professional social service experience

Upon completion of the major program of study in Psychology, students will be able to:

1. Demonstrate effective skills for interacting with clients

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2. Reflect on the development and practice of their professional roles

**Goal 3: Service learning and social justice**

Upon completion of the major program of study in Psychology, students will be able to:

1. Engage in action to address the issues of justice by raising awareness or advocating for change
2. Reflect on the results of service
3. Recognize and describe social injustice
4. Analyze issues that cause social and economic disparities

**Goal 4: Scientific reasoning**

Upon completion of the major program of study in Psychology, students will be able to:

1. Demonstrate facility with research methodology
2. Demonstrate ability to apply statistics
3. Develop a substantiated argument

**Goal 5: Communication within the discipline**

Upon completion of the major program of study in Psychology, students will be able to:

1. Demonstrate proficiency in professional Psychological writing style
2. Write a preliminary grant
3. Deliver a professional presentation

**Major Requirements****(58 credits)**

HS 101	Introduction to Human Services	3
HS 210	Case Management & Counseling Skills	3
HS 215	Foundation Internship <sup>1</sup>	3
HS 217	Foundations of Ethical Fieldwork <b>AI(ME)</b> <sup>1</sup>	3
HS 415	Advanced Internship I <sup>2</sup>	3
HS 417	Field Intervention Strategies <sup>2</sup>	3
HS 425	Advanced Internship II <sup>3</sup>	3
HS 427	Systems & Organizational Change <sup>3</sup>	3
PSYC 101	Introduction to Psychology <b>AI(PS)</b>	3
PSYC 318	Abnormal Psychology	3
PSYC 328	Cognitive Processes	3
PSYC 345	Assessment of Individual Differences	3
SOC 101	Introduction to Sociology	3

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Choose one of the following two: 3

PSYC 302            Biological Basis of Behavior  
 PSYC 323            Brain Function & Dysfunction

Choose one of the following three: 3

PSYC 202            Psychology of Personality  
 PSYC 220            Social Psychology  
 PSYC 222            Social Psychology in Film

Choose one of the following two: 4

PSYC 331            Experimental Design in Psychology  
 SOC 331            Research methods in the Social Sciences

Choose three of the following four: 6

PSYC 111            Aging In America  
 PSYC 221            Child Development  
 PSYC 223            Adolescent Development  
 PSYC 314            Adult Development & Aging

Choose one of the following three: **AI(MC)** 3

PSYC 316            Psychology of Diversity  
 SOC 301            Race and Ethnic Relations  
 CJ 323            Justice, Class, Race and Gender

**Additional Departmental Requirements (7-16 credits)**

MATH 208    Introduction to Statistics\* **AI(Q)** 3

Choose one of the following three: **AI(S)** 4

BIO 101 & BIO 101L Principles of Biology  
 BIO 112 & BIO 102L Human Biology  
 BIO 205 & BIO 205L Anatomy and Physiology I  
 Foreign Language\* 0-9

**General Education Core Requirements and remaining Unrestricted Electives\*\*\* (46-55 credits)**

**Minimum credits required for graduation 120**

\* May require prior coursework depending upon Math placement.

\*\* The foreign language proficiency requirement is described previously in the Catalog.

\*\*\* Courses marked with an **AI** code fulfill Area of Inquiry requirements in the General Education Core as described in the Catalog previously.

**Lasell College Programs of Study****SOCIOLOGY**

Sociologists study the social relationships among people – everything from passing contact between anonymous individuals to the study of global social processes – how do we group together to form societies, and how do we as individuals interact in social context. At Lasell the focus is on applied sociology, which means that there is an emphasis on critically thinking about social problems, oppression and social injustices, and a focus on developing skills that can be applied to bring about social change, either on the micro or the macro level. Students investigate the relationship between individual and society with a particular focus on inequalities stemming from race or ethnicity, social class, gender, disability, sexuality and other characteristics. Different social institutions, such as family, education, religion, and economy are explored.

Through application of Lasell's Connected Learning philosophy, sociology majors have ongoing opportunities to connect theoretical concepts discussed in the classroom with practical application gained by working directly in the field through service learning or social justice activism. In their first year, all students take an introductory course in human service theory and participate in at least one service-learning or social justice project. During their first one-semester internship, students work for a community agency that provides services or a therapeutic environment for its clients. A concurrent seminar provides the academic groundwork for this internship, and a required course in basic counseling skills gives students an introduction to valuable interviewing and intervention techniques. Finally, as the culminating capstone experience in their senior year, students engage in a two-semester, intensive internship placement, also accompanied by concurrent seminars each semester. Through their internship experiences and their academic course work, students develop and practice professional skills and master the writing styles for the discipline and the profession.

Skills emphasized in the major prepare students for social services where they might do community development, political organizing, volunteer management, human resources, advocacy, small group facilitation, advertising/public relations, and educational programming. Sociology graduates are prepared for careers in a wide variety of social service settings in administration, education, public affairs, advocacy agencies, government agencies, child welfare settings, and human service agencies. The undergraduate sociology major prepares the capable student for graduate programs in areas such as social work, sociology, management, hospital administration, public health, law school and the criminal justice system.

**Academic Standards for Sociology Majors**

1. Students must earn a grade of C or above in each of the following courses:  
PSYC 101 Introduction to Psychology

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SOC101	Introduction to Sociology
HS101	Introduction to Human Services
HS210	Case Management and Counseling
SOC331	Research methods in the Social Sciences OR
PSYC331	Experimental Design in Psychology

2. Students must receive a grade of C-minus or above in any required Psychology, Sociology, or Human Services course (course with one of these three prefixes) or any course which serves as a substitute or alternative for such a requirement).
3. The foundation seminar and internship courses (HS215 and HS217) are taken as a unit, and failure to receive at least a C in either of these courses will require the student to repeat both.
4. The senior level internship courses (HS415 and HS417) and seminar courses (HS425 and 427) form yearlong courses. Failure to receive a minimum grade of C in any one of these courses will result in the student having to repeat the entire sequence, unless there are extenuating circumstances.

The following goals and associated learning outcomes delineate what we strive for students to achieve when they complete the major program of study in Sociology.

**Goal 1: Knowledge in the Discipline**

Upon completion of the major program of study in Sociology, students will be able to:

1. Describe key concepts and theories within the field of Sociology
2. Use Sociological theories to explain human behavior on individual, small group, and societal levels
3. Demonstrate knowledge of professional codes of ethics

**Goal 2: Professional social service experience**

Upon completion of the major program of study in Sociology, students will be able to:

1. Demonstrate effective skills for interacting with clients
2. Reflect on the development and practice of their professional roles

**Goal 3: Service learning and social justice**

Upon completion of the major program of study in Sociology, students will be able to:

1. Engage in action to address the issues of justice by raising awareness or advocating for change
2. Reflect on the results of service

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3. Recognize and describe social injustice
4. Analyze issues that cause social and economic disparities

**Goal 4: Scientific reasoning**

Upon completion of the major program of study in Sociology, students will be able to:

1. Demonstrate facility with research methodology
2. Demonstrate ability to apply statistics
3. Develop a substantiated argument

**Goal 5: Communication within the discipline**

Upon completion of the major program of study in Sociology, students will be able to:

1. Demonstrate proficiency in professional Sociological writing
2. Write a preliminary grant
3. Deliver a professional presentation

**Major Requirements****(61 credits)**

ANTH 101	Principles of Cultural Anthropology	3
HS 101	Introduction to Human Services	3
HS 210	Case Management and Counseling Skills	3
HS 215	Foundation Internship I	3
HS 217	Foundations of Ethical Fieldwork <b>AI(ME)</b>	3
HS 415	Advanced Internship I	3
HS 417	Advanced Seminar: Field Intervention Strategies	3
HS 425	Advanced Internship II	3
HS 427	Advanced Seminar: Systems and Organizational Change	3
PSYC 101	Introduction to Psychology <b>AI(PS)</b>	3
SOC 101	Introduction to Sociology	3
SOC 214	Family Diversity	3
SOC 221	Contemporary Social Problems	3
SOC 310	Sociological Perspectives	3
SOC 331	Research Methods in the Social Sciences	4
Choose one of the following two:		3
ECON 101	Principles of Economics—Micro	
ECON 103	Economics and Society	
Choose one of the following two:		3
PSYC 218	Dynamics of Small Groups	
PSYC 220	Social Psychology	

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Choose one of the following two: 3

POLS 320 Policy-Making and the Political Process  
 SOC 335 Social Policy

Choose one of the following three: **AI(MC)** 3

PSYC 316 Psychology of Diversity  
 SOC 301 Race and Ethnic Relations  
 CJ 323 Justice, Class, Race and Gender

Choose one of the following four: 3

PSYC 111 Aging In America  
 PSYC 221 Child Development  
 PSYC 223 Adolescent Development  
 PSYC 314 Adult Development and Aging

**Additional Requirements (3-12 credits)**

MATH 208 Introduction to Statistics\* **AI(Q)** 3  
 Foreign Language \*\* 0-9

**General Education Core Requirements and remaining Unrestricted Electives\*\*\* (47-56 credits)****Minimum credits required for graduation 120**

\* May require prior coursework depending upon Math placement.

\*\* The foreign language proficiency requirement is described previously in the Catalog.

\*\*\* Courses marked with an AI code fulfill Area of Inquiry requirements in the General Education Core as described in the Catalog previously.

**SPORT MANAGEMENT**

With the proliferation of sport enterprises and their economic impact world-wide, the opportunities for sport managers abound. The Sport Management program is designed to prepare professionals who can assume responsible entry-level positions in the sport industry. The intent of the program is to examine the disciplinary foundations of sport management and organization and to provide opportunities for acquisition and application of skills in sport organizations. The program culminates in a capstone course that synthesizes knowledge, practice, and skills. Consistent with the College's connected learning philosophy, Sport Management offers many service learning opportunities including a component in SMGT 101, Sport and Society, required for all majors. Graduates receive a Bachelor of Science degree in Sport Management.

**Lasell College Programs of Study**

The following goals and associated learning outcomes delineate what we strive for students to achieve when they complete the major program of study in Sport Management:

**Goal 1: Understanding of key concepts, principles, theories, and skills of the sport management discipline**

Upon completion of the major program of study in Sport Management, students will be able to:

1. Display an understanding of the role of sports in society at a socio-cultural as well as at an individual level
2. Demonstrate an understanding of how sport products and services are planned, managed, financed, consumed, and governed by various constituencies
3. Explain legal and ethical concepts, principles, and theories in a sport context

**Goal 2: Application of connected learning principles**

Upon completion of the major program of study in Sport Management, students will be able to:

1. Analyze complex organizational, managerial, economic, legal, and ethical issues in the field of sport management by effectively utilizing essential concepts and theories in sport management
2. Apply marketing, communication, sociocultural, and financial sport management concepts and their associated skills in a real world project in the field of sport management
3. Engage in disciplinary research for the purpose of inquiring and developing ideas, collecting and analyzing data, and producing results

**Goal 3: Professional Behavior**

Upon completion of the major program of study in Sport Management, students will be able to:

1. Exhibit appropriate and successful professional behaviors in the sport management field
2. Work as a contributing member of a team
3. Critically self-evaluate the progression of their professional and personal growth

**Goal 4: Effective Communication**

Upon completion of the major program of study in Sport Management, students will be able to:

1. Convey ideas and messages orally to an intended audience and respond effectively to audience reactions and questions.

**Lasell College Programs of Study**

2. Communicate effectively in writing as appropriate to the sport management discipline.

**Major Requirements****(58-60 credits)**

BUSS 201	Financial Accounting	4
BUSS 220	Marketing	3
BUSS 224	Organizational Behavior	3
BUSS 332	Cross-Cultural Management (AI/MC)	3
SMGT 101	Sport & Society	3
SMGT 102	Introduction to Sport Management	3
SMGT 201	Legal Aspects of Sport	3
SMGT 202	Ethics in Sport (AI/ME)	3
SMGT 205	Pre-practicum I	1
SMGT 208	Sport Governance	3
SMGT 301	Sport Facility & Event Management	3
SMGT 302	Sport Marketing	3
SMGT 303	Sport Finance	3
SMGT 304	Sport Information & Communication	3
SMGT 305	Pre-practicum II	1
SMGT 306	Sport Leadership	3
SMGT 407	Internship I	4
SMGT 496	Sport Management Capstone	3

Choose 2 from the following: 6-8

BUSS 202	Managerial Accounting	4
BUSS 203	Financial Management	3
BUSS 212	Management Information Systems	3
BUSS 313	Business Negotiations	3
COM 101	Understanding Mass Media	3
GRAP 105	Digital Design Essentials	3
HEM 102	Fundamentals of Special Events	3
SMGT 206	Sport Administration	3
SMGT 207	Special Topics in History of Sport	3
SMGT 307	Sport Sponsorship	3
SMGT 401	Special Topics in Sport Management	3
SMGT 408	Internship II	4

**Additional Requirements****(18 credits)**

COM 203	Effective Speaking	3
ECON 101	Principles of Economics – Micro	3
ECON 102	Principles of Economics – Macro	3
MATH 208	Statistics* (AI/Q)	3

**Minors**

PSYC 101	Introduction to Psychology (AI/PS)	3
PSYC 240	Sport Psychology	3

**ARTS & SCIENCES ELECTIVES****(9 – 12 credits)**

This requirement may be fulfilled by any combination of Anthropology, Art History, Biology, Chemistry, Criminal Justice, Economics, English, Environmental Studies, Foreign Language, Geography, History, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Science, or Sociology courses. In addition to all courses in the above disciplines, courses that are marked with an asterisk (\*) in the course descriptions section of the Catalog meet the Arts and Sciences Elective requirement.

**General Education Core Requirements  
and remaining Unrestricted Electives\*\*****(30-35 credits)****Minimum credits required for graduation****120**

- \* May require prior coursework depending upon Math placement.
- \*\* Courses marked with an AI code fulfill Area of Inquiry requirements in the General Education Core as described in the Catalog previously.

**LASELL COLLEGE MINORS**

A Minor provides students the opportunity to deepen their understanding and expertise in an additional area of study. A 2.0 [C] average must be maintained within a Minor program of study in order to receive the Minor, with some programs having additional earned-grade requirements. A Minor consists of a minimum of five courses, at least 50% of which must exist outside of the courses required for the student's Major (i.e., course "required for the Major" or "additional Major requirements) or another declared Minor. If a course is listed as an option within a student's Major requirements (or within another declared Minor), but is not taken to fulfill those requirements, it may be counted toward the Minor as one of the non-major electives. Hence, in five or six-course Minors, three or more courses must be drawn from non-major electives, and cannot be double counted for another Minor. Additionally, at least 50% of courses in a Minor must be taken at Lasell College. Students may declare a Minor at anytime by completing a "Declaration of Minor" form in the Registrar's Office.

**AGING AND INTERGENERATIONAL STUDIES MINOR**

The Aging and Intergenerational Studies minor is an individualized program of study consisting of 18 credits. Of the 18 credits required for the minor, at least 3 credits must be Intergenerational Studies Linked Credits\*.

### Minors

#### Minor Requirements (18 credits)

PSYC 111:	Aging in America	3
SOC 213:	Ethics Across Generations	3

3 Intergenerational Linked Credits attached to classes of the student's choice 3

*\*Note: When a linked credit is attached to a class that, in itself, is not related to intergenerational studies, only the linked credit will count towards the minor, not the credits for the class.*

Choose 3 additional courses 9

In consultation with your academic advisor, and with the approval of the Dean of Undergraduate Education, choose three courses from across the college curriculum that, in conjunction with your major, are best suited to your academic and professional plans and goals. In addition to classes, students may include among these 9 credits a directed study in an intergenerational or aging related topic or do an internship in which the student is working with an aging or intergenerational population. Students may choose from, but are not limited to, the following list of courses:

COM 321	Media & Children
CJ 202	Juvenile Justice
CJ 203	Juvenile Delinquency & Gangs
CJ 206	Drugs & Society
CJ 303	Domestic Violence
CJ 309	Children & Violence
CJ 319	Victimology
ENG 212	Literature for Young Adults
HIST 203	The History of Women in the U.S.
HIST 218	Global History of Childhood
PSYC 201	Psychology of Drugs & Behavior
PSYC 221	Child Development
PSYC 223	Adolescent Psychology
PSYC 241	The Psychological Life of Girls & Women
SOC 214	Family Diversity

Any Special Topics course that relates to issues of aging and intergenerational studies

#### AMERICAN STUDIES MINOR

The American Studies minor consists of five courses.

#### Minor Requirements (15 credits)

ENG 210	Survey of American Literature	3
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**Minors**

HIST 123	American Civilization I	3
HIST 124	American Civilization II	3
Choose two of the following courses:		6
ENG 313	American Multi-Ethnic Literature	
HIST 204	Recent American History	
LS 311	The American Court System	
MUS 201	Musical Comedy	
MUS 215	Jazz	
POLS 101	American Government	
PSYC 111	Aging in America	
SOC 301	Race & Ethnic Relations	

**BUSINESS MINOR (FOR NON-BUSINESS MAJORS)**

The Minor consists of six courses.

**Minor Requirements (19 credits)**

BUSS 101	Contemporary Issues in Business	3
BUSS 201	Financial Accounting	4
BUSS 220	Marketing	3
BUSS 224	Organizational Behavior	3
ECON 101	Principles of Economics — Micro	3

Choose one:

A Business elective, an Economics elective, or an Environmental Studies elective

**CHILD AND ADOLESCENT STUDIES MINOR**

The Child and Adolescent Studies minor consists of six courses. Special topics courses related to child/adolescent issues may also be counted with permission of the Social Sciences Department Chair.

**Minor Requirements (18 credits)**

PSYC 221	Child Development	3
PSYC 223	Adolescent Psychology	3

Choose four of the following courses: 12

CJ 202	Juvenile Justice	
CJ 203	Juvenile Delinquency & Gangs	
CJ 303	Domestic Violence	
CJ 309	Children & Violence	

**Minors**

COM 321	Media & Children
ED 110	Teaching & Learning in American Schools
ENG 212	Literature for Young Adults
ENG 235	From Sounds to Sentences
PSYC 201	Psychology of Drugs & Behavior
PSYC 205	Human Sexuality
PSYC 322	Abnormal Child Development
SOC 214	Family Diversity

Note: Students wishing to minor in Child and Adolescent Studies should be aware that the prerequisite for PSYC 221 and 223 is PSYC 101.

**COACHING MINOR**

The coaching minor is designed to prepare graduates to coach in a variety of settings, including schools, public agencies, and youth organizations. The coaching minor emphasizes coaching theory, psychology, medical and nutritional concerns, risk management, and skills development. Students enrolled in the coaching minor are provided with the option to acquire ASEP (American Sports Education Program) Coaching Certification, a certification that fulfills the coaching education requirement of most high schools nation-wide.

**Minor Requirements****(14 credits)**

AT 103	Techniques of Emergency Care	3
EXSC 104	Principles & Problems of Coaching	3
EXSC 205	Principle of Strength Training & Conditioning	3
EXSC 213	Coaching Practicum	2
Choose one of the following courses:		3
COM 203	Effective Speaking	
PYSC 240	Sport Psychology	
SMGT 101	Sport & Society	
SMGT 201	Legal Aspects of Sport	
SMGT 202	Ethics in Sport	
SMGT 304	Sports Information & Communication	
EXSC 211	Introduction to Personal Training	

**Minors****COMMUNICATION MINOR**

The Communication minor consists of six courses.

<b>Minor Requirements</b>		<b>(18 credits)</b>
COM 101	Understanding Mass Media	3
COM 103	Introduction to Human Communication	3
Choose four additional Communication courses; at least two should be at the 200 level or higher.		12

**CREATIVE WRITING MINOR**

The Creative Writing Minor consists of six courses beyond Writing I and Writing II. One course must be at the 300 level.

<b>Minor Requirements</b>		<b>(18 credits)</b>
ENG 209	Introduction to Literature	3
ENG 219	Creative Writing	3
Choose two from the following five:		6
COM 305	Screenwriting	
COM 314	Magazine and Feature Writing	
ENG 308	Fiction Writing Workshop	
ENG 310	Poetry Writing Workshop	
ENG 402	Advanced Writing Workshop	
Choose one from the following four:		3
ENG 201	English Literature: Themes & Writers	
ENG 210	Survey of American Literature	
ENG 218	British Literature	
ENG 340	Classics in World Literature	
One English Elective (may also include COM 209 Journalism, COM 314 Magazine & Feature Writing, COM 316 Publication Editing)		3

**CRIMINAL JUSTICE MINOR**

The Criminal Justice minor consists of the following six courses.

<b>Minor Requirements</b>		<b>(18 credits)</b>
CJ 101	Introduction to Criminal Justice	3
CJ 201	Criminology	3
CJ 312	Corrections	3

**Minors**

CJ 313	Police & Society	3
LS 311	The American Court System	3
Choose any other Justice Studies course.		3

Note: Students wishing to minor in Criminal Justice should be aware that: the prerequisite for LS 311 is POLS 101.

**EVENT MANAGEMENT MINOR**

The Event Management minor consists of five courses.

**Minor Requirements (15 credits)**

HEM 102	Fundamentals of Special Events	3
HEM 201	Strategies for Meeting Planning	3
HEM 301	Advanced Special Events Management	3

Choose one of the following courses: 3

BUSS 101	Contemporary Issues in Business
HEM 101	Hospitality Management
SMGT 102	Introduction to Sport Management

Choose one of the following courses: 3

HEM 202	Convention Sales & Group Planning
HEM 203	Hospitality Operations Management
SMGT 301	Sport Facility & Event Management

**ENVIRONMENTAL STUDIES MINOR**

The Environmental Studies minor consists of six courses.

**Minor Requirements (18 Credits)**

ENV 101	Introduction to Environmental Studies	3
ENV 102	Environmental Ethics & Society	3
ENV 211	Environmental Science	3

Choose any three additional ENV courses. 9

**FORENSICS STUDIES MINOR**

The Forensics Studies minor consists of six courses. Social science majors must take a minimum of three CJ/LS courses (9 credits) to complete the minor. CJ/LS majors must take a minimum of three psychology courses (9 credits) to complete the minor.

**Minors****Minor Requirements****(18 credits)**

CJ 201	Criminology	3
CJ 205	Forensics or	
PSYC 307	Forensic Psychology	3
Choose four of the following courses:		12
CJ 205	Forensics	
CJ 206	Drugs & Society	
CJ 207	Criminal Investigations	
CJ 303	Domestic Violence	
CJ 309	Children & Violence	
CJ 316	Criminal Procedure	
CJ 318	Violence & Aggression	
CJ 319	Victimology	
LS 204	Criminal Law	
LS 325	Evidence	
PSYC 201	Psychology of Drugs & Behavior	
PSYC 202	Psychology of Personality	
PSYC 220	Social Psychology	
PSYC 302	Biological Basis of Behavior	
PSYC 307	Forensic Psychology	
PSYC 318	Abnormal Psychology	
PSYC 323	Brain Function & Dysfunction	
PSYC 328	Cognitive Processes	
PSYC 345	Assessment of Individual Differences	

**GRAPHIC DESIGN MINOR**

The Graphic Design Minor consists of six courses.

**Minor Requirements****(18 credits)**

ARTS 126	Principles of Design & Color	3
GRAP 105	Digital Design Essentials	3
GRAP 201	Imaging for Graphic Design	3
GRAP 204	Graphic Design I	3
GRAP 301	Typography I	3
Choose one of the following courses:		3
ARTS 219	Digital Photography	
GRAP 106	Graphic Design History	
GRAP 205	Graphic Design II	
GRAP 207	Web Design & Development	

**Minors**

GRAP 302	Typography II
GRAP 307	Interactive & Motion Graphics
GRAP 308	Interactive Design
GRAP 401	Publication Design

**HISTORY MINOR**

The History minor consists of five courses.

**Minor Requirements****(15 credits)**

HIST 352	The Nature & Meaning of History	3
Choose one of the following two sequences of courses:		6
HIST 103 & 104	World Civilization I & II	
HIST 123 & 124	American Civilization I & II	
Choose two additional history courses, with one at the 200 or 300 level, and one at the 300 level.		6

**HUMAN RESOURCES MINOR**

The minor consists of six courses. Social Science majors must select at least three courses with a BUSS designation, and Business majors must select at least three courses with a psychology or sociology designation.

**Minor Requirements****(18 credits)**

BUSS 224	Organizational Behavior	3
BUSS 336	Human Resource Management	3
PSYC 345	Assessment of Individual Differences	3
Choose three of the following courses:		9
BUSS 205	Legal Environment of Business	
BUSS 235	Ethics in Business	
BUSS 330	Managing Change	
COM 308	Conflict Resolution & Negotiations	
PSYC 202	Psychology of Personality	
PSYC 218	Dynamics of Small Groups	
PSYC 220	Social Psychology	
SOC 301	Race & Ethnic Relations	

Social Science majors will do at least a one-semester internship in a Human Resources setting.

**Minors****HUMAN RIGHTS MINOR**

The Human Rights minor consists of 18 credits, including a Practicum Component for 3 credits. To fulfill the Practicum Component requirement, a student must take 3 Service-Learning or Social Justice Activism linked credits or complete a 3-credit internship. An internship in the major area of study that is focused on Service Learning or Social Justice Activism may be used to fulfill the Practicum Component requirement, or a student may arrange to complete an Internship focused on Service-Learning or Social Justice Activism that is independent of the major, with the approval of the coordinator of the Human Rights minor in the Justice Studies Department. The minor and the practicum component are administered by the Justice Studies department.

**Minor Requirements****(18 credits)**

CJ 103	Principles of Human Rights	3
HIST 105	History of Human Rights	3
PHIL 110	Ethics	3
Practicum Component		3

Choose two of the following courses: 6

The two courses may not be taken from the same department. One must be at the 300 level.

CJ 303	Domestic Violence
CJ 309	Children & Violence
CJ 317	Comparative Justice Systems
CJ 318	Violence & Aggression
CJ 319	Victimology
CJ 323	Justice, Class, Race, & Gender
ECON 103	Economics of Social Issues
ENG 223	Ethics & Morality in Literature
ENG 313	American Multi-Ethnic Literature
ENV 102	Environmental Ethics & Society
ENV 303	Environmental Justice
HIST 203	The History of Women in U.S.
HIST 204	Recent American History
HIST 207	African-American History
HIST 208	Sub-Saharan Africa After 1800
HIST 209	China from 1600 to the Present
HIST 210	Latin America from the Colonial Period to the Present
HIST 211	Middle East & the Islamic World Since 1800
HIST 231	Revolutions & Revolutionary Thought
LS 320	Philosophy of Law
PSYC 316	Psychology of Diversity

**Minors**

SOC 102	Introduction to Women's Studies
SOC 221	Contemporary Social Problems
SOC 301	Race & Ethnic Relations
Special Topics: Course approved by the Justice Studies HR coordinator	

**LAW AND BUSINESS MINOR**

The Law and Business minor consists of six courses. Accounting, Finance, Entrepreneurship, Hospitality and Event Management, International Business, Management, Marketing, Sports Management, and Fashion Retail and Merchandising majors must take a minimum of three Legal Studies courses. Legal Studies majors must take a minimum of 3 Business courses from the list.

**Minor Requirements****(18-19 credits)**

BUSS 205	Legal Environment of Business	3
LS 101	Foundations of the American Legal System	3

Choose one of the following courses: 3

BUSS 101	Contemporary Issues in Business
FASH 101	Contemporary Issues in Fashion
HEM 101	Hospitality Management
SMGT 102	Introduction to Sport Management

Choose three of the following courses:\* 9-10

BUSS 201	Financial Accounting
BUSS 202	Managerial Accounting
BUSS 203	Financial Management
BUSS 204	Federal Income Taxation
BUSS 220	Marketing
BUSS 224	Organizational Behavior
BUSS 235	Ethics in Business
COM 308	Conflict Resolution & Negotiations
LS 202	Legal Research & Analysis
LS 203	Justice, Law & the Constitution
LS 210	Special Topics in Legal Studies
LS 301	Legal Writing & Reasoning
LS 304	Litigation Practice
LS 305	Comparative Law & Legal Systems
LS 307	Tort & Personal Injury Law
LS 320	Philosophy of Law

**Minors**

LS 325	Evidence
SMGT 201	Legal Aspects of Sport

\*Please note that several of the electives on this list have prerequisites that must be taken before taking the course.

**LEADERSHIP IN CIVIC ENGAGEMENT MINOR\***

The Leadership in Civic Engagement minor provides students with a focused, curricular context for understanding, interacting with, and working with community and other non-profit agencies to address compelling social issues. Through the requirements below, students will complete approximately 150 hours of community service, take on a variety of leadership roles as part of their service experience, and reflect on their experiences. The minor (and the community-based internship requirement) are administered by the director of the Center for Community-Based Learning.

**Minor Requirements****(18 Credits)**

SVL 202	Introduction to Community Organizations	2
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A combination of four Linked-Credits in Service-Learning and Social Justice Activism (1 credit each, 4 credits total, with at least 2 in Service-Learning)**	4
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Chose one of the following courses:	2 or 3
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SVL 201	Service-Learning Internship
SVL 301	Service-Learning Internship

Choose two courses from the list below:	6
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CJ 103	Principles of Human Rights or
HIST 105	History of Human Rights

CJ 303	Domestic Violence or
CJ 309	Children & Violence or
CJ 319	Victimology or
CJ 323	Justice, Race, Class, & Gender

ENV 101	Introduction to Environmental Studies or
ENV 102	Environmental Ethics & Society or
ENV 211	Environmental Science or
ENV 303	Environmental Justice

PSYC 111	Aging in America or
SOC 213	Ethics Across Generations

**Minors**

SOC 221	Contemporary Social Problems or
SOC 301	Race & Ethnic Relations or
SOC 335	Social Policy
BUSS 334	Nonprofit Management
COM 303	Nonprofit Public Relations
ECON 103	Economics of Social Issues
PSYC 316	Psychology of Diversity

Students will select the balance of the required 18 credits in consultation with the Director of the Center for Community Based Learning: 3 or 4

- \* Students in this minor are highly encouraged to apply to participate in at least one of Lasell's international service-learning experiences and/or the domestic alternative spring break.
- \*\* Consistent with other College policy, students may take no more than a total of six Linked-credits throughout their coursework and up to three Service-Learning or three Social Justice Activism Linked-credits in total.

**LEGAL STUDIES MINOR**

The Legal Studies minor consists of six courses.

<b>Minor Requirements</b>	<b>(18 credits)</b>
LS 101	Foundations of American Legal System 3
LS 202	Legal Research & Analysis 3
LS 203	Justice, Law & the Constitution 3
LS 301	Legal Writing & Reasoning 3
LS 325	Evidence 3
Any other LS course listed at the 300 or 400 level.	3

**LITERATURE MINOR**

The Literature Minor consists of six courses beyond Writing I and Writing II. One course must be at the 300 level.

<b>Minor Requirements</b>	<b>(18 credits)</b>
ENG 209	Introduction to Literature 3
Choose one from the following four:	3
ENG 201	English Literature: Selected Themes & Writers
ENG 210	Survey of American Literature
ENG 218	British Literature
ENG 340	Classics in World Literature

**Minors**

2 Literature Electives	6
2 English Electives	6

**MATHEMATICS MINOR**

The Mathematics minor consists of six courses.

**Minor Requirements (20 credits)**

MATH 205*	Calculus I	4
MATH 206	Calculus II	4
MATH 208*	Statistics	3

Choose three of the following courses with at least one 300 level course: 9-12

MATH 207	Applied Trigonometry
MATH 210	Mathematics Applied to Science
MATH 212	Finite Mathematics
MATH 307	Calculus III
MATH 320	Differential Equations
MATH 325	Linear Algebra
MATH 328	Mathematics Applied to Management
MATH 330	Mathematical Modeling
MATH 338	Mathematical Statistics

To count toward the minor, each course must be passed with at least a C.

\*May require prior coursework depending upon Math placement.

**POLITICAL SCIENCE MINOR**

The Political Science minor consists of six courses.

**Minor Requirements (18 credits)**

POLS 101	American Government	3
POLS 210	Political Theory	3

Choose one of the following courses: 3

CJ 317	Comparative Justice Systems
ECON 301	International Trade & Finance
LS 305	Comparative Law & Legal Systems
POLS 208	Contemporary International Relations

Choose three of the following courses: 9

CJ 316	Criminal Procedure
COM 308	Conflict Resolution and Negotiations

**Minors**

COM 310	Political Communication
ECON 103	Economics of Social Issues
HIST 325	Intellectual Origins of Western Civilization
LS 101	Foundations of American Legal System
LS 203	Justice, Law & the Constitution
LS 214	Communication Law
LS 311	The American Court System
PHIL 205	Political & Social Philosophy
POLS 201	State & Local Government
POLS 202	Contemporary Issues in Political Science
POLS 320	Policy-Making & the Political Process
SOC 221	Contemporary Social Problems
SOC 331	Research Methods in the Social Sciences or
PSYC 331	Experimental Design in Psychology
SOC 335	Social Policy

**PSYCHOLOGY MINOR**

The Psychology minor consists of six courses and is available to all non-Social Science students.

**Minor Requirements****(18 credits)**

PSYC 101	Introduction to Psychology	3
MATH 208*	Statistics	3
Choose one of the following four:		3
PSYC 111	Aging in America	
PSYC 221	Child Development	
PSYC 223	Adolescent Psychology	
PSYC 314	Adult Development & Aging	
Choose one of the following courses:		3
PSYC 202	Psychology of Personality	
PSYC 220	Social Psychology	
PSYC 302	Biological Basis of Behavior	
PSYC 318	Abnormal Psychology	
PSYC 323	Brain Function & Dysfunction	
PSYC 328	Cognitive Processes	
PSYC 331	Experimental Design in Psychology	
PSYC 345	Assessment of Individual Differences	

Two elective courses to be selected from any 200 level or above Psychology course given by the Social Sciences department.

**Minors**

Students who are considering graduate work in Psychology are strongly urged to take PSYC 331: Experimental Design in Psychology.

\*May require prior coursework depending upon Math placement.

**SOCIOLOGY MINOR**

The Sociology minor consists of six courses.

<b>Minor Requirements:</b>		<b>(18 credits)</b>
SOC 101	Introduction to Sociology	3
Choose one of the following courses:		3
SOC 221	Contemporary Social Problems	
SOC 335	Social Policy	
Choose four additional Sociology courses, at least two of which must be 200-level or higher*		12

\* Courses closely related to Sociology may also count, pending permission of the chair of Social Sciences. Students planning to attend graduate school in Sociology are strongly urged to take the following two courses: SOC 310 Sociological Perspectives and SOC 331 Research Methods in the Social Sciences.

**SPORTS COMMUNICATION MINOR**

The Sports Communication minor consists of six courses.

<b>Minor Requirements</b>		<b>(18 credits)</b>
COM 101	Understanding Mass Media	3
SMGT 102	Introduction to Sport Management	3
Choose either:		3
COM 205	Media Ethics & Society	
or		
SMGT 202	Ethics in Sport	
Choose three of the following courses; at least one must be a COM course, and at least one must be a SMGT course:		9

**SMGT courses:**

PSYCH 240	Sport Psychology
SMGT 101	Sport & Society
SMGT 201	Legal Aspects of Sport
SMGT 207	Special Topics in History of Sport

**Minors**

SMGT 302	Sport Marketing
SMGT 304	Sport Information & Communication

**COM courses:**

COM 206	Professional Communication
COM 208	Introduction to Public Relations
COM 209	Journalism
COM 213	Writing for Public Relations
COM 215	Introduction to Radio
COM 217	Introduction to Video Production
COM 218	Digital Video Editing
COM 221	Introduction to Advertising
COM 304	TV Studio Production
COM 312	Advanced Radio Production
COM 313	Advanced Video Production
COM 314	Magazine & Feature Writing
COM 317	Media Relations
COM 319	Advertising Planning: Media Campaigns

**STUDIO ART MINOR**

The Studio Art minor consists of six courses.

**Minor Requirements****(18 credits)**

ARTH 103	Art History I or	
ARTH 104	Art History II	3
ARTS 101	Studio Drawing I	3
ARTS 126	Principles of Design & Color	3
Choose one of the following sequences:		6
ARTS 201	Studio Drawing II	
ARTS 301	Studio Drawing III	
or		
ARTS 203	Painting	
ARTS 302	Studio Painting II	
Choose one additional ARTS elective.		3

**Minors****WOMEN'S STUDIES MINOR**

The Women's Studies minor consists of six courses. Special topics courses related to women's studies or gender issues may also be counted with permission of the Social Sciences Department Chair.

**Minor Requirements****(18 credits)**

SOC 102	Introduction to Women's Studies	3
PSYC 241	The Psychological Life of Girls & Women	3

Choose four of the following courses: 12

ARTH 201	Art History: A Woman's View
CJ103	Principles of Human Rights
CJ 303	Domestic Violence
FASH 342	Fashion & Culture
HIST 203	The History of Women in U.S.
PSYC 205	Human Sexuality
PSYC316	Psychology of Diversity
SOC214	Family Diversity
SOC406	Special Topics in the Lives of Women

Any other Special Topics course that relates to women's issues – subject to approval by the Director of the Donahue Institute for Values and Public Life.

**YOUTH AND CRIME MINOR**

The Youth and Crime minor consists of six courses. Social Science majors must take a minimum of 3 CJ/LS courses from the list. CJ/LS majors must take a minimum of 3 PSYC or SOC courses from the list.

**Minor Requirements****(18 credits)**

CJ 101	Introduction to Criminal Justice	3
CJ 202	Juvenile Justice	3
PSYC 223	Adolescent Psychology	3

Choose three of the following courses: 9

CJ 201	Criminology
CJ 203	Juvenile Delinquency & Gangs
CJ 206	Drugs & Society
CJ 303	Domestic Violence
CJ 309	Children & Violence
CJ 318	Violence & Aggression
CJ 319	Victimology

**Minors**

CJ 321	Community Corrections
PSYC 201	Psychology of Drugs & Behavior
PSYC 205	Human Sexuality
PSYC 218	Dynamics of Small Groups
PSYC 220	Social Psychology
PSYC 221	Child Development
PSYC 318	Abnormal Psychology
PSYC 322	Abnormal Child Development
SOC 214	Family Diversity

**Graduate and Professional Studies****GRADUATE AND PROFESSIONAL STUDIES****Degree and Graduate Certificate Programs**

Lasell offers a Master of Education (M.Ed.), a Master of Science in Communication (MSC), Master of Science in Management (MSM) and a Master of Science in Sport Management (MSSM).

The Education degree offers both Initial and Professional licensure in the following areas:

Initial Licensure:

Moderate Disabilities (grades pre-kindergarten – 8)

Elementary Education (grades 1 – 6)

Professional Licensure:

Moderate Disabilities (grades pre-kindergarten – 8)

Elementary Education (grades 1 – 6)

The Communication degree has concentrations\* in the following areas:

Health Communication

Integrated Marketing Communicaiton

Public Relations

The Management degree has concentrations\* in the following areas:

Elder Care Administration

Elder Care Marketing

Fundraising Management

Human Resource Management

Management

Marketing

Non Profit Management

Project Management

The Sports Management degree has concentrations\* in the following areas:

Sport Leadership

Sport Hospitality Management

Sport Non-Profit Management

\*NOTE: Each of these concentrations within the Communication, Management and Sport Management degree programs also offer a five-course graduate certificate option for those students who wish to deepen their knowledge in specific areas of management.

Whether it is in the Ed.M. or MS degree programs, or one of its certificate options, Lasell graduate programs are designed to provide students with valuable skill-based experience, including engagement in projects and research that apply to actual problems faced by employers and consumers.

**Graduate and Professional Studies****Practicum Requirement for Initial Licensure for the Master of Education**

The Practicum requirement for initial licensure includes a weekly seminar to discuss issues such as planning, teaching, collaboration, and moral and ethical aspects of teaching. Students engaging in their practicum experience must meet the following prerequisites:

Pass all required MTEL exams

Hold a cumulative minimum GPA of 3.0

Have completed at least 27 credits in the graduate education program

In addition, the specific requirements for the Practicum for Initial Licensure in Moderate Disabilities and Elementary Education are as follows:

**Moderate Disabilities**

The Practicum for students pursuing initial licensure in moderate disabilities (grades pre-kindergarten – 8) provides a minimum of 300 hours of student teaching in two different classrooms under the supervision of qualified professionals. These may be full time in an inclusive general education classroom or 75 hours in an inclusive general education classroom and 225 hours in a classroom for students with moderate disabilities.

**Elementary Education**

The Practicum for students pursuing initial licensure in elementary education (grades 1 – 6) provides a minimum of 300 hours of student teaching experience in an elementary classroom under the supervision of a qualified professional.

**Capstone Options in the Master of Science Degrees**

The capstone experience engages students in the work of their field through varying combinations of research, analysis, and field experience. The capstone is normally completed in the final semester of a student's graduate program.

All capstone options require approximately equal time and study commitments for successful completion. Students should choose a capstone experience based on their professional goals and with the guidance and counsel of their faculty advisor. Specific guidelines for each option are available from the faculty advisor or department chair.

**Admission To Graduate Studies**

The graduate program offers courses year round with terms in the fall, spring, and summer and selected week-long offerings in the winter. Courses are offered in both hybrid (a mixture of face to face and online meetings) and fully online in the following delivery formats: seven-week classes, intensive two-week long classes, and semester length classes. Enrollment is offered on a part- or full-time basis.

### **Graduate and Professional Studies**

Candidates seeking admission to Lasell College's Master of Education and Master of Science degree programs or a graduate certificate program must hold a bachelor's degree from an accredited institution. Candidates must meet the specific requirements stated on the Application for Graduate Admission and demonstrate through their academic background and/or work experience the ability to succeed in graduate studies.

Admission requirements include:

- A completed application
- \$40 application fee
- Official transcripts of all college-level coursework
- Two letters of recommendation
- One page personal statement emphasizing future academic or career goals.

International graduate program candidates, in addition to the admission requirements mentioned above, must submit:

- TOEFL (Test of English as a Foreign Language) score equivalent to a minimum of 550 (paper-based)
- Official academic transcripts of all college level coursework translated to English.
- Certified bank statement, proving one year of tuition and living expenses

Applications are processed on a rolling admission basis for entry terms beginning in September, January, May, and July.

## **Graduate Financial Information**

### **Enrollment Policy**

In registering as a graduate student at Lasell College, you agree to pay all charges on your account when due. You also acknowledge the billing policies and information stated here. Your financial responsibilities to Lasell College include meeting payment deadlines, fulfilling loan or grant requirements, and addressing outstanding balances.

### **Tuition and Fees**

The following fees apply to Fall Semester 2012, Winter Session 2013, Spring Semester 2013 and Summer Sessions 2013.

### **Payment Information**

Lasell College accepts payments by cash, money order, check, wire transfer, and credit card. Accepted credit cards are MasterCard, Discover, and American Express. To pay with a credit card, visit your self-service account and click "epay". Payment and/or financial aid must be finalized prior to enrollment.

**Graduate and Professional Studies**

**Fall Semester 2012, Winter Session 2013,  
Spring Semester 2013 and Summer Sessions 2013**

Fee Description	Cost
Tuition	\$575.00 per credit hour
Comprehensive Fee	\$80.00 per semester/session
Late Registration Fee	\$100
Replacement ID Card	\$25.00

**Financial Aid**

Graduate students who are attending a minimum of 6 credits in a term may apply for the Federal Stafford Loan and/or private student loans.

To apply for the Federal Stafford Loan, students must complete the Free Application for Federal Student Aid (FAFSA) and provide copies of their most recent tax returns to the Student Financial Planning Office. More information may be found about this process and about applying for private student loans on <http://www.lasell.edu/admission/finaid.asp>.

If some or all of the expected financial aid and loans do not appear on the statement, the student may not have completed the necessary paperwork or the award may have changed. Payment in full is still expected in the event additional paperwork is due to or in process with Student Financial Planning.

**Outstanding Balances**

The College reserves the right to withhold all of its services to students who have not met their financial obligations to the College. Such services include issuing of transcripts, grades, diplomas, etc. A late charge of 18% per annum (year) will be assessed to accounts not paid by the due date. Late payments will also jeopardize the student's enrollment status. Any check returned unpaid will result in a \$25 fine. In the case of delinquent accounts, if an outside collection agency is utilized, the student's account will be assessed collection fees.

**Financial Suspension Policy**

In extreme cases, a decision may be made to place a student on financial suspension. In the case of financial suspension, the student will receive a letter from the Office of Student Accounts. The notification will inform the student that his/her financial obligations must be settled immediately or he/she will be suspended from the College as of the date specified in the letter. Financial suspension means that the student will no longer be able to attend classes. Financial suspension will continue until the student has met his/her financial obligations to the College. The Office of Student Accounts will notify the appropriate faculty members that the student has

### Graduate and Professional Studies

been suspended, and should not be admitted into their classes; simultaneously, the Vice President for Academic Affairs Office, the Dean of Graduate and Professional Studies and the Registrar's Office will be notified of this action.

#### Refund Policies

##### Student Account with a Credit Balance

Credit balances for enrolled students will remain on the account unless requested by the student. Refunds will be issued within three weeks of the request and will only be made payable to the student. Refunds occurring as a result of excess loans or financial aid will not be issued until all of the loan and/or aid funds have been received by Lasell College. Students who request refunds prior to the end of the academic year understand that, if additional charges are assessed and/or financial aid is adjusted following the issuance of a refund check, a balance may be due to the College.

##### Course Drop/Withdrawal

Graduate students who drop or withdraw from a 14-week course follow the Withdrawal Schedule that appears in the Undergraduate Fees and Expenses section of this catalog. This schedule applies to students who have completed the appropriate steps to cancel enrollment at Lasell College. Non-attendance does not relieve the student of financial obligation or imply entitlement to a refund. Please contact the Registrar's Office at 617.243.2133 for proper procedures. For purposes of recalculating charges and fees, no differentiation is made between voluntary withdrawal, administrative withdrawal, or academic suspension. For courses less than 14 weeks, graduate students follow the following withdrawal schedules:

Fall 2012/Spring 2013 Summer 2013, Seven Week Courses Withdrawal Adjustment Schedule for Tuition and Comprehensive Fee	
Prior to the Academic Calendar's 'First Day of Classes	100% refund, less registration deposit
Through first week* of classes	80%
Through second week* of classes <sup>†</sup>	60%
Through third week* of classes	40%
Through fourth week* of classes	20%
After fourth week* of classes	No refund of charges

\*For purposes of determining account adjustments due to withdrawal, a week of enrollment ends on a Friday, regardless of the number of courses scheduled or attended during that period.

Adjustments to Federal Financial Aid are made in accordance with the regulations set forth by the Federal Department of Education.

**Graduate and Professional Studies**

## ACADEMIC POLICIES

When you register as a graduate student at Lasell College, you are agreeing to follow the academic policies outlined in this Catalog and detailed below. These policies apply to all graduate students in all programs in all delivery models (hybrid, online) unless otherwise noted within the policy.

NOTE: All forms referred to in this document are available through the Registrar's page on Mylasell.

### **Student Rights and Responsibilities**

#### **Student Confidentiality**

Lasell College regulates access to and release of a student's records in accordance with the provisions of the Family Educational Rights and Privacy Act (FERPA) of 1974 as amended (PL 93-380, Section 438, The General Education Provisions Act). The purpose of the act is to protect the privacy of students regarding:

- the release of records, and
- access to records maintained by the institution.

In compliance with the Family Educational Rights and Privacy Act of 1974 (the Buckley Amendment), Lasell College has committed itself to protecting the privacy rights of its students and to maintaining the confidentiality of its records. A copy of the law is available in the Registrar's Office. The following is a summary of the rights of students under the Family Educational Rights and Privacy Act (FERPA).

#### **Students' Rights**

##### **1. Review and Inspection of Records**

Students have the right to review and inspect their educational records as defined in Section VII of the Policy within a reasonable time of a request to the Registrar's Office. All requests to inspect records will be fulfilled within 45 days. The College has an obligation to respond to reasonable requests from students for explanation of their education records. If a student is unable to inspect personally his/her education record, the College is obligated to provide a copy of the record requested upon the payment of a copying fee.

##### **2. Right to request an Amendment of Records**

A student has the right to request that the College amend education records which the student believes are inaccurate, misleading, or in violation of the privacy or other rights of the student. The College will decide whether or not to amend such records and so inform the student.

##### **3. Rights to a Hearing to Challenge the Contents of Records**

A student has the right to challenge the contents of education records the

**Graduate and Professional Studies**

student believes are inaccurate, misleading or in violation of the privacy or rights of the student. The hearing is conducted by the Dean of Graduate and Professional Studies. If the student prevails at the hearing, the student has the right to request an amendment to the record. Should the student not prevail, the student may enter an explanation in the records setting forth the reason(s) for disagreeing with the hearing decision.

**4. Right to Refuse Designation of Directory Information**

Lasell College considers the following as public information (described in the Policy as “directory information”): name, term, home and electronic address, campus address and mailbox number, telephone (home and cell) and voice mailbox number, date and place of birth, photograph, electronic portfolio (EPortfolio) major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, program of enrollment, expected date of graduation, degrees and awards received, and most recent previous institutions attended by the student. Some or all of this information may be published in directories such as a student directory, an electronic student directory, a sports program, the Lasell intranet (MyLasell), the Lasell College website, or other campus publications.

A student has the right to refuse to permit the designation of any or all of the categories of personally identifiable information as directory information, except to school officials with legitimate educational interest and government agencies. A school official is defined as a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted as its agent to provide a service instead of using College employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the College.

If a student decides to withhold disclosure of directory information, a Request to Prevent Disclosure of Information needs to be completed within three days of his/her registration, which states the desire not to permit the designation of one or all of the categories of directory information. The decision to withhold the disclosure of directory information remains in effect for one academic year and needs to be renewed annually, if so desired. With regard to external inquiries, the Registrar’s Office will verify directory information, unless advised to the contrary by the student as indicated above. “Verify” means to affirm

### Graduate and Professional Studies

or deny the correctness of the information. The College will not provide corrections for inaccurate information. All nondirectory information, which is considered confidential, will not be released to outside inquiries without the express consent of the student except under the provisions of the Family Educational Rights and Privacy Act (FERPA). However, the College will verify financial awards and release data for government agencies.

#### 5. Right to file a Complaint

Complaints regarding violations of the rights accorded students under this policy should be directed to the Registrar. (Complaints failing resolution internally may be filed directly with the Department of Education, 330 Independence Avenue, Washington, D.C. 20202.)

### Student's Responsibility

Each student must be constantly aware of her/his progress in meeting requirements for graduation. If there is any question about an individual record, the Registrar's Office should be consulted. Each student must also be aware of deadlines set within each academic year that pertain to academic action and deadlines: these are identified in the Academic Calendar found in the Lasell course catalog, as well as email messages from the Registrar.

Students are expected to activate their Lasell email account and to check it regularly, as many official notices from the administration and the faculty are sent only as electronic mail.

### Academic Dishonesty

Students have a responsibility to maintain the highest level of academic integrity. They are expected to perform educational tasks with the highest moral and ethical conduct. Academic dishonesty, intentional or unintentional, is grounds for failure on any assignment or failure in the course, at the instructor's discretion. Academic dishonesty is also grounds for suspension from the college at the discretion of the Vice President for Academic Affairs and may be subject to appropriate legal investigation and prosecution.

Helping another student in an act of academic dishonesty constitutes an act of academic dishonesty.

Academic dishonesty may take the following forms:

**Plagiarism:** The act of taking or passing off another's ideas, or writing, as one's own; copying or paraphrasing another's words without credit; buying or accepting work and presenting it as one's own. Students bear the responsibility for demonstrating the evolution of original work.

**Copyright violations:** The Copyright Law (Title 17 U.S. Code) protects

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electronic, print and other copyrighted materials. Any infringement of copyright is a violation of academic integrity. Electronic copyright infringement involves video, audio and computer materials and any other materials made electronically. Copying videos, cassettes or software, selling or disseminating programs without the owner's permission, putting pirated software on the College computers or your computer is not permitted. As long as appropriate credit is given, making a copy of a small portion of a book or a portion of an article for use in your assignments is acceptable. The correct citation method for sources of ideas and information obtained electronically or in print is available in the library. The library has a copy of the complete Copyright Law for further reference.

**Cheating:** Being dishonest or deceptive in order to obtain some advantage or gain; e.g., stealing or receiving stolen examinations. Additional examples of cheating include, but are not limited to, submitting work produced for one course to fulfill the requirements in another, as well as submitting work that is or has been submitted by another student in the same or different course, unless approved by the current instructor.

**Theft/Vandalism:** Taking or defacing library materials or educational equipment such as a DVD/VCR, computer or software. Cutting pages out of a book or magazine or taking material out of the library and not checking it out is stealing.

**Forgery:** Signing another's name to exams, forms, or other institutional documents.

**Disciplinary Action**

Students who violate the Academic Dishonesty policy will be subject to one or more of the following disciplinary actions.

- Warning
- Temporary or permanent suspension of computer, network and/or library privileges
- Academic suspension
- Investigation and action taken in accordance with the appropriate student, faculty, or staff handbook
- Investigation and/or prosecution by state or federal law enforcement agencies

Incidents of academic dishonesty are reported by the instructor in writing to the Dean of Graduate and Professional Studies and the Vice President for Academic Affairs. The Notice of Academic Dishonesty that is filed by the instructor will remain in the Vice President's office and will be destroyed when the student leaves the College. A student who wishes to appeal a charge must follow the process for Academic Grievance (as outlined below).

**Graduate and Professional Studies****Leaving/Withdrawing From the College****Military Leave**

Students will be allowed to take a military leave from the College without penalty. Students will receive a 100 percent tuition refund and a pro rata refund of unused room and board fees (less any financial aid which may have been received for the term) upon presenting an original copy of their military orders for active duty to the Office of the Registrar. Alternatively, extension (INC) grades with no tuition reimbursement may be more appropriate when the call for active military duty comes near the end of the semester/session. Students taking military leave should complete the leave of absence form.

**Leave of Absence**

Students experiencing medical, personal or professional challenges may take a voluntary leave of absence for up to two consecutive semesters (e.g. fall, spring, summer) after consultation with their Academic Advisor (if not available, contact the Associate Director of Graduate Student Services). In order to be granted a leave of absence, the student must complete a leave of absence form and submit it to the Office of the Registrar.

Students planning a leave from the institution should check with Student Accounts and Office of Student Financial Planning regarding all financial policies and procedures.

Students who wish to take a leave of absence after registering for courses must officially drop or withdraw from the courses in addition to completing the leave of absence form. Students should consult the policy on course withdrawal and tuition reimbursement.

During this time, students should not study at another college if they plan to return to Lasell and complete their degree. Students on leaves of absence should be in contact with their Academic Advisor and the Office of Student Accounts.

**College Withdrawal**

Any student wishing to withdraw from the College should speak with his or her academic advisor to explore the possible alternatives. If withdrawal is a student's final decision, the student should complete a College Withdrawal Form (see Course Withdrawal policy in this document). The student will be asked to speak with various professional staff from Student Financial Planning and Student Accounts as part of the withdrawal process. Students wishing to return to the College after a withdrawal must reapply. Please see the Readmission section of the Graduate Academic Policies in this Catalog.

*Administrative Withdrawal:* Students who have not officially been granted a leave of absence and who fail to register for courses over two consecutive semesters (fall, spring, summer) will be administratively withdrawn from the College. Students

**Graduate and Professional Studies**

can also be administratively withdrawn for financial reasons. Students wishing to return to the program after being administratively withdrawn should refer to the Readmission Policy in this document.

**Readmission**

Returning to the College requires an application for readmission to the Office of the Registrar. Students must provide an account of what they have done since leaving Lasell, a clear explanation of why they wish to return and why they feel they will be successful at this point in completing their education.

Applications for readmission are reviewed on a case by case basis by the Dean of Graduate and Professional Studies, who consults with a committee convened for this purpose. Students reapplying to the program are informed in writing of the committee's decision regarding their reapplication.

Students who withdraw in good academic standing are welcome to reapply at any time.

**Course and Grade Related Policies****Masters Degree Credit Requirement**

Masters degrees at Lasell College require the completion of 36 graduate credits. Graduate students must complete at least 30 graduate credits at Lasell College. Graduate students can transfer or waive a maximum of 6 credits.

**Transfer Credit Policy**

A maximum of 6 credits of relevant graduate level coursework, taken at an accredited institution may be transferred and applied toward degree requirements under the following conditions:

- A grade of B or better has been earned
- Coursework taken prior to enrollment at Lasell was completed within the past seven years at the time of enrollment

Current students who wish to take graduate courses at another institution and transfer the courses into Lasell must request approval from the College before registering for the course(s). Students who are considering this must complete the Transfer Credit Approval form. Students are required to obtain all necessary approvals before enrolling in the course

Grades for courses taken at another institution are not calculated into a student's grade point average.

**Course Waiver Policy**

Applicants who complete undergraduate majors or minors or take certain courses in Business, Management, Sport Management, Communications or Education may apply to waive up to six credits at the graduate level within these

## Graduate and Professional Studies

disciplines. Please refer to Lasell Master of Science and Master of Education 5th Year Option section of this Catalog for a list of eligible courses.

### Lasell College 5th Year Option

The 5th Year Option at Lasell College allows undergraduate students with high academic standing to earn both their undergraduate and graduate degrees in as little as five years.

Students may qualify to pursue a Master of Education in Elementary Education (M.Ed Elementary), a Master of Education in Moderate Disabilities (M.Ed. Moderate Disabilities) a Master of Science in Communication (MSC), Master of Science in Management (MSM), or a Master of Science in Sport Management (MSSM) with approximately one additional year of study.

Please see complete information on this option under Academic Information in the undergraduate section of this catalog.

### Registration

Students register with the Registrar's Office each semester. Students who are already enrolled pre-register in April for the following summer and fall semesters and in November for the following winter and spring semesters. A student is officially registered for classes only after all financial obligations to the College have been met.

### Add/Drop

Students wishing to add/drop a course can do so through Self-Service or by contacting the Registrar's Office. This must be done prior to the end of the add/drop period, which ends 72 hours after the start of the academic semester or start of session except for Winter Session. Winter Session is 24 hours after the start of the session. Students may not enter a class after the add/drop period.

### Course Withdrawal

After the Add/Drop period a student may be allowed to withdraw from one or more courses until the end of the withdrawal period deadline date published on the Academic Calendar. A grade designation of "W" will be recorded for official withdrawals that occur prior to the course withdrawal period deadline date published in the Academic Calendar. After that time, a student not attending a class receives an "F". In consultation with his or her academic advisor, the student should review policies regarding fulltime status, academic standing, financial aid, and international student visa status prior to submitting a course withdrawal.

### Class Attendance Policy

The College expects students to attend classes. The College does not, however, set specific guidelines regarding procedures and penalties for absences. Instead, each faculty member sets his/her own guidelines as deemed appropriate for each learning experience. Instructors will distribute their specific course attendance policies as a

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part of the course syllabus during the first week of classes. Students have the responsibility of knowing these attendance policies.

**Late Class Start**

Students and instructors are expected to arrive at their class by the official start time of the class. In the event the instructor is delayed, students are required to wait a minimum of fifteen (15) minutes beyond the official start-time of the class before leaving.

**Class Cancellation**

In the event a class meeting must be cancelled, the instructor calls the Registrar's Office, and staff in the Registrar's Office will post an official class cancellation notice bearing the College seal on the classroom door.

**College Calendar and Final Examinations and Projects****College Calendar**

The College Calendar is the official schedule for all courses, vacations, holidays, breaks, and final examinations. All students are expected to be in attendance through the end of the semester/session as indicated on the College Calendar. Students who leave the campus before the official end of each semester, who return to the campus late after breaks, or who take additional "time off" during the semester do so at their own risk.

**Final Examinations and Projects**

The College expects all students to complete their final examinations and/or projects on the dates and times outlined in the syllabus.

**Course Repeat Policy**

Graduate degrees and certificates at Lasell College require cumulative GPA of at least 3.0 and a grade of at least B- in all courses. Students must repeat any course where they receive below a B-. In the case of elective courses, students may decide to repeat the course or choose another elective.

Students are permitted, in special circumstances and with the approval of the Department Chair and the Dean of Graduate and Professional Studies, to repeat any course on a one time only basis. In the event a required course is repeated unsuccessfully, the student is subject to academic suspension (see section on Academic Standing). The higher of the two grades will be computed into the GPA, and the lower of the two grades will be removed from the average. No additional credits will be counted toward graduation; however, the lower grade will remain on the permanent academic record. For additional restrictions, students need to review individual major requirements.

**Graduate and Professional Studies****Incomplete Grades**

On rare occasions a grade of Incomplete (INC) may be granted. Ultimately, the decision to grant a grade of Incomplete is at the discretion of the instructor; however, both the student and the instructor must sign the contract for completion before a grade of INC can be issued. An Incomplete should be issued only for extraordinary reasons. It is not appropriate to issue an Incomplete simply because a student has not performed well or has not completed required coursework. A copy of the contract must be submitted to the Office of the Registrar with the final grade roster. It is the responsibility of the student to initiate the request and to make all arrangements with the instructor for turning in late work by the last day of the semester/session.

Incomplete grades must be made up within four (4) weeks of the end of the current semester/session. Failure to do so will result in the “INC” reverting to “F”.

Under extenuating circumstances (e.g. military leave), extensions beyond four (4) weeks may be granted by the instructor with the approval of the Dean of Graduate and Professional Studies. It is the student’s responsibility to initiate a written request for an extension by completing the appropriate paperwork available online or through the Registrar’s Office.

**Grade Changes**

A final grade (excluding an Incomplete) may not be changed after submission of the grade by the instructor to the Registrar’s Office unless a clear and demonstrable mistake or miscalculation by the instructor is discovered. The submission of late or revised work by a student is not grounds for a legitimate change of grade, nor is the retaking of an examination. Changes to final grades cannot be made beyond one semester after the initial awarding of the grade.

**Transcripts**

Official copies of a student’s permanent academic record are issued by the Registrar’s Office. The transcript request must be made in writing by the student, and include \$5.00 for each copy requested. These transcripts are mailed directly to the college or employer requesting the transcripts within two to four days. Transcripts cannot be processed for students who have unpaid bills. Unofficial transcripts may be issued directly to the student provided the request is in writing. The fee is \$5.00 for each copy and the processing time is two to four days.

**Auditing**

With the approval of the instructor, students may register to audit a course by completing a Course Audit Form by the end of the add/drop period. Audited courses are recorded on the transcript but no grade or credit is given.

**Directed Study (Independent Study)**

Under limited circumstances, graduate students may enroll in a directed study

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after consulting with their advisor to ensure its fit with their overall degree program. The Department Chair for the course, in consultation with the Department Chair of the student's program of study, has final approval of any directed study. Students interested in this option should complete and submit the Directed Study form by the end of the add/drop period for Graduate and Professional Studies programs.

**Academic Standing****Academic Standing**

The Graduate and Professional Studies Academic Review Committee monitors all students' academic progress toward satisfactory degree completion at the conclusion of each semester. The committee members include the Dean of Graduate and Professional Studies, the Chair of the Graduate Committee, the Registrar, and the Administrative Assistant to Academic Affairs (ex officio). Students are in Good Academic Standing if a cumulative grade point average (GPA) of 3.0 is earned.

When a student receives two unsatisfactory grades (below B-), or an F in any course, the Graduate and Professional Studies Academic Review Committee will review the student's academic performance and potential for degree completion. They will make a decision as to whether the student should be placed on probation or be suspended.

*Academic Probation:* Academic Probation at Lasell College is designed to be educative and constructive; its purpose is to engage students more deliberately in the process of progressing academically.

Students who have a cumulative GPA of less than 3.0 or receive a failing grade (Grade of F) will be placed on Academic Probation.

*Academic Suspension:* Students who are not in Good Academic Standing will receive notification from the Dean of Graduate and Professional Studies. Students who do not meet the criteria for return to Good Academic Standing the following semester may be suspended from the College.

**Appealing the Graduate and Professional Studies Academic Review Committee Decision**

Students may write a letter of appeal to the Dean of Graduate and Professional Studies. Guidelines and deadlines for an appeal are included in the letter of suspension. The Dean consults with the Vice President for Academic Affairs. The decision of the Vice President for Academic Affairs will be final.

**Conditions for Returning to the College Following Suspension**

Students should refer to the Readmission Policy under the Graduate Academic Policies.

**Graduate and Professional Studies****Graduate Academic Grievance Process**

The Academic Grievance Process provides students with a mechanism to appeal faculty actions related to the process of instruction and evaluation of academic performance or other academic matters pertinent to the teacher-student relationship. In filing a grievance, it is understood that the student believes his/her interests as a student have been adversely affected by someone's departure from or misinterpretation of existing academic policy. (The College reserves the right to establish academic standards and the necessary policies to support them. Consequently, there may be no academic grievance of the contents of published Academic Policies established by the College, including those of individual Academic Programs and individual instructors.)

**Informal Conciliation**

A student wishing to alter or reverse any academic action must first attempt to resolve the matter informally and expeditiously. The student shall contact the faculty member within seven (7) calendar days of the action in question to schedule an appointment (in cases where the dispute is over a grade for an assignment or test, or a final course grade, "action in question" shall refer to the date of receipt of the grade). The student is expected to present his/her concerns and to weigh the faculty member's response. If not resolved, the student may discuss the matter with the faculty member's Department Chair. If the student's complaint is with the Department Chair, then he/she may discuss the matter with the Dean of Graduate and Professional Studies.

If no resolution is reached, the student may begin the Formal Grievance Process. In any event, if the matter is not resolved, any formal grievance must be filed within twenty-one (21) calendar days of the action in question. If the issue under dispute impacts the student's ability to register for a course or courses in a subsequent semester, a determination of an exception to existing policy will be made by the Dean of Graduate and Professional Studies.

**Formal Grievance Process**

If no resolution is reached, the student may begin the Formal Grievance Process — which must be filed within twenty-one (21) calendar days of the action in question (hence, the informal conciliation process has occurred within this overall time period). Procedures for filing a Grievance may be obtained in the Office of the Vice President for Academic Affairs.

**Graduation/Degree Related Policies****Graduation Requirements**

Students must maintain reasonable progress toward completing their degree.

### Graduate and Professional Studies

The majority of students complete their degree within 2 to 2.5 years. Occasionally, because of professional and/or personal constraints, students may need additional time to complete their degree. At Lasell, graduate students have five (5) years from beginning their program of study to complete their degree. Students who need additional time at the end of five years may have to reapply to the program.

In order to graduate, each student must earn a minimum of 36 credits of academic work and attain a cumulative GPA (grade point average) of 3.0 or higher.

#### Dual Concentration

A student may earn two concentrations in a degree provided (a) all requirements for each concentration are completed in good standing and (b) all pertinent requirements of the degree are completed successfully. Students may not use their electives to meet the requirements of either concentration. Students earning a dual concentration should plan on taking a minimum of 42 credits.

#### Full-time Status

Students can register for up to 12 credits per semester (15 weeks) or 9 credits per session (7 weeks). A course load of 9 credits per semester (15 weeks) is considered full time.

#### Change of Concentration

1. The student must initiate this change by speaking with their advisor and/or the Associate Director of Graduate Student Services
2. If the decision is made to change concentrations, the student fills out the “Change of Concentration” form. The form must include the signature of their advisor (or the Associate Director of Graduate Student Services) and the Department Chair.
3. The student submits the change of concentration form to the Registrar’s Office.

#### Change of Degree

1. The student must initiate this change by speaking with the following faculty/staff in this order:
  - a. Chair of their current program of study
  - b. Chair of the program they want to enter
  - c. Their Advisor
2. If the decision is made to change degree programs, the student fills out the “Change of Degree” form. The form must include the signature of their advisor and the Department Chair of the program they want to enter.
3. The student submits the change of degree form to the Registrar’s Office.

## Graduate and Professional Studies

### Progress toward the Degree

Students are expected to maintain satisfactory academic progress. Satisfactory academic progress is defined both by the number of credits successfully completed and the grade point average.

### International Student Eligibility

International students on an F1 Visa must maintain a full course load (a minimum of 9 credits per semester) in order to maintain their status as an F-1 visa holder. Only on rare occasions is an international student permitted to drop below a full course load and still maintain their status as an F-1 visa holder. Any international student who anticipates falling below a full course load must consult with the Coordinator of International Student Services.

### Application for Graduation

A student eligible for a degree must apply for graduation through the Office of the Registrar at least one full semester before they expect to complete all requirements for graduation. Failure to comply may result in a delay of receiving the degree by a semester.

Degrees are awarded three times a year in December, May, and August. Commencement exercises are held once a year in May.

#### Expected Degree Completion:

December

May

August

#### Completed Application Filed:

Prior to September 1

Prior to December 15

Prior to May 1

### Conditional Graduation

Students classified as conditional graduates may participate in the May commencement exercises. To be considered a candidate for conditional graduation a student must have:

- a) attained a minimum cumulative GPA of 3.0; and
- b) be within two (2) courses (maximum of 6 credits) of completing their graduation requirements.

### Other Policies

#### Automobiles

Limited parking is available for students and students must register their vehicles with the College's Department of Public Safety. Students are expected to abide by those rules governing student and guest vehicles on campus.

### Graduate and Professional Studies

#### Drugs

Lasell College expects all of its constituents to comply with local, state and federal laws relating to the possession, use and/or distribution of drugs, including alcohol, when they are on College property or taking part in College activities. Students should consult the Undergraduate Student Handbook for specific policies.

#### Accident and Sickness Insurance

The Commonwealth of Massachusetts mandates accident and sickness insurance coverage for all students enrolled in at least 9 credits per semester. Lasell College will initially bill all students for the insurance plan. Students who do not wish to purchase the plan may waive the fee by providing proof of enrollment in a plan with comparable coverage.

If you will be enrolled in at least 9 credits and do not wish to purchase the accident and health insurance offered to Lasell students by Koster Insurance, proof of comparable health coverage must be provided. Please visit [www.kosterweb.com](http://www.kosterweb.com) and complete the Waiver Section. Students who do not submit valid waivers will be automatically enrolled in Koster's plan and are responsible for payment of the associated fee.

#### Immunizations

Massachusetts legislation requires all students to either receive a meningococcal vaccine or request exemption by returning a waiver form. The Massachusetts Department of Public Health also requires documentation of immunization for graduate students enrolled in 9 or more credits. If you fall into this group of students, you need to have your healthcare provider complete a certificate of immunization. All required forms should be returned to the Health Center at Lasell College. Forms are available at the Health Center and Office of Graduate Admission.

### M.Ed. CURRICULUM

The curriculum for Initial OR Professional Licensure for Moderate Disabilities (grades pre-kindergarten – 8) OR Elementary Education is as follows:

Initial Licensure Moderate Disabilities or Elementary Education

- 18 credits in required core courses
- 18 credits in licensure requirements

Professional Licensure Moderate Disabilities or Elementary Education

- 18 credits in required core courses
- 12 credits in licensure requirements
- 6 credits selected with the advisor and with department approval

**Graduate and Professional Studies****M.Ed. Core Requirements****(18 credits)**

ED711	Curriculum & Assessment Diverse Learners
ED712	Literacy Instruction: Elementary
ED713	Reading Supports for Elementary Learners
ED771	Understanding/Using Educational Research
ED772	Teacher as Researcher
ED773	Teacher as Leader

**Licensure Requirements****Initial – Moderate Disabilities****(18 credits)**

SPED711	Learners with Special Needs
SPED712	Curriculum & Resources in SPED
SPED721	Inclusive Education
SPED722	Policy, Law & Disability
SPED795	Practicum: Moderate Disabilities PK-8

**Initial – Elementary Education****(18 credits)**

ED720	Mathematics Concepts & Curriculum
ED721	Science & Technology Concepts/Curriculum
ED722	Social Studies Concepts & Curriculum
ED796	Practicum: Elementary

Elective chosen with Advisor from ED or SPED offerings

**Professional – Moderate Disabilities****(12 credits)**

ED751	Research, Policy, Practice in Education
ED752	Collaboration for Student Success
SPED753	Assistive Technology in Education
SPED754	Advanced Assessment & Modification

**Professional – Elementary Education****(12 credits)**

ED751	Research, Policy, Practice in Education
ED752	Collaboration for Student Success
ED753	Literacy Across the Curriculum
ED754	Phonics & Spelling Skills in Elementary Grades

**Additional program requirements:****Coursework.**

The Education Department will review your transcripts for evidence of completing coursework in areas on the MTEL General Curriculum tests. You may be advised to complete additional coursework to support your success in the program. In particular, you **MUST** complete a course in child or human development by the completion of 9 credits in the M.Ed. program.

**Graduate and Professional Studies****MTEL.**

As an approved Massachusetts teacher licensure program, Lasell incorporates requirements for passing required sections of the licensure test, MTEL:

Communication & Literacy, reading subtest	By the completion of 6 graduate credits
Communication & Literacy, writing subtest	By the completion of 6 graduate credits
General Curriculum, multi-subject	By the completion of 9 graduate credits
General Curriculum, mathematics	By the completion of 9 graduate credits
Foundations of Reading	Before entering the practicum

**M.S. IN COMMUNICATION CURRICULUM**

The curriculum for the two MSC degree concentration options is shown below. The MSC degree program is structured as follows:

- 36 credits are required for the MSC degree, of which up to 6 may be waived based on prior academic work.
  - ~ 21 credits (7 courses) comprise the core offerings
  - ~ 9 required concentration credits (3 courses)
  - ~ 6 related elective credits (2 courses)

**MSC Core Requirements****(21 Credits)**

COM 701	Communication, Ethics and Society*
COM 702	Organizational Communication*
COM 703	Communication Research*
COM 705	Media Relations*
COM 709	Negotiations & Conflict Resolution*
COM 738	Persuasion and Public Opinion*

And choose one of these 4 Capstones:

COM 796	Comprehensive Examination
COM 797	Thesis
COM 798	Special Study Project
COM 799	Professional Internship

\*Classes may be waived by students with appropriate background and academic achievement up to the limit of two courses.

**MSC Concentration Requirements****(9 credits)****Health Communication**

COM 751	Health Communication
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**Graduate and Professional Studies**

COM 756	Health Promotions and Campaigns
COM 758	Branding Health Services

**Integrated Marketing Communication**

COM 725	Advertising
COM 742	Integrated Marketing Communications
MGMT 740	Consumer Behavior

**Public Relations**

COM 713	Writing for Public Relations
COM 720	Principles of Public Relations
COM 722	Crisis Communication

**Two MSC Electives****(6 credits)**

Students may take any MSC course offering to fulfill their elective credits.

**MSC Certificate Curriculum**

The curricula for the certificate options are shown below. The certificate program is structured as follows:

- 15 credits are required for a graduate certificate
  - ~ 9 required concentration credits (3 courses)
  - ~ 6 elective credits (2 courses)

**Certificate Requirements****(9 credits)****Health Communication**

COM 751	Health Communication
COM 756	Health Promotions and Campaigns
COM 758	Branding Health Services

**Integrated Marketing Communication**

COM 725	Advertising
COM 742	Integrated Marketing Communications
MGMT 740	Consumer Behavior

**Public Relations**

COM 713	Writing for Public Relations
COM 720	Principles of Public Relations
COM 722	Crisis Communication

**Two Electives****(6 credits)**

Students may take any MSC course offerings to fulfill their elective credits.

**Graduate and Professional Studies****M.S. IN MANAGEMENT CURRICULUM**

The curriculum for the eight MSM degree concentration options is shown below. The MSM degree program is structured as follows:

- 36 credits are required for the MSM degree, of which up to 6 may be waived based on prior academic work.
  - ~ 21 credits (7 courses) comprise the core offerings
  - ~ 9 required concentration credits (3 courses)
  - ~ 6 related elective credits (2 courses)

**MSM Core Requirements****(21 Credits)**

MGMT 701	Fund of Executive Management*
MGMT 703	Management Information Systems*
MGMT 704	Financial Management*
MGMT 705	Organizational Behavior*
MGMT 706	Marketing Management*
MGMT 707	Operations Management*
MGMT 798	Graduate Research Project Capstone
or	
MGMT 799	Graduate Internship Capstone

\*Classes may be waived by students with appropriate background and academic achievement up to the limit of two courses.

**MSM Concentration Requirements****(9 credits)****Elder Care Administration**

MGMT 720	Social Gerontology
MGMT 721	Elder Care Policy & Politics
MGMT 722	Housing & Long-term Care Options

**Elder Care Marketing**

MGMT 722	Housing & Long-term Care Options
MGMT 724	Marketing to Seniors
MGMT 740	Consumer Behavior

**Fundraising Management**

MGMT 713	Fundraising & Development
MGMT 735	Planning & Writing Grant Proposals
MGMT 737	Capital Campaigns & Major Gifts

**Human Resources Management**

COM 709	Negotiations & Conflict Resolution
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**Graduate and Professional Studies**

MGMT 728	Human Resource Management
MGMT 731	Human Resource Law

**Management**

MGMT 728	Human Resources Management
MGMT 749	Ethical Theory & Management
MGMT 751	Business Strategy

**Marketing**

MGMT 740	Consumer Behavior
MGMT 741	Marketing Research
COM 742	Marketing Communications

**Non-Profit Management**

MGMT 713	Fund Raising & Development
MGMT 748	Social Marketing
MGMT 749	Ethical Theory in Management

**Project Management**

MGMT 714	Principles of Project Management
MGMT 751	Business Strategy
MGMT 752	Change Management

**Two MSM Electives****(6 credits)**

Students may take any MSM course offering to fulfill their elective credits.

**MSM Certificate Curriculum**

The curricula for the certificate options are shown below. The certificate program is structured as follows:

- 15 credits are required for a graduate certificate
  - ~ 9 required concentration credits (3 courses)
  - ~ 6 elective credits (2 courses)

**Certificate Requirements****(9 credits)****Elder Care Administration**

MGMT 720	Social Gerontology
MGMT 721	Elder Care Policy and Politics
MGMT 722	Housing & Long-term Care Options

**Elder Care Marketing**

MGMT 722	Housing & Long-term Care Options
MGMT 724	Marketing to Seniors
MGMT 740	Consumer Behavior

**Graduate and Professional Studies****Fundraising Management**

MGMT 713	Fundraising & Development
MGMT 735	Planning & Writing Grant Proposals
MGMT 737	Capital Campaigns & Major Gifts

**Human Resources Management**

COM 709	Negotiations & Conflict Resolution
MGMT 728	Human Resource Management
MGMT 731	Human Resource Law

**Management**

MGMT 728	Human Resources Management
MGMT 749	Ethical Theory & Management
MGMT 751	Business Strategy

**Marketing**

MGMT 740	Consumer Behavior
MGMT 741	Marketing Research
COM 742	Marketing Communications

**Non-Profit Management**

MGMT 713	Fund Raising & Development
MGMT 748	Social Marketing
MGMT 749	Ethical Theory in Management

**Project Management**

MGMT 714	Principles of Project Management
MGMT 751	Business Strategy
MGMT 752	Change Management

**Two Electives****(6 credits)**

Students may take any MSM course offering to fulfill their elective credits.

**M.S. IN SPORT MANAGEMENT CURRICULUM**

The curriculum for the three M.S. in Sports management options is shown below. The degree program is structured as follows:

- 36 credits are required for the SMGT degree, of which up to 6 may be waived based on prior academic work
  - ~ 27 credits (9 courses) comprise the core offerings
  - ~ 9 credits (3 courses) required for the concentration

**Graduate and Professional Studies****MSSM Core Requirements****(27 Credits)**

COM 705	Media Relations
MGMT 701	Fund of Executive Management
MGMT 704	Financial Management
SMGT 701	Current Issues in Sports
SMGT 702	Hist & Func of Sport in Society
SMGT 703	Sport Sponsorship & Marketing
SMGT 704	Sport & the Law
SMGT 798/799	Capstone (6)

**MSSM Concentration Requirements****(9 Credits)****Sport Hospitality Management**

SMGT 721	Introduction to Sport Hospitality
SMGT 722	Managing Sport Facilities/Special Events
SMGT 723	Sport Sales Strategies

**Sport Leadership**

SMGT 711	Sport Leadership to Shape the Future
MGMT 713	Fundraising & Development
or	
MGMT 737	Capital Campaigns & Major Gifts
SMGT 712	Intercollegiate Rules & Procedures

**Sport Non-Profit Management**

MGMT 737	Capital Campaigns & Major Gifts
MGMT 735	Planning & Writing Grant Proposals
SMGT 731	Ethical Non-Profit Sport Management

**MSSM Certificate Curriculum**

The curricula for the certificate options are shown below. The certificate program is structured as follows:

- 15 credits are required for a graduate certificate
  - ~ 9 required concentration credits (3 courses)
  - ~ 6 elective credits (2 courses)

**Certificate Requirements****(9 credits)****Sport Hospitality Management**

SMGT 721	Introduction to Sport Hospitality
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**Graduate and Professional Studies**

SMGT 722            Managing Sport Facilities/Special Events  
 SMGT 723            Sport Sales Strategies

**Sport Leadership**

SMGT 711            Sport Leadership to Shape the Future  
 MGMT 713            Fundraising & Development

or

MGMT 737            Capital Campaigns & Major Gifts  
 SMGT 712            Intercollegiate Rules & Procedures

**Sport Non-Profit Management**

MGMT 737            Capital Campaigns & Major Gifts  
 MGMT 735            Planning & Writing Grant Proposals  
 SMGT 731            Ethical Non-Profit Sport Management

**Two Electives****(6 credits)**

Students may take any MSSM course to fulfill their elective credits within the certificate program of study.

**Course Descriptions**

# COURSE DESCRIPTIONS

## General Information

**Course Numbers.** The numbering system used to identify the course offerings described hereafter is based on a division into the following levels:

- 100** Introductory courses, survey courses, Core Curriculum Courses; only courses numbered 101 or higher are counted toward the student's degree, either as requirements or electives
- 200** Secondary level courses focusing on specific genres or periods, application of theory courses, and associate degree internships
- 300** Advanced level courses emphasizing synthesis of information based on broader foundations and applications of knowledge
- 400** Advanced seminars and baccalaureate degree internships
- 190** Independent or Directed Study at the 100 level
- 290** Independent or Directed Study at the 200 level
- 390** Independent or Directed Study at the 300 level
- 490** Independent or Directed Study at the 400 level
- 700** Graduate Course level

*Credit values for courses are indicated to the right of the course number.*

Students who wish to apply for Independent or Directed Study should consult with the appropriate department chair before April 1 for the following fall semester or December 1 for the following spring semester.

Each course description identifies the prerequisite work a student should have completed before enrolling in the course. In cases of special interest, students may request the permission of the instructor or department chair to enroll in courses for which they have not completed the designated prerequisite.

Arts and Science courses within a discipline that includes non Arts and Science courses are designated with an asterisk. (\*)

## Course Descriptions

### ANTHROPOLOGY

#### Principles of Anthropology

##### ANTH101

3

Anthropology offers the student a cross-cultural, comparative perspective on the human condition. In this course, students explore the varieties of ways in which human societies are organized. The five sub-disciplines of anthropology are introduced: cultural, biological or physical, archaeological, linguistic, and applied. Students gain an appreciation for the unique perspective of anthropology, including how anthropologists conduct fieldwork and contributions anthropology can make to effect social change. The aim of this course is to provide an overview of the field of anthropology, and to teach the student how to think systematically about how social groups work and how to understand human behavior in its cultural context.

#### Human Origins

##### ANTH103

3

This course considers the morphological, behavioral and life history features that distinguish the primates from other mammals, and the hominoids from other primates. We begin with an overview of the primates and their behavioral ecology, and then explore in detail the adaptations of each of the major groups of extant primates. Finally, we apply our knowledge of morphology and behavioral patterns in living primates to the fossil record.

#### Folklore & Folklife

##### ANTH210

3

This course serves as an introduction to folklore and folklife, the ways that individuals, families and communities express themselves, their beliefs, and their values within their own culture. It emphasizes the understanding of meaning revealed in the full range of folkloristic genres: oral literature such as the tales, sayings and poetry; material culture, the individual skills and techniques displayed by craftspeople and artists and the products resulting from their application; the social customs of rites of passage and festivals; and the aesthetically subtle performing folk arts such as singing and dancing. The primary focus of the course for each student is the folklore and folklife

of his or her own family and/or a Lasell Village elder's family and community, which is documented in archive-ready format and organized in a personal report of Family Folklore. Class activities are designed to get at the "feel" of folklore and folklife.

#### Special Topics in Anthropology

##### ANTH212/312/412

3

This course examines special topics from the perspective of anthropology, looking at the diversity of forms that cultures have adopted to deal with human concerns. Its purpose is to allow faculty and students to explore issues that meet special interests but which may not be offered on a regular basis. Courses could be offered at the 200, 300, or 400 levels, depending on the level of work to be required and the number of prerequisites for the course.

#### Visual Anthropology

##### ANTH213

3

This course focuses on the encounter of the anthropologist and the filmmaker with that of his or her subjects and deals with issues of cultural perspective, gender, power, and authorship. Through the film screenings, lectures, ethnographic, theoretical readings, classroom discussions and the creation of their own documentary film, students develop a critical perspective for viewing films, videos, and television presentation and representation of different peoples and cultures. Students learn the fundamentals of viewing and undertaking ethnography, screenwriting, working with a digital camera, and editing. A key course objective is for students to acquire the basic skills to create visually interesting artistic statements through film that are a meta-commentary on contemporary youth culture.

#### Documentary Film for Social Change

##### ANTH214

3

This course considers the history and development of anthropological, ethnographic, and trans-cultural filmmaking. It is an in-depth examination of important anthropological films in terms of content, methodology, techniques, and strategies of expression such as the storyline, themes, editing, inter-titles, narration, voice-over, dialogue, subtitles, style (artistic and aesthetic

## Course Descriptions

sensibilities,) accuracy, and film truth. Through the film screenings, lectures, theoretical readings, classroom discussions and the creation of their own documentary short film, students develop a critical perspective for viewing films, videos, television presentation, and representation of different peoples and cultures.

### **Special Topics in Anthropology** **ANTH312/412** **3**

This course examines special topics from the perspective of anthropology, looking at the diversity of forms that cultures have adopted to deal with human concerns. Its purpose is to allow faculty and students to explore issues that meet special interests but which may not be offered on a regular basis. Courses could be offered at the 200, 300, or 400 levels, depending on the level of work to be required and the number of prerequisites for the course.

## **ART HISTORY**

### **Art History I** **ARTH103** **3**

This course presents a survey of artistic styles from the prehistoric period through the art of the early Renaissance. Periods included are Egyptian, Aegean, Greek, Roman and Etruscan art, and the art of the Middle Ages. Films and slides are used in the presentation of works of art from the fields of architecture, sculpture, and painting.

### **Art History II** **ARTH104** **3**

This course presents a study of works of art from the High Renaissance and the Mannerist periods, the Renaissance in the North, the Baroque period, and the Modern Age. Slides and films are used in this presentation of works of art from the fields of architecture, sculpture, and painting.

### **Special Topics in Art** **ARTH107** **3**

This course introduces students to the study of Art History by focusing on one theme, one artist, or one form of art. Painting, sculpture, architecture, as well as prints and drawings may be considered. Stylistic, cultural, and historic elements are components of the course.

### **Art History: A Woman's View** **ARTH201** **3**

This course presents a survey of paintings, sculpture, photography, and architecture of women artists from medieval times to the present. The course investigates the role of the female form in art as created by female artists, the impact of women artists in context of their own time, and issues of art and sexual politics. Artists covered include Sophonisba, Anguiscola, Artemisia Gentileschi, Elisabeth Vigee-Lebrun, Rosa Bonheur, Mary Cassatt, Berthe Morisot, Kathe Kollwitz, Diane Arbus, and Louise Nevelson. *Prerequisite: ARTH 103, ARTH 104, HIST 203, PHIL 202, or permission of the instructor.*

## **ART STUDIO**

### **Studio Drawing I** **ARTS101** **3**

This course introduces students to a variety of drawing tools and media. Drawing from life, line, tonality, illusional space, and perspective are explored. Creativity and individual expression are stressed.

### **Museum Discovery\*** **ARTS106** **3**

This course introduces students to the world of art museums, galleries, auction houses, and various other art institutions, through a series of site visits and some involvement in actual gallery work. By exploring venues and the communities they serve, students will address the question, "What is an art museum or gallery, and why is it a part of our society?"

### **Fundamentals of Arts Management** **ARTS108** **3**

This course exposes students to a variety of leadership and managerial roles in the context of an arts organization. Topics include strategic planning, budgeting, program development, fundraising and grant writing, as well as an examination of the differences between non-profit and for-profit arts management.

### Course Descriptions

#### Three-D Design

##### ARTS120

3

This course introduces students to the notion of creating within three-dimensional space. Line, composition, planes, volume, and surfaces are studied from both additive and subtractive perspectives. Students construct various models and/or maquettes. Problem solving and individual expression are emphasized.

#### Principles Of Design & Color\*

##### ARTS126

3

This course is an introduction to the theories and concepts of design and color with an emphasis on developing an awareness and sensitivity to art as an integral part of one's life and as a way to complement one's aesthetic needs. This is a lecture/discussion/critique course with visual material, critical essays, individual expression, and museum/gallery trips.

#### Watercolor

##### ARTS130

3

This is an introductory course on watercolor painting that incorporates various techniques such as glazing, wet on wet, graduated tone, and negative painting. Students acquire an understanding of basic color theory and composition. They experiment with the different relationships of wet paper, dry paper, and pigments.

#### Studio Drawing II

##### ARTS201

3

This course offers the experienced drawing student a chance to continue building life drawing, human figure, still lifes and landscape skills. In addition to studio work, students learn what is necessary to advance their knowledge of design by studying the masters. Periodic class discussions help students learn visual analysis and a general approach to the criticism of art. *Prerequisite: ARTS 101 or permission of instructor.*

#### Painting

##### ARTS203

3

This course introduces students to a variety of styles and techniques used in oil and/or acrylic painting. Canvas stretching and priming, color mixing, and brush selection are addressed. *Prerequisite: ARTS 101 or permission of instructor.*

#### Art for Educators

##### ARTS205

3

The arts process allows students to call on many talents simultaneously, including perceiving, responding, understanding, creating, self-evaluation, and development of related skills. This course exposes education students to new ideas and art forms, and ideas, tools, and processes from arts disciplines. Students work with a variety of art forms including drawing, painting & 3D.

#### Digital Photography

##### ARTS219

3

This course provides an introduction to the basic concepts of digital imaging as applied to photography. Students combine traditional photographic methods with the latest digital techniques, using image manipulation software, scanning equipment and other computer-based tools. Students are responsible for providing their own digital camera.

#### Studio Drawing III

##### ARTS301

3

This course is for students who wish to advance their drawing skills to a higher level. In addition to refining techniques with various drawing media, such as ink, graphite, and mixed media, students address perceptual and aesthetic issues in relation to their own work within contemporary and historical contexts. The expressive character of lines, tones, and marks are studied as inseparable from fundamental concepts and content of drawing. Developing a unique and personal vision is a primary consideration. *Prerequisite: ARTS 201 or permission of instructor.*

#### Studio Painting II

##### ARTS302

3

This course is designed for students who wish to advance their painting skills to a higher level. In addition to refining painting techniques, students address perceptual and aesthetic issues in relation to their own work within contemporary and historical contexts. Merging inquiry and intuition, students are expected to commit to discovering individual creative expression. *Prerequisite: ARTS 203 or permission of instructor.*

## Course Descriptions

**Internship Seminar****ARTS399****1**

A critical component of a successful Internship experience is finding an appropriate placement. In this seminar students will identify their personal work style and strengths, will identify a good career match, will create an effective cover letter & resume, will explore effective networking, interviewing, and negotiation skills. This course will help students identify search tools for finding internships. A goal of this course is to secure an internship for the following semester. Must be Junior standing.

**Field Experience****ARTS400****4**

This course provides the student with professional experience through an individually arranged participation of 12-15 hours per week in a work setting. Primary area of responsibility rests with the student in identifying and pursuing his/her areas of interests, in consultation with his/her team of faculty advisors. Each student is monitored during the field experience and must complete a related written project assigned by his/her team of faculty advisors. Evaluation of the field experience is based on student performance as reviewed with the employer, faculty members, and student at the completion of the experience. Junior or Senior standing. *Prerequisite: ARTS 399.*

**Senior Thesis Assignment****ARTS404****4**

Students engage in an individual research and writing practice that challenges them to analyze and articulate their personal philosophy of design. This capstone course also provides students an opportunity to clarify their professional goals based on their interests in arts management. *Prerequisite: Senior standing.*

**Senior Practicum Project****ARTS406****4**

The senior practicum provides an opportunity for students in the final semester of their program to produce a self-directed capstone project that applies the theories and techniques that they have been developing over the last four years. *Prerequisite: Senior standing.*

**ATHLETIC TRAINING****Essentials of Musculoskeletal****Anatomy****AT101****2**

This course introduces students to professions in the areas of allied health and sports science. Topics include: exposure to various professions, understanding scopes of practice, laws and regulations associated with each profession discussed, code of ethics and educational requirements. Emphasis is placed on understanding musculoskeletal anatomy and medical terminology.

**Techniques of Emergency Care****AT103****3**

This course emphasizes principles and techniques for recognition and management of life-threatening and non-life-threatening medical emergency situations. Additionally, the course content includes a variety of injury and illness prevention techniques including, taping, bracing and proper hydration. The lab component of the course includes techniques for immobilization, airway management, athletic equipment management, and removal in emergency situations. At the completion of the course students will be eligible for certification in CPR Professional Rescuer/AED and First Aid by the American Red Cross.

**Professional Interactions and Ethics****AT104****3**

This seminar style course introduces students to current concepts and theories of medical ethics and ethical decision making, understanding personal and professional values, exposure to multiculturalism and diversity and patient instruction in various professional settings. This course has a connected learning component that develops professional communication skills, patient education and recognition of cultural, ethical and socioeconomic diversity through a discipline-specific environment. Students also complete a service-learning component to gain a greater understanding of civil responsibility, multiculturalism and diversity and personal values. *Prerequisite: EXSC 101.*

**Foundations in Sport Medicine****AT202/AT202L****4**

This course is a basic athletic training course

## Course Descriptions

providing an overview of prevention, recognition, and initial management of common athletic injuries. Additional topics covered in the course include: issues in health care administration, nutritional considerations, environmental issues, protective equipment, tissue healing, bloodborne pathogens and rehabilitation concepts.

### **Clinical Athletic Training I AT203** **3**

This course requires a minimum of 125 hours of supervised clinical education experience at affiliated athletic training sites. Clinical education experiences include working with intercollegiate athletic teams with an emphasis placed on understanding the operation of an AT facility, policies and procedures, implementation of emergency techniques and first aid, and engaging in professional interactions. The laboratory component of the course meets 2 hours weekly and focuses on musculoskeletal anatomy and on-the-field injury evaluations. *Prerequisites: AT 104, AT 103.*

### **Clinical Athletic Training II AT204** **3**

This course requires a minimum of 125 hours of supervised clinical education experience at affiliated athletic training sites. Emphasis is placed on the athletic trainer's role in working with an athletic team. The laboratory component meets two hours weekly to develop additional evaluation techniques and knowledge of anatomical landmarks.

### **Assessment Diagnosis I AT211/AT211L** **4**

This course requires a minimum of 125 hours of supervised clinical education experience at affiliated athletic training sites. Emphasis is placed on the athletic trainer's role in working with an athletic team. The laboratory component meets two hours weekly to develop additional evaluation techniques and knowledge of anatomical landmarks. *Prerequisites: AT 202, BIO 205. Corequisite: AT 211L.*

### **Assessment Diagnosis II AT212/AT212L** **4**

This course focuses on techniques for orthopedic and neurological assessment of musculoskel-

etal injuries to the upper extremities, thorax, and cervical spine. The course includes assessment of head and facial injuries. The laboratory component emphasizes developing clinical skills including palpation of bony landmarks, performing stress and special tests. *Prerequisite: AT 211.*

### **Assessment of the Spine & Head AT213** **2**

This course provides a comprehensive study of the cervical, thoracic and lumbar spine. Topics include applied biomechanics, techniques for orthopedic and neurological assessment, and rehabilitation/management techniques. These topics are addressed through a problem-based learning format. Through lecture and laboratory opportunities, the student will develop a systematic approach to the evaluation process and develop accurate impressions and treatment protocols. *Prerequisite: AT 211, AT 212.*

### **Pathophysiology AT301** **3**

In this course, major pathophysiologic concepts are explored using a body systems approach relating them to the practice of the health care professional. Theories relating etiology, pathogenesis and clinical manifestations are used to study common disease processes. The course also describes the impact of cellular dysfunction, interpretation of medical laboratory tests and drug interaction and pharmacology for the health care provider. The course encourages critical analysis of clinical data to identify logical connections and integration. *Prerequisites: BIO 205, BIO 206.*

### **Clinical Athletic Training III AT302** **3**

This course requires between 150 and 225 hours of supervised clinical experience in the Lasell College Athletic Training facility or an affiliated site. Students may have peer teaching responsibilities. The laboratory component meets two hours per week. Emphasis is placed on identification of anatomical landmarks and evaluation techniques being stressed. *Prerequisite: AT 204.*

### **Therapeutic Modalities AT303/AT303L** **4**

This course is an examination of the treatment of

## Course Descriptions

athletic injuries through the use of cold and heat modalities, hydrotherapy, and electrical modalities. Emphasis is placed on theoretical and physiological effects on healing, and on indications and contraindications for use of each modality. *Prerequisites: BIO 205, BIO 206. Corequisite: AT 303L.*

### Therapeutic Exercise & Rehab Techniques

#### AT304/AT304L 4

This course presents intermediate and advanced principles and techniques of rehabilitation of athletic injuries. Emphasis is placed on designing rehabilitation progressions and integrating them appropriately for return to sport activity. The lab component focuses on proper techniques for specific exercises, exercise contraindications, and use of special rehabilitation equipment. *Prerequisite: EXSC 222. Corequisite: AT304L.*

### Clinical Athletic Training IV

#### AT305 3

This course requires between 150 and 225 hour of supervised clinical experience in the Lasell College Athletic Training facility or an affiliated site. Students are exposed to increasing amounts of responsibility and advanced tasks within the role of the athletic trainer. Students may have peer teaching responsibilities. The laboratory component of the course meets 2 hours weekly and focuses on rehabilitation techniques with an emphasis on therapeutic exercise. *Prerequisite: AT 302.*

### Clinical Athletic Training V

#### AT402 3

This course requires between 150-225 hours of supervised clinical experience in the Lasell College Athletic Training facility or an affiliated site. Students have increasing responsibility for coordinating all aspects of athletic training services for an athletic team. Increasing amounts of administrative and peer teaching responsibilities are provided. The laboratory component meets for two hours weekly with emphasis on rehabilitation techniques, specifically therapeutic modalities. *Prerequisite: AT 305.*

### Organization & Healthcare Administration

#### AT403 3

This course presents administrative concerns of the certified athletic trainer including: development of policies and procedures, legal issues, budget management, facility planning, staffing, hiring process, medical insurance issues, and drug testing. *Prerequisite: AT 305.*

### Clinical Athletic Training VI

#### AT405 3

This course requires between 150-225 hours of supervised clinical experience at the Lasell College Athletic Training facility or an affiliated site. Increased emphasis on research, peer teaching, and presentations. The laboratory component meets for two hours weekly to review anatomical landmarks and special techniques. *Prerequisite: AT 402.*

### Adv Techniques in Athletic Training

#### AT421 3

This course focuses on pharmacology, ethics, psychosocial aspects of care and athletic training for special populations. Emphasis is placed on advance concepts intended to prepare students for entry-level jobs in the field of athletic training. *Prerequisites: Senior standing, PSYC 101, AT 301.*

### Athletic Training Capstone

#### AT430 3

This course is designed to serve as a capstone course for seniors in the athletic training education program. The primary goal is to better prepare students to engage in research at the graduate level. The content of this course focuses on opportunities for undergraduate research, with three course design options: development of original case study research, with focus on adhering to written and oral presentation standards within the field; development of an original research question, with focus on methodology, data collection and statistical analysis; development of an understanding of the research process, with focus on review of the literature, defining the research question, and study methodology. *Prerequisites: Senior standing, EXSC 340.*

## Course Descriptions

**BIOLOGY****Principles of Biology**  
**BIO101/BIO101L** 4

This is an introductory lecture and laboratory course in biology to develop an appreciation for the patterns and functions that characterize living organisms. Emphasis is placed on cellular biology. Topics include: the chemistry of life, cell structure, and cell metabolism (respiration, photosynthesis, protein synthesis.) *Corequisite: BIO 101L.*

**Diversity of Living Organisms**  
**BIO102/BIO102L** 4

This course emphasizes the evolutionary history of life on earth. Topics include: Darwinian evolution, genetics, a survey of the five kingdoms of life, principles of ecology, and human ecology. The laboratory introduces the student to the diversity of living organisms. *Corequisite: BIO 102L.*

**Topics In Biology**  
**BIO107** 3

Preliminaries of the molecules of life and cell structures are investigated in this course. Topics from cell biology, nutrition, energy production, respiratory and circulatory systems, genetics, reproduction, evolutionary thought, and ecosystems are also explored.

**Nutrition**  
**BIO110** 3

This course focuses on the function of nutrients and their requirements throughout the life cycle. The course reviews current nutrition issues as they relate to personal health. Topics include disease prevention, weight and fitness management, fad diets and nutritional trends.

**Human Biology**  
**BIO112/BIO112L** 4

This is a one semester lab course focusing on the functions of the human body in health and disease. The structure and function of the major body systems are emphasized. Systems discussed include: skeletal, muscular, digestive, circulatory, excretory, reproductive, nervous and endocrine. *Corequisite: BIO 112L.*

**Anatomy & Physiology I**  
**BIO205/BIO205L** 4

This is a comprehensive course focusing on the structure and function of the human body. The course introduces students to aspects of human biology ranging from the chemical basis of life and cell biology to the anatomy and physiology of the major organ systems. Topics covered include: cell biology, major body tissues, and the structure and function of the following systems: skin, skeletal, muscular, and nervous. The laboratory component includes dissection. Students should have successfully completed one year of at least secondary (high school) level Biology before electing this course. *Corequisite: BIO 205L.*

**Anatomy & Physiology II**  
**BIO206/BIO206L** 4

This course is a continuation of BIO 205. The following systems are covered during the semester: endocrine, digestive, respiratory, cardiovascular, lymphatic, urinary, and reproductive. The laboratory component includes dissection. *Prerequisite: BIO 205. Corequisite: BIO 206L.*

**BUSINESS****Contemporary Issues in Business**  
**BUS101** 3

This course is designed to familiarize students with various aspects of the business world. Areas covered include: private enterprise, forms of ownership, legal aspects, management, marketing, human resources, operations management, labor relations, and finance. In addition, students become aware of how business functions are integrated into an organization to achieve specific goals.

**Financial Accounting**  
**BUS201** 4

This course provides students with an applied knowledge of the fundamental accounting process and procedures used in business. Students learn how to identify and record business transactions. In addition, students learn how to create financial statements, as well as how to become intelligent users of financial information.

## Course Descriptions

**Managerial Accounting****BUSS202****4**

In this course, students gain experience in the development and use of information within an organization. Course topics include: cost terms; production costing; cost allocation for planning and control; cost behavior patterns; cost-volume-profit relationships; budgeting; inventory planning and control; pricing decisions; and aspects of investment decisions. *Prerequisite: BUSS 201 with a grade C or better.*

**Financial Management****BUSS203****3**

This course provides an introduction to the fundamental concepts of finance. Various techniques of analysis that reveal the relationships of risk, return, and value are demonstrated. Topics include: financial reporting; long- and short-term forecasting; managing working capital; capital budgeting; and the nature of corporate securities and debt-equity mix. *Prerequisites: BUSS 101, HEM 101, FASH 101, SMGT 102; BUSS 202 with a grade C or better; ECON 102.*

**Federal Income Taxation****BUSS204****3**

This course provides students with a basic understanding of fundamentals of federal income tax laws as they apply to individuals, businesses, and not-for-profit taxable entities. It explores the broad range of tax topics, emphasizing the role of taxation in business decision-making process, tax research, and tax planning. *Prerequisite: BUSS 201.*

**Legal Environment of Business****BUSS205****3**

This course provides a working knowledge of everyday law as it applies to business and personal needs. The focus is primarily on contract law and property law.

**Fundamentals of Financial Planning****BUSS207****3**

This course provides the foundation for understanding and using financial planning techniques. This framework is the basis for all financial decisions large and small. Topics covered are personal financial planning, consumer credit,

budgeting, investments, and banking procedures. Risk analysis regarding portfolio management and tax liabilities is also examined.

**Financial Statement Analysis****BUSS208****3**

This course examines financial statements and other financial reports with a view towards using accounting information in making investing, lending and other potential management decisions. Students explore methods of constructing, comparing and analyzing these statements and reports and the various use of such analyses. *Prerequisite: BUSS 202 with a grade C or better.*

**Management Information Systems****BUSS212****3**

This course takes a managerial approach to information technology concepts and applications. Given the pervasiveness of computer technology in today's world, professionals in various fields of endeavor often have a major responsibility for determining their organization's information needs and for designing and implementing information systems that support those needs. Students study concepts and issues related to information technology with the goal of understanding how it can be effectively used to improve their organization's overall effectiveness and increase its level of success. *Prerequisite: BUSS 101, HEM 101, SMGT 102, or FASH 101.*

**Marketing****BUSS220****3**

In this course, fundamentals of the nature of marketing are presented and evaluated for specific functions and institutions. Policies and practices as applied generally to marketing research involve product development, selection, channels of distribution buying and physical distribution selling. Pricing under competitive conditions, social benefits of competition and government regulations are included. *Prerequisites: BUSS 101, HEM 101, FASH 101, or SMGT 102; ECON 101.*

**Organizational Behavior****BUSS224****3**

In this course, students study individuals within the context of the organization using a behavioral approach. Group dynamics and intergroup dy-

## Course Descriptions

namics are emphasized in relation to productivity and work satisfaction along with the examination of specific aspects of organizations that influence behavior. Areas covered include: structure, leadership, and change. Teaching modalities include case studies and role-playing. This is a writing intensive course. *Prerequisite: PSYC 101 or SOC 101.*

### Entrepreneurship & Venture Creation

#### **BUSS231**

**3**

Entrepreneurship drives global innovation and economic growth. This course exposes business students to the study of entrepreneurship and the venture creation process. Topics include analyzing new business opportunities, developing business propositions, new venture planning and financing, marketing activities, financial controls, and other topics relevant to the entrepreneurial process. Students interact with faculty, local entrepreneurs, and small business owners/managers. As a culmination activity of this course, students are responsible for the development and presentation of a business plan. *Prerequisite: BUSS 101.*

### Operations Strategy

#### **BUSS232**

**3**

Operations strategy typically examines how operations can be used as sources of competitive advantage. This class focuses upon understanding the need of formulating an operational strategy (long-term plan) and making strategic (important) operational decisions. The old view of operations management as the task of maintaining a comparatively static production or service facility has given way to one characterized by a need for renewed flexibility, relentless improvement, and the development of new capabilities at the operating unit level. As a result of this changing environment, the skills required of operations managers have changed as well. The course is based mostly on case studies supported by conceptual frameworks. *Prerequisites: BUSS 101, HEM 101, FASH 101 or SMGT 102; MATH 203.*

### American Enterprise Experience

#### **BUSS233**

**3**

This course studies the American enterprise experience from colonial times until the present. The

course touches upon the business component of the American experience beginning with the individual artisan-merchant through the great innovators and organizers of the 19th and 20th centuries and beyond. The historical events, cultural changes, social upheavals, and political shifts that have influenced the development of the American business environment are the core of the study. *Prerequisite: BUSS 101, HEM 101, FASH 101, or SMGT102.*

### Ethics in Business

#### **BUSS235**

**3**

This course introduces students to ethical analysis in its application to management. A presupposition of the course is that ethical considerations are an integral part of effective management practices.. *Prerequisite: BUSS 101, HEM 101 FASH 101, or SMGT 102.*

### Career Development & Planning

#### **BUSS236**

**3**

This course introduces students to career planning and highlights how students can be more entrepreneurial as they look to the future. This course is also designed to prepare students for the process of acquiring an internship and developing their long-term career goals. Students assess their personal background; practice finding career opportunities through the job search process; develop a cover letter, resume, thank you letter, and complete a job application; participate in a mock interview; and demonstrate how to deal with interpersonal situations found in the workplace. This course also focuses on workplace interactions including employee communication, management and leadership, the art of self-marketing, team building, conflict management, problem solving in the workplace, portfolio development, planning for successful meetings, and strategies for effective negotiation. Visits to employment locations and participation in networking sessions are a vital component of this course. *Prerequisite: Sophomore standing.*

### Contemporary Global Leadership

#### **BUSS237**

**3**

In this course, students analyze what it means to be a global leader in the 21st century and identify the skills necessary to be successful in an increas-

## Course Descriptions

ingly global business climate. Students explore this question personally, collectively, and globally in a creative and collaborative atmosphere. Students examine classic as well as contemporary theories of leadership and how they apply to the dynamic global business culture. The course provides students with the opportunity to acquire perspectives and skills essential to successful management in the emerging markets that are increasingly becoming key contenders in world commercial enterprise. *Prerequisite: Buss 224.*

### **Intermediate Accounting I** **BUSS301** **3**

This course builds on concepts developed in Financial Accounting. Concentration is on the application of Generally Accepted Accounting Principles (GAAP) and International Financial Reporting Standards (IFRS) to the preparation of financial statements with an in-depth review of cash, receivables, inventories, and plant assets. The course also covers the concept of the time value of money and the application of present value techniques to accounting valuations. *Prerequisite: BUSS 202 with a grade C or better.*

### **Intermediate Accounting II** **BUSS302** **3**

This course is designed to continue the concepts of financial accounting and present a more thorough analysis of the requirements of the Financial Accounting Standards Board. Included in this course are earnings per share calculations, lease accounting, and pension accounting. The cash flow statement is also studied. *Prerequisite: BUSS 301 with a grade C or better.*

### **Cost Accounting** **BUSS303** **3**

Methods of identifying labor and material costs, and of allocating overhead as applied to job order, process, and standard cost systems are studied in this course, as are budgetary controls and the reporting procedures used by management. *Prerequisite: BUSS 202 with a grade C or better.*

### **Working Capital Management** **BUSS304** **3**

This course explores working capital management, credit management, working capital fund-

ing, and the major sources of financing debt and equity. Students undertake financial analyses of theoretical models and real-world firms and organizations, recommend financing strategies, and present their findings by using management reporting methods. *Prerequisite: BUSS 203.*

### **International Accounting** **BUSS305** **3**

This course addresses significant accounting matters experienced by multinational companies. Accounting matters include currency transactions and translational transfer price, and management planning and control. *Prerequisite: BUSS 301 with a "C" or better.*

### **Accounting Information Systems** **BUSS306** **3**

This course provides an understanding and appreciation of accounting information systems. The course teaches conceptual, analytical, and technical skills necessary to work efficiently and productively as an accountant in a computerized business information environment. The functions of Accounting Information Systems are explored from the perspective of financial accounting, managerial accounting, auditing, and tax. The course involves several hands-on exercises in Microsoft Access and Microsoft Excel to develop database and spreadsheet skills. *Prerequisite: BUSS 202.*

### **International Finance** **BUSS307** **3**

This course studies the ways and means to reduce financial risk involved in international financial management. The course deals with the inter-relationship between the international monetary environment and financial planning for corporations with overseas operations. It analyzes the effects on international financial planning of such factors as exchange rate fluctuations, currency restrictions, and tax regulations. It intensively examines financial aspects of multinational business including foreign investment, trade, and transfer of funds. *Prerequisite: BUSS 203.*

## Course Descriptions

### **Government & Not-for-Profit Accounting**

**BUSS308** **3**  
This course introduces financial accounting and reporting issues related to state and local government and non-profit organizations, including universities and health care facilities. *Prerequisite: BUSS 201 with a grade C or better.*

### **Fraud Examination**

**BUSS309** **3**  
This course covers techniques for identification and detection of asset misappropriation schemes and fraudulent financial statements, who commits fraud and why, and controls to prevent and detect problems. *Prerequisite: BUSS 201.*

### **Investments**

**BUSS311** **3**  
This course explores fundamentals of investing. The strategies used to create money from financial capital are thoroughly examined. Financial instruments such as stocks, bonds, mutual funds, futures, options, and commodities are explored. The measurement tools used to assign risk and rate of return, performance, and value are covered. Students learn how to develop, analyze, and maintain a portfolio. Regulatory and ethical issues are examined and considered in the decision-making process. *Prerequisite: BUSS 201 with a C or better.*

### **Risk Management**

**BUSS312** **3**  
The basics of risk management are covered in this course. Problems of liability and personal loss exposures of a business are examined. Private insurance programs such as health and life insurance, and employee benefit plans are examined and assessed. *Prerequisite: BUSS 203.*

### **Business Negotiations**

**BUSS313** **3**  
This course examines various negotiating tactics and techniques as they relate to different situations and environments. Particular attention is paid to buyer-seller communications, including negotiations of contracts and agreements. Students study the strengths and weaknesses of strategies used by both buyers and sellers. *Prerequisites: BUSS 201, BUSS 220 and MATH 104.*

### **Emerging Global Markets**

**BUSS315** **3**  
This course focuses on developing skills, strategies and insights crucial to conducting successful business operations in the emerging markets of Asia, Latin America, Eastern Europe and Africa including the BRIC countries of Brazil, Russia, India and China. Globalization offers these countries the opportunity for unprecedented economic development. By participating in the international marketplace, emerging countries increase their chances of raising wages and incomes, accumulating wealth, and reducing poverty. These countries also provide opportunities for companies, mostly from developed countries, to extend their markets. In this course, students study the institutions of emerging markets that are relevant for managers; explore the differences in the contexts and roles of various actors (such as the government and NGOs); analyze opportunities and risks presented by emerging markets; and analyze the strategies of firms dealing with emerging markets.

### **Consumer Behavior**

**BUSS320** **3**  
This course examines the behavior of individuals and markets in relation to the purchase decision, including post-purchase evaluation and consumption. A behavioral science approach is taken. *Prerequisite: BUSS 220.*

### **Property and Liability Insurance**

**BUSS321** **3**  
This course explores the fundamentals of commercial property and liability insurance including contracts, rating, underwriting, regulation and financial analysis of insurers. *Prerequisite: BUSS 203.*

### **Marketing Communications**

**BUSS322** **3**  
This course focuses on a broad view of advertising, dealing with its planning, creation, and execution in relation to the marketing cycle. Topics include: organization and operation of the advertising agency; publicity; public relations; behavioral sciences as applied to advertising; budgeting; and planning. *Prerequisite: BUSS 220.*

## Course Descriptions

### Retirement Planning and Employee Benefits BUSS323 3

This course provides the students an understanding of the retirement planning process. Students develop an ability to counsel others on retirement and employee benefit decisions. Topics covered are social security, qualified retirement plans, corporate profit sharing plans, health insurance, group life insurance, group disability insurance, and deferred compensation. *Prerequisite: BUSS 203.*

### E-Business BUSS324 3

This course provides students with a broad overview of the concepts and principles of e-business. This knowledge is increasingly important for all students, regardless of their area of concentration, because traditional businesses and arts organizations are becoming hybrids by adding an online presence to their existing structure. Topics discussed include a definition of e-business, online management strategies, distribution channels, privacy and security issues, and cyberlaw, among others. Students develop an e-business plan and webpage.

### Sales Principles BUSS325 3

This course analyzes salesmanship in modern business with emphasis placed on the principles and techniques of individual selling styles in both retail and wholesale markets. Topics covered include: dramatization of the sale presentation; the selling role; buyer characteristics and motivations; modern sales practices; corporate sales planning; sales-force policies; time and territory management; forecasting, budgeting; and expense control. *Prerequisite: BUSS 220.*

### Life, Health, and Disability Insurance BUSS327 3

This course study financial implications of death, disability and retirement, as well as the types of life insurance and annuity contracts and their uses. Regulations of life and health insurers, insurer operations and functions, legal aspects, group and individual life and health insurance products in-

cluding medical, disability income and long-term care policies are covered. *Prerequisite: BUSS 203.*

### New Product Development BUSS329 3

New products and services are crucial to successful growth and increased profits in many industries. A major goal of this course is to help students learn to use an analytic decision-making approach in developing and marketing new products and services that meet customer needs in the consumer, industrial, and service settings. At the end of the course, the student should understand the role of decision models in analytic marketing decision-making; be able to follow the basic steps in opportunity identification, design, testing, and implementation; and know how to read and interpret new product and service market research. *Prerequisite: BUSS 220.*

### Managing Change BUSS330 3

This course examines the unique problems associated with managing organizations during mergers, reorganizations, and other times of change. Strategies to cope with change, as well as induce it, are examined. *Prerequisite: BUSS 224.*

### Money and Capital Markets BUSS331 3

This course offers an extensive examination of both money and capital markets. Students get “hands-on” experience evaluating long and short-term instruments. To connect theory to practice, students conduct technical and financial analyses. The basic characteristics of these markets and their contribution to the portfolio are explored. The case method is used to provide students with “real world” decision-making situations. *Prerequisite: BUSS 203.*

### Cross Cultural Management BUSS332 3

This course explores the process of cross-cultural management and the challenges of working internationally. The course focuses on international organizational behavior and human resource issues and practices in global organizations. The course is divided into three parts. The first focuses on understanding the cultural roots of behavior in

### Course Descriptions

organizations, the second on the Organizational Behavior and Human Resource Management issues that are relevant to international managers, and the third seeks to prepare students for international assignments. *Prerequisite: BUSS 224.*

#### **Estate Planning and Trust BUSS333 3**

This course provides students with the knowledge base and analytical skills needed for effective financial planning and administration. Topics include wills, lifetime transfers, trusts, gifts, estate reduction techniques, tax implications in estate planning, business and inter-family transfers, dealing with incompetency, post mortem techniques, and the role of fiduciaries. *Prerequisite: BUSS 204.*

#### **Nonprofit Management BUSS334 3**

Managing in the nonprofit sector is different than in the for-profit sector. In this course students explore businesses that do not intend to maximize profit and retain it for future expenditures. Managers must operate under more regulated conditions and must be well prepared to interact within the public sector. Not-for-profit managers must be well versed in public policy and other regulations that affect them. Students engage in projects with non-profit organizations. *Prerequisite: BUSS 101, HEM 101, FASH 101, or SMGT 102.*

#### **Business & Society\* BUSS335 3**

This course explores the effects of business decisions upon society. Students examine the relationships between business, government, and society, and how each entity must coexist with the other. Ethical issues and public policy are considered when making business decisions. This is a writing intensive course. *Prerequisites: BUSS 101, HEM 101, FASH 101, or SMGT 102 ; Junior standing.*

#### **Human Resource Management BUSS336 3**

This course examines the staffing function of management including planning, recruitment, selection, training, motivation, appraisal, compensation, labor laws, and organizational development. The course also addresses current issues

affecting the human resource manager, including the changing work force and need to increase productivity, as well as changes in the area of unions and affirmative action. Both class discussions and case studies are used to prepare students for the personnel and related tasks involved in a management position. *Prerequisite: BUSS 224.*

#### **Managing the Growing Company BUSS337 3**

This course focuses on the challenges and opportunities of managing a growing entrepreneurial venture. Using practical management techniques, students address the management of rapidly growing entrepreneurial firms. Through a variety of learning activities, including case studies, reading, and visiting entrepreneurs, students examine companies, often family-run, during dynamic transition. The course specifically addresses the challenges faced by companies in various stages of growth and the exceptional challenges of rapid growth. *Prerequisites: BUSS 201 and BUSS 231.*

#### **Labor Relations BUSS338 3**

The focus of this course is on labor/management relations, particularly within a union environment. The role of unions and unionizing strategies are discussed with emphasis on the collective bargaining process, including interpretation and enforcement issues. The future of unions and effects of foreign competition are included in discussions. Students participate in case studies and simulations. *Prerequisite: BUSS 336.*

#### **Advanced Accounting BUSS401 3**

This course examines specialized topics in financial accounting. Problems associated with the partnership form of business organization, including partnership formation, division of income and losses, changes in ownership, and partnership liquidation are reviewed. Topics also include the subject of business combinations with emphasis on consolidated financial statements of parents and subsidiaries and elimination of intercompany transactions, accounting for foreign operations, and fund accounting as it relates to municipalities. *Prerequisite: BUSS 302.*

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### Auditing BUSS404

3

This course examines the impact of auditing on constituencies external and internal to organizations, especially stockholders and management. Students examine the role of both the independent public accountant and the internal auditor, and study various control and reporting techniques involved in auditing. *Prerequisites: BUSS 302, BUSS 303, and Senior standing.*

### Accounting Theory BUSS405

3

This course develops an understanding of generally accepted accounting principles and of the underlying theory upon which they are based, essentially through study and analysis of publications of the American Institute of Certified Public Accountants and other professional bodies. This course further emphasizes current developments in accounting thought. *Prerequisites: BUSS 302, BUSS 303, both with a C or better, and Senior standing.*

### Financial Strategy BUSS406

3

This is a capstone course utilizing lecture, discussion, and case analysis to define the process of financial management. The course of study presents the concepts of the advanced capital budget centering on decision-making concerning capital structure, dividend policy, leasing, mergers and acquisitions, reorganization, and international finance and exchange rates. *Prerequisite: BUSS 203 with a grade C or better.*

### Special Topics in Accounting BUSS418

3

This course provides students with an opportunity to study topics of special interest, which may vary each time the course is offered. *Prerequisites: Permission of Department Chair, and Senior standing.*

### Marketing Research BUSS420

3

This course examines the process and tools involved in collecting, coding, and analyzing data. The course further integrates the application of computer software in compiling and interpreting

statistical data in relation to marketing decisions, such as those related to market segmentation and distribution. *Prerequisites: BUSS 220 with a C or better, MATH 208.*

### Global Marketing BUSS422

3

The complexity of operating in the global marketplace makes many demands on the marketer. The globalization of marketing takes place after the company has international experience in multiple markets. The three fundamental areas of corporate globalization are covered in this course: (1) integrate sourcing, production, and marketing; (2) allocate resources to achieve a balanced portfolio and growth; and (3) coordinate marketing activities across countries and regions. Importing, exporting, and licensing considerations are explored. *Prerequisite: BUSS 220 with a C or better.*

### Special Topics in Entrepreneurship BUSS425

3

This seminar offers an in-depth exploration of advanced entrepreneurship topics of current interest and importance. Using case studies and actual entrepreneurial ventures, students explore entrepreneurship with a focus on leadership, marketing, development, management, and growth of new business ventures. Students learn the practical skills needed to succeed as an entrepreneur and how to apply best practices for planning, initiating, and growing new companies. The course also emphasizes the analysis and evaluation of actual entrepreneurial ventures. Subjects vary from semester to semester. *Prerequisites: BUSS 230, 337, and Senior standing.*

### Marketing Strategy BUSS432

3

This course is designed to facilitate the ability to formulate and implement marketing strategy. The course integrates topics covered in other marketing classes. As part of the learning experience, students engage in a simulation program with teams taking charge of a company within a competitive environment. *Prerequisite: BUSS 220 with a C or better.*

## Course Descriptions

**Business Policy****BUSS440****3**

This capstone course requires students to apply a broad knowledge of management and administrative techniques to specific situations. An emphasis is placed on strategy formulation and implementation. The case study method is used. This course culminates in a formal professional presentation to members of the advisory board. This is a writing intensive course. *Prerequisite: Senior standing, Marketing/Management or Accounting/Finance Majors.*

**Business Internship Seminar****BUSS498****1**

A critical component of the internship experience is participating in a weekly seminar where students discuss and reflect on their experiences to gain a broader view of the workplace, contemporary issues and organizational trends, as well as their own developing abilities and career interests. This one credit course covers professional issues as they arise during the student's internship. Some of the topics covered include: supervision, boundary issues, self-care, stress management, and professionalism. Students are required to write a weekly reflective journal on their internship experience. Separate sections are offered for different business majors. Must be taken concurrently with BUSS 499.

**Business Internship****BUSS499****3**

The internship is scheduled to take place during the senior year. Students serve as interns for a total of 144 hours over a 12-week period, done concurrently with on-campus course work as shown in the curriculum for each program. Detailed reports, a journal, and other written requirements are submitted during and at the conclusion of the internship. The internship supervisor monitors each student's performance and visits each internship site as needed. *Prerequisites: Junior or Senior standing, and a 2.0 cumulative average in all business prefix courses.* Separate sections are offered for different business majors. Must be taken concurrently with BUSS 498.

**CHEMISTRY****General Chemistry I****CHEM203/CHEM203L****4**

The course begins with a study of measurement and matter. An introduction to atomic theory follows. Mass relationships in chemical reactions are introduced, followed by the study of chemical reactions in aqueous solutions. The gas laws are then covered, followed by an introduction to thermodynamics. Concepts of chemical bonding are studied along with periodic relationships among the elements. Quantum theory is used to explain the electronic structure of atoms. Laboratory experiments complement the material covered in lecture. The laboratory experiments are designed to introduce methods, materials, and equipment of chemistry as well as to illustrate important chemical principles. *Prerequisite: MATH 104. Corequisite: CHEM 203L.*

**General Chemistry II****CHEM204/CHEM204L****4**

This second half of this two-semester sequence explores areas of solution chemistry, acid/base chemistry, chemical kinetics and physical chemistry, nuclear, and organic chemistry. Physical properties of solutions are explained including vapor pressure lowering, boiling point elevation, freezing point depression and osmotic pressure. The effects of chemical kinetics on reactions are covered. Chemical equilibrium, acid and base equilibrium, and solubility equilibrium are introduced. Laboratory experiments complement the material covered in lecture. The laboratory experiments are designed to introduce methods, materials, and equipment of chemistry as well as to illustrate important chemical principles. *Prerequisite: CHEM 203. Corequisite: CHEM 204L.*

**COMMUNICATION****Understanding Mass Media\*****COM101****3**

This course surveys the theories, history, economics, audience, and regulations of the major forms of mass media, including newspapers, magazines, motion pictures, radio, television, and new electronic communication. Students develop a basic

## Course Descriptions

understanding of the roles of mass media and their effects on society and the individual. The course focuses on the relationship between mass media and society, so students can identify current trends that are changing the nature and function of traditional mass communication. Students examine and debate many current controversial issues concerning the mass media and their effects on our society and culture. Students discuss significant aspects of mass communication, including ethics and policy formulation that are playing key roles in the materialization of a new global communication era.

### Introduction to Human Communication\* COM103

3

This course is a basic survey of human communication, especially interpersonal and group. Attention is given to perception, language and meaning, listening, theories of persuasion, verbal and nonverbal communication, small group discussion, interpersonal conflict, and interviewing. The course focuses on understanding how human communication is fundamentally related to issues of interpersonal relationships; the history of human communication and language development; perception and intrapersonal communication; leadership; group/team work; multicultural diversity in organizations; decision-making; power; public speaking; and ethical challenges. This course helps students to develop and practice skills that will guide effective action in their professional careers and interpersonal relationships.

### Writing for The Media COM105

3

This course provides students with a basic introduction to and overview of communication writing that focuses on channels of communication (clients, audiences, formats); creating writing samples; conducting writing exercises; developing strategies for soliciting feedback; and engaging in peer editing exercises. Students learn about various media writing formats, such as news releases, features, profiles, columns, editorials, reviews, speeches, public service announcements, back-grounders, etc. This is a writing intensive course.  
*Prerequisite: COM 101.*

### Effective Speaking COM203

3

This course provides instruction and practice in preparing and delivering the various kinds of oral presentations encountered by professionals. Students learn how to analyze audiences, organize different types of presentations, prepare and use visual aids, deliver presentations to different audiences and respond to questions. Students are taught to express themselves in a clear, confident, responsible, and appropriate manner. The classroom environment is conducive to confidence building and overcoming the fear of speaking.

### Media Ethics & Society\* COM205

3

This course explores such significant questions as: What constitutes sound, ethical communication practice in the mass media professions (TV, radio and internet), advertising, journalism and public relations? What are the moral and practical rules anyone involved in mass media professions must follow to maintain that all-important bond of trust between the client and the consumer of information? What constitutes ethical behavior in the news business, PR and advertising, and why is it vital to the functioning of a democratic society? This course uses two avenues of inquiry; one exploring the philosophical basis of media ethics and another outlining case histories from the media. Current trends in the news and popular culture's view of the ethical lapses in the mass media, journalism, advertising, and public relations are also explored. The examination of media ethics is done from a constructively critical point of view, with a particular focus on the intersection of media and society. *Prerequisite: COM 101.*

### Professional Communication COM206

3

This course is designed to provide an understanding of the most important communication and career-related formats of professional writing, including power point presentations, memos, business letters, reports, brief speeches, instructions, newsletters and brochures. Special emphasis is given to various writing processes one must complete on a tight deadline for a business audience of peers, customers or employers. *Prerequisite: ENG 102.*

## Course Descriptions

### Introduction to Public Relations

#### COM208

3

In this course, students explore the evolution, theoretical basis for, and practice of professional Public Relations. Students review the history and current practices of Public Relations and examine the differences between: PR and advertising; press relations and public affairs; promotions and news events; marketing and media placements. Students gain insights into the Public Relations function for corporations, high tech companies, government agencies, politics, education, the entertainment industry, sports, and non-profit institutions. Lectures, case studies, readings, group work, guest speakers, and class discussions focus on techniques useful in such areas as local and national publicity, special events, and community and government relations for organizations. *Prerequisite: COM 101.*

### Journalism

#### COM209

3

In this course, students learn reporting and writing techniques necessary to produce a variety of types of articles. Assignments may include politics, sports, entertainment, and interviews. There is discussion of roles of reporters, columnists, editorial writers, editors, photographers, and graphic designers in the daily process of journalism as decisions are made in the newsroom as to what stories to cover; what stories, photographs and video clips to publish or broadcast; and on what page to display them or in which order to broadcast them. The various reporting specialties covered in journalism – Health, Education, Business, Arts, Sports, Lifestyle, Entertainment, Travel - are explored. Students have the opportunity to publish their work in the campus newspaper, *The 1851 Chronicle*. *Prerequisite: ENG 102.*

### Intercultural Communication\*

#### COM212

3

This course examines communication issues that arise from contact between people from different cultural backgrounds in everyday life, social encounters, and business transactions. Interdisciplinary approaches are applied to the study of how verbal and nonverbal presentation, ethnic, gender, and cultural differences affect communication. The course provides exercises in partici-

pation, analysis, and criticism of interethnic and interracial communications in small group settings. Students examine factors of international communication; such as the cultural, economic, political, and social influences and the role of communication in affecting social change in a wide variety of cultures and countries. *Prerequisite: COM 101 or SOC 101 or PSYC 101.*

### Writing for Public Relations

#### COM213

3

This course serves as a workshop in which students apply the fundamental skills of journalism to the different formats commonly used in writing copy for public relations and advertising, including press releases, public service announcements, profiles, brochures, and advertisements. In addition, students continue to sharpen their editing skills by revising their own work and by copyediting and critiquing the work of other students. Central to the objectives of this course is that students improve their ability to write clearly and concisely, avoiding common errors in grammar, punctuation, spelling, and usage. *Prerequisite: ENG 102.*

### Radio Production

#### COM215

3

This course introduces students to the basics of radio production. Students learn announcing techniques, the fundamentals of microphones and sound mixing, as well as the skills to produce quality radio. The course also provides a general overview of the behind-the-scenes radio business and industry. Projects include a news announcement, radio interview, public service announcement, and a short music format radio show. Much of this class takes place outside of the classroom at the Lasell College Radio station.

### Video Production

#### COM217

3

This course introduces students to the basics of video production. Students learn basic videography techniques using professional video cameras such as the SONY HVR-HD1000U. In addition to videography, students learn the basics of digital video editing using industry-standard Avid non-linear editing programs. Video projects include a video camera roll test, Avid editing assignment,

## Course Descriptions

news package, and a short movie where students shoot, direct, and edit their own creative narrative.

### Digital Video Editing

#### COM218

3

This course teaches students the basics of editing digital media using the popular software program Adobe Premiere Pro. The aesthetics of editing are also discussed and analyzed through screening various types of edited media. Projects for the course include editing TV commercials, news packages, movie scenes, and music videos. It is recommended that students have acquired basic computer skills prior to taking this class.

### The Use of Social Media

#### COM219

3

This course is designed to introduce students to the key concepts and practices of writing for weblogs and the use of social media tools such as Facebook and Twitter for reputation management in PR, journaling, and networking. Students learn about social media uses by studying successful blogs, reading assigned articles on the subject, contributing to regular discussions held on an online forum, and completing a personal blog entry each week. Students form small groups around topics of interest and work together in order to publish and promote their work on the web. Each student contributes to a class-made blog by writing, creating/finding art, copyediting, and assisting with podcast and video blog production. Students have a great deal of real-world experience with a live, constantly updated blog, and a solid understanding of the fundamentals of writing for the web and using social media for promotional purposes. *Prerequisite: COM 101.*

### Advertising

#### COM221

3

This course introduces students to the field of advertising, including the role of promotional elements (advertising, direct mail, promotion, etc.) found in an advertising agency or in the communication program of an organization. In this course, students learn that advertising is more than just ads on television, on a web page or in print. Advertising is a process that starts with research and moves through analysis, planning,

action, and evaluation. The development of an effective advertising strategy requires an understanding of overall communication processes and theoretical principles, how organizations organize and brand themselves for advertising and other promotional functions, consumer behavior, and how to set goals and objectives. A cooperative learning project requires students to engage in the kind of strategic thinking, planning and execution that is done by advertisers, researchers, media planners, and copywriters. The course also addresses how the advertising industry is regulated and how key social issues and various consumer constituencies can present problems for advertising professionals. *Prerequisite: COM 101.*

### Special Topics in Communication\*

#### COM222/322/422

3

This is an advanced, discussion-oriented course in which students study a specific issue in the field of communication. The course will usually focus on mass media, but sometimes on other areas of communication. Students are responsible for substantial written and oral work in research and/or critical analysis of media content. Topics might include: the family on the American stage and screen, violence in the mass media, race, age, or gender images in mass media, the law and mass media, education and mass media. *Prerequisites: ENG 102, a 200 level English or Communications course.*

### Advertising: Copy & Design

#### COM223

3

This course approaches the design and content of advertising from a variety of creative perspectives—from art to copy to production. The aim is to create eye catching, stand-out advertising—the kind that requires concentration, creativity, and focus. Students don't have to be skilled graphic artists, but they do need to be able to explain in detail how a storyboard works and what message is intended for the consumer through an emphasis on: visual effects of the design; use of color and placement; and the significance of slogans, copy, and dialogue. This class duplicates as closely as possible the experience of working in a creative group within a real ad agency. *Prerequisite: COM 221.*

## Course Descriptions

### Entertainment Media

#### COM302

3

A focus on the entertainment media industry requires making sense of the material that captures the audience's attention, influences culture, and provides enjoyment to mass media consumers. Course topics include the business of entertainment media, the production and distribution of media content, and multimedia convergence. Students in this course examine the multiple genres for the content of entertainment media, such as drama, comedy, reality TV, and gaming. Students learn how the entertainment industry works, captures the interests of contemporary audiences, and influences our culture and values. *Prerequisite: COM 101.*

### Nonprofit Public Relations

#### COM303

3

This course invites students to explore "nonprofit public relations" as it is seen today and as experts suggest it will be seen in the future. Students have the opportunity to work with a "real world" nonprofit client by creating, preparing, and producing a complete public relations plan for that organization. *Prerequisite: COM 213.*

### TV Studio Production

#### COM304

3

This course introduces the fundamentals of television production in a TV studio environment at NewTV - Newton's own public access television studios. Students learn pre-production planning, live-to-tape directing, and participate in full television crew rotations to produce high quality PSAs and their very own TV show to be aired on local access television. Throughout the semester, students develop a variety of production skills from hands-on television studio operation.

### Screenwriting

#### COM305

3

This course includes writing techniques for series and stand alone productions in television and film. Students work both independently and collaboratively in order to understand industry procedures. Students experiment with several different genres and then develop a major project. *Prerequisite: COM 105.*

### Broadcast Journalism

#### COM306

3

This class introduces students to the basic skills in writing for radio and TV news, including beat reporting, writing, interviewing, and editing. Students critically evaluate newscasts and are introduced to the components of producing them. They also examine ethical challenges that arise when manipulation of images and sound can distort reality and compromise journalistic integrity. *Prerequisites: COM 209, COM 218.*

### Understanding Video Games

#### COM307

3

This course introduces students to the foundation, process, and impact of the video game industry. Students evolve from merely riding the gaming highway to analyzing and deconstructing it. The course pays particular attention to the history and breakthroughs in the technology, social and political impacts such as the ESRB, sex and violence in games, as well as past, present and future trends of the gaming market.

### Conflict Resolution & Negotiations

#### COM308

3

This course helps students to understand the theoretical assumptions, elements, and processes of interpersonal conflict and negotiation, to increase their ability to objectively analyze conflict situations, and to creatively and productively manage conflict. Alternative Dispute Resolution approaches to litigation for resolving conflicts such as mediation, arbitration, and negotiation are examined. *Prerequisites: COM 101, LS 101 or BUSS 101; Junior or Senior standing.*

### Sports Journalism

#### COM309

3

This course explores the unique writing and research style of sportswriters, while emphasizing the fundamentals of good journalism. Students learn how to write advance, follow-up, feature, and human-interest stories and columns. This course stresses the practical necessity of the fundamentals of reporting, research, interviewing, and ethics, and then demonstrates, through examples and experiences, how to turn information into accurate, readable stories. This course offers students the tools needed to be able to write sports

## Course Descriptions

stories worthy of publication, with one potential vehicle being The 1851 Chronicle student newspaper. Students learn about writing for newspapers, broadcast media, and magazines.

### **Political Communication COM310** **3**

This course focuses on the complex ideas associated with the role of the press in a democracy. The nature and climate of our political processes, particularly elections, have changed dramatically in the past two generations, due in part to the extensive use and influence of the media. Also, media techniques and strategies used by government and political figures continue to change with the emergence of new technologies and the dominance of global media companies. Students learn how to think critically and analytically about the political press and how journalists and politicians frame public policy issues. This course looks critically at whether or not the American press is truly representative of the civic values of democracy, truth, and responsible citizenship. *Prerequisites: COM 101 or POLS 101 or SOC 101 and Junior or Senior standing.*

### **Advanced Radio Production COM312** **3**

This course brings students with basic radio production skills to a higher level of proficiency. There is strong emphasis on radio as a digital medium and digital (nonlinear) audio editing with Adobe Audition. Projects include editing music for radio play, writing and mixing radio commercials, creating a radio interview podcast, and the development of an Air Check radio demo for student portfolios. Students also develop a deeper understanding of the radio business. *Prerequisite: COM 215.*

### **Advanced Video Production COM313** **3**

This course takes students with basic video production skills to a higher level of expertise. There is strong emphasis on pre-production planning, teamwork, lighting, sound and special effects. The aesthetics of video production are also discussed by analyzing various film and video productions. Projects include a special effects reel, television commercial, short documentary, and a

short screenplay adaptation. Throughout the semester, students develop a deeper understanding of the business of video production. *Prerequisite: COM 217.*

### **Magazine & Feature Writing COM314** **3**

This course is focused on the longer pieces of magazine writing, such as feature articles and interview profiles, and other forms of narrative, nonfiction journalistic writing. The course includes reading, analyzing, and modeling well-written newspaper and magazine articles that entertain as well as inform readers. Students have the opportunity to provide editorial support for and submit feature articles for publication to Polished, a Lasell College produced magazine. *Prerequisites: COM 101, COM 209.*

### **Communication Research\* COM315** **3**

This course introduces students to methods of social research that are applied to communication theory and practice. This includes both academic research on human communication and the kinds of professional research conducted in media industries, such as journalism, advertising and public relations. Students conduct individual and group research projects during the term. *Prerequisite: COM 101.*

### **Publication Editing COM316** **3**

This course is designed as a workshop in which students learn the fundamentals of editing for print and online publications. Students study and participate in various editing roles, including editorial director, articles editor, copy editor, proof-reader and fact-checker. Students examine case studies of existing publications. In keeping with Lasell's Connected Learning approach, students propose work for Lasell's two student publications, The 1851 Chronicle and Polished, or other publications. The course focuses on learning to prepare cohesive editorial products with clear, compelling, professional content while avoiding common mistakes in usage, grammar, and style. *Prerequisites: COM 101, COM 105.*

## Course Descriptions

### Media Relations

#### COM317

3

Managing media relations for public relations professionals is the focus of this course. The course is intended to increase students' knowledge of the principles and methods of generating publicity and to introduce the basics of planning and writing media relations campaigns. The rapidly changing nature of global companies and the convergence of new information technologies are influencing the ways that communication professionals achieve their goals. Media relations can be a highly competitive and challenging field, where you must prove your productivity, accuracy, and creativity. Students discuss and experiment with successful strategies for gaining coverage in the press for clients, and they plan a comprehensive media relations program. *Prerequisites: COM 101, COM 208.*

### Internet & the World Wide Web

#### COM318

3

This course teaches students how to design and publish an original web site using the latest version of HTML. Students learn to code text and tables, as well as incorporate graphics and links based on World Wide Web Consortium guidelines. Throughout the course, students explore the Internet's major historical events, current trends, and other web-related issues such as communication protocol, security/privacy, and e-commerce.

### Advertising Planning: Media Campaigns

#### COM319

3

This course provides an environment for students to become engaged in a professional style media planning and buying campaign, which is an essential strategic focus of the advertising industry. Students develop a full advertising plan based on the current planning structure of a contemporary advertising agency. Working in teams, students conduct a detailed advertising analysis that allows them to provide strategic and creative solutions to problems they have identified in their research. Student teams construct an advertising plan that positions and promotes a product, a message, a politician, or a brand to a consumer audience. Each student team produces a comprehensive media campaign that identifies and targets the

appropriate media outlets for advertising placements. The class has a modicum of pressure and intensity that reflects some of the challenges necessary to succeed in the advertising industry. *Prerequisite: COM 221.*

### Media & Children\*

#### COM321

3

This course examines the uses and effects of mass communication among children and adolescents. By taking a developmental perspective, the course explores how youth at different stages of cognitive development watch, understand, and respond to media content. The first part of the course focuses on children's uses and processing of media. The second part of the course reviews the effects of various types of content (e.g., advertising, stereotypes, violence). The final part of the course considers the role of interventions (e.g., media literacy, ratings, parental mediation) in preventing media-related outcomes that are harmful and promoting those that are positive. Throughout the course, students are encouraged to critically evaluate the role of media in the lives of children. *Prerequisites: Junior or Senior standing only; COM 101 or PSYC 101.*

### Corporate Communications

#### COM323

3

This course is designed to present students with an overview of corporate communication in contemporary society. The rapidly changing nature of global markets and the convergence of new information technologies are influencing the ways in which communication professionals achieve their goals. The course explores the trends and issues affecting corporations, crisis management, public affairs communication, consumer affairs, employee relations, environmental issues, investor relations, issues of multinationals, ethics, and governmental relations. *Prerequisite: COM 213.*

### Internship Seminar

#### COM399

1

This seminar helps students to develop objectives and identify potential sites for their internships. Topics include the application of communication course work to a professional career and the development of skills necessary to locate an internship. The final goal of this course is to secure an internship. *Prerequisite: Junior standing.*

## Course Descriptions

**Field Experience****COM400****4**

This course is the professional component of the capstone experience in the Communication Department. The course provides students with a work/skill development opportunity to practice communication theory and skills in a real work setting. Students also keep a journal reflecting on their experiences and complete mid-and end-of-semester self-evaluations. The internship itself for 150 plus hours per week, the weekly seminar, and its assignments constitute the principle of the course. *Prerequisite: COM 399.*

**Media Literacy\*****COM418****3**

This course encourages students to take the mass media seriously through critical analysis of media content. Students study the power of the mass media in communicating cultural values and other messages. This capstone course reinforces the tools needed to think critically about the mass media in order for the students to then help others to do the same. Throughout their time in the communication program, students have been introduced to a variety of issues in the media (e.g., media content, media effects, ethics, and regulation). This course helps emphasize how all of these issues relate to one another. In the capstone paper and presentation, students have the opportunity to demonstrate the important research, writing, and oral communication skills they have developed. This course serves as the theoretical component of their capstone experience and is a writing-intensive course. *Prerequisite: Senior standing.*

**CRIMINAL JUSTICE****Introduction to Criminal Justice****CJ101****3**

This course is an overview of the history, philosophy, ethics, and legal issues related to the criminal justice system. The course provides an overview of the criminal justice system, focusing on critical decisions with an emphasis on contemporary issues, controversies, and trends.

**Principles of Human Rights****CJ103****3**

This course takes a global perspective defining human rights, reflecting on violations of these rights, considering arguments in support of human rights, and examining various new initiatives designed to protect human rights in different countries in all parts of the world. This course focuses on issues pertaining to the Universal Declaration of Human Rights such as slavery, personal security and equality before the law, freedom of marriage, freedom of assembly, and freedom of movement.

**Criminology****CJ201****3**

In this course, contemporary criminological theories are analyzed and evaluated with an emphasis on the social construction of crime, criminal offending, and victimization. Theories of crime are distinguished from theories of criminality. Assessments of theoretical advances, including theory integration and general theories of crime are examined. This is a writing intensive course. *Prerequisite: CJ 101, LS 101, PSYC 101, or SOC 101.*

**Juvenile Justice****CJ202****3**

This course focuses on the history and philosophy of juvenile justice, landmark court cases, police handling of juveniles, the juvenile court, the de-institutionalization of status offenders, and juvenile rehabilitation. *Prerequisites: CJ 101, LS 101, PSYC 101, or SOC 101.*

**Juvenile Delinquency & Gangs****CJ203****3**

This course examines juvenile delinquency in relation to the general problem of crime. There is consideration of factors and theories that attempt to explain delinquency, gangs, and status offending. The course also examines delinquent subculture, and programs for control and prevention. *Prerequisite: CJ 101, LS 101, PSYC 101, or SOC 101.*

**Forensics****CJ205****3**

This course provides an introduction to the modern methods used in the detection, investigation,

## Course Descriptions

and solution of crimes. Practical analysis of evidence such as: fingerprints and other impressions, ballistics, glass, hair, handwriting and document examination, and drug analysis are studied. *Prerequisite: CJ 101 or LS 101.*

### Drugs & Society CJ206

3

This course examines the social origins and consequences of the use and abuse of consciousness-altering substances (including alcohol) within American society. It considers how society defines drug use, drug abuse, and social harm, as well as how society responds to drug use and abuse. Included is examination of socio-historical perspectives on drug consumption and control, the structure of legal and illegal drug markets, the relationship between drugs and crime, and competing models of drug policy and enforcement. *Prerequisite: CJ 101, PSYC 101, or SOC 101.*

### Criminal Investigations CJ207

3

This course examines the fundamentals of criminal investigation including scientific aids, interviews, interrogations, collection and preservation of evidence, methods of surveillance, follow-up and case preparation. *Prerequisite: CJ 101 or LS 101.*

### Special Topics in Criminal Justice CJ210

3

This course provides special subjects in Criminal Justice in order to satisfy interests of both faculty and students. Examples of such topics are: restorative justice, global violence against women, or computer crime.

### Terrorism CJ211

3

No other issues generate as much discussion and controversy as the contemporary debate over "terrorism". But what is terrorism? And how should we respond to it? This course examines terrorism with a critical eye, looking at the different ways that the subject is framed by various disciplines and examines the ways that terrorism has been presented, debated, and analyzed. The course addresses the social-political conditions that spawn terrorist organizations, examines terrorism in a

historical context, and looks at methods of terrorism. The course explores the psychological processes that create a terrorist, the psychological impact of terrorist activities, and explores counter-terrorism strategies through creative problem-solving.

### Domestic Violence CJ303

3

This course introduces students to the basic concepts of the law relating to domestic violence. In addition the course examines the existence of violence among family members and in relationships in today's society. Topics include child abuse, partner abuse, and elder abuse. *Prerequisite: LS 101, CJ 101 or any introductory social science course.*

### Children & Violence CJ309

3

This course examines the psychological, criminal justice, and legal issues surrounding children who experience violence in their lives, either as victims or perpetrators of violence. Topics include child maltreatment, pedophilia, online child predators, school victimization, domestic violence, juvenile delinquency, child sex offenders, and youth homicide. *Prerequisite: PSYC 221, PSYC 223, CJ 201, or LS 204.*

### Corrections CJ312

3

Corrections is the vast collection of persons, agencies, and organizations that manage convicted criminals. This course examines theories of punishment, the history of corrections, classification and sentencing schemes, prisons, probation and parole, and alternative sanctions. It also explores corrections-related personnel issues, legal issues, and specific concerns dealing with race, age, and gender. *Prerequisite: Sophomore standing.*

### Police & Society CJ313

3

This course examines policing from a variety of perspectives. The philosophical foundations of social control in relation to policing, as well as the emergence, organization, and structure of police systems are examined. There is also an examination of the relationship between the police and

## Course Descriptions

the public in different historical, political, and economic contexts. *Prerequisite: Sophomore standing.*

### White Collar and Organized Crime CJ314 3

This course addresses the definition, detection, prosecution, sentencing, and impact of white collar, occupational, and organized crime. Special consideration is given to the role of federal law and enforcement practices due to the frequent national and international scope of these types of crimes.

### Global Technology & Crime CJ315 3

In this course, border, travel, and trade policies are examined in combination with advances in technology. The resulting problems of high technology and international crime require new, globally oriented and cooperative enforcement strategies. Students gain a better understanding of crime control in a global society.

### Criminal Procedure CJ316 3

Criminal procedure refers to the process whereby the criminal law is enforced. Major topics to be covered in this course include: the exclusionary rule, search and seizure, identification, interrogation, trial rights, sentencing, and due process. Special emphasis is placed upon how the rules of procedure affect the components of the criminal justice system. *Prerequisite: CJ 101 or LS 101.*

### Comparative Justice Systems CJ317 3

This course analyzes differences in global approaches to law enforcement, criminal procedure, criminal law, corrections, juvenile justice, and prevention. The material provides a worldwide overview of cultural and legal traditions that are related to crime. Through cross-cultural comparisons, the course examines whether due process rights must be sacrificed in order to achieve crime control effectiveness and efficiency. *Prerequisite: CJ 101 or LS 101.*

### Violence & Aggression CJ318 3

This course investigates and analyzes aggression and violence as forms of individual, group, and societal behavior. It includes an assessment of anthropological, biological, philosophical, political, and sociological theories of violence. *Prerequisite: CJ 101, LS 101, PSYC 101 or SOC 101.*

### Victimology CJ319 3

This course presents an overview of the history and theories of victimology. Students analyze victimization patterns with special emphasis on types of victims and crimes. The course also examines the interaction between victims of crime and the criminal justice system, the victim's rights movement, and services offered to victims of crime. *Prerequisite: CJ 101, LS 101, PSYC 101, or SOC 101.*

### Community Corrections CJ321 3

This course examines the development and application of traditional forms of conditional and unconditional prison release, as well as a variety of new intermediate or alternative sanctions. Different sentencing options are evaluated to determine which, if any, of the theories of criminology or philosophies of sentencing are satisfied by their use. Current research and analytical perspectives are examined. *Prerequisite: CJ 101, LS 101, PSYC 101, or SOC 101.*

### Justice, Class, Race & Gender CJ323 3

This course explores issues unique to individuals of different classes, gender, and/or races or ethnic groups. The course focuses on these issues specifically in the context of the American criminal justice and legal systems. Issues of diversity relevant to all aspects of the criminal justice system are examined. *Prerequisites: CJ 101, LS 101, PSYC 101, or SOC 101, Sophomore standing.*

### Justice Studies Internship & Seminar CJ401 4

This course provides an opportunity for participants to be in an individually arranged, college-supervised internship for 12 hours per week in a

### Course Descriptions

professional work setting related to the student's interest. Each student is monitored during the internship by the faculty advisor and attends a corresponding classroom seminar each week. *Prerequisite: Senior standing and Permission of Dept Chair.*

#### Topics in Crime & Public Policy I CJ441 3

This course is the first portion of the Capstone course offered in the fall semester to introduce seniors to a general understanding of policy studies. Students examine what policy analysis consists of, stages of policy analysis, and assessment of policy change. The class examines current policy issues in Criminal Justice such as community policing, sentencing, and minority overrepresentation in prison populations. The course examines various research strategies, design and methods and addresses research problem definition and how to produce a state of the art policy paper and literature review. This is a writing intensive course. *Prerequisites: PSYC 331 or SOC 331, Senior standing.*

#### Topics in Crime & Public Policy II CJ442 3

In this part of the Capstone course offered in the spring semester, the student can use the field internship placement as the target for the individual policy analysis paper. The student can acquire data available at the agency or use generally available data from different sources to answer a policy question that can be applied to the agency the student works in or to similar agencies. The student is required to submit a detailed policy analysis and produce a paper and project to be presented at the Connected Learning Symposium. This is a writing intensive course. *Prerequisites: CJ 441, Senior standing.*

#### Justice Studies Internship & Seminar I CJ443 3

This course provides an opportunity for participants to be in an individually arranged, college-supervised internship for 120 hours during the fall semester in a professional work setting related to the student's interest. Each student is monitored throughout the internship by the faculty

advisor and attends a corresponding classroom seminar each week. *Prerequisite: Senior standing.*

#### Justice Studies Internship & Seminar II CJ444 3

This course provides an opportunity for participants to be in an individually arranged, college-supervised internship for 120 hours during the spring semester in a professional work setting related to the student's interest. Each student is monitored throughout the internship by the faculty advisor and attends a corresponding classroom seminar each week. *Prerequisites: CJ/LS 443, Senior standing.*

### ECONOMICS

#### Principles of Econ-Micro ECON101 3

This course is an introduction to the principles of the economic behavior of individuals, firms, and industries in the mixed economic system. Topics include consumer demand; elasticity; supply and costs of production; the allocation of economic resources; international trade; and the role of government in promoting economic welfare. *Prerequisite: Grade of C or better in MATH 103 or placement in any math course above MATH 103.*

#### Principles of Econ-Macro ECON102 3

This course explores basic functions of the United States economy viewed as a whole and policies designed to affect its performance. Topics include economic scarcity; causes of unemployment and inflation; money and monetary policy; the impact of government taxation and spending; and the federal debt. Some consideration is given to international economic problems and to contrasting economic systems. *Prerequisite: ECON 101.*

#### Economics of Social Issues ECON103 3

This course examines a broad range of social issues from an economics perspective. Designed for non-business majors, the course provides an introduction to economic reasoning and to some basic economic concepts which are then used

## Course Descriptions

to analyze a variety of social problems. Possible topics include poverty, unemployment, agriculture, discrimination, crime, pollution, education, health care, social security, and third world development. *Prerequisite: A grade of C or above in Math 103 or placement in any math course above Math 103.*

### International Trade & Finance ECON301 3

This course examines theory, tariffs, and import quotas; adjustment mechanisms, foreign exchange, and exchange controls are also covered. Additional topics include the theory of comparative advantage, the causes and consequences of imbalances in the balance of payments or exchange rates, and the evolution of the international monetary system. *Prerequisites: ECON 101, ECON 102.*

## EDUCATION

### Teaching & Learning in American Schools ED110/ED110L 4

This course provides students pursuing or considering initial teacher licensure with an overview of the teaching profession. Students study and discuss history and philosophies of education systems, as well as current trends and issues. Massachusetts professional standards and requirements for licensure are explored. This course is a prerequisite for all other ED courses. Twenty-five hours of observation and tutoring in varied school settings are required. This is a presentation-intensive course.

### Seminar on Contemporary Issues ED112 1

Designed and led by Lasell students enrolled in ED 426, the course includes discussion, reflection, and service related to a contemporary issue.

### Early Literacy Teaching & Learning ED206/ED206L 4

This course explores literacy development in the preschool and early elementary years, including transitions to reading and writing, role of phonemic awareness and phonics in emergent and early

literacy, varied assessments to measure developing literacy, instructional strategies and materials to support young learners. 25 pre-practicum hours. This is a writing intensive course. *Prerequisite: ED 110.*

### Elem Literacy Teaching & Learning ED208/ED208L 4

This course explores literacy development in the elementary years (through grade 6), including reading in content areas, fluency, reading/writing connections, varied assessments to measure literacy development, and instructional strategies and materials to support elementary learners through grade 6. 25 pre-practicum hours. *Prerequisite: ED 206.*

### Teaching Writing in Secondary Schools ED209 3

This course introduces students to various approaches to teaching writing in secondary schools. It focuses on different genres of writing and includes the use of graphic organizers to aid in writing. A required 25-hour pre-practicum provides the opportunity to observe writing instruction. *Prerequisite: ED 110.*

### Identifying Special Needs Learners ED211 3

This course introduces students to characteristics of learners with special needs in regular classroom settings. Students focus on definitions; causes; assessments; medical, emotional, and behavioral differences; and educational interventions for students with various conditions including mental retardation; learning disabilities; attention deficit hyperactivity disorder; emotional and/or behavioral disorders; differences in communication, hearing, vision, cognitive, and physical ability; and special gifts and talents.

### Technology in Education ED307 3

This course explores the use of the computer as an educational tool. Students learn how to integrate technology into the classroom as an additional tool designed to complement established and emerging methodologies. Students examine a variety of instructional technologies, utilize

## Course Descriptions

computer applications, and implement learning activities using technology. Students participate in a variety of learning experiences including lectures, group discussions, hands-on practice, on-line research, small group projects, and written exercises.

### Teaching Science Concepts:

#### PK - Grade 2

##### ED312

**3**

In this course, students examine early childhood science curricula, teaching strategies, and ways of connecting science concepts with other areas of the early childhood curriculum. Discovery, inquiry, exploration, cooperative learning, experimentation, and science vocabulary are addressed. The connections between children's understanding of science and cognitive development are explored. *Prerequisite: Pass all required MTEL.*

### Special Methods in Teaching History

#### ED318

**3**

This course presents current and innovative pedagogy to effectively teach history. Students explore and experiment with a variety of ways to present material and plan activities that engage learners. A variety of graphic organizers, writing aids, and mnemonic devices is introduced. A pre-practicum of 25 hours is required.

### Special Methods in Teaching English

#### ED320

**3**

This course explores teaching English through a holistic approach that encompasses all literary skills (reading, writing, speaking, listening, and viewing). Students experiment with a variety of teaching approaches and assessment methods that can be used to integrate these skills. A pre-practicum of 25 hours is required.

### Spec Methods in Teaching

#### Mathematics

##### ED324

**3**

This course engages students in observing and implementing effective pedagogical practices for teaching secondary (grades 8 – 12) mathematics. Students use a variety of research-based strategies, as well as incorporating appropriate Massachusetts Curriculum Frameworks and principles of planning and reflection. Requires a pre-practicum.

### Inclusive Education

#### ED326

**3**

In this course, students develop knowledge and skills necessary to teach special needs learners in regular classrooms, including strategies for working with co-teachers and aides. Topics include legal guidelines, referral processes, Individualized Educational Plans (IEP), professional resources, and classroom management strategies including modifications, adaptations, adaptive/assistive technology, and accommodations. *Prerequisites: ED 211; pass all required MTEL or Permission of the Department Chair. Corequisite: ED 324.*

### Literacy Assessment & Instruction

#### ED327/ED327L

**4**

This course explores strategies for integrating the language arts and teaching literacy across the curriculum for learners through grade 6, including assessment for planning and evaluation, classroom organization, management, unit and lesson planning, and resources. This is a writing intensive course. *Prerequisites: ED 208; pass all required MTEL.*

### Teaching & Applying Mathematics:

#### 1 - 6

##### ED328

**3**

This course provides practice in using state and national curriculum standards, teaching strategies, and instructional resources for effective math instruction. There is a particular focus on connections with elementary curriculum. *Prerequisites: MATH 104, 107; Senior standing; pass all required MTEL.*

### Science Concepts & Curriculum: 1 - 6

#### ED329

**3**

This course provides opportunities to integrate science content with state and national curriculum standards and resources to develop effective science lessons. The course includes practice in integrating science concepts with elementary curriculum and facilitating a local science fair. *Prerequisites: Senior standing; pass all required MTEL.*

### Pre-Internship Seminar

#### ED330

**1**

Usually taken in spring of the junior year, this seminar helps students identify objectives and

## Course Descriptions

potential sites for the internship. *Prerequisites: Junior standing and department permission.*

### Teaching Mathematics: PK - Grade 2 ED335 4

This course covers the development of number sense, one to one correspondence, meaning of operations, estimation, graphing, and patterns. The use of developmentally appropriate materials, manipulatives, technology, and children's literature for the teaching of math are addressed. The course explores a variety of math curricula, assessment techniques, and the use of the Massachusetts Curriculum Frameworks for designing instruction. Includes a 25-hour pre-practicum. *Prerequisite: Pass all required MTEL.*

### Topics in Education ED340 3

This course explores current issues and policies in education, emphasizing their background, development, varied perspectives, and current relevance for educators. Topics vary each semester, but may include reading comprehension strategies, classroom uses of children's literature, art and music as educational media in preschool settings, policies related to curriculum content and standards, and appropriate uses of assessments. *Prerequisite: Junior standing or permission of instructor. May be repeated for credit when topics change.*

### Prof, Respon, & Ethics in Curr Instr ED413 3

This capstone course integrates classroom practice, course work, and current developments in curriculum and instruction. The course includes a weekly seminar addressing problem solving in the field placement as well as current professional, ethical, moral, and legal issues facing professionals in education-related fields. *Prerequisite: Senior standing or department permission. Co-requisite: ED 427.*

### Pre-Practicum: PK - Grade 2 ED417 3

In this course, students complete a minimum of 150 hours of supervised field experience in classrooms appropriate for their concentration. Students observe, teach, and assist their cooperating teacher with classroom responsibilities. A weekly

seminar provides a forum for discussion of pre-practicum-related issues. *Prerequisite: Permission of the Department Chair.*

### Integrated Instruction: Elementary ED418 3

In this course, students explore research on social studies education as well as the teaching methods and related teaching materials that encourage learning in this discipline among children in an elementary school setting. In addition, students examine a variety of ways to effectively integrate the arts into the elementary curriculum.

### Pre-Practicum: Elementary (1 - 6) ED419 3

In this course, students complete a minimum of 150 hours of supervised field experience in classrooms appropriate for their concentration. Students observe, teach, and assist their cooperating teacher with classroom responsibilities. A weekly seminar provides a forum for discussion of pre-practicum related issues. *Prerequisite: Permission of the Department Chair.*

### Integrated Instruction: PK - Grade 2 ED420 3

In this course, students explore research on social studies education as well as the teaching methods and related teaching materials that encourage learning in this discipline among children in the early childhood education setting. In addition, students examine a variety of ways to effectively integrate the arts into the early childhood curriculum.

### Curriculum Integration ED421 3

In this capstone course, students integrate theory and previous field experiences with their 150-hour pre-practicum. Research and discussion topics include classroom management and organization, use of various curriculum materials and resources, and ethical issues in educational settings. Students design a classroom-based research project which will be completed during the practicum (ED 496 or 498). *Prerequisites: Senior standing, pass all required MTEL, concurrent enrollment in ED 417 or ED 419.*

## Course Descriptions

**Practicum: Secondary English****ED422 6**

In this course, students spend a semester in a secondary English classroom for student teaching. In a related seminar, students discuss topics such as the ethics of teaching, legal and moral responsibilities, student confidentiality, and working with parents. Placements require a minimum of 150 hours, with some requiring up to 300 hours. Permission of the Department Chair required. *Prerequisite: Passing scores on all required sections of the MTEL.*

**Pre-practicum: Secondary English****ED423 1**

In this course, students complete a minimum of 50 hours of supervised field experience in classrooms appropriate for their licensure. Responsibilities vary by placement, but may include observation, teaching, and assisting their cooperating teacher with classroom duties. A seminar provides a forum for discussion of pre-practicum-related issues. Permission of the Department Chair required.

**Practicum: Secondary History****ED424 6**

In this course, students spend a semester in a secondary history classroom for student teaching. In a related seminar, students discuss topics such as the ethics of teaching, legal and moral responsibilities, student confidentiality, and working with parents. Placements require a minimum of 150 hours, with some requiring up to 300 hours. Permission of the Department Chair required. *Prerequisite: Passing scores on all required sections of the MTEL.*

**Pre-practicum: Secondary History****ED425 1**

In this course, students complete a minimum of 50 hours of supervised field experience in classrooms appropriate for their licensure. Responsibilities vary by placement, but may include observation, teaching, and assisting their cooperating teacher with classroom duties. A seminar provides a forum for discussion of pre-practicum-related issues. Permission of the Department Chair required.

**Advanced Teaching Seminar****ED426 3**

This capstone seminar offers intensive coaching on practical aspects of course development and design, management of class discussion, and selection of class assignments in a college course setting. Students may collaborate with faculty members teaching existing courses, or may design and teach a one-credit seminar (ED 112). Course is offered as needed. *Prerequisite: Permission of Department Chair.*

**Curriculum & Instruction Internship****ED427 3**

In this course, students complete a minimum of 150 hours in a supervised setting, arranged in ED 330 (Pre-internship seminar) related to their career interest. *Prerequisites: Senior standing and permission of Department Chair. Corequisite: ED 413.*

**Pre-Practicum in Sec Math****ED428 1**

Through observation, reflection, and regular meetings with public school and Lasell faculty, students in this course become familiar with the curriculum and organization of middle and/or high schools in preparation for the practicum. *Prerequisite: Senior standing; passing scores on all required MTEL.*

**Adv Internship Curriculum & Instruction****ED429 3**

This course is for students who have completed ED 427 (Internship) and desire additional experience to continue preparing for a career area. Student must follow department procedures for locating, designing, and obtaining approval for the internship. Requires 150 clock hours in a supervised setting and in-depth reflection component. *Prerequisites: Department permission; ED 413 and ED 427.*

**Practicum in Sec Math****ED492 6**

In this course, students spend a semester in a secondary school setting and meet regularly with both Lasell and school supervisors. Assignments incorporate all Massachusetts requirements for licensure and include topics such as the ethics of

## Course Descriptions

teaching, legal and moral responsibilities, student confidentiality, and working parents and community members. Permission of the Department Chair required. *Prerequisite: ED 428; passing scores on all required MTEL.*

### Professional Standards & Ethics ED494 3

Taken concurrently with ED 496 or ED 498, this capstone seminar engages students in ethical questions such as student confidentiality, testing, and communicating with various constituencies as well as practical aspects of preparing for an initial teaching position. It includes conducting and reporting on the classroom-based research project that was designed in ED 421. *Co-requisite: ED 496 or ED 498.*

### Practicum: Early Childhood ED496 9

This practicum provides experience in two early childhood education settings. One setting is in Preschool or Kindergarten and the other setting is in grade one or two. Students spend five days a week in the classroom, assuming increasing responsibility that culminates with a “take over” week. A weekly seminar provides a forum for discussion of practicum-related issues. Topics of discussion include the ethics of teaching, legal and moral responsibilities, student confidentiality, and working with parents. Permission of the Department Chair required. *Prerequisite: Passing scores on all required sections of the MTEL.*

### Practicum: Elementary (1 -6) ED498 9

In this course, students are placed in elementary schools for a five day a week placement. Students assume increasing responsibility and end with a “take over” week in the classroom. A weekly seminar provides a forum for discussion of practicum related issues. Topics of discussion include the ethics of teaching, legal and moral responsibilities, student confidentiality, and working with parents. Permission of the Department Chair required. *Prerequisite: Passing scores on all required sections of the MTEL.*

## ENGLISH

### Writing for ESL Students ENG100E/ENG100EL 3

This course, designed to prepare the nonnative speaker of English for the Core Writing I - Writing II sequence, addresses the development of reading, writing, speaking, and listening competencies crucial to the successful completion of college coursework. Placed in this course on the basis of the TOFEL score, students work on oral and written English language skills through informal exercises and formal oral and written projects; the lab component of this course provides an opportunity for individual conferencing around written assignments. Students must receive a grade of “C” or higher in order to pass this course.

### Writing I ENG101 3

This course concentrates on improving the student’s attitude toward writing as well as the writing itself. The student can expect to write informal exercises, non-graded papers, graded papers, and journals. Scheduled individual conferences with the instructor are for the purpose of working on the student’s particular writing projects and problems. Based on the results of the writing assessment, students may be placed in a Writing Lab as part of this course or may be placed in an ESL section. Students must receive a grade of “C” or higher in order to pass this course.

### Writing II ENG102 3

This is a continuation of ENG 101 that concentrates on the student’s writing ability. There is a greater emphasis on exploring various literary types and themes, such as Women in Literature, Recent Fiction, and Family in Literature. Students may be placed into an ESL section of this course. Students must receive a grade of “C” or higher in order to pass this course. *Prerequisite: ENG 101.*

### Academic Reading & Writing ENG104 3

This elective writing course is designed for any student who recognizes the need for additional work on reading and/or writing following com-

## Course Descriptions

pletion of ENG 101 and 102. The course focuses on close reading and academic writing in response to readings about American culture from across the academic disciplines. Students develop and reinforce their skills in using reading strategies and in selecting and integrating text from a reading, analyzing issues, and synthesizing ideas in a focused and coherent essay. Students may be placed into an ESL section of this course. *Prerequisite: ENG 102.*

### Eng Lit/Themes & Writers ENG201 3

This course offers a special thematic approach to the study of English literature. Various authors, such as Chaucer, Shakespeare, Shaw, and Yeats, are studied within such contexts as convention and revolt; the hero and the heroine; or evil and decadence. *Prerequisite: ENG 102.*

### The Structure of the English Language ENG208 3

This course focuses on essential elements of the structure of the English language: its phonology (sound structure), morphology (word structure), and syntax (sentence structure). Students draw on their own knowledge of language as they examine spoken English; they then study the relationship between spoken and written language. As students discuss issues pertinent to teachers and to writers, the relevance of linguistic analysis both to written language development and to writing practice is considered. *Prerequisite: ENG 102.*

### Intro to Literature & Literary Studies ENG209 3

This is a foundations course required for the major and the minor in English. The course provides an introduction to a variety of forms and styles in poetry, drama, short story, fiction and memoir, or essay, including European, African, North, Central and South American, and Asian literature. The focus is on interpreting texts, including an introduction to preferred approaches of various schools of interpretation and standards for supporting one's interpretation. Students become familiar with the conventional elements of each genre and the terminology of critical interpretation. The course introduces print and database

tools for research on literature. *Prerequisite: ENG 102.*

### Survey of American Literature ENG210 3

This course surveys representative periods, authors, or genres in American literature from beginnings in Native American oral literatures through the present day. Individual sections organize study of classic and contemporary texts around particular themes, such as Queering American Literatures, American Migrations, Hemispheric American Literature, or Americans on the Edge: "Frontiers" in the American Imagination. Individual sections also trace twentieth- or twenty-first century movements to their roots in or resistance to earlier periods or movements such as: captivity narratives and colonial "Brief and True Relations"; American Romanticism and the American Renaissance; escaped slave narratives and the Civil War; Reconstruction and Reform; American modernism, Harlem Renaissance, Beat Generation, Southern Gothic, or post-modernism. This is a writing intensive course. *Prerequisite: ENG 102.*

### Modern Drama ENG211 3

This survey course introduces students to some of the great works of drama in the modern era (from the late 19th century through the present). The plays are considered in terms of performance, as well as in literary terms, with a focus on how the philosophies and sensibilities that have come to be called "modernism" and "post-modernism" are reflected in these plays, both on the page and on the stage. Readings include "modern classics" by such writers as Ibsen, O'Neill, Brecht, and Beckett, as well as more recent ones. *Prerequisite: ENG 102.*

### Literature for Young Adults ENG212 3

This course is a survey of current books written for adolescent and teen readers. It prepares students to evaluate young adult books in terms of literary quality, reader interest, and social and political perspectives. Strategies for use in the classroom are explored. A variety of genres of books are examined. *Prerequisite: ENG 102.*

## Course Descriptions

**Special Topics in Literature  
ENG214 3**

This course concentrates on an interdisciplinary approach to literature. The focus is on one theme, one author, one period, or one genre. Students are responsible for substantial written and oral work in analysis, criticism, and/or research. *Prerequisite: ENG 102.*

**The Mystery Novel  
ENG216 3**

This course examines the history of one type of genre fiction, the mystery, beginning with texts from the late nineteenth century and ending with contemporary novels. Emphasis is on the development of the form, the social context of the texts including historical background, changes in popular taste, and analysis of the popularity of the genre. *Prerequisite: ENG 102.*

**Contemporary Literature  
ENG217 3**

This course explores key issues and texts in 20th century literature and surrounding periods. The course will focus on one or more literary movements and authors from the early modern period through the early twenty-first century. *Prerequisite: ENG 102.*

**British Literature  
ENG218 3**

This course surveys British writing in poetry, fiction, and drama with a focus on key periods in the development of British literature. Emphasis is on representative writers in each period. Periods and movements surveyed include literature of the Anglo-Saxon period, Medieval, Renaissance, Restoration and the 18th Century, Romanticism, Victorian, Modern, and Contemporary or Post-modern. This is a writing intensive course. *Prerequisite: ENG 102.*

**Creative Writing  
ENG219 3**

In this course, students explore various types of creative writing including fiction, poetry, and screenwriting. Students do a wide range of in-class and out-of-class writing assignments, and have the opportunity to select one form for a major project. *Prerequisite: ENG 102.*

**Lyric Poetry  
ENG222 3**

This course considers the lyric poem in global contexts, with attention to poetic voice, composition, sense and sound. Form and content are examined in medieval to modern meditative and lyric poems. *Prerequisite: ENG 102.*

**Ethics & Morality in Literature  
ENG223 3**

This course focuses on the roles that ethics and morality play in a variety of literary texts. Emphasis is on analysis of characters' decisions and choices that relate to ethical issues as well as to the formation of their ethical codes. Characters' positions relating to ethical systems and the prevailing morality of their society are considered. Literature is selected from diverse genres and traditions. The focus of the course changes each semester. Topics may include: Literature of Human Rights, Prison Writing, Literature and the Environment, or Literature of War. *Prerequisite: ENG 102.*

**Film & Literature  
ENG224 3**

This course explores the nature of narrative in Literature and Film. Focus is on analysis of literature that has been made into movies. Students consider the types of changes involved in the transformation from one genre to another as well as the complex reasons for variations. *Prerequisite: ENG 102.*

**The Short Story  
ENG225 3**

This course studies the development of the short story as a twentieth century form; critical and creative approaches are offered. Selections are taken from such authors as Edith Wharton, Ernest Hemingway, William Faulkner, Joyce Carol Oates, Doris Lessing, and Alice Walker. *Prerequisite: ENG 102.*

**From Sounds to Sentences  
ENG235 3**

This course considers the acquisition of human language as a biologically-based and species-specific communication system. The interaction, from infancy through early and later childhood, between biological preparedness and environ-

## Course Descriptions

mental influence is studied at the same time as the development of phonology (sound system), lexicon (vocabulary), syntax (sentence structure), and pragmatics (language use). The developmental phases through which a young learner passes as the language systems develop are also studied in this course. Bilingualism, dialect, language disorder, and early written language development are also considered. *Prerequisite: ENG 102.*

### Stories of Origin ENG304 3

This course considers both written and oral traditional texts. Texts originating in expressions of faith, devotion, cultural origin or expression, and ethnic identity are examined, with attention to narration, characterization, sacred mystery, moral/ethical content, and interpretation. Readings include selections from Ancient Greek and Roman literature; the Bible and/or the Qur'an, and world myths and folktales. *Prerequisite: Any 200 level English course.*

### Fiction Writing Workshop ENG308 3

In this course students write various types of fiction. They work on different types of short stories and may have the opportunity to work with longer forms such as the novella or novel. Students analyze the work of professional writers in order to understand a variety of writing strategies including the uses of and approaches to plot, dialog, point of view, and description. Students work on short and longer assignments to develop technique and also have the opportunity to structure some of their own assignments. Analysis of each other's work is an extremely important component of the course. *Prerequisite: ENG 219 or COM 209.*

### Poetry Writing Workshop ENG310 3

In this course, we consider English verse by analyzing lyric poetry and engaging in its practice. Work by class members is examined, as are other example poems whose study illuminates the use of poetic devices such as imagery, diction, sound device, structure, lineation, and figurative language in the apprehension and construction of poetic meaning. Reading projects include the

close examination of assigned poems; written assignments involve short annotations on assigned readings, more extensive analysis of the work of a selected poet, and the creation of a portfolio of original poetry. *Prerequisite: ENG 219 or ENG 222.*

### Literature of Post-Colonial World ENG312 3

This course studies issues, movements or traditions in literatures that respond to a history of colonization and/or imperialism. Latin American, African and Asian cultures or traditions are emphasized in English or English translation; issues addressed might include matters of publication and criticism, myths about the "third world," nationalism, fundamentalism, human rights, technology and cultural resistance. Examples might include *The Novel in India*, *Caribbean Dub Poetry*, *Prison Writing*, *Major South African Writers*, *Magical Realism*. This is a presentation-intensive course. *Prerequisite: Any 200 level English course.*

### American Multi Ethnic Literature ENG313 3

This course focuses on the history, variety and aesthetic conventions of one or more racial-ethnic traditions in American writing. Individual courses might focus on key forms or authors, distinct traditions such as African-American, Latino, Asian-American or Native American literature, or a survey across several traditions. Examples include Barack Obama and the African-American Tradition, Contemporary Latino Literatures, or Haiti and the US in Haitian-American Writing. *Prerequisite: Any 200 level English course.*

### Classics of World Literature ENG340 3

This course explores representative fiction, poetry, or drama by major figures in world literature centering on a theme such as love, tragedy, comedy, immortality, madness, wasteland, quest for knowledge, voyages, or exploration. *Prerequisite: Any 200 level English course.*

### Advanced Writing Workshop ENG402 3

This is the capstone course for Creative Writing Majors and Minors. In consultation with the in-

## Course Descriptions

structor, each student develops and completes a major writing project that focuses on the student's writing interests. A major component of the course is students' analysis of each other's work. The course includes reading assignments that relate to the writing projects. *Prerequisite: ENG 308 or ENG 310.*

## ENVIRONMENTAL STUDIES

### Introduction to Environmental Studies

#### ENV101

3

This course uses case studies to explore global environmental challenges and engages students in considering sustainable solutions. Solutions that promote a healthy environment, social equality, and economic viability are discussed. Students explore steps individuals, organizations, and communities can take to reduce their ecological footprint and to slow global warming. Leaders from community organizations and local government agencies are invited to discuss issues with students.

### Environmental Ethics & Society

#### ENV102

3

This course explores issues and problems arising out of ethical considerations related to the general environment and specific ecosystems. Also considered are the moral aspects of population control and resource use. The foundations for beliefs and worldviews regarding nature and the human relationship to it are explored. In addition, the variety of philosophical perspectives and pragmatic choices and actions people take related to environmental ethics are studied.

### Environmental Law & Policy

#### ENV201

3

This course examines the role of law and politics in the management of natural resources and the environment. The course first reviews the major US environmental protection legislation and then explores the process of developing and establishing environmental policy related to water, air, energy, and land resources. Historical and contemporary circumstances that influence public policy decisions, the influence of science and

technology, social and economic paradigms, and ethics and values are discussed. Even though the emphasis is on domestic U.S. policies and institutions, international issues are addressed, including how US domestic environmental policies influence and are influenced by global forces. This is a writing intensive course.

### Environmental Economics

#### ENV204

3

This course explores economic problems associated with environmental issues. The course introduces modeling and analytical tools used in the field. The course first examines the problem of market failure in the presence of externalities and public goods, and considers public policy responses to these market failures, including command-and-control regulations, tax and subsidy incentives, and marketable pollution permits. The course then addresses the methods to measure the costs and benefits of environmental improvements and how these types of analysis are used in public policy decisions. These decisions are analyzed in the context of problems such as air pollution, ozone depletion and global warming, threats to biodiversity, and development. This is a writing intensive course.

### Green Business

#### ENV205

3

All businesses, from oil companies to computer manufacturers want to be "green." Being "green" is not only good for a business' marketing and publicity, but it also helps the bottom line. This course examines what it means to be a "green" business. Topics include the Triple Bottom Line, sourcing materials, energy management and recycling.

### Special Topics in Environmental Science

#### ENV206

3

This course examines a particular area of environmental studies with the goal of allowing faculty and students to explore issues that meet special interests.

### Environmental Science

#### ENV211

3

During this course, students are introduced to

## Course Descriptions

the concept of environmental sustainability. Issues such as climate change, biodiversity, food and agriculture, water resources, and energy are explored. Students are challenged to consider the impact of Lasell College on the environment and will complete a greenhouse gas inventory. Students also examine the role of science and technology in the pursuit of environmental sustainability. *Prerequisite: ECON 101.*

### **World Geography ENV220** **3**

This course surveys the earth's social, cultural and economic patterns and their relationship to the physical geography of the earth. A regional approach is taken to provide a foundation for more intensive systematic studies of important environmental/political issues.

### **Environmental Field Sampling ENV301** **3**

The environmental movement relies on monitoring data to make the case for cleaner air, water, etc. In this course, students learn how to conduct basic water quality, air quality, and other forms of environmental monitoring as well as discuss how to use the data that is collected.

### **Natural Resource Management/GIS ENV302** **3**

This course surveys natural resource issues from global to local scales through the use of geographic information systems (GIS). GIS, remotely sensed images, and global positioning systems are used as tools in managing community natural resources. Students map natural resources and community features to explore management strategies. Students work with town commissions, state agencies, and environmental organizations to obtain spatial data for analysis.

### **Natural Resource Management/ GIS Lab ENV302L** **1**

This intensive field course complements the Natural Resource Management/GIS course by providing students the opportunity to learn about the environment through real world inquiry. Students spend time in the field examining local natural resource issues. Students learn key mea-

surement techniques in the environmental field and improve data analysis skills. Data gathered in the field is integrated with geographic information systems (GIS), remotely sensed images, and global positioning systems (GPS) for analysis.

### **Environmental Justice ENV303** **3**

All people should have the right to live in and enjoy a clean and healthful environment. However, access to clean air and water, exposure to excessive noise, and access to natural areas is inequitable in our society. This course explores how racial, economic, and cultural backgrounds influence access to a clean and safe environment. Local, national, and international issues of the environment and social justice are explored. Students engage with local community organizations on projects promoting environmental justice.

### **Energy: Moving on from Fossil Fuel ENV305** **3**

Our economic prosperity relies on burning fossil fuels to power everything from our trucks to our office computers. As fossil fuels become more scarce, it is necessary to find other sources of energy. This course introduces students to our energy grid and to alternative sources of energy like wind, solar and geothermal. *Prerequisites: ENV 101, ENV 211.*

### **Building Sustainable ENV307** **3**

Urban areas are becoming more important in the environmental field as a greater percentage of our population lives in cities. This course examines how urban areas function as systems. Urban ecological theory is examined as well as a focus on how to build "green" buildings. *Prerequisites: ENV 101, ENV 211.*

### **Internship ENV400** **4**

This internship is scheduled to take place during the junior year and introduces students to challenges faced by companies, non-profit organizations, or government agencies. Placement is tailored to meet the student's career goals and interests in the environmental field. Students work 150 hours over the course of the semester along-

## Course Descriptions

side professionals in the field. Written reflections are submitted during and at the conclusion of the internship as well as regular meetings with the internship supervisor. The internship supervisor monitors each student's performance and visits each internship site as needed. *Prerequisites: ENV 101, ENV 102, ENV 201, ENV 211.*

### **Environmental Studies Senior Seminar ENV420**

**3**

This course is a capstone course in Environmental Studies that focuses on current issues and trends in the environmental field. Students complete an applied thesis or practicum project in an area related to their particular interest and present it to the class and/or at symposium. Environmental career opportunities are discussed along with resume development, networking, interviewing techniques, and other career development skills. *Prerequisites: ENV 400, Senior standing.*

## **EXERCISE SCIENCE**

### **Essentials of Musculoskeletal Anatomy EXSC101**

**2**

This course introduces students to professions in the areas of allied health and sports science. Topics include: exposure to various professions, understanding scopes of practice, laws and regulations associated with each profession discussed, code of ethics and educational requirements. Emphasis is placed on understanding musculoskeletal anatomy and medical terminology.

### **Principles & Problems of Coaching EXSC104**

**3**

This course provides students with an introduction to the profession of coaching. Students develop a base of knowledge through the study of principles and concepts from the areas of coaching philosophy, sport psychology, sport pedagogy, sport physiology, and sports management. Upon successful completion of the course, students have a thorough understanding and appreciation of possible solutions for those problems that are most frequently encountered in coaching, as well as the ability to apply principles of coaching to individual athletes and/or a team.

### **Lifestyles & Human Behavior EXSC107**

**3**

This course focuses on the benefits of a healthy lifestyle and the interactive principles of human behavior across the lifespan from adolescence through adult development. Topics include exercise adherence and maintenance, weight management, smoking cessation, and stress management.

### **Motor Learning EXSC203**

**3**

This course investigates principles of human performance and the acquisition of motor skills. Attention is devoted to reinforcement, transfer, massed and distributed practice schedules, closed and open skills, motivation, feedback, arousal, motor control systems, and retention of motor skills. Students learn how to retrieve, read, and interpret research in general and motor learning research in particular. *Prerequisite: BIO 206.*

### **Performance Nutrition EXSC209**

**3**

This course studies the effects, benefits, and sources of major nutrients. It includes an overview of nutritional issues involved in disease processes and nutritional needs for an active population. Special focus on patient assessment and development of dietary plans based on energy expenditure. *Prerequisites: BIO 205, BIO 206.*

### **Introduction to Personal Training EXSC211**

**3**

This course prepares students for national certification exams as personal trainers. Each class addresses pertinent topics of the health fitness professional. These topics include health screening and assessment and comprehensive program design for multiple populations. The course empowers students with the skills necessary to become qualified fitness professionals.

### **Coaching Practicum EXSC213**

**2**

This course provides students the opportunity to apply the principles and practices of coaching in a junior high, high school, or collegiate environment. Students participate actively in practical coaching experiences under the guidance and supervision of a qualified coach. *Prerequisite: EXSC 104.*

## Course Descriptions

**Kinesiology****EXSC222/EXSC222L 4**

This course examines the anatomical and mechanical concepts required for critical assessment, description, and qualitative analysis of human motion. The laboratory component includes analysis of human motion. *Prerequisites: BIO 205, BIO 206, PHYS 111.*

**Exercise Physiology****EXSC302/EXSC302L 4**

This course explores the acute and chronic effects of exercise on the structure and function of the body with an emphasis on the acute responses of the cardiovascular, pulmonary, and neuromuscular systems. Various concepts related to physical fitness such as body composition, skill related fitness, and cardiovascular fitness are introduced. The practical applications of major principles are demonstrated in a laboratory setting. Students are advised that the capability to exercise moderately and maximally may be required and that documentation of a medical examination indicating cardiopulmonary status and exercise capacity may be requested by the instructor. Writing intensive course. *Prerequisites: BIO 205, BIO 206.*

**Exercise Testing and Prescription****EXSC304/EXSC304L 4**

This course is designed to provide students with the knowledge and skills to engage in the application of physiological principles and development of practical skills for fitness evaluation and exercise prescription. Course content will emphasize: pre-test screening and assessment and prescription fundamentals for cardiovascular fitness, muscular fitness, body composition, and flexibility. *Prerequisite EXSC 302.*

**Strength Training & Conditioning****EXSC305/EXSC305L 4**

Lecture and practical sessions include principles of weight training and conditioning, orientation to different modalities, including free weights, weight machines (i.e., Nautilus), and circuit training and development of individual and group exercise programs. Students may be required to obtain medical clearance prior to participation. *Prerequisite: Sophomore standing.*

**Exercise Program Design****EXSC307/EXSC307L 4**

This course is designed to provide students advanced concepts in strength and conditioning. Emphasis is placed on the application of principles and theories covered in the Strength and Conditioning. Students focus on the development of sports specific programs for the purpose of improving athletic performance. *Prerequisite EXSC 305.*

**Research Concepts****EXSC340 3**

This course explores current issues in science and provides critical perspectives for non-scientists. Topics may include: AIDS, the environment, biotechnology, nuclear energy, biochemical warfare, uses of artificial intelligence, or contributions of women in science. *Prerequisite: MATH 208 & at least Junior Standing or Permission of Department Chair.*

**Exercise Science Seminar****EXSC401 1**

This course provides students with the skills needed to prepare for entrance into the workforce or graduate school. Emphasis is placed on cover letters and resume writing, interview skills, the graduate school application process, professionalism, and ethical decision making. *Prerequisite: Senior standing. Corequisite EXSC 410 or EXSC 420.*

**Exercise for Special Populations****EXSC403 3**

This course provides the exercise physiologist with an in-depth knowledge of application of exercise principles for patients participating in adult fitness programs. It includes client characteristics, screening, and program supervision. This is a writing intensive course. *Prerequisite: EXSC 304.*

**Organization & Healthcare Administration****EXSC405 3**

This course presents the principles of managing physical education, intramural and athletic programs, and sport and fitness businesses. Course topics include facility management, human relations, legal issues, scheduling, drug testing, staff-

## Course Descriptions

ing, and related duties of facility managers. Writing intensive course. *Prerequisites: Senior standing.*

### **Clinical Practicum I EXSC410 3**

This is an off-campus experience in a clinical, corporate, or commercial setting, as appropriate. Concepts, theories, and practices learned in the classroom are applied in a supervised setting. Students must successfully complete at least 150 hours of practicum experience in addition to written assignments. *Prerequisites: EXSC 304, EXSC 305 & Permission of Department Chair. Corequisite: EXSC 401.*

### **Clinical Practicum II EXSC420 6**

This course offers an off-campus experience in a clinical, corporate, or commercial setting. Concepts, theories and practices learned in the classroom are applied in a supervised setting. Students must successfully complete at least 300 hours of practicum experience in addition to written assignments. *Prerequisites: EXSC 410 & Permission of Department Chair.*

### **Exercise Science Capstone EXSC430 3**

The capstone course synthesizes theories and practices of exercise physiology into one culminating and progressive exercise program for a client. Students serve as subjects, technicians, and administrators. The primary goal is to better prepare students to engage in research at the graduate level and to create an opportunity for students to apply various concepts and theories attained throughout the curriculum. The content of this course focuses on opportunities for exercise program design and undergraduate research, with three course design options; development of original case study research, with focus on adhering to written and oral presentation standards within the field; development of an original research question, with focus on methodology, data collection and statistical analysis; or development of an understanding of the research process, with focus on review of the literature, defining the research question, and study methodology. *Prerequisite: EXSC 340.*

## **FASHION DESIGN AND PRODUCTION**

### **Clothing Construction I FASD103 3**

Introducing techniques needed by the designer, the focus of this course is on developing basic skills applied to garment construction. Concentrating on industry techniques using woven fabrics, students gain insight into the components of a quality product.

### **Clothing Construction II FASD104 3**

This course expands student competencies to include the assembly of more complex garments, including the use of knits. Industry methods of construction and production are emphasized to facilitate independent analysis of the apparel assembly process. *Prerequisite: FASD 103 or permission of Department Chair.*

### **Pattern Generation I FASD105 3**

Introducing skills for fashion design development, students develop an aptitude for mechanical drawing and pattern generation through draping and drafting flat patterns. Students explore and express design ideas through two- and three-dimensional methods of developing and adapting the original basic patterns that are also referred to as slopers. The course is structured as a series of lectures, demonstrations, and exercises, including the completion of several hands-on projects. *Prerequisites: EXSC 340.*

### **Pattern Generation II FASD106 3**

In this course, slopers for knits and wovens are developed, analyzed, and utilized to produce apparel designs. Emphasis is placed on the various development, fitting, and assembly techniques required for work with both two-way and four-way stretch fabrics. *Prerequisite: FASD 105.*

### **Flat Pattern Design I FASD201 3**

This course emphasizes industry methods of producing patterns from basic slopers. Students learn to achieve different silhouettes and produce

## Course Descriptions

style variations. Dart manipulation is introduced to the student as a means of developing original design ideas. Collars and sleeves are examined, and components of good fit are explored. This course is structured as a series of demonstrations and exercises and includes developing an original design from conception to fashion fabric. *Prerequisite: FASD 106.*

### **Flat Pattern Design II** **FASD202** **3**

In this course, advanced design development methods related to pattern drafting of tailored jackets and pants are explored. Students study grading as a means of creating a variety of sizes. An original design is developed fostering creative and technical competency. *Prerequisite: FASD 201.*

### **Digital Design for Apparel** **FASD205** **3**

This course introduces students to software that is used prominently in the apparel design and production industry. Projects include enhancing fashion illustrations, technical drawing, textile design and colorization, and editing and integrating photographic images. Skills developed in this course are necessary for communicating design ideas and lay the foundation for industry-specific software covered later in the curriculum.

### **Fashion Illustration** **FASD215** **3**

Emphasizing techniques essential to creating two-dimensional fashion design renderings, this course develops skills related to drawing the fashion figure, illustrating original design ideas through various media, rendering textiles and developing technical drawings. The elements and principles of design are applied to fashion illustration through exercises that explore the various components of apparel development: study of human anatomy, garment details, fabrics, textures, etc. *Prerequisites: ARTS 101 or ARTS 126.*

### **Textile Arts** **FASD219** **3**

This course is an introduction to surface design through fabric manipulation. Students learn to apply design elements and principles to the sur-

face decoration of fabrics. A variety of techniques to create 2-D and 3-D effects for fabric surface embellishment are explored and researched. Students create a collection of resource samples and produce fabric lengths suitable for garments. The course explores a variety of textile manipulation methods such as dyeing on natural and synthetic fabrics, printing, shibori, felting, batik, and spraying transfer, as well as appliqué, creative embellishment, free machine embroidery. *Prerequisite: FASH 210.*

### **Fashion Design Concepts** **FASD220** **3**

In this course, fashion design ability is developed by exploring students' creativity. An understanding of fashion design as a three-dimensional art form is cultivated in order to gain knowledge of various styles and details which are utilized to design garments for various markets. Students develop a critical eye based on aesthetic and market-related evaluation principles. *Prerequisites: FASD 105, FASD 215 and FASH 210.*

### **Fashion Design: Special Topics** **FASD225/325/425** **3**

A variety of special topics courses offer students the opportunity to engage with various areas of the design discipline that are not covered within the required curriculum. Course content varies per semester with the goal of having faculty and students explore design techniques and theory in depth to meet special interests. Courses are offered at the 200, 300, 400 level dependent upon the area of exploration. *Prerequisites will be determined by level and content.*

### **Professional Presentation Methods** **FASD301** **3**

This course develops industry-based visual presentation methods, such as advanced hand illustration techniques and cutting edge, 3D technology. Outcomes of the course include both hand-held and technological portfolios, creating a key component to successful employment in the fashion industry. Resume, cover letter and interviewing skills are developed in preparation for internship. *Prerequisites: FASD 205, FASD 220.*

## Course Descriptions

### Accessories Design

#### FASD330 3

This course explores the accessories market while fostering creativity and advanced drafting and construction skills. The history of accessories is discussed. Various areas of inquiry are explored for prototype development, such as millinery, handbags, glove making, etc. *Prerequisites: FASD 202, FASD 220.*

### Drafting for Diverse Markets

#### FASD331 3

Specialized areas such as couture, children's and men's wear are explored in this course, providing students expanded design experience. Student research projects results in visual and oral presentations related to various inspirational sources and markets. Garments are designed, developed, evaluated, and constructed. *Prerequisite: FASD 202.*

### Draping

#### FASD340 3

This course integrates basic and advanced methods of draping. Students learn how to use this three-dimensional technique to develop flat patterns. Costume design and reproduction is introduced, and a couture garment is created using vintage techniques. Experimental free drape fosters creativity. Extensive research is a core component of this writing intensive course. *Prerequisite: FASD 202.*

### Tailoring

#### FASD350 3

Traditional and contemporary methods of tailoring are studied in this course, with emphasis placed on the pressing, molding, and shaping of fabrics. Assembly of a lined, tailored jacket builds technical expertise. *Prerequisite: FASD 104.*

### Senior Thesis Development

#### FASD409 3

This studio course simulates an industry experience. Students are required to develop a collection of completed ensembles that will be finished in FASD 410 (Senior Thesis Production). Each student refines his or her distinct design style and develops a personal brand. Design development through trend analysis, fabric sourcing, pattern drafting and/or draping, and apparel construc-

tion, in conjunction with writing, critical thinking, independent time management and visual communication complete this capstone experience. *Prerequisites: FASD 331, Senior standing. Corequisite FASD456.*

### Senior Thesis Production

#### FASD410 3

This course continues the industry-based design development process. The student finalizes a collection that is reviewed by peers, faculty and industry professionals. Each designer plans and executes a segment in the spring fashion show featuring his or her collection, and updates his or her portfolio to be interview-ready. *Prerequisite: FASD 409. Corequisite: FASD 466.*

### Fashion Design Internship

#### FASD415 3

Internships offer design students the practical training and working knowledge necessary for their development as practicing professionals while reflecting on their experiences in an academic matter. Internships are designed to merge theory with practice. Comprised of a 150 hour commitment, the internship is recommended to be completed in the junior year of study. The course instructor will monitor the experience with feedback from the site supervisor. Students are required to complete a journal that is comprised of a list of goals and objectives, and reflective writing. *Prerequisites: FASD 201 and department Chair approval if completing abroad.*

### Cad I- Lectra

#### FASD465 3

This course focuses on the use of technology in the apparel industry, examining its role in the global apparel complex. Students apply their hands-on technical skills to state-of-the-art industry programs. Using the LECTRA system of software, students digitize, manipulate, grade, and nest patterns on MODARIS, learn to create markers on DIAMINO and plot using JUSTPRINT and ALYS applications. *Prerequisites: FASD 331, Senior standing. Corequisite: FASD 409.*

### Cad II- Lectra

#### FASD466 3

In this course, using patterns generated in FASD

### Course Descriptions

465, garments are brought into the arena of mass manufacturing. Comprehensive specification packages are created by using LECTRA KALEDO. The cutting-edge technology of MODARIS 3D modeling is introduced. Marker making is explored. Students also learn how to integrate their understanding of technology into a professional working portfolio. *Prerequisite:* FASD 465. *Corequisite:* FASD 410.

## FASHION RETAIL AND MERCHANDISING/FASHION COMMUNICATION AND PROMOTION

### Contemporary Issues in Fashion FASH101 3

This course takes an interdisciplinary approach to the fashion business as it relates to cultural, historic, economic, and contemporary influences, giving students a basic understanding of the terms and concepts associated with the fashion and retail industries. Topics include: technological applications, environmental influences on fashion; the fashion cycle; trend forecasting; fashion marketing; women's, men's, and children's apparel; supply chain management; foreign and domestic market centers; and retail merchandising.

### Fashion History\* FASH200 3

This course covers the evolution of fashion from the time of early civilization to the mid-nineteenth century. Students learn how to identify various characteristics of clothing by studying both the social and psychological aspects of western culture. An understanding of fashion trends in relationship to art, architecture, and human behavior throughout history, and the various social implications clothing has on a given society are also explored. Upon completion of this course, students should be able to interpret fashion as a cultural language with identifiable characteristics. This is a writing intensive course. *Prerequisites:* ENG 102, or permission of instructor.

### Merchandise Planning & Control FASH201 3

This course provides an understanding of busi-

ness strategies related to assortment planning, buying, and allocating inventory. Building upon retail math fundamentals, students create stock and sales plans in accordance with the goals and objectives of a given seasonal sales strategy, including methods of figuring markups, sales projections, turnover, average stock, stock-to-sales ratios, open-to-buy, markdowns, and gross margin. Negotiation skills related to terms of sale, shipping and pricing strategies are explored within the wholesale/retail business relationship. Both manual and computer-based calculations are explored through the use of Excel and other industry-based software. *Prerequisite:* FASH 101.

### Fashion Research Abroad FASH204 3

This course brings fashion students together in an international setting to offer exposure to and research of the ever changing global fashion industry. The course focuses on the host country's culture and fashion industry, setting the stage for an intensive study abroad experience. Course structure abroad is a combination of lecture and field practice. In addition to Lasell faculty, professionals from the host country's fashion industry teaching a variety of topics. Hands-on workshops may play an important role in exploring content. Cultural immersion includes a community service project that engages students in reflecting on the evolving social consciousness in the global fashion market place. *Prerequisite:* ENG 101, FASH 101 or FASD 103 and permission of instructor.

### Sustainability in the Fashion Industry FASH206 3

This course explores issues surrounding the concept of sustainability in relation to the fashion industry. The history and contemporary status of sustainability in a global fashion context will be explored, including the influence of social, cultural, and economic factors. Guest speakers include specialists in sustainable fashion design & production, the greening of the supply chain, merchandising, and promoting the sustainable product.

## Course Descriptions

### Textiles

#### **FASH210** **3**

This course introduces the study of textiles through exploration of the production of fibers and methods of creating fabrics. Students learn to identify fiber content, properties, and various types of weaving and knitting fabrications. Other topics include the study of fabric characteristics, the quality and care of finished fabrics, and developing a practical working knowledge of fabrics in relation to their particular end uses.

#### **Fashion Retail Management** **FASH211** **3**

This course provides students with an understanding of the principles of retail management. Specific elements of these principles are discussed throughout this course. Topics include: technological applications, marketing strategies, store image considerations, competition analysis, legal constraints, consumer behavior, decision making and the critical reasoning associated with retail store practices. Applications of these principles are demonstrated through oral discussion, case study methodology and class lectures. *Prerequisites: BUSS 101 or FASH 101.*

#### **Visual Merchandising** **FASH212** **3**

This course builds a foundation in basic and advanced visual methods to promote products. The use of interior, P.O.P., and exterior displays, fixturing, graphics and signage are discussed. Various hands-on projects develop an aptitude for working with color and proportion to create visual solutions for product promotion. Exploring color analysis and proportion, students create visual solutions that demonstrate artistic sensitivity and express a mood or idea. Additionally, students become familiar with journalistic reporting and written analysis through various media applications. *Prerequisite: FASH 101 or permission of Department Chair.*

#### **Fashion Communication** **FASH218** **3**

This course examines communication strategies in the fashion industry. Students analyze the different facets of communication including maintaining consistency with Integrated Marketing,

the global landscape, various media channels, and emerging trends in social networking. Guest speakers, connected learning projects, and field trips facilitate the transfer of theory into practice, providing the student with a platform for developing a viable body of work related to fashion communication. *Prerequisites: ENG 102, COM 101 and FASH 101.*

#### **Fashion Communications/Fashion Merchandising: Special Topics** **FASH225/325/425** **3**

A variety of special topics courses offer students the opportunity to engage with diverse areas of fashion that are not covered within the required curriculum. Course content varies per semester with the goal of having faculty and students explore various industry concepts and theory in depth to meet special interests. Courses are offered at the 200, 300, 400 level dependent upon the area of exploration. *Prerequisites will be determined by level and content.*

#### **Fashion Promotion** **FASH301** **3**

This course integrates fashion industry promotional activities centered around sales promotions. Through advertising, publicity, and special events including fashion shows, students create and execute promotional campaigns that link to various external constituents to stimulate consumption of a product or service. *Prerequisite: FASH 212.*

#### **Retail Operations** **FASH302** **3**

This course builds on the concepts learned in FASH 201 Merchandise Planning & Control and FASH 211 Retail Management extending into retail store planning, trading area and site analysis, financial management, multi-channel retailing and performance metrics. All phases of merchandising and sales management, including merchandise logistics, enabling technology, distribution channels, retail assortment planning and labor administration are incorporated into a comprehensive study of retail operations. Technological applications that are industry specific are utilized throughout this course. *Prerequisite: FASH 211.*

## Course Descriptions

**History of 20th Century Fashion  
FASH303 3**

This course examines fashion from mid-nineteenth century to present day, exploring notable creators and addressing the aesthetic, economic, social, and political forces that impact the development of styles. Discussions and research focus predominantly on American and European culture, but endeavor to include a global perspective, taking into account issues of ethnicity, class, and sexuality. This course also includes first-hand examination of garments as part of an approach to develop critical thinking and “seeing.” Students utilize these observations to understand fashion as an art form, a commodity, and a symbol of cultural and personal identity. *Prerequisites: ENG 102 and FASH 101 or permission of instructor.*

**Interior Display & Design  
FASH304 3**

This course introduces students to the processes involved in designing a set, display, or interactive environment. The elements and principles of design are closely examined, developed, and applied. Students learn to solve problems of space, volume, color, texture, lighting, and design. Drafting techniques are emphasized, as are presentation skills. Practical modeling and construction techniques, including use of 3D computer software are used in the process of creating a setting and installations. *Prerequisite: FASH 212.*

**Fashion Styling for Photography  
FASH306 3**

Fashion Photo Styling is designed to provide fashion designers, fashion stylists and fashion merchandisers with an understanding of the conventions and visual traditions of fashion photography. The principles of lighting are discussed particularly as it relates to the creation of mood and image. An exploration of the history of fashion photography familiarizes students with its various visual traditions and styles. The relationship between marketing principles and the determination of style in the context of image usage are explored. Regular photo shoots provide students with hands-on experience of image creation. *Prerequisite: FASH 200.*

**Fashion Branding  
FASH307 3**

This course explores issues related to Fashion Branding and Brand Recognition by presenting an overview of Brand management, a concept that was designed by proctor and gamble. Through case studies and analysis of contemporary media, students examine the notion that perceived value or equity of a fashion brand can be increased through advertising, thematic control, and legal safeguards. The course also details how to build a fashion brand, maintain it brand equity, and how to re-tool a brand when it stature the marketplace or consumer consumption decreases due to market and economic changes. *Prerequisite: BUSS 220 and FASH 211.*

**Apparel Product Development  
FASH309 3**

Exploring the global product development matrix, students in this course work together in teams to explore the product lifecycle in terms of sourcing and production. Class sessions combine cases with hands-on exercises to reinforce key concepts. Topics include planning time-and-action calendars, specification and technical package development, sizing, quality control, and evaluation of the global production environment. *Prerequisite: FASH 211, or FASD 220, or FASH 218.*

**Trend Forecasting  
FASH315 3**

This course teaches students to enhance their fashion forecasting ability through a combination of “pulse-point” research, analysis, and presentation. Exploring techniques for interpreting the social/cultural influences on fashion change facilitates the ability to recognize and predict fashion trends in the global context. *Prerequisite: FASH 101.*

**Fashion and Culture\*  
FASH342 3**

This course evaluates the concept of fashion in the cultural context and its impact on human behavior as non-verbal communication, including the expression of national identity. Through a historical and contemporary study of the connection between fashion and society, the relationships between clothing, culture, ethnicity,

## Course Descriptions

social and political events, economic status, and geographical location are examined. Students explore the symbolic aspects of clothing from the personal and consumer standpoints. *Prerequisite: PSYC 101 or SOC 101.*

### **Fashion Industry Professional Development** **FASH401**

**3**

This course is designed to prepare students for the professional work environment through simulated business activities, case studies, and meetings with faculty and industry experts. The course explores career development and professional strategies, each of which is designed to prepare students for FASH 403 Field Assignment. This is a writing intensive course. *Prerequisites: FASH 309, FASH 302 (can be concurrent).*

### **Fashion Retail & Merchandising Capstone** **FASH405**

**3**

This course offers the student an opportunity to reflect and directly apply industry methods and practices acquired over the course of their degree studies. Students design and execute an in-depth project that engages them in research and experimentation, applying merchandising theories to a variety of situations. *Prerequisite: FASH 415.*

### **International Retailing** **FASH406**

**3**

This course teaches students the importance of the global economy through study of retailers who operate internationally. Students learn the legal, social, cultural, and economic environments that affect the distribution of consumer products worldwide. Required research assignments cover a wide range of international retailers, encompassing both department stores and independent retailers. *Prerequisites: FASH 211, BUSS 220.*

### **Internship** **FASH415**

**4**

The internship field assignment provides students with hands-on experience in the business of fashion, applying classroom theory to the professional work environment. Objectives for the field assignment include: (1) exposure to major components of the fashion company's operation, (2)

first-hand experience in the professional working environment, and, (3) acquisition of professional skills required for this ever-changing fashion industry. The student completes a journal, analyzes the internship company and processes, and receives feedback and evaluation from the internship site supervisor. A minimum of 120 hours of supervised onsite work is required. *Prerequisites: FASH 401 and Senior standing.*

### **Collection Research and Management** **FASH420**

**3**

This course is an extension of Fashion History for students who have excelled in their studies of historic dress. Students concentrate on developing research techniques and writing skills related to museum practices in support of the Lasell Fashion Collection. Students learn and use a collection management system based on the Past Perfect software to document acquired items regarding time period and unique features. This is a challenging course with an independent study component that helps to preserve the integrity of the LFC while increasing the overall educational value by preparing and mounting exhibits on and off campus and presenting at academic symposia. *Prerequisite: Permission of instructor.*

### **Fashion Communication Capstone** **FASH422**

**3**

The Fashion Communications and Promotion Capstone draws upon prior educational and internship experiences, synthesizing them into a capstone project that enhances the student's bridge to the next step in his or her academic or professional life. The capstone project is student-driven and mentored by select faculty. The project includes research, planning, process management, execution, and reflection. *Prerequisite: FASH 415.*

## **FIRST YEAR SEMINAR**

### **First Year Seminar** **FYS103**

**3**

This is a theme-based course that engages students in a specific area of interest while providing support for a smooth transition into the Lasell

## Course Descriptions

College community and the Connected Learning philosophy. Students develop skills in speaking, reading, writing, research, technology and learning strategies through engaging activities involving reading, class discussions, team projects, field trips, and exploration of campus resources. Civic engagement and service learning activities are often part of this course. In addition, students develop close ties with faculty, peers and student mentors who serve as role models and advocates. At Orientation, students select specific FYS sections by themes ranging from *The Art of Political Protest* to the *“Witch” in History and Pop Culture*. *This requirement may be fulfilled by taking either FYS 103 or HON 101.*

## FRENCH

### Elementary French I FREN101 3

This course provides students with the basic elements of French grammar and conversation. It is open to students who are at the beginning of French language study (who have not had more than one year of secondary school French).

### Elementary French II FREN102 3

This is a continuation of FREN 101. Strong emphasis is placed on the spoken language. This course includes an introduction to French culture through readings and discussions. *Prerequisite: FREN 101 (with “C” or better) or demonstrated competency through placement testing.*

### Intermediate French I FREN201 3

This course offers an integrated approach to the study of French language, literature, and culture. It includes grammar review and literary discussions to develop a firm command of the language. *Prerequisite: FREN 102 (with “C” or better), demonstrated competency through placement, or permission of instructor.*

### Intermediate French II FREN202 3

This is a continuation of FREN 201 with further emphasis on the integration of language skills

with French literature and culture. Individualized materials of practical use in a student’s major are incorporated. *Prerequisite: FREN 201 (with “C” or better), demonstrated competency through placement, or permission of instructor.*

### French Civilization I/French Civilization II FREN301/FREN302 3

These courses include composition and conversation with emphasis on the political, social, and cultural life of France and other French speaking societies. Social problems in contemporary society are examined through readings. The courses are conducted in French. *Prerequisite: FREN 202 (with “C” or better) or permission of instructor.*

## GRAPHIC DESIGN

### Digital Design Essentials GRAP105 3

This course offers an introduction to three of the most important software applications in the Adobe Creative Suite for a student who is interested in Graphic Design: Illustrator, Photoshop, and InDesign. Students learn image generation and editing in both pixel-based and vector-based environments as well as digital page composition for print publishing. This is a project-based course that initiates and improves students’ skill set for the implementation of computer graphics.

### Graphic Design History\* GRAP106 3

This course introduces students of design to the origins of the discipline. It emphasizes the Modernist period, during which design rapidly evolved as typography, photography and new printing methods were explored by artists of the Bauhaus and other European schools and movements. The course demonstrates how these innovators influence graphic design as we know it today.

### Imaging for Graphic Design GRAP201 3

This illustration course is designed to develop students’ compositional and image development skills for the field of Graphic Design. Using a combination of traditional and digital methods of

## Course Descriptions

imaging, students expand their visual vocabulary for successful graphic communications. *Prerequisite: ARTS 201.*

### **Adobe InDesign GRAP202** 3

This course offers an introduction and continues with an in-depth concentration in the most popular software application for digital page layout. Through a series of publication design projects, students advance their ability to use this versatile and powerful computer application while reinforcing basic graphic design skills.

### **Lettering GRAP203** 3

This is an introduction to the art, craft, and history of letterforms. With an emphasis on calligraphy and continuing with digital imaging, students gain a historical perspective of the development of letterforms and how they influence modern communications.

### **Graphic Design I GRAP204** 3

This is an introduction to the theoretical and practical aspects of graphic design, with an emphasis on developing a working literal and visual vocabulary. Students are challenged with conceptual design exercises that promote the essential values of good research, process, and presentation practices. *Prerequisite: GRAP 201.*

### **Graphic Design II GRAP205** 3

This course builds on the foundational principles that are introduced in Graphic Design I. Students strengthen their design skills through a series of design briefs in the areas of print and electronic media. Reflective writings and research assignments contribute to improved critical thinking and writing skills. *Prerequisite: GRAP 204.*

### **Adobe Illustrator GRAP206** 3

This course offers an introduction and continues with an in-depth concentration in the most popular software application for vector-based, digital illustration. Through a series of illustration projects, students advance their ability to use this ver-

satile and powerful computer application while reinforcing basic graphic design skills.

### **Web Design & Development GRAP207** 3

This course introduces the student to the most current coding languages that are integral to successful Web site development. It also introduces the student to authoring software, such as Adobe Dreamweaver, that assists with the application of these coding languages. Other topics which add to this comprehensive course are: the history of the Internet and World Wide Web Consortium, the power of CSS, and the design and layout principles that contribute to successful Web site development from technical, interactive, and aesthetic viewpoints.

### **Adobe Photoshop GRAP209** 3

This course offers an introduction and continues with an in-depth concentration in the most popular software application for pixel-based digital imaging and editing. Through a series of projects, students advance their ability to use this versatile and powerful computer application while reinforcing basic graphic design skills.

### **Typography I GRAP301** 3

This course surveys the application of expressive letterforms since the invention of the printing press. With a historical overview that illuminates the terminology used by professional designers, students are encouraged to explore their own means of typographic expression. The fundamentals of structure, spacing, and rhythm are emphasized as they influence form and function. *Prerequisites: GRAP 105, GRAP 203.*

### **Typography II GRAP302** 3

In this course, students expand their design practice in the application of typography to a variety of forms and contexts. This is a process-oriented course focused on the advancement of a personal “typographic voice.” Students learn to structure informational hierarchies and how to sequence typographic materials across multiple pages. Issues of personal interpretation and legibility are emphasized. *Prerequisite: GRAP 301.*

## Course Descriptions

### Digital Photography II

#### GRAP305 **3**

This course involves the study of the graphic image and how visual messages are used in a diverse media. This is an advanced photography course with an emphasis on technical methods. Hands-on studio projects give the student skills that contribute to thoughtful and effective communication. *Prerequisite: ARTS 219.*

### Interactive & Motion Graphics

#### GRAP307 **3**

In this course, students develop conceptual and visual problem-solving skills as they relate to interactive design, motion studies, and time based art. Through demonstrations, studio sessions, and critiques students create portfolio quality animation, interactive, and motion study projects.

### Interactive Design

#### GRAP308 **3**

This course offers a deeper exploration of interactive design and authoring, building upon skills and strategies acquired in basic Web and Flash classes. Advanced animation and interactivity for the Web, desktop, and mobile devices are emphasized as students learn Actionscript 3.0, HTML5 and CSS3.

### Graphic Design for the Marketplace

#### GRAP309 **3**

This course engages advanced graphic design students with a curriculum derived from a collection of prepared design briefs. With established methods of research, conceptualization, innovation, and art production students are offered “real world” challenges for graphic design solutions. This course emphasizes sound business practices and ethical guidelines for a career in commercial art. *Prerequisites: GRAP 205, GRAP 302.*

### Internship Seminar

#### GRAP399 **1**

A critical component of a successful Internship experience is finding an appropriate placement. In this seminar students will identify their personal work style and strengths, will identify a good career match, will create an effective cover letter & resume, will explore effective networking, interviewing, and negotiation skills. This course

will help students identify search tools for finding internships. A goal of this course is to secure an internship for the following semester. Must be Junior standing.

### Field Experience

#### GRAP400 **4**

This course provides the student with professional experience through an individually arranged participation of 12-15 hours per week in a work setting. Primary area of responsibility rests with the student in identifying and pursuing his/her areas of interests, in consultation with his/her team of faculty advisors. Each student is monitored during the field experience and must complete a related written project assigned by his/her team of faculty advisors. Evaluation of the field experience is based on student performance as reviewed with the employer, faculty members, and student at the completion of the experience. Junior or Senior standing. *Prerequisite: GRAP 399.*

### Publication Design

#### GRAP401 **3**

This course involves graphic design students in the theoretical and practical processes of successful publication design through research, conceptual explorations, studio practice, and presentations. This course offers experience in the design of traditional and electronic publications in order to prepare students for a career in graphic design. *Prerequisite: GRAP 105.*

### Senior Portfolio Development

#### GRAP403 **3**

This course prepares design students for effective and personalized presentation of their design work. Students are encouraged to prepare a physical “book” portfolio with interchangeable pages to allow customization of presentations. They are also encouraged to establish their own web presence by building an online portfolio on a Web site with their own URL. *Prerequisite: Senior standing.*

### Senior Thesis Assignment

#### GRAP404 **4**

Students engage in an individual research and writing practice that challenges them to analyze and articulate their personal philosophy of de-

## Course Descriptions

sign. This capstone course also provides students an opportunity to clarify their professional goals based on their interests in graphic design. *Prerequisite: Senior standing.*

### **Senior Practicum Project GRAP406 4**

The senior practicum provides an opportunity for students in the final semester of their design program to produce a self-directed capstone project that applies the design theory and studio techniques that they have been developing over the last four years. The practicum project is presented in a Senior Show at the end of their final semester. *Prerequisite: Senior standing.*

## HISTORY

### **World Civilization I HIST103 3**

Beginning with pre-history, this course explores early civilizations and then follows developments in a global context, showing interconnections between Asia, Africa, and Europe. Emphasis is placed on cultural, social, economic, religious, and political developments.

### **World Civilization II HIST104 3**

This course emphasizes themes of interrelatedness and mutuality of influence between East and West. Internal as well as external developments are explored. Questions of exclusiveness, intolerance, and cooperation are examined.

### **History of Human Rights HIST105 3**

This course surveys the complicated history of Human Rights from its origins to the modern era. Emphasis is on the historical forces, movements, and events, especially in the last three centuries, that have moved this concept from the realm of intellectual theory and conjecture to practical implementation and application. This course may also touch on some of the major philosophical, ethical, and moral questions intertwined with Human Rights.

### **American Civilization I HIST123 3**

This course examines the chief political, social, and cultural features of American society as they have developed through the period of Reconstruction. Emphasis is on Colonial America, the War of Independence, the Constitution, and the emergence of the Republic through the Civil War.

### **American Civilization II HIST124 3**

This course is a continuation of HIST 123 from the period of Reconstruction to the present. Emphasis is on reconstruction, industrialization, immigration, constitutional issues, and the emergence of American foreign policy. There is some examination of American political life in the nuclear age.

### **The History of Women in U.S. HIST203 3**

This course explores the social history of women in the United States, beginning in the colonial period and ending with an examination of twentieth century issues. Emphasis is on the image of women held during these periods, in contrast to actual conditions. Contributions of women to social change and the growth of women's movements are also analyzed. *Prerequisite: a 100 level history course or ENG 102.*

### **Recent American History HIST204 3**

This course focuses on the presidencies beginning with Kennedy to the present. Work is divided roughly into three areas: foreign affairs; domestic politics; economic, social, and cultural needs. Topics range from the Vietnam War to the Iraq War; the weakening of Congress and the expansion of the presidency; the women's movement; changes in popular culture; and domestic economic developments. *Prerequisite: a 100 level history course or ENG 102.*

### **African American History HIST207 3**

This course explores the history of African-Americans in the United States from their African beginnings to the present. It traces the lives and status of African-Americans, enslaved and

### Course Descriptions

emancipated, as they confronted the barriers of legal, institutional, and cultural prejudices; examines the socioeconomic and political experiences of blacks in America; and investigates strategies of accommodation, resistance, and protest in the struggle of African-Americans to gain human and first class citizenship rights. This is a writing intensive course. *Prerequisite: a 100 level history course or ENG 102.*

#### **Sub-Saharan Africa after 1800**

##### **HIST208**

**3**

This survey of sub-Saharan African history explores the ongoing story of African political, social, and economic developments from the post trans-Atlantic slave trade period to the present. The course includes treatment of the impact of European merchants, missionaries, and adventurers on Africa from the time immediately preceding imperialism and colonialism up through the emergence of nationalism and decolonization and liberation movements. The new nation-states, their post-colonial economies, and their developing systems of justice, education, and rule are investigated. Finally, topics such as soil erosion, disease, conservation, famine, and Africa's relationships with the wider world are discussed. *Prerequisite: a 100 level history course or ENG 102.*

#### **China from 1600 to Present**

##### **HIST209**

**3**

This course is a survey of modern Chinese history with major emphasis on the period from 1800 on. There is exploration of the notion of "modernism" an intellectual and social context and examination of traditional continuities, as well as political and economic changes influenced by revolution, of Western and Japanese imperialism, and the national disintegration of China. The course investigates the rise of the new ruling elite, beginning with Mao and the cult surrounding him, including his impact on other parts of the world. The course also includes a brief examination of the "other" Chinas, Hong Kong and Taiwan, and their influence in the shaping of China's contemporary domestic and foreign policies. This is a writing intensive course. *Prerequisite: a 100 level history course or ENG 102.*

#### **Latin Amer Colonial Period to Present**

##### **HIST210**

**3**

This survey looks at Latin American history from pre-Columbian to contemporary times. Emphasis is on native cultures, the "discovery" of the New World, European presence, colonialism, imperialism, the creation of the peasantry, wars of independence, the formation of nation-states, the role of the military, slavery and racism, development and underdevelopment, the Catholic Church, liberation theology, poverty, and revolution. Major emphasis in South America is on Argentina, Columbia, Peru, Chile, Venezuela, and the Portuguese speaking nation of Brazil. The course also includes examination of foreign intervention and inner instability in Mexico, including struggles for democracy, economic rights, and social justice. In the Hispanic Caribbean and Central America, especially, Cuba, Puerto Rico, Dominican Republic, Guatemala, Belize, Costa Rica, Nicaragua, and Panama, land and labor systems, gender relations, race and ethnicity, and varied forms of rule are discussed. This is a writing intensive course. *Prerequisite: a 100 level history course or ENG 102.*

#### **Middle East & Islamic World Since 1800**

##### **HIST211**

**3**

This course looks at the Middle East and its relations with the wider world from the appearance of Napoleon to the present. Topics include attempts at reform and modernization in the Ottoman Empire, the impact of Western imperialism on the region as a whole, twentieth century developments in the area, including nationalism, pan-Arabism, pan-Islamism, the cult of the personality, coup, revolution, Zionism, and the Palestinian-Israeli confrontation. The economic and social impact of oil, the influence of fundamentalism, and the Great Power rivalry down through the position of the United States toward the area are investigated. The efforts of Iran to gain acceptance in/by the contemporary world, as well as the shifting attitude of Egypt toward modernity are examined. Finally, connections between the region and the rest of the Islamic world are explored. This is a writing intensive course. *Prerequisite: a 100 level history course or ENG 102.*

## Course Descriptions

### **Mod Japan: Culture & History HIST212** **3**

This course examines Japan from earliest times to the present, with emphasis on its contacts with the West in the last four centuries and its development as a world power. Much consideration is given to Japan's unique cultural heritage and language, with short readings in classic and contemporary literature and films. *Prerequisite: a 100 level history course or ENG 102.*

### **Global History of Childhood HIST218** **3**

This course compares the ways in which adults in Europe and Asia have regarded childhood and child rearing, and how their views have changed over time, especially with modernization. This is primarily a discussion-style seminar, with students taking turns presenting the readings and engaging in discussions. *Prerequisite: HIST 103, HIST104, HIST123, HIST124, or Permission of Instructor.*

### **Revolutions & Revolutionary Thought HIST231** **3**

This course provides an analysis of many types, facets, and styles of revolution, including political, cultural, and scientific meanings of the concept. The readings are taken from literature as well as from history and the social sciences. *Prerequisite: a 100 level history course or ENG 102.*

### **Special Topics in History HIST232** **3**

This course explores a single topic for the entire semester. Possible topics include Islamic civilization; India in the twentieth century; nationalism and imperialism in the last two centuries; United States and the world in the twentieth century; the African-American in the development of the United States. This course may be repeated for credit provided the topic is different each time. *Prerequisite: a 200 level history course or permission of instructor.*

### **The Intellectual Origins of Western Civ HIST235** **3**

This seminar traces the roots of modern western

thought from ancient Greece through the Enlightenment by discussing and analyzing selections from the writings of major European thinkers. The seminar focuses on dominant figures representative of an historical epoch and examines their ideas in light of existing and future political, social, economic, and intellectual developments. *Prerequisite: a 200 level history course or permission of instructor.*

### **Europe & The World/ Age of Expansion HIST330** **3**

This course examines political, economic, social, scientific, and religious developments that contributed to European desire for land and power, and also to fantasies and phobias directed by European conquerors toward those whom they subdued and subjected to Western rule. The reaction toward the white Westerners on the part of those exploited is also explored. The period covered is from the mid-fifteenth century through the eighteenth century. *Prerequisite: a 200 level history course or permission of instructor.*

### **History of Everyday Life HIST337** **3**

This seminar introduces students to the work and methodologies of social and cultural historians. The main focus of these historians is on certain social groups, such as peasants, slaves, poor workers, women, etc., who have been seemingly powerless for much of history. This course explores the significant roles these groups have in fact had in the development of human history. In studying these roles, students gain a better understanding of the continuities and changes in daily life among ordinary people. Lastly, since this course takes a comparative approach, students develop a heightened consciousness of contemporary social and cultural structures. *Prerequisite: a 200 level history course or permission of instructor.*

### **Nature & Meaning of History HIST352** **3**

The first half of this course examines selective theories of history from Herodotus through Braudel. The second part investigates the historiography of a single topic according to student interest. Readings are selected to introduce the student to

### Course Descriptions

interpretive issues surrounding the selected topic. The perspectives of several practicing historians are considered. Students write a research paper. Prerequisite: Intended for history majors and as a capstone course for history minors; open to others who have successfully completed at least three history courses and have the permission of the instructor. Writing intensive course. *Prerequisite: a 200 level history course or permission of instructor.*

#### Tutorial in History

##### HIST401

3

This capstone course focuses on research methodology and practice in history. The student must gain the written agreement of the faculty member who oversees the project. Each student defines a topic by the end of the first week of the semester. Subsequent weekly meetings address progress and problems encountered in research of the topic. The finished product is a substantial paper (ca. 30 pages) with full scholarly apparatus. *Prerequisites: Senior standing; History 352; history majors only.*

## HONORS

#### Honors Colloquium

##### HON101

3

This course is interdisciplinary, cross-cultural, and geared toward debate and dialogue. Students explore unexpected topics and learn to analyze from a variety of perspectives including race, class, gender, and sexuality. The course is designed to further develop students' critical thinking, writing, and oral presentation skills. It also connects first year students to a larger, intellectually curious community through special events. Topics vary widely but connect to contemporary questions and problems. The course offers a seminar discussion led by College President Michael Alexander. Past topics have included: cultural notions of bodies and body art; graphic novels; sex and death; telling life stories; truth, terror, love, and lies; and uses and abuses of science and technology. Honors 101 substitutes for First Year Seminar, which is required of all students not eligible for HON101. *Restricted to Honors Program students only.*

#### Leadership and Social Justice

##### HON205

3

This course uses community-based service learning to examine issues of social justice in order to develop critical, capable, and ethical leaders and team-builders. Students explore obstacles, challenges, and failures of leadership as well as models for success. With the aim 1) to differentiate service learning from voluntary service, and 2) to promote leadership, social justice, and real world problem-solving among students, service activities are supported and analyzed through reading, writing, and discussion. *Prerequisite: HON101 or permission from Honors Program Director.*

#### Honors Junior Seminar\*

##### HON305

3

This course guides student research on challenging, provocative, and multi-dimensional topics. The course takes seminar form, using debate, dialogue, reading, writing, and individualized research to develop the student's interdisciplinary perspectives, moral and cultural understanding, and problem-solving skills. Topics vary widely. Past courses have included: HIV/AIDS in America; The Wire: Intersections of Class, Power, Crime, and Choice; Sextopia; The Postcolonial World; Bioethics; Revolutions and Revolutionary Thought; Women and Beauty. Most courses fulfill either a Multicultural, Moral/Ethical or Aesthetic area of inquiry. *Prerequisites: Junior standing, HON101, HON205, or permission from Honors Program Director.*

#### Honors Capstone Seminar

##### HON401

1

This course occurs fall term only and is required for all Honors Program graduates. It brings senior students together across majors to critically discuss and evaluate their academic and personal development. Students engage in critical reflection on the education they have had and the men and women they have become. They work to present a clear, concise statement of who they are, what they have been able to accomplish, and a sense of how they want to develop from here. Students meet weekly and help each other create a retrospective understanding of the value and significance of each of their individualized Honors Components, their interdisciplinary Honors

## Course Descriptions

Courses, and their major course of study. Students discuss, present, and develop team projects and goals for their futures. *Prerequisites: Senior standing, all Honors core courses must be completed, or permission from Honors Program Director.*

## HOSPITALITY AND EVENT MANAGEMENT

### Hospitality Management HEM101 3

This course examines the Hospitality and Tourism industry with emphasis on its business functions and how they integrate into the organizational goals of this industry. The infrastructure and interrelationships of lodging, travel, tourism, and food service organizations are examined. Career opportunities, current operational issues, and emerging trends in hospitality and tourism are explored.

### Fundamentals of Special Events HEM102 3

This course focuses on components of organizing and executing an event. Components such as: Request For Proposals (RFPs), Banquet Orders (BOs), and contract negotiations, are introduced. This course is hands-on, allowing the student to apply basic skills and techniques for negotiating with suppliers and service contractors. This is a project driven course.

### Economic Development and Management in Tourism HEM103 3

This course offers a survey of trends and developments in the hospitality and tourism industry, including a total approach to lodging operations, global travel, tourism business and foodservice establishments. It offers an introduction to the broad fields of travel and tourism. Among the topics covered are cultural tourism, eco-tourism, sociology of tourism, tourism components and supply, tourism development, the economic role of tourism demand and the marketing of tourism.

### Strategies for Meeting Planning HEM201 3

This course provides an overview of conference

planning and group coordination as it relates to the sale and final contract. Students become familiar with Meetings, Expositions, Events, and Conventions (MEEC), destination specialists, travel planners, and their place of importance within the industry. Site evaluations are analyzed as they relate to group needs. Emphasis is placed on the development of a group resume agenda, illustrating the interdependence of hotel departments and the role of communication in the service sector of the hotel industry. *Prerequisites: HEM 101, HEM 102.*

### Convention Sales & Group Planning HEM202 3

This course is an examination of the basic skills and techniques needed to develop accurate meeting budgets. Students are provided with instruction and practice on negotiating with suppliers and service contractors, i.e., hotels, airlines, car rentals, design companies, entertainment, security, signage, ground transportation companies, and sponsors. Analysis of service options, contractual and legal liability issues, cancellation clauses and penalties are covered. *Prerequisite: HEM 201, or permission of the Department Chair.*

### Club Management HEM205 3

This course explores many areas vital to the success of club management including business, finance, food, beverage, facilities, sales, operations, and multiple recreational activities while stressing the supreme importance of customer service quality. By taking this course, HEM students explore a field that covers all aspects of the hospitality industry. We are privileged to be in a great location, close to many of the area's most notable clubs, which can provide students with employment experience and internship opportunities. *Prerequisite: HEM 101.*

### Lodging Management HEM206 3

This course concentrates on providing an in depth view of the various aspects and departments that fall under what is commonly known as Lodging Management or Lodging Operations. Some of the specific departments this course explores are - Front Office, Housekeeping, Human

## Course Descriptions

Resources, Security, Engineering, Maintenance, Food and Beverage, Recreation, and Accounting and Finance. Aside from the various operational procedures utilized, the course also addresses Legal issues within the industry including Employment and Hospitality Law, Service Philosophies, Best Practices, and Technology. *Prerequisite: HEM 101.*

### Food & Beverage

#### HEM210

3

This course examines the details of food and beverage management, with an emphasis on running a profitable operation. It examines the impact of menu planning, purchasing, receiving, inventory control, production, and service to the guest. This course also focuses on the manager's ability to control operational costs. Students apply commonly-used formulas and strategies for calculating appropriate selling prices and evaluating actual cost percentages. Special attention is paid to the use of management systems and tools to help minimize food, beverage and labor costs, to ensure collection of revenue, and ultimately to maximize profits. Topics include purchasing, receiving, storage, production, and cost control. Case studies are incorporated into class discussions. *Prerequisites: HEM 101, HEM 102.*

### Hospitality Destinations

#### HEM211

3

This course provides an introduction to the principles of marketing geographical destinations and the economic/political impact of tourism on destinations. The course introduces the fundamentals of destination marketing within the context of tourism development. Topics include: how destinations evolve, visitor markets, convention & visitor bureaus and other tourism entities, and marketing plans. Case studies in destination marketing programs are studied. This course also examines the major characteristics of tourist destinations throughout the world. Special emphasis is given to the following influences on tourism: analysis of the attraction, accessibility, tourism infrastructure, historical and cultural aspects, terrain, and climate. *Prerequisites: HEM 101, HEM 102.*

### Ecotourism

#### HEM214

3

Ecotourism promotes cultural and environmental awareness and has local environmental and economic benefits. This course introduces students to the history, principles, marketing, and management of ecotourism activities and development. The course takes a holistic approach to planning and tourism development; standard industry practices and processes are discussed. Students enrolled in this course participate in an educational trip to the Amazon rainforest to view, research, and participate in a newly developing ecotourism system. Students must apply and may only register with the permission of the Brazil Amazon program director.

### Field Experience I

#### HEM299

3

This course provides a supervised work experience in the hospitality or event management industry as a complement to academic coursework. Students earn 150 hours in the field, gain practical skills in a business environment, and begin to view the workplace from a management perspective. During the course of the field experience, students keep a personal reflective journal of critical incidents. In addition, they complete a detailed profile of the management systems and policies at their workplace for submission at the end of the field experience. Students participate in monthly discussion groups during the course of the semester to evaluate and compare their experiences. *Prerequisites: HEM 101, HEM 102 and Permission of the Department Chair.*

### Advanced Special Events

#### Management

#### HEM301

3

This course explores the complex area of special event planning, including social and business events, retail promotions, meetings, conventions, benefits, and other public events. The course provides students with a basis for using research as a tool to plan and organize special events. The class works towards understanding and practicing the five important elements of successful event planning such as Budgeting, Site-Selection, Food and Beverage, Promotions, and Site Logistics. This course requires the execution of a successful event. *Prerequisite: HEM 102.*

## Course Descriptions

### Event Sponsorship

#### HEM310

3

This course provides students with a comprehensive plan for identifying, evaluating, soliciting, selling, managing, and coordinating long-term sponsorship deals. Students discover the art and science of effective fundraising. Additionally, they explore what the experts know works in this highly competitive field, from managing the event, to overseeing staff and volunteers, to maximizing gifts and contributions. *Prerequisite: HEM 301.*

### Global Issues in Hospitality

#### HEM312

3

In this course, students examine the position of hospitality in the global market place. The course explores factors influencing the global environment and the contemporary struggle for economic/political power between world regions and the impact on the hospitality industry. The role and significance of hospitality multinationals in light of the current trend of sustainability is analyzed. In addition, the global drivers and industry strategies affecting multinationals are explored. Finally, students analyze the role of culture and its impact on different management styles in an international industry.

### Revenue Management & Technology

#### HEM321

3

This course provides an advanced overview of the revenue management function in the hospitality industry. Revenue management is a method for managing capacity profitably. This course offers an integrated approach to maximizing revenue that includes capacity analysis, demand forecasting, variable pricing, and distribution technology. The objective of this course is to help students learn how to apply the principles of revenue management to maximize profitability in the hospitality industry. Topics to be covered include forecasting, overbooking, reservations systems, information technology, process design, pricing, and management and marketing issues. *Prerequisite: HEM 203.*

### International Event Planning

#### HEM330

3

Today, the meetings industry is global. Not only

do successful meeting planners need to know the challenges of working across borders, but they must also respect and understand the cultural differences and expectations that even attendees in the U.S. will bring. This course explores basic international business protocol, cross-cultural awareness, and other factors that must be considered when doing business internationally. Topics include marketing, human resource issues, communication, cultural clashes, avoidance of cultural errors, financial issues, government involvement, and international law. *Prerequisite: HEM 301.*

### Field Experience II

#### HEM399

3

This course provides an additional supervised work experience in the hospitality or event management industry as a complement to academic coursework. Students earn 150 hours in the field, gain practical skills in a business environment, and begin to view the workplace from a management perspective. During the course of the field experience, students keep a personal reflective journal of critical incidents. In addition, students complete a detailed profile of the management systems and policies at their workplace for submission at the end of the field experience. Students participate in monthly discussion groups during the course of the semester to evaluate and compare their experiences. Students must have permission of the department chair. *Prerequisites: Junior standing, HEM 299.*

### Managing Quality in Hospitality

#### HEM401

3

This course explores the application of quality management theories and techniques in hotel, travel and tourism operations with a focus on organizational effectiveness. Case studies and real-life examples facilitate students' synthesis of previous knowledge with the principles of service quality, and excellence. *Prerequisites: BUSS 224, MATH 208, HEM 203.*

### Resort & Casino Management

#### HEM404

3

This course provides students with an introduction to the hospitality management specialization of Resort and Casino Management. Topics include: what defines resorts/casinos, their orga-

## Course Descriptions

nizational structure, service in their environment, profit or non-profit, and professionals in resort/casino management. This course includes guest speakers and field trips. *Prerequisite: HEM 203.*

### **Hospitality Operations Strategy HEM406** **3**

This course examines how operations excellence can be used as source of competitive advantage in the Hospitality Industry. By looking at multiple contemporary case studies focus on understanding the need of formulating an operational strategy (long-term plan) and strategic (important) operational decision-making. This is a writing intensive course. *Prerequisite: HEM 101, BUSS 101, or SMGT 102.*

### **Hospitality/Event Management Seminar HEM498** **3**

This course is a capstone course in Hospitality and Event Management that focuses on current trends and issues in the service industry. Operational and theoretical topics are explored through a variety of readings, case studies and class discussions. Students complete an applied thesis or practicum project in an area related to their special hospitality and tourism interests. This is a writing intensive course. *Prerequisite: Senior standing.*

### **Internship HEM499** **6**

Hospitality and Event Management students are involved in practical on-the-job experience (250 contact hours) in a professional environment. Each student develops a learning contract with the site supervisor and faculty member that includes an internship-related project. Evaluation of the internship experience is based on performance of the student as reviewed with the employer and faculty member. *Prerequisites: Senior standing and approval of faculty advisor.*

## **HUMANITIES**

### **Invitation to the Humanities HUM103** **3**

This course invites students to consider what it

means to be human from manifold scholarly perspectives. As such, students are introduced to the many disciplines included in the Humanities. Arguably, there are eight: art, communication, history, language, literature, music, philosophy, and religion. Taking a thoroughly interdisciplinary approach, this course investigates how humanists employ these varied disciplines in studying and expressing humanness.

### **Mexico in Context HUM205** **4**

This fall semester course includes fifteen hours of service during the term and two weeks of community service and study in Mexico during January break. The course provides an introduction to Mexican history and culture and offers a variety of perspectives on globalization, poverty, and human rights. The experience in Mexico includes individual home stays with Mexican families and a minimum of 60 hours of manual labor and reflective intellectual work, including class sessions, as well as structured and unstructured encounters with business owners, farm workers, university students, and city officials in two cities in Veracruz, Mexico. The goal of service-learning in the state of Veracruz is not to change Mexico, but to learn about the country from Mexicans, and about the impact of the United States on its neighbors. The course and trip fulfill a Multicultural Area of Inquiry requirement. Students must apply and may only register with the permission of the Mexico program director.

### **Humanities Internship Seminar HUM399** **1**

This seminar helps students to develop objectives and identify potential sites for the senior internship. Topics include the application of humanities course work to a professional career and the development of skills necessary to locate an internship. The final goal of this course is to locate an appropriate internship. *Prerequisites: Junior or Senior standing, Humanities Department majors only.*

### **Humanities Field Experience HUM400** **4**

This course provides individually arranged participation in a work setting related to students' majors. Students spend 150 hours at the internship

## Course Descriptions

site over the course of the semester. Primary area of responsibility rests with students in identifying and pursuing an area of interest in consultation with the instructor. Students participate in a one-hour seminar each week that focuses on reflective activities that enhance the internship experience. Students complete written exercises about and evaluations of the experience. Evaluation of the field experience is based on student performance as reviewed by the employer and instructor at the internship site as well as participation in the seminar and written assignments. *Prerequisites: Junior or Senior standing, approval of instructor, HUM 399. Humanities Department majors only.*

### **Seminar in Hum: Readings & Research HUM419 3**

This capstone course serves as the direct complement to HUM420. Whereas HUM420 is a writing-intensive course, this course is a research-and-reading-intensive; students work in a tutorial-fashion (i.e., one-on-one) with the instructor to choose a research topic, read closely in pertinent sources, and report back through informative and exploratory writing assignments and conversations. Like HUM420, this course focuses on the acquisition of knowledge and the solution of problems, and when taken together these courses serve as a capstone experience. *Prerequisites: Senior standing. Humanities Department and IDS majors only.*

### **Seminar in Humanities HUM420 3**

This capstone course focuses on the acquisition of knowledge and problem-solving. The topic will change; however, the course emphasizes extensive research projects related to students' fields of interest. This is a writing intensive course. *Prerequisites: HUM 419 and Senior standing. Humanities Department and IDS majors only.*

## **HUMAN SERVICES**

### **Introduction to Human Services\* HS101 3**

This course encourages an examination of one's own value system, motivations and interests in re-

lation to the wish to pursue a career working with people. Students are introduced to the history and development of the field: the concept of the social welfare system; resources and services offered by a range of community agencies; a model to understand social and psychological problems; and interventions to address social needs (interventions range from individual case management and counseling to community organizing and planning). The course highlights a social justice basis for human service work. A service learning requirement enables students to examine their interests and apply the concepts learned in class.

### **Navigating Human Service Systems HS103 3**

This course explores the many systems and agencies involved in providing social services. The course brings in guest speakers from several agencies, the Court Clinic, and includes field trips to a Court House, Hospital, and other settings. 1 credit. *Pre-requisite: PSYC101, SOC101 or CJ101.*

### **Case Management & Counseling HS210 3**

This course introduces students to interviewing skills used by counselors and case managers and to the types of counselor responses that can be effective in human services work. Students learn to assess clients and interventions at the micro, meso and macro levels and explore issues of professional ethics and values. Students also examine cultural contexts as they impact the client, counselor, and client-counselor relationship. Some of the contexts may include race, class, ethnicity, religion, sexual orientation, gender, and immigration status. The course relies heavily on in-class exercises. *Prerequisites: PSYC 101, HS 101 with a grade of C or better.*

### **Foundation Internship HS215 3**

This internship provides human service students the opportunity to experience field work. Training in the skills by which students can offer direct and indirect assistance to the client population is provided. *Prerequisites: HS 210 with a grade of C or better and permission of Internship Coordinator. Corequisite: HS 217.*

## Course Descriptions

### Foundations of Ethical Fieldwork HS217 3

This seminar is taken concurrently with the Foundation Internship (HS 215). The seminar provides a forum for discussing common human service experiences, including pathways to professional careers and practice related issues, and includes an introduction to ethical issues such as confidentiality and privacy in the context of an examination of ethical dilemmas. It also gives students an opportunity to build skills necessary to offer direct and indirect assistance to clients at internship sites. Students review professional and research literatures in relation to a topic connected to the internship experience. This is a writing intensive course. *Prerequisite: HS 210 with a grade of C or better and permission of the Internship Coordinator required. Co-requisite: HS 215.*

### Advanced Internship I HS415 3

Seniors who have met program requirements spend 125 hours in an approved supervised internship. *Prerequisites: HS 215, HS 217, with a grade of C or better and permission of the Internship Coordinator; Co-requisite: HS 417.*

### Field Intervention Strategies HS417 3

This seminar is taken concurrently with Advanced Internship I (HS 415). Students integrate theory learned throughout their college career with their fieldwork experience. The seminar further develops professional behaviors such as record keeping, creating and maintaining supervisory relationships, conflict resolution, and job effectiveness. Students are also offered an opportunity to analyze cases and tasks assigned to them in their field placements, providing a theoretical framework for understanding them. There is an intensive examination of the ethical considerations involved in working with clients. Students identify and develop a research topic and conduct an extensive review of current literature on a topic related to their internship. This is a writing intensive course. *Prerequisites: HS 215, HS 217, with a grade of C or better and permission of the Internship Coordinator; Co-requisite: HS 415.*

### Advanced Internship II HS425 3

This seminar is a continuation of HS 415. Students spend 125 hours working in an approved supervised field site. *Prerequisite: HS 415 & HS 417 with a grade of C or better; Co-requisite: HS 427.*

### Systems & Organizational Change HS427 3

This capstone seminar is a continuation of Field Intervention Strategies (HS417) and is taken concurrently with Advanced Internship II (HS425). Building on knowledge and skills gained throughout the Social Sciences program, students continue to integrate theory with practice through seminar discussion and internship-related experiences. There is an increased focus on the delivery of services, examination of ethical dilemmas, and analysis of the broader systems in which services are delivered and policies are formulated. Students also have an opportunity to explore career development issues through examination of the graduate school and employment processes. This course has been designated as a writing intensive course and also has a strong public speaking component. *Prerequisites: HS 415, HS 417, with a grade of C or better and either PSYC 331 or SOC 331. Corequisite: HS 425.*

## INTERDISCIPLINARY STUDIES

### Peer Mentorship & Organizational Leaders IDS106/IDS107 1

IDS 106 and IDS 107: These sequential courses are each one-credit seminars with a service-learning component. Students study concepts of mentorship and advising as well as leadership. The service component involves working in the College's First Year Seminar and advising system, serving as a Peer Mentor to first year students.

### Peer Mentorship & Org Leader III IDS108 1

This course is a continuation of IDS 106 and IDS 107. Students in this course work independently and in groups on projects related to first year students and advising. The course has a service

## Course Descriptions

component that involves working in the College's advising system, serving as a Peer Mentor to first year students. Students conduct research as part of this course. *Prerequisites: IDS 106, IDS 107.*

### Internship Seminar IDS399

1

A critical component of a successful Internship experience is finding an appropriate placement. In this seminar students will identify their personal work style and strengths, will identify a good career match, will create an effective cover letter & resume, will explore effective networking, interviewing, and negotiation skills. This course will help students identify search tools for finding internships. A goal of this course is to secure an internship for the following semester. Must be Junior standing.

### Field Experience IDS400

4

This course provides the student with professional experience through an individually arranged participation of 12-15 hours per week in a work setting. Primary area of responsibility rests with the student in identifying and pursuing his/her areas of interests, in consultation with his/her team of faculty advisors. Each student is monitored during the field experience and must complete a related written project assigned by his/her team of faculty advisors. Evaluation of the field experience is based on student performance as reviewed with the employer, faculty members, and student at the completion of the experience. Junior or Senior standing. *Prerequisite: IDS 399.*

## JAPANESE

### Elementary Japanese I JPN101

3

This course introduces students to basic elements of Japanese through the multiple skills of listening, speaking, reading, and writing. It is open to students who are at the beginning of Japanese language study (who have not had more than one year of secondary school Japanese.)

### Elementary Japanese II JPN102

3

This is a continuation of Japanese 101. Emphasis is placed on the spoken language and mastery of basic kanji characters. The course includes some readings in the hiragana writing system. *Prerequisite: JPN 101 (with "C" or better) or permission of the instructor.*

## LEGAL STUDIES

### Foundations of American Legal System\* LS101

3

This course is designed to provide students with an introduction to the law. Students are introduced to the basics of the legal system in the United States including its organization and operation. The course covers major areas of legal practice and the legal principles that apply. Legal concepts are explained and legal terminology defined.

### Legal Research & Analysis LS202

3

This course serves as an introduction to American constitutional interpretation. Topics to be covered include legal precedent, legal issues surrounding the executive and legislative branches of the federal government, the role of the Supreme Court as a political institution, and the Court's interpretations of issues dealing with the Bill of Rights. *Prerequisite: LS 101.*

### Justice, Law & the Constitution\* LS203

3

This course serves as an introduction to American constitutional interpretation. Topics to be covered include legal precedent, legal issues surrounding the executive and legislative branches of the federal government, the role of the Supreme Court as a political institution, and the Court's interpretations of issues dealing with the Bill of Rights.

### Criminal Law\* LS204

3

This course examines the history and contemporary practice of criminal law. Topics include the

## Course Descriptions

purposes of the law, categories and general features of crime, elements of criminal offenses for prosecution, and categories of defenses. *Prerequisite: LS 101 or CJ 101.*

### Special Topics in Legal Studies\* LS210 3

This course provides specialized offerings in Legal Studies in order to satisfy interests of both faculty and students. Examples of topics are: Property or Real Estate Law, Cyberlaw, or Law and Education.

### Communication Law\* LS214 3

This course provides students with a basic understanding of the law and governmental regulations that apply to communication practitioners. Course topics include the First Amendment, defamation and libel, invasion of privacy law, copyright, advertising regulation, obscenity, pornography, internet law, protecting “news sources” for journalists, FCC regulation of broadcasting, and the Telecommunications Act of 1996. *Prerequisite: COM 101 or LS 101.*

### Legal Writing & Reasoning LS301 3

This course focuses on the development of fundamental skills necessary for successful legal writing that could assist in employment in a law office, such as drafting correspondence, developing various documents, and preparing legal memoranda. It looks at legal research, writing, and reasoning as a continuum, since the results of nearly all legal research must be submitted in written form. Legal writing is examined as a three step process. The steps consist of identifying the document’s purpose, audience, and constraints; developing a structure and draft; and editing and rewriting. This is a writing intensive course. *Prerequisites: LS 101 and LS 202.*

### Litigation Practice LS304 3

This course is designed to provide instruction pertaining to key areas of litigation. These areas include interviewing, document handling, preparing evidence, interacting with clients, preparing motions, legal arguments and trials. *Prerequisite: LS 301.*

### Comparative Law & Legal Systems\* LS305 3

This course introduces students to the complex issues involved in comparing various laws and legal systems around the contemporary world. The course focuses on the main legal systems in terms of the structure and sources of their laws and against the historical and political background in which these laws were formed. *Prerequisite: LS 101.*

### Tort & Personal Injury Law\* LS307 3

This course is designed to give the student a basic overview of concepts in tort and personal injury law. Topics to be covered include: defamation, negligence, intentional torts, and general personal injury law. *Prerequisite: LS 101.*

### The American Court System\* LS311 3

This course provides students with a working knowledge of the major structures and basic legal concepts that underlie the criminal courts. In addition, the course explores the rules of criminal procedure, including their underlying assumptions, how they evolved, and the goals they hope to achieve. Students learn how the dynamics of the courtroom and the criminal justice system itself affect the actual application of the law. *Prerequisite: POLS 101.*

### Philosophy of Law\* LS320 3

This course explores selected philosophical issues in law. Topics include human and civil rights, personal autonomy and the right of the state to regulate conduct, the extent to which an individual’s rights should be sacrificed for the common good, and other concepts of justice.

### Evidence\* LS325 3

This course provides a detailed examination of the law of evidence. Topics include types of evidence, principles of exclusion, evaluation and examination of evidence, competency of witnesses, and the rule against hearsay evidence and the exceptions to this rule. *Prerequisite: LS 101 or CJ 101.*

## Course Descriptions

**Justice Studies Internship & Seminar  
LS401 4**

This course provides an opportunity for participants to be in an individually arranged, college-supervised internship for 12 hours per week in a professional work setting related to the student's interest. Each student is monitored during the internship by the faculty advisor and attends a corresponding classroom seminar each week. *Prerequisite: Sophomore Standing and Permission of Department Chair.*

**Selected Topics in Justice & Law\*  
LS402 3**

This upper-level course is designed to identify and discuss issues of justice in society today, including but not limited to issues of gender, race, and other relevant historical and contemporary political issues and movements. It is the capstone course for the Legal Studies major. Limited to Legal Studies majors. *Prerequisite: Junior/Senior Standing.*

**Selected Topics in Justice & Law I\*  
LS441 3**

This fall portion of the Capstone course is designed to identify and discuss various legal and political issues in society today, including but not limited to issues of gender, race, and other relevant historical and contemporary political topics and movements. This first semester develops the student's ability to research, write and debate current issues. This is a writing intensive and speaking across the curriculum course. Limited to Legal Studies and Law and Public Affairs majors. *Prerequisite: Senior standing.*

**Selected Topics in Justice & Law II\*  
LS442 3**

The spring semester of the Capstone course focuses on the process of producing a final legal research paper on one of the topics of the first semester. Students hone their research and writing skills culminating in the presentation of a final capstone project presentation. This is a writing intensive and speaking across the curriculum intensive course. *Prerequisites: LS 441 and Senior standing.*

**Justice Studies Internship & Seminar I  
LS443 3**

This course provides an opportunity for students to be in an individually arranged, college-supervised internship for 120 hours in the fall semester in a professional work setting related to their interest. Each student is monitored during the internship by the faculty advisor and attends a corresponding classroom seminar each week. *Prerequisite: Senior standing.*

**Justice Studies Internship & Seminar II  
LS444 3**

This course provides an opportunity for students to be in an individually arranged, college-supervised internship for 120 hours in the fall semester in a professional work setting related to their interest. Each student is monitored during the internship by the faculty advisor and attends a corresponding classroom seminar each week. *Prerequisite: Prerequisites: LS/CJ 443 and Senior standing.*

**LINKED CREDITS****Intergenerational Studies  
IGS100/200/300/400  
(Level corresponds to level  
of the host credit course) 1**

This course is linked to three or four credit courses across the curriculum. Students in this course complete a project that focuses on an intergenerational (across age or across generation) topic. Students wishing to enroll in an IGS Lined-Credit course must have the permission of the instructor and must submit a proposal to the Director of the Fuss Center for Research on Aging and Intergenerational Studies. Restrictions: Students may enroll for only one IGS Linked-Credit in a give semester; students may complete up to, but not more than, three IGS Linked-Credits towards completion of the bachelor's degree. To receive credit and a grade for an IGS linked option, students must receive a passing grade in the host course. The IGS Linked-Credit cannot be taken pass/fail, and cannot be linked to a course that is taken pass/fail. This credit counts toward an un-

## Course Descriptions

restricted elective and there accumulated credits may be counted toward the elective requirement in the Minor in Aging and Intergenerational Studies. IGS credits do not satisfy other degree requirements unless authorized by an academic department.

### **Research across the Curriculum RAC100/200/300/400 (Level corresponds to level of the host credit course)**

1

This course is linked to three or four credit courses across the curriculum. Students in this course participate in a research project that includes an information literacy and written and/or oral communication component. Students wishing to enroll in a RAC Linked-Credit course must have the permission the instructor and must submit a proposal to the Director of the Fuss Center for Research on Aging and Intergenerational Studies. Research projects involving human subjects as participants must have the approval of the Committee for the Protection of Human Subjects (CPHS) before research data can be collected. Restrictions: Students may enroll for only one RAC Linked-Credit in a given semester; students may complete up to, but not more than, three RAC Linked-Credits towards completion of the bachelor's degree in a the host course. The RAC Linked-Credit cannot be taken pass/fail, and cannot be linked to a course that is taken pass/fail. This credit counts toward an unrestricted elective. It does not satisfy other degree requirements unless authorized by an academic department.

### **Social Justice Activism SJA100/200/300/400 (Level corresponds to level of the host credit course)**

1

This course is linked to three or four credit course across the curriculum. Students in this course complete a project that involves participation in activities specifically aimed at promoting social justice and which recognizes and describes social justice, analyzes the issues that cause social and economic disparities, and includes action to address issues of justice by raising awareness or advocating for change. Students wishing to enroll in a SJA Linked-Credit course must have the permission of the instructor and must submit a

proposal to the Director of the Donahue Institute for Values and Public Life. Restrictions: Students may enroll for only one SJA Linked-Credit in a given semester; students may complete up to, but not more than, three SJA Linked-Credits towards completion of the bachelor's degree in a the host course. The SJA Linked-Credit cannot be taken pass/fail, and cannot be linked to a course that is taken pass/fail. This credit counts toward an unrestricted elective and could count towards the electives for the minor in Human Rights. SJA credits do not satisfy other degree requirements unless authorized by an academic department.

### **Service Learning SVL115/215/315/415 (Level corresponds to level of the host credit course)**

1

This course is linked to three- or four-credit courses across the curriculum. Course content includes both 15 – 20 hours of community service and related written and/ or oral assignments. Students wishing to enroll in an SVL Linked-Credit course must have the permission of the instructor. Restrictions: Students may enroll for only one SVL Linked-Credit in a given semester; students may complete up to, but no more than, three SVL Linked- Credits towards completion of the bachelor's degree. To receive credit and a grade for an SVL linked option, students must receive a passing grade in the host course. The SVL Linked-Credit cannot be taken pass/fail, and cannot be linked to a course that is taken pass/fail. This credit counts toward an unrestricted elective. It does not satisfy other degree requirements unless authorized by an academic department.

## **MATHEMATICS**

Students receive an initial math placement based on the placement test score and the student's major. Students may request a math placement reevaluation with a member of the mathematics faculty. After receiving a math placement or completing a math course, all prerequisites leading to that course are fulfilled, and the highest-level course may be used to satisfy lower-level math prerequisites or requirements. Students are encouraged to take math courses beyond what is required for their program of study.

## Course Descriptions

### Introductory Algebra

#### MATH103

3

This is an introduction to algebra beginning with a brief review of operations with real numbers. Topics include: algebraic expressions, solving linear equations and inequalities, rules for exponents, operations with polynomials, factoring techniques, quadratic equations, graphing linear equations, solving systems of equations. Restrictions: not open to students who have completed another mathematics course.

### Intermediate Algebra

#### MATH104

3

This course is intended to strengthen students' ability in algebra. The course begins with such introductory topics as linear equations and inequalities, polynomials and factoring, quadratic equations, and systems of equations. This course also includes an introduction to rational expressions, radicals, and rational exponents. *Prerequisite: MATH 103 with a grade of C or better or demonstrated competency through placement testing.* Restrictions: not open to students who have completed any 200 or higher level mathematics course (with the exception that students may take 104 currently with or after 204).

### College Geometry

#### MATH107

3

This course is an introduction to the essentials of Euclidean geometry. Topics covered include: reasoning in mathematics, the relationship between algebra and geometry, analytic geometry, proofs and constructive triangles, circles, quadrilaterals, polygons, surfaces and solids, and historical notes about famous geometers. *Prerequisite: MATH 103 with a grade of C or better or demonstrated competency through placement testing.*

### Modern Mathematics

#### MATH109

3

This course is an introduction to mathematics developed in the last one-hundred years. The course connects recently-discovered mathematics with current, real-world problems. Aesthetic elements of mathematics are emphasized. Topics may include the mathematics of voting, sharing, touring, games, networks, scheduling, money, symmetry, fractal shapes, descriptive sta-

tistics, and probability. The course can be used as a prerequisite for MATH 208-Introduction to Statistics, but will not serve as a prerequisite for MATH 203-Precalculus or MATH 205-Calculus. The course is appropriate for students majoring in Communication, Criminal Justice, English/History/Humanities-with Secondary Ed, English, Environmental Studies, Fashion Design, History, Hospitality and Event Management, Humanities, Human Services, Law and Public Affairs, Legal Studies, Psychology, Sociology, or Sport Management. *Prerequisite: MATH 103 with a grade of C or better or through placement testing.*

### Merchandising & Financial Mathematics

#### MATH116

3

This course focuses on retail mathematics. Topics include simple and compound interest, the time-value of capital, annuities, amortization, sinking funds, bond and investment, business problem-solving and decision making. Other topics include profit, loss, and break-even analysis, pricing, inventory, and merchandise planning. The course introduces basic theories of statistics. *Prerequisite: MATH 103 with a grade of C or better or demonstrated competency through placement testing.*

### Precalculus

#### MATH203

3

This course prepares students for the study of calculus, physics and other courses requiring precalculus skills. Included is a review of algebra, coordinate geometry, the solution of systems of equations, and the analysis and graphing of linear, quadratic, inverse, polynomial, and rational functions. There is a thorough treatment of exponential, logarithmic, and trigonometric functions. An important goal is for students to develop a geometric understanding of functions and their properties. *Prerequisite: MATH 104 with a grade of C or better or demonstrated competency through placement testing.* Restrictions: not open to students who have completed 205, 206, or any 300 level mathematics course successfully.

### Calculus I

#### MATH205

4

This course is an introduction to limits, continu-

## Course Descriptions

ity, and methods of differentiation. Application to problems in business management and physical science is emphasized. *Prerequisite: MATH 203 with a grade of C or better or demonstrated competency through placement testing. Restrictions: not open to students who have completed MATH 206, or any 300 level mathematics courses.*

### Calculus II MATH206 4

This is a continuation of Calculus I, covering integration, functions of several variables, partial differentiation, maxmin problems, derivatives and integrals of trigonometric functions and differential equations with applications to business, biological sciences, and physical sciences. *Prerequisite: MATH 205 with a grade of C or better or demonstrated competency through placement testing. Restrictions: not open to students who have completed MATH 320, MATH 328, or MATH 330.*

### Applied Trigonometry MATH207 3

This course is an in-depth study of trigonometry with attention to theory, proofs, modeling, and history. Trigonometric and related functions are used to model, analyze, and solve real-life problems. Applications are chosen from disciplines such as agriculture, architecture, astronomy, biology, business, chemistry, earth science, engineering, medicine, meteorology, and physics. Topics covered include a review of trigonometric functions, right triangle trigonometry, analytic trigonometry, vectors and dot products, complex number theory, trigonometric forms of complex numbers, exponential, logarithmic and trigonometric models, Gaussian and logistic growth models, conic sections, and polar equations of conics. *Prerequisite: MATH 205 with a grade of C or better.*

### Statistics MATH208 3

This is an introductory course in descriptive and inferential statistics with an emphasis on applications in business and the social and biological sciences. Topics include: data analysis, and graphical methods of describing data, measures of central tendency and variability, probability, the normal distribution, sampling distributions, confidence

intervals, hypothesis testing, correlation, and regression analysis. *Prerequisites: MATH 104, MATH 109, or MATH 204 with a grade of C or better or demonstrated competency through placement testing and ENG 102.*

### Math Applied to Science MATH210 3

This course provides a review of fundamental mathematical concepts such as probability and trigonometric, exponential and logarithmic functions and explores the ways that these topics and techniques have been applied to investigations in architecture, calculus, exponential growth and decay, logarithmic scales, earthquake analysis, astronomy, biology, medicine, genetics, radiocarbon dating, chemistry, and Newtonian physics. The course is designed to demonstrate the power and utility of mathematics and explores the development of mathematics during the Middle Ages and the Renaissance, especially in Greek, Hindu and Arabic cultures. *Prerequisite: MATH 205 with a grade of C or better.*

### Finite Mathematics MATH212 3

The focus of this course is to develop mathematical models and to demonstrate the utility of various mathematical techniques that are most applicable to the creation of computer algorithms. Topics include functions and models, linear regression, solving systems of linear equations using matrices, matrix algebra and Leontief Input-Output models, linear programming (graphical and simplex methods), principle of duality, estimated and theoretical probability and Markov Chains. Applications are derived from current real world data and require mastery of Microsoft Excel and graphing calculator technology. *Prerequisite: MATH 206 with a grade of C or better.*

### Calculus III MATH307 4

This course is an introduction to sequences and series, parametric and polar curves, vectors and vector functions, partial derivatives, multiple integration, and vector calculus. *Prerequisite: MATH 206 with a grade of C or better.*

## Course Descriptions

### Differential Equations

#### **MATH320** **4**

This is an introduction to the many ways of solving various types of differential equations with emphasis on theory, methods of solution and applications. Topics include solutions of first, second and simple higher order differential equations, homogeneous and non-homogeneous equations, solutions of systems of differential equations using the theory of matrices, and determinants. *Prerequisite: MATH 206 with a grade of B- or better.*

### Linear Algebra

#### **MATH325** **3**

This is an introductory course in linear algebra blending the requirements of theory, problem solving, analytical thinking, computational techniques, and applications. Topics include in-depth treatment of matrix algebra, linear systems, vector spaces, linear transformations, determinants and computer methods, as well as applications and modeling of real phenomena in transportation systems, archaeology, economics, communications, demography, weather prediction, connectivity of networks, graph theory, and fractals. *Prerequisite: MATH 206 with a grade of C or better.*

### Mathematics Applied to Management

#### **MATH328** **3**

This course explores the art of mathematical modeling of managerial decision problems and the science of developing the solution techniques for these models. Topics include management science techniques used in today's businesses, e.g., break-even analysis, presentation models, linear programming, transportation and assignments problems, decision theory, forecasting and inventory models, Markov analysis, and solution of nonlinear models in business using calculus-based optimization. *Prerequisite: MATH 206 with a grade of C or better.*

### Mathematical Modeling

#### **MATH330** **3**

This is an application-oriented course on how to solve real world problems from the social, medical and life sciences, business, and economics by setting up a mathematical model of the situation and then developing techniques for analyzing

these models and solving them. Topics include the modeling process, linear models, financial models, modeling using proportionality, fitting linear and nonlinear models to data graphically, the least-squared criterion, linear programming models, modeling using the derivative, matrix and probability models, Markov chain models, and modeling interactive dynamic systems. *Prerequisite: MATH 206 with a grade of C or better.*

### Mathematical Statistics

#### **MATH338** **3**

In this introduction to statistical theory, the roles probability and statistics play in business analysis and decision making are investigated. Topics include probability distributions, statistical inference, sampling distribution theory, and applications. *Prerequisite: Math 206 with a grade of C or better.*

### Mathematical Applications

#### **MATH399** **3**

In this capstone course, students investigate mathematics from a variety of fields and choose a topic for a mathematics project in their Field of Application. Mathematical methods for analysis, modeling, prediction, and/or problem solving are discussed. Students demonstrate knowledge of a substantial area of mathematics and present their work at a department seminar or the Connected Learning Symposium.

### Internship

#### **MATH499** **3**

The internship seminar is a work or research experience where students combine theory and practice.

## MUSIC

### Music Appreciation I

#### **MUS101** **3**

This is a survey course through which students can begin to enjoy and appreciate music. The history and development of music is emphasized starting with Bach. The music of Mannheim, Germany, and the classic periods through Beethoven and Schubert are covered. Particular emphasis is placed on symphonic form and the orchestra.

## Course Descriptions

**Music Appreciation II****MUS102****3**

In this course, music of the Romantic period and the twentieth century through Stravinsky is studied in detail.

**World Music****MUS104****3**

This course introduces students to the world of music through analysis and examination of music and culture from different ethnic groups. The musical characteristics of India, the Middle East, Indonesia, Sub-Saharan Africa, Latin America, Native American Indians, Ethnic North America, and the musical culture of Europe are addressed. Students listen to a selected repertoire and analyze the music and readings about music in class.

**Understanding & Playing the Blues****MUS107****3**

This course formally introduces students to the blues through theoretical study and practical application. As a result, students not only become familiar with all the basic blues elements (e.g., rhythm, harmony, form, etc.), but they also learn how to play the blues on keyboards. (Prior keyboard or piano experience is NOT necessary.)

**Blues: Harmony & Theory****MUS108****3**

This course develops an understanding and appreciation of music, covering genres including blues, pop, and jazz. Music theory, blues theory, harmony, and chordal theory are examined. Through a combination of listening to recordings and live examples, students apply their knowledge and gain a deeper understanding of music.

**American Folk Music****MUS109****3**

Integrating folklore, American history, and songwriting, this course examines American culture through the lens of American folk songs—songs written by others and songs we will write ourselves. Readings, recordings, and class discussion illustrate the importance of love songs, protest songs, work songs, and ballads as resources for understanding and expressing American life.

**Musical Comedy****MUS201****3**

This is a survey of the rise of the musical comedy from origins in England in the eighteenth century (Gay's *The Beggar's Opera*) through the 1920's in the United States. Works by Weill, Kern, Hammerstein, Rogers, Gershwin, Bernstein, Porter, Lerner and Loewe, Wilson, and others are studied.

**Popular Music****MUS203****3**

This is a detailed investigation of the rise of popular music in the United States with particular emphasis on the development of rock music and its derivatives. Musical examples include work from Presley, The Beatles, The Rolling Stones, Clapton, The Who, Cooper, Hendrix, Joplin, and Dylan.

**History of Jazz****MUS215****3**

This is an in-depth study of the history of Jazz with an overview of the influences of African traditions and the development of the blues. Students gain insight into the various jazz idioms through recordings of significant artists and compositions. Topics covered range from Dixieland to contemporary styles with an emphasis on swing and bebop.

**PERFORMING ARTS****Chorus****PERF101****1**

This course focuses on developing basic steps for voice technique and group singing. The class meets for two hours as most of the work for the course is done during class time. Students are presented the basic principles of singing and apply those to vocal ensemble singing. The repertoire is based on the vocal ensemble formed, yet the song literature includes works from different styles and periods. Students perform as members of Lasell College chorus. This course may be repeated for credit.

**Contemporary/Blues Vocal Chorus****PERF102****1**

The contemporary blues chorus introduces stu-

## Course Descriptions

dents to blues, pop, and jazz styles of singing. Harmony, rhythm, phrasing, pitch, and song interpretation are studied and practiced. There are at least two performances each semester.

### **Basic Acting** **PERF105** **3**

This course provides the beginning student interested in acting with basic skills involved in the art. Explorations include: physical awareness and the use of the body as an expressive tool; intellectual and emotional approaches to creating a role; and the uses for imagination and creativity that actors apply. Students work both individually and interactively on acting exercises and master basic text analysis for actors as an aid to building a character.

### **Introduction to Theater Arts\*** **PERF107** **3**

This is an introduction to the principles and practice of the correlated arts that constitute the production of a play in the theatre. It includes analysis of the dramatic script in terms of the actor, the director, the scenic, costume, and lighting designers, and the technicians. Lab theatre productions integrate the content of the course.

### **Intermediate Acting** **PERF201** **3**

This course is designed for acting students who wish to further develop, refine, and apply acting techniques in a performance-oriented environment. Using voice, body, imagination, technique, and research, students explore the challenge of acting in more complex media, styles, and dramatic literature. Techniques for acting for the camera are introduced, as well as individual coaching for students' strengths and weaknesses. The development and application of the monologue, scene work from world literature, working with another actor, and character analysis are covered. Performance opportunities are available in concert with Lasell productions. *Prerequisite: PERF 105 or PERF 107.*

## **PHILOSOPHY**

### **Introduction to Philosophy** **PHIL101** **3**

This course is an introduction to the basic problems of philosophy, such as the sources of knowledge, the relationship between mind and body, freedom as opposed to determinism, and the nature of values.

### **World Religions** **PHIL106** **3**

This course provides an overview of the major religious traditions: Taoism, Confucianism, Hinduism, Buddhism, Judaism, Christianity, and Islam. Central themes from these traditions are studied through selected scriptures and texts of each tradition.

### **Ethics** **PHIL110** **3**

This course is an introduction to analysis of conduct, moral reasoning, and foundation of ethical values in a search for the ultimate meanings of human experience. The following specific problems are examined: life and death issues; human experimentation; sexuality; truth-telling in medicine; honesty in business; cheating and lying; stealing and reparation; egoism, obligation; and capital punishment.

### **Aesthetics** **PHIL202** **3**

This course explores creativity, interpretation, expression, style, symbolism, evaluation, art, and society—all from the philosophical perspective. Students are exposed to a variety of approaches to the question “what is beauty?” The arts and everyday experiences are examined in an effort to answer the question about beauty, as well as the other questions such exploration raises. *Prerequisite: ENG 102.*

### **Existentialism** **PHIL203** **3**

This course examines such questions as: “who am I?” “what relationship(s) do I have with myself?” “with others?” “with the universe?” Readings are taken from Kierkegaard, Nietzsche, Heidegger, Buber, Jaspers, Sartre, and others. The influence

### Course Descriptions

of existentialism on psychology, society, art, religion, and politics is explored. *Prerequisite: ENG 102.*

#### **Philosophies of Love PHIL204**

**3**

This is an investigation of affectivity centering on different meanings of the emotion “love,” including friendship, spirituality, ecstasy, and romance. The course is a philosophical inquiry into the person-as-sexed, freedom, choice, responsibility, object, subject, and authenticity. Readings are drawn from philosophy, history, psychology and literature. *Prerequisite: ENG 102.*

#### **Political & Social Philosophy PHIL205**

**3**

This course introduces students to the primary understandings of social and political justice. Theory is related to practical and political problems. The notion of peace is also addressed. We shall wonder about the nature of the state and mutual obligations between governors and the governed. What makes a government legitimate? What freedoms and controls are needed to make modern society work? How do we choose to structure the ways in which we live together? In other words, what does it mean to be a participatory member of a particular society or a citizen of a particular country? Selected topics may include morality and human rights, status and treatment of women, hunger, poverty, and the environment. *Prerequisite: ENG 102.*

#### **Knowing & Reality PHIL208**

**3**

This course is a comparative analysis of eastern and western perception of reality in philosophy and literature, beginning with an historical overview of theories of knowledge and truth as well as the psychological factors in learning. *Prerequisites: PHIL 101, PSYC 101.*

### **PHYSICS**

#### **General Physics I PHYS111/PHYS111L**

**4**

This is the first semester of a one-year course that surveys the field of physics at a non-calcu-

lus level. Topics include motion in one and two dimensions, force, uniform circular motion, work and energy, and statics of rigid bodies. The laws of thermodynamics are introduced. Laboratory experiments are conducted to complement the material covered in lecture. *Prerequisite: MATH 203 or equivalent with a grade of C or better. Corequisite: PHYS 111L.*

#### **General Physics II PHYS112/PHYS112L**

**4**

This is a continuation of PHYS 111. Topics include waves motion, electric potential, electric current, resistance, capacitance, and magnetism. Geometrical and wave optics are introduced. Atomic and quantum theory are also included. Laboratory experiments are conducted to complement the material covered in lecture. *Prerequisite: PHYS 111. Corequisite: PHYS 112L.*

### **POLITICAL SCIENCE**

#### **American Government POLS101**

**3**

This is an examination of the basic principles that form the foundation for the structure and practice of American government. The impact of the political system on the citizen is explored along with the central assumptions and concepts that serve as the basis for the field of political science.

#### **State & Local Government POLS201**

**3**

This course begins with the constitutional and legal basis for state and local government. The functions of the executive and legislative branches are examined. Governmental bureaucracy and budgetary processes are studied as well as political parties, interest groups, public opinion, and political reporting in the press.

#### **Contemporary Issues in Political Science**

#### **POLS202**

**3**

This course is an interdisciplinary introduction to selected contemporary American political issues. The course is designed to create a deeper understanding and interest in these issues and develop students' capacities as citizens who will chal-

## Course Descriptions

lenge the present and enrich the future. Its topics change frequently to keep up with the latest developments in the field. Throughout the semester, the local impact of national issues are discussed.

### **Contemporary International Relations** **POLS208** **3**

Basic concepts and major contemporary problems of international relations are examined in this course. Topics include the Middle East, East-West relations, deterrence versus disarmament, human rights, and developing countries. Throughout the semester, the local impact of national issues are discussed.

### **Political Theory** **POLS210** **3**

In this course, central questions in political theory are addressed. What is justice? What is freedom? What is the state? What makes a government legitimate? Is there any general obligation to obey the state? The course also focuses on theories of modernity and communities, the evolution of liberalism and individualism, and the relationship between politics and economics. Readings range from the Greeks to modern thinkers. *Prerequisite: ENG 102.*

### **Policy Making & the Political Process** **POLS320** **3**

This course examines the dynamics of public policy-making in the United States at the national, state, and local levels. The course explores the factors influencing policy formation in a variety of areas: health, education, welfare, and urban planning. An analysis of how policy outcomes are evaluated is also covered. *Prerequisite: POLS 101.*

## **PSYCHOLOGY**

### **Introduction to Psychology** **PSYC101** **3**

This course provides an introduction to the study of human behavior, feeling, and thought. The course includes areas such as learning, personality, the relation between the brain and behavior, human development and psychopathology. Al-

though the focus is on topics studied by contemporary psychologists, classical theories are also covered.

### **Aging in America** **PSYC111** **3**

This course offers a social-developmental, multidisciplinary overview of issues related to the expanding age population in the United States. Students examine aging stereotypes, characteristics of aging populations, and the impact of age-related forces on individuals in American society. The course is geared toward students in a variety of disciplines and provides a knowledge base that can be applied to other areas of study.

### **Psychology of Drugs & Behavior** **PSYC201** **3**

The course examines the relationship between drugs and behavior, including evidence about the effects of drugs on the brain. Several classes of drugs, including chemically or psychologically addictive substances, psychoactive and therapeutic agents, as well as recreational drugs, are examined. Drug use is related to psychological variables such as personality structure and interpersonal relationships, and theories of addictive processes and factors influencing drug use are examined, as are treatment strategies. *Prerequisite: PSYC 101.*

### **Psychology of Personality** **PSYC202** **3**

This course introduces students to a variety of the most important theories of personality: i.e., Freud, Jung, Adler, Rogers, and others. Case studies are examined with the intent of making theories more practical and useful. *Prerequisite: Any 200 level psychology course.*

### **Human Sexuality** **PSYC205** **3**

This course is designed to introduce factual information about gender identity and gender role theories, sexual preference and sexual orientation, and psychosexual development. The course examines issues related to research on human sexuality and behavior, as well as sexual education, sexual disorders, and societal impacts on sexuality. Students are challenged to think critically about many issues surrounding human sexuality and all of its manifestations. *Prerequisite: PSYC 101.*

## Course Descriptions

### Special Topics in Psychology PSYC206/306/406 3

This course provides for specialized offerings in psychology in order to allow faculty and students to explore issues that meet special interests. Courses could be offered at the 200, 300, or 400 levels, depending on work required and announced prerequisites.

### Ethics Across Generations PSYC213 3

A growing interest in ethics across different generations has emerged with dramatic changes in the age demographics of our society. This course examines a range of ethical dilemmas both unique to and common across different generations. Intervening factors such as generational identity, personal attitudes, and social forces are explored to understanding how individuals approach and behave in these situations.

### Dynamics of Small Groups PSYC218 3

This class examines the basic theory and application necessary to understand and facilitate small groups. Topics may include group types, formation, roles and stages; group process; cultural awareness; group interventions and ethics within the field of psychology and human service; therapeutic value of groups; and the family, classroom, and peers as small groups. *Prerequisite: PSYC 101 or SOC 101.*

### Social Psychology PSYC220 3

This is an introduction to the study of social interactions from a psychological perspective. Research reviewed focuses on topics such as: social perception, group interaction, attitude formation, attitudinal change, aggression, conflict, and pro-social behavior. *Prerequisite: PSYC 101.*

### Child Development PSYC221 3

This course examines the physical, cognitive, linguistic, social, and emotional development of the child from birth to adolescence. The contributions of social and cultural experiences as well as the role of biological factors in development are examined as are major theories of development.

Students are introduced to the research approaches used to study human development and may be required to carry out observations in various settings. *Prerequisite: PSYC 101.*

### Social Psychology in Film PSYC222 3

This course uses film to examine social psychological concepts and research and provides an opportunity for students to explore how people influence and are influenced by their social relationships, communities, and larger society. Films illustrate a range of social encounters that are examined from a social psychological perspective. Topics include conflict, love, personal and group behavior, prejudice, roles, privilege, and oppression. *NOTE: This course meets the social psychology requirement for Social Sciences majors. Prerequisite: PSYC 101 or SOC 101.*

### Adolescent Psychology PSYC223 3

This course examines the adolescent period of life as one of multiple simultaneous changes in the mind and body that set the stage for adult life. Particular attention is paid to gender differentiated experiences in adolescence; how males and females differ in their experience of the changes that occur during adolescence. The role of culture in determining the adolescent experience is discussed. *Prerequisite: PSYC 101.*

### Sport Psychology PSYC240 3

This course examines settings such as school, recreational, and professional where sport activities occur. It covers topics such as motivation, anxiety, competition, cooperation, gender issues, and age and developmental level in relation to sport activities. Behavioral problems such as substance abuse and eating disorders, along with psychological factors in prevention and treatment of injuries are included. *Prerequisite: PSYC 101.*

### The Psychological Life of Girls & Women PSYC241 3

This course utilizes intrapersonal, psychosocial, and sociocultural perspectives to explore the psychological strengths and problems experienced

## Course Descriptions

by girls and women. Topics may include the mental health system, eating disorders, depression, women in families, violence against women, friendship, identity and diversity, immigrant experiences, biological influences, sexuality, issues at school and in the workplace, leadership, and research bias. Literature is examined critically for gender, racial, ethnic, and sexual preference biases, power dynamics, and limitations imposed on both females and males by gender imperatives. *Prerequisite: PSYC 221 or PSYC 223, or permission of the instructor.*

### **Biological Basis of Behavior PSYC302** **3**

This course examines current research in the fields of biology, neuroscience, and psychology that explain the role of neural mechanisms in evoking and controlling human behavior. Topics include: thirst and hunger, sleep and arousal, sexual behavior, emotion, aggression, learning, memory, and mental disorders. *Prerequisites: BIO 101, BIO 112 or BIO 205.*

### **Forensic Psychology PSYC307** **3**

This course deals with the application of psychological knowledge to the judicial process and the criminal justice system. Topics covered include effects of defendant, juror and case characteristics on verdicts, variables affecting eyewitness accuracy, identification and testimony, and the role of forensic psychologists in competency and criminal responsibility assessments as well as criminal profiling. *Prerequisite: CJ 201 or PSYC 101.*

### **Adult Development & Aging PSYC314** **3**

This course examines the psychological development that occurs during the adult years. It begins with the transition years of the young adult and concludes with bereavement and death. Topics include formation of various forms of adult identities, the establishment of both family and casual social relationships, and the strategies used to deal with the physical, social, and cognitive transformations during the adult years, including aging processes. The course also examines theoretical accounts of aging and adaptation to extended life spans, characteristic of contemporary industrial societies. *Prerequisites: PSYC 221 or PSYC 223.*

### **Psychology of Diversity PSYC316** **3**

This course explores diversity and its relation to identity, relationship, and power. Areas of diversity that may be a focus of the course include race, class, gender, ethnicity, sexual orientation, religion, immigration status, disabilities, aging and/or health status. Students study diversity on micro, meso and macro levels including perspectives on individual and group identity, prejudice and discrimination, and psychological well-being. Students are challenged to explore their own identities and the assumptions they make about various forms of diversity. *Prerequisites: Any 200 level Social Science course.*

### **Abnormal Psychology PSYC318** **3**

This course examines the wide range of personality and behavioral disorders. Both traditional and contemporary theories of psychopathology are reviewed. Emphasis is also placed on the tools, techniques, and process of both the diagnosis and the treatment of various disorders. *Prerequisite: PSYC 202 or PSYC 220.*

### **Behavior Change PSYC319** **3**

This course reviews the principles of human behavior based upon behavior therapy, social learning theory, and operant conditioning techniques. The course includes the study of positive control, aversive control, modeling behavior, token economy systems, and extinction procedures used to produce change in human behavior. Attention is paid to the ethical implications of controlling human behavior in educational, mental health, and medical settings. The material is relevant to those who are or will be working in organizations that serve people with developmental disabilities, children, adolescents and the elderly. *Prerequisite: any 200 level psychology course.*

### **Abnormal Child Development PSYC322** **3**

This course examines common psychological disorders that affect children and adolescents. Students review factors that contribute to emotional, behavioral, cognitive and social problems in children and adolescents, as well as specific diagnostic

## Course Descriptions

criteria of psychological disorders. In addition, treatment of childhood disorders is discussed. *Prerequisite: PSYC 221.*

### Brain Function & Dysfunction PSYC323 3

This course provides a survey of contemporary knowledge of the human brain, examining normal developmental brain processes and common brain functions. The course also covers common disorders and emphasizes understanding the impact of atypical brain development and the consequences of brain trauma. Intervention strategies and treatment are included. *Prerequisite: BIO 101, BIO 112, or BIO 205.*

### Cognitive Processes PSYC328 3

This course studies the ways that humans learn, remember, communicate, think, and reason. Emphasis is on the role of experimental data in development and evaluation of cognitive theories. *Prerequisite: any 200 level psychology course.*

### Experimental Design in Psychology PSYC331/PSYC331L 4

This laboratory course covers concepts of the scientific method in psychology including the logic of experimental and correlational designs, issues of control, sampling, measurement of variables, ethical issues in research, use of online professional search procedures, and writing in APA style. As part of the lab, students carry out an experiment and learn to use SPSS to create a database and perform statistical analyses. *Prerequisites: MATH 208 and either PSYC 101 or SOC 101 or permission of the instructor.*

### Research Assistantship PSYC333 1

This course is designed to enable 1-3 students to assist a faculty member who is engaged in research. The faculty member mentors the student(s) through the research process. The process may involve some or all of the following components: Literature review of previous research on the topic, development of the research proposal and project design, development of any materials needed for the research, completion of IRB application, follow-through with the IRB recommen-

dations and approval process, implementation of the research, analysis of the data, and presentation of the work through writing, conference presentation, or Lasell presentation. *Prerequisites: SOC 331 or PSYC 331 and Permission of Department Chair. Students may enroll in the course for up to two semesters.*

### Assessment of Individual Differences PSYC345 3

This course studies a wide variety of tests and measurements used to assess intelligence, aptitude, achievement, and personality in clinical and counseling psychology, in education, and in business. Consideration of the history and theory of these tests is complemented by discussion of practical concerns related to their selection, their administration, and their interpretation in specific settings. *Prerequisites: MATH 208 and PSYC 101.*

## SCIENCE

### Science for Educators I SCI103 3

This course provides education students with an introduction to the scientific principles governing the contemporary technological world. Topics include scientific methodologies, gravity, energy, electricity, magnetism, light, and introductory chemistry. Laboratory experiments are conducted to complement the material covered in lecture.

### Science for Educators II SCI104 3

This course provides education students with an introduction to earth science, astronomy, and environmental science. Topics include the weather, solar system, stars, the universe, and global pollution. Laboratory experiments are conducted to complement the material covered in lectures.

### Principles of Astronomy SCI105 3

This course is an introduction to descriptive astronomy. The course covers general physical principles that lead to an understanding of how the universe was formed, the laws of planetary motion, how stars shine, and the creation of black holes. Other special topics in astronomy are cov-

## Course Descriptions

ered. Special evening sessions for observing the stars and planets may be offered.

### **Modern Science & Technology SC1114** **3**

This course investigates how areas of science work to develop the technology and materials of our daily lives. Topics may include the design of sports equipment, GPS, demolition derbies, food science, the weather, and modern materials. Students will do some in-class data collection and analysis.

## **SERVICE LEARNING**

### **Seminar for Writing Tutors SVL104** **1**

In this course, students are trained as peer writing tutors and work two hours per week in the Academic Achievement Center. Students participate in weekly seminars and individual tutoring supervision; preparation involves assigned readings and both reflective and analytic writing on the tutoring experience.

### **SVL: Tax Volunteer SVL108** **1**

This course consists of study and training in federal income taxation, as well as tax return preparation using IRS software for electronic filing. Students also learn how to file Massachusetts returns electronically and conduct research on selected federal and state income tax issues. After passing a proficiency test at the conclusion of the training, students receive an IRS certificate. The test is provided by the IRS and requires the students to recognize tax status and income issues in the preparation of appropriate tax returns. Upon being certified by the IRS, students can prepare basic tax returns in the program without personal liability. Using computer software, students prepare and electronically file taxpayers' returns as a community service. Pass/Fail.

### **Service Learning SVL115/215/315/415** **1**

This course is linked to three- or four-credit courses across the curriculum. Course content includes both 15 – 20 hours of community service and related written and/ or oral assignments. Stu-

dents wishing to enroll in an SVL Linked-Credit course must have the permission of the instructor. Restrictions: Students may enroll for only one SVL Linked-Credit in a given semester; students may complete up to, but no more than, three SVL Linked- Credits towards completion of the bachelor's degree. To receive credit and a grade for an SVL linked option, students must receive a passing grade in the host course. The SVL Linked-Credit cannot be taken pass/fail, and cannot be linked to a course that is taken pass/fail. This credit counts toward an unrestricted elective. It does not satisfy other degree requirements unless authorized by an academic department.

### **Service Learning Internship SVL201** **2**

The Service-Learning Internship provides individually arranged participation in a community-based or other non-profit organization in which the student provides 100 hours of meaningful service to that organization. Students may also be placed at a for-profit organization to work on a service project for the community. The primary area of responsibility rests with the student in identifying and pursuing the internship, with support of the Center for Community-Based Learning (CCBL). Students meet regularly with the Director of the CCBL to discuss the internship. Evaluation of the internship is based on the students' reflections about that experience, a site visit, and communication with the internship site supervisor. Students may do six credits of service-learning internships. Prerequisite: At least sophomore standing and the approval of the Director of the CCBL and the agency representative are required. This internship fulfills unrestricted elective credit; it does not supplant any internship requirement within a major.

### **Introduction to Community Organizations SVL202** **2**

This course provides a forum for community service house residents to explore challenging service opportunities. The residents have opportunities to examine past service experience in order to identify more clearly with a cause or find an area about which they wish to learn more. They also have opportunities to research service needs for Greater Boston or for their hometowns, and

## Course Descriptions

to challenge themselves to envision events that would meet those needs. The course explores different ways of gaining insight into and knowledge of the service-learning field through discussion, peer-led activities, reflection, learning circles, and guest speakers. The materials and discussion serve to empower the residents to find and/or initiate meaningful service events. Open only to service house residents. Pass/Fail.

### **Env Service-Learning in Ecuador** **SVL203** **1**

This fall semester course is linked to ten days of service-learning and study in Ecuador during January break. The course is designed to educate students about the history, people, culture, politics, eco-systems, climate, and language of Ecuador. The experience in Ecuador includes group accommodations in home-stays or lodges, full days of travel, outdoor manual labor and reflective intellectual work. We learn through service alongside community members at foundations, schools, government agencies, and local businesses. The goal of both the course and the experience is to immerse students in the culture of Ecuador, while exploring the natural environment and the impact humans have over time. Students must apply and may only register with the permission of the Ecuador program director.

### **Seminar in Speech Tutoring** **SVL204** **1**

In this course, students are trained as peer speech tutors. They participate in bi-weekly seminars and individual tutoring supervision. In addition, students keep journals of their weekly tutoring experience one hour per week in the Academic Achievement Center. Preparation involves assigned readings and both reflective and analytic writing on the tutoring experience. The weekly seminar is a discussion-based training/coaching class where students have the opportunity to share training/coaching class. They are provided with special guidelines, oral communication tutoring tips, problem-solving strategies, and communication skills to improve their oral communication knowledge and tutoring skills. Here, they also get the opportunity to share their ideas and experiences from tutoring speech. Permission of instructor required.

### **Student Academic Counselors** **SVL206** **1**

This course provides upper class Social Science majors with the opportunity of mentoring two or three first year social science majors during their first semester at Lasell. The student counselors meet with a faculty member once every two weeks to plan activities for the students they are mentoring during the week in between meetings. They meet with their tutees in the planned activity every other week. The student counselors evaluate each activity, and at the end of the semester write a summative evaluation reflecting on the mentoring process and making recommendations for improving the experience. One goal is to develop a portfolio of activities and interactions that help first year students evaluate the match between themselves and the major and become identified with the social science department academically.

### **Seminar for Accounting Facilitators** **SVL207** **1**

In this course, student facilitators are trained to work with the instructor in support of the connected learning project of Monopoly in Financial Accounting - BUSS 201. The student facilitators participate in the weekly classes by providing individual and group instruction and supervision. The facilitators also work with students as they complete their project providing the necessary tutoring to enhance the students learning of accounting.

### **Seminar for Math Tutors** **SVL209** **1**

This course is about learning to tutor, and tutoring to understand mathematics in depth. It targets Math Minors (and other students who are strong in math) and trains them as tutors/mentors for peers who need extra math help. Students maintain a journal of their weekly tutoring experience (one hour a week in the Academic Achievement Center) and participate in a weekly MATH SENSE seminar, which is a discussion-based training/coaching class. They are provided with special guidelines, math tutoring tips, problem solving strategies, and communication skills to improve their math knowledge and tutoring skills. Here, they also get the opportunity to share their ideas and experiences from tutoring math. Permission of the instructor required.

## Course Descriptions

### Service learning Internship SVL301 3

The Service-Learning Internship provides individually arranged participation in a community-based or other non-profit organization in which the student provides 150 hours meaningful service to that organization. Students may also be placed at a for-profit organization to work on a service project for the community. The primary area of responsibility rests with the student in identifying and pursuing the internship, with the support of the Center for Community-Based Learning. Students meet regularly with the Director of the CCBL to discuss the internship. Evaluation of the internship is based on the students' reflections about that experience, a site visit, and communication with the internship site supervisor. Students may do six credits of service-learning internships. Prerequisite: Junior or Senior standing and the approval of the Director of the CCBL and the agency representative are required. This internship fulfills unrestricted elective credit; it does not supplant any internship requirement within a major.

## SOCIOLOGY

### Introduction to Sociology SOC101 3

This course explores how social and cultural forces influence personal experience and social behavior. The focus is on the interrelationships of groups, social organization, and social institutions such as education, religion, family, and the economic and political order.

### Introduction to Women's Studies SOC102 3

This course is designed to help students develop a critical framework for examining feminist thought and gender-related behaviors. Utilizing sociology, anthropology, history, and literature the course examines the roles and stereotypes society ascribes to women and how those roles impact the development of a feminist perspective in a contemporary world.

### Food and Culture SOC206 3

In the Sociology of Food and Culture, we study "food ways"; that is, how food and eating reflects and impacts social life. The course examines the beliefs, rituals, norms, and subcultures associated with food choice. Further, we look at food in the larger contexts of politics, the economy, and cultural survival. *Prerequisite: SOC 101 or PSYC 101.*

### Special Topics in Sociology SOC208/308/408 3

This course examines different topics from a sociological perspective with the goal of allowing faculty and students to explore issues that meet special interests. Courses could be offered at the 200, 300, or 400 levels, depending on the required and announced prerequisites.

### Family Diversity SOC214 3

This course explores the meaning of "family" in a historical and cross-cultural context - it looks at the way families and households are constructed, and at how these institutions are impacted by social forces including demographic, ideological, and economic changes in societies. Family diversity is discussed in the context of social constructions such as race, class, and gender. Current themes in family sociology that are covered include, amongst others, sexuality, marriage, parenting, violence, divorce and remarriage, and family policy. *Prerequisite: SOC 101.*

### Contemporary Social Problems SOC221 3

This course examines conditions and issues that result in tension and disorder. Examples drawn primarily from American society include: labeling and social control of deviants, oppression of minorities, poverty, violence, ageism, and ecological concerns. *Prerequisite: SOC 101.*

### Race & Ethnic Relations SOC301 3

This course examines the changing nature of race and ethnic relations with primary emphasis on the United States. Topics include: the origins and consequences of racial/ethnic discriminations;

## Course Descriptions

immigration policies; movements for integration and separatism; the role of class, religion, and gender on issues of race/ethnicity; the impact of widely differing cultural heritages on our national life; and specific present day problems and trends. *Prerequisite: Any 200 level Social Science course.*

### **Sociological Perspectives** **SOC310** **3**

This course introduces classical and contemporary perspectives in sociology. Theories are examined as explanatory tools in the understanding of social structure and social change, and as reflections of the societal conditions from which they emerged. Theories are evaluated in terms of their applicability to contemporary issues in society. *Prerequisites: Any 200 level Sociology course and Junior or Senior standing.*

### **Research Methods in the Social Sciences** **SOC331/SOC331L** **4**

This laboratory course introduces students to the basic methods used in sociological research. Topics include scientific method, measurement, sampling, experiments, survey research, and qualitative approaches such as content analysis and field studies, and ethical issues in conducting research. As part of the lab, students learn to use SPSS to perform statistical analysis and to access and draw upon large data sets. Students learn to use professional online search procedures and write reports in accepted professional formats. *Prerequisites: MATH 208 and either PSYC 101 or SOC 101 or permission of the instructor.*

### **Sociology Research Assistantship** **SOC333** **3**

This course is designed to enable 1-3 students to assist a faculty member who is engaged in research. The faculty member mentors the student(s) through the research process. The process may involve some or all of the following components: Literature review of previous research on the topic, development of the research proposal and project design, development of any materials needed for the research, completion of IRB application, follow-through with the IRB recommendations and approval process, implementation of the research, analysis of the data, and presentation

of the work through writing, conference presentation, or Lasell presentation. *Prerequisite: SOC 331 or PSYC 331 and permission of Department Chair. Students may enroll in the course for up to two semesters.*

### **Social Policy** **SOC335** **3**

This course examines historical and contemporary factors influencing the making of social policy and introduces the student to processes used to identify and solve social problems. Special attention is given to the relationships of values to social policy and the impact of social policy decisions on the provision of social and human services. Approaches to the analysis of social policy are examined. *Prerequisite: Any 200 Level Sociology course.*

### **Selected Topics in the Lives of Women** **SOC406** **3**

This capstone course examines topics important to the study of women's issues. Representative topics that might be covered include violence against women, women in public life, social policy related to women, women and work, and reproductive issues. *Prerequisite: one of the following: SOC 102, PSYC 303, or HIST 203.*

## **SPANISH**

### **Elementary Spanish I** **SPAN101** **3**

This course introduces students to the basic elements of Spanish through the multiple skills of listening, speaking, reading, and writing. It is open to students who are at the beginning of Spanish language study (who have not had more than one year of secondary school Spanish.)

### **Elementary Spanish II** **SPAN102** **3**

This is a continuation of SPAN 101. Strong emphasis is placed on the spoken language. The course includes an introduction to Hispanic culture through readings and discussions. *Prerequisite: SPAN 101 (with "C" or better) or demonstrated competency through placement.*

## Course Descriptions

### Intermediate Spanish I SPAN201 3

This course reviews grammar and its application to spoken and written Spanish. It includes readings and discussion of literary and cultural texts to develop a firm command of the language. *Prerequisite: SPAN 102 (with "C" or better), demonstrated competency through placement, or permission of instructor.*

### Intermediate Spanish II SPAN202 3

This is a continuation of SPAN 201 with further emphasis on integrating language skills with Spanish literature and culture. Individualized materials of practical use in a student's major are incorporated. *Prerequisite: SPAN 201 (with "C" or better), demonstrated competency through placement, or permission of instructor.*

### Spanish Civilization I SPAN301/SPAN302 3

These courses study composition and conversation with emphasis on the Hispanic cultures and their contribution to world civilization. Geography, history, and the artistic evolution of Spain and Latin America are presented through readings. The courses are conducted in Spanish. *Prerequisite: SPAN 202 (with "C" or better) or permission of instructor.*

### Cinemundo SPAN304 3

This course requires that students always speak in Spanish and to also write it well. As such, the course is designed as an advanced seminar in Spanish. Discussions focus on films and literature as the following four general categories are explored: memory and oblivion; immigration and exile; identities marginalized; and the Hispanic in the globalizing world. *Prerequisite: SPAN 201 or instructor permission.*

## SPORT MANAGEMENT

### Sport & Society\* SMGT101 3

This course explores the factors that shape sport in a culture and how sport mirrors the society in

which it exists. It examines the contributions of recreational and competitive sport to a culture. It includes the role of business in sport and how business interests in sport have served as a catalyst for growth.

### Introduction to Sport Management SMGT102 3

This course provides an overview of general principles and practices of the sport industry, covering all facets of sport management, including leadership, sociology, marketing, legal aspects, finance, and governance, in both professional and amateur sports setting. Students learn and understand those unique aspects of sport management that distinguish it from other management fields. Students gain an increased awareness of various career opportunities in the sport industry.

### Legal Aspects of Sports SMGT201 3

This course is an exploration of the relationship of the law to organized secondary school, collegiate, and professional sports. It provides an overview of a wide range of legal principles that relate to the sport management field. This is a writing intensive course. *Prerequisite: SMGT 102 or LS 101.*

### Ethics in Sport SMGT202 3

This course examines theories of ethics as well as personal moral development as applied to sports. It explores the importance of personal ethics and organizational responsibility and the role of professional ethics in sport management.

### Pre-Practicum I SMGT205 1

This course is designed for students to complete 30 hours of supervised fieldwork with the Lasell College athletic department or at an approved off-campus site. *Prerequisites: SMGT 102 and approval of Department Chair.*

### Sports Administration SMGT206 3

This course studies the basic concepts, theories and organizations of administration as applied to sport. Areas covered include budgeting, human resources management, facilities, and legal issues.

### Course Descriptions

#### **Special Topics in History of Sport SMGT207 3**

This course explores various aspects of sports and their historical development. The integration of gender, ethnic, religious, and other factors are discussed. The role that each area of sport plays within our society is examined.

#### **Sport Governance SMGT208 3**

This course focuses on the important role that governance plays within the sport industry. Students study the governance structures of various sports and sports governing bodies, including professional sports leagues, players' associations, intercollegiate athletics, and Olympic sports, both within the United States and internationally.

#### **Sport Facility & Event Management SMGT301 3**

This course explores the roles and functions of facility and events managers. It examines a variety of public assembly and privately managed sport facilities; the steps and skills required to effectively plan, organize, lead, and evaluate an event, and facilities to meet the needs of sports organizations. The course also examines resource allocation, strategic planning, and risk management and facility maintenance requirements. *Prerequisites: SMGT 102 and a 200 level Sport Management course.*

#### **Sport Marketing SMGT302 3**

This course explores sport as a product, its consumer markets, and sports products markets. It examines the processes of sport marketing, research, information management, identification of target markets, and the development of a sport marketing mix and strategies. *Prerequisites: SMGT 102, BUSS 220.*

#### **Sport Finance SMGT303 3**

This course is a study of the financial challenges faced by sport administrators and those working within the sports industry. Topics include economic impact analysis, ticket operations, concessions, public-private partnerships, sport sponsorships, and fundraising. *Prerequisites: SMGT 102, BUSS 203.*

#### **Sports Information & Communication SMGT304 3**

This course examines the fundamentals in sport information, publicity, and promotions. Preparation of news releases, local features, publications of programs and brochures, statistical breakdowns, dealing with the press, and the promotion of specific events, teams, and individuals are included. *Prerequisites: COM 101, ENG 102.*

#### **Pre-Practicum II SMGT305 1**

This course is designed for the students to complete 30 hours of supervised fieldwork with the Lasell College athletic department or at an approved off-campus site. *Prerequisite: SMGT 205.*

#### **Sport Leadership SMGT306 3**

This course teaches concepts, principles, and skills of leadership for managers in the sports industry. Styles of successful sport coaches and managers are examined and analyzed in the context of their times and their settings.

#### **Sport Sponsorship SMGT307 3**

This course provides an examination of the relationship between sport and corporate sponsorship, and strategies for selling sponsorship packages. Topics covered include the theoretical rationale for sponsorship, strategic communication through sponsorship, determining the value of a sponsorship, evaluation of sponsorship activities, and techniques used to sell sponsorship packages. Perspectives from the event holder (i.e., property) offering a sponsorship and from the organization functioning as the sponsor are considered.

#### **Special Topics in Sport Management SMGT401 3**

This course explores special segments and contemporary trends in the sport management industry. Topics may include sports medicine, health promotion, intercollegiate athletics, campus recreation, sport tourism, and international sport.

## Course Descriptions

**Sport Management Internship I  
SMGT407 4**

The internship provides students with administrative experience in their chosen concentration. Students gain practical experience, enhance skills learned in the classroom, and acquire contacts with professionals in the sports management field. A minimum of 150 hours is required for Sports Management internships. This course includes a seminar which includes: strategies for seeking entry-level employment, long-term career planning and post graduate study options. *Prerequisites: SMGT 205 and SMGT 305.*

**Sport Management Internship II  
SMGT408 4**

The internship provides students with additional administrative experience in their chosen concentration. Students gain practical experience, enhance skills learned in the classroom, and acquire contacts with professionals in the sports management field. A minimum of 150 hours is required for Sports Management internships. This course includes a seminar which includes: strategies for seeking entry-level employment, long-term career planning and post graduate study options. *Prerequisite: SMGT 407.*

**Sport Management Capstone  
SMGT496 3**

This course is a culminating experience designed to provide the student with an opportunity to demonstrate synthesis of knowledge, practice, and skills developed throughout the program of study. Capstone assignments reflect the integration of research methodology, theory, and advanced knowledge in an area of specialization. Students develop a web-portfolio to showcase their work in the Sport Management program. Students incorporate aspects of past course assignments into a reflective thesis paper. Students also participate in a required service learning activity. To be completed in either the fall or spring semester of the final academic year of the student's program. This is a writing intensive course. *Prerequisite: SMGT 407.*

**GRADUATE COURSES****COMMUNICATION****Communication, Ethics, & Society  
COM701 3**

This course is designed to present students with a graduate-level overview of contemporary mass communication. We focus on the relationship between mass media and society and the ethical issues inherent in that relationship; in the process, we identify current trends, particularly in technology, that are changing the nature and function of traditional mass communication. Students gain insight into the influences of mass communication on business, government, politics, education, the home environment, and non-profit institutions, as well as related ethical issues.

**Organizational Communication  
COM702 3**

This course focuses on both theoretical understanding and practical knowledge of the context and applications for organizational communication. Topics include: leadership, new technologies and their impact on organizations, organizational climate and culture, ethics, formal and informal channels of communication within organizations, management of diversity and conflict, relational communication (with interpersonal and group work), and issues of power and politics within the context of organizational settings. During the first half of the course, the focus is on the theoretical bases for organizational communication; then emphasis shifts to professional perspectives on organizational communication and practical applications for "real life" situations in the work environment.

**Communication Research  
COM703 3**

This course provides students with an understanding of the concepts, roles, processes, techniques, and strategies of communication research. The course examines research conducted in both the professional and academic settings, and includes quantitative (surveys, experiments, content analyses) and qualitative (focus groups, etc.) methods. The main goal of this course is to help students become intelligent "consumers" of

## Course Descriptions

research -- to provide the tools needed to evaluate and interpret research, as well as the ability to make knowledgeable decisions about the uses and benefits of research.

### **Corporate Communication COM704** **3**

This course is designed to present an overview of corporate public relations in contemporary society. The rapidly changing nature of global markets and the convergence of new information technologies are influencing the ways that communication professionals achieve their goals. The course explores the trends and issues affecting corporations, crisis management, public affairs communication, consumer affairs, employee relations, environmental issues, investor relations, issues of multinationals, ethics, and governmental relations.

### **Media Relations COM705** **3**

Managing media relations for organizations is the focus of this course. The course is intended to increase knowledge of the principles and methods of generating publicity as well as the basics of planning and writing media relations campaigns. The rapidly changing nature of global companies and the convergence of new information technologies are influencing the ways that communication professionals achieve their goals. Students work individually or in teams to plan a comprehensive media relations program, to communicate a clear message, and to evaluate the effectiveness of public relations strategies for a chosen client. Lectures, readings, group work, guest speakers, and class discussions focus on techniques useful in such areas as local & national publicity, special events, and in community and government relations for organizations.

### **Global Media COM706** **3**

This course introduces students to theory, trends, and issues in the global media landscape. Students are exposed to a number of topics including: theoretical perspectives of global media, global media development, challenges and barriers of global media, ethical considerations in global media, the role of advertising and public relations in global

media, and case studies from regions around the world.

### **Negotiations & Conflict Resolution COM709** **3**

This is a communication skills course designed to better understand the nature of conflict and its resolution through persuasion, collaboration, and negotiation. Students learn theories of interpersonal and organizational conflict and its resolution as applied to personal, corporate, historical, and political contexts. Students assess their own styles, skills, and values, and develop techniques to better resolve disputes, achieve objectives, and exert influence.

### **Writing for Public Relations COM713** **3**

Public relations writing focuses on multiple aspects of communication such as client needs, target audiences, and various formats. In this course, students learn how to craft effective written and visual messages for press releases, speeches, brochures, newsletters, broadcast outlets, web pages etc., and they develop strategies for soliciting and evaluating feedback from designated target audiences.

### **Principles of Public Relations COM721** **3**

This course is in-depth study of the profession of public relations with a focus on contemporary issues, problems, and challenges using guided discussion and analysis of case studies. The course examines public relations and its role in mass media and in society and the challenges facing public relations professionals today. Upon completing this course, each student should: 1) understand what the field of public relations is and how to recognize best practices for public relations professionals; 2) be able to evaluate the effectiveness of public relations strategies; 3) be familiar with issues and concerns public relations professionals face in today's increasingly global society; and 4) understand the importance of ethical behavior in public relations.

### **Crisis Communication COM722** **3**

This course prepares students for anticipating

## Course Descriptions

the seven major types of crises faced by communication managers in organizations (skewed values and ethics, deception, management misconduct, natural disasters, technological crises, confrontations and boycotts, malevolence, and disinformation) and how to make preparations to deal with them effectively and competently. Students explore which organizational cultures and government practices create vulnerability to crises. The course examines appropriate leadership styles, management actions, and communications strategies before, during, and after a crisis. Students review issues such as leadership initiatives, management monitoring, crisis analysis, action strategy and determination, and implementation of communication strategies. Students learn how to minimize the damage to reputation caused by a crisis; engage in sound media relations; prepare risk communication programs; communicate with key stakeholders; and contribute to the post-crisis recovery and renewal of an organization.

### **International Corporate Communication COM724** **3**

This course focuses on the major role of multinational corporations in the global arena. They must interact with one another, with national and supranational governments, and with non-governmental organizations. Their concerns revolve around issues such as resistance to globalization, anger abroad toward the United States, climate change, human rights, sustainability, transfer of technology, and recruitment of human resources. These issues will be reviewed and strategies discussed that guide management thinking for strategic communications. The strategies are drawn from the fields of public relations, public affairs and marketing.

### **Advertising COM725** **3**

The emphasis in this course is on the role of strategic thinking about promotional elements in the field of advertising. The development of an integrated marketing communications program requires an understanding of the overall marketing process, including how organizations plan for advertising and determine their advertising goals and objectives. Students in this course ex-

amine the process of planning, developing, and executing an advertising campaign and related integrated marketing communications programs, as well as the various factors and considerations that influence this process. Advertising starts with research, and moves through analysis, planning, action and evaluation; hence, this course requires students to undertake the kind of strategic thinking, planning, and execution that is done by marketers, researchers, media planners, and copywriters. Throughout the course, students learn how advertising is regulated and about the key social issues and consumer problems with advertising.

### **Graphic Design for the Marketplace COM730** **3**

This course is designed to engage students historically, theoretically, and practically in terms of Graphic Design and its relationship to the consumer marketplace. The goal is to introduce student's to new ways of thinking about consumer driven Graphic Design principles by reading a wide range of texts, exploring and researching contemporary design solutions, and presenting original design marketing strategies.

### **Video Production COM731** **3**

This course teaches graduate students the techniques of video production from an EFP (Electronic Field Production) perspective. Students learn both the functionality and art of digital videography and nonlinear editing. The course also provides a genuine understanding of the business of video production. By the end of the semester, students should be able to: Successfully operate a JVC GR HD-1 digital camcorder to shoot quality EEP on the fly - Differentiate between quality shots and poor videography - Produce short narrative through story boarding, directing, shooting, and editing - Perform basic nonlinear editing using Avid Xpress Pro - Converse in "TV Talk," using standard media vocabulary

### **Persuasion & Public Opinion COM738** **3**

This course introduces students to the dynamics of social influence. Students learn the theories, strategies, and techniques of persuasion as a means of shaping public opinion and attitudes.

## Course Descriptions

The course examines how individuals, business, government, and institutions craft messages and communicate through the press, entertainment media, advertising, and public relations. Primarily through public opinion research, students can ascertain and understand the beliefs, attitudes, and values of groups and society. Students learn how to craft persuasive messages, how to evaluate the attempts of others to persuade audiences, and how to recognize and avoid unethical attempts at persuasion.

### **Integrated Marketing Communications COM742**

**3**

This course introduces students to the theory and practice of integrated marketing communication (IMC) and provide an overview of developments in the field. Students learn about the profession of corporate communication and its interface with society. Some of the topics addressed in the course include the relationship between public relations (PR) and marketing, the history and development of advertising and public relations, public opinion and its role in IMC planning, media relations, research for campaign design, global communication, and crisis management.

### **Integrated Marketing Com & the Internet COM743**

**3**

This course introduces students to web based public relations and marketing strategies and emphasizes the effectiveness of the Internet as a direct and interactive communication channel with target audiences. Emphasis is placed on the role of the Internet as a critical element of the marketing communications mix with a focus on how the web has altered traditional marketing and public relations strategies.

### **Integrated Marketing Com Planning COM744**

**3**

This course introduces students to the four-step process in planning and solving corporate communication problems. Students learn to apply course concepts to hypothetical situations through individual and group work on IMC cases. Group project assignments enable students to (1) gain experience in doing collaborative work

and (2) develop a problem-solving approach to on-the-job situations that an IMC professional is likely to encounter. An important aspect of working on problems in class is an introduction to the various techniques and strategies of communicating with target audiences. In addition to the assigned reading material, the course also features guest speakers from the advertising and public relations professions to bring a real world dimension to the material.

### **Intercultural Communication COM750**

**3**

This course examines communication issues that arise from contact between people from different cultural backgrounds in everyday life, social service encounters, and business transactions. The course uses interdisciplinary approaches to study how verbal and nonverbal presentation, ethnic, gender, and cultural differences affect communication. The course provides exercises in participation, analysis, and criticism of interethnic and interracial communications in small group settings. Students examine factors of international communication, such as the cultural, economic, political, and social influences and the role of communication in affecting social change in a wide variety of cultures and countries.

### **Health Communication COM751**

**3**

This course provides students with an understanding of how to design and deliver media support services for health media productions, health communication campaigns, and organizations developing their health communication capacity. Focused activities reflect health and science themes to benefit the public at large, as well as special populations and health care institutions, such as hospitals. Students learn to use and value the media in its potential to be a resource for lifelong learning, health promotion, and positive social change through educating the population about health messages and wellness themes.

### **Community Relations COM752**

**3**

This course provides an examination of the evolution of community relations, the theory behind it, and the techniques employed by its professionals.

## Course Descriptions

Using a case study approach, students learn how to select a site for expansion; conduct a community relations audit; work with state, local, and federal governments; and develop sound relationships with the media and advocacy groups in the corporate and nonprofit arenas.

### **Public Relations in Non-Profit Settings** **COM753**

**3**

Students examine the role of managed communication and marketing in public relations problems unique to health, education, arts, and human- and public-service organizations. The course focuses on analysis of organizational structure, public relations and communication programs, and fund-raising practices of these agencies.

### **Governmental Relations** **COM754**

**3**

This course aims to assist students with their understanding of the complex ideas associated with the role of the media in our democracy. Because the media have become a central force in American political life, students need to become aware of how the governance of our country is influenced by the intersection of the media and politics. Through a variety of activities, cases, and readings, students learn how to work with elected officials who have made their media strategies a key component of their leadership on public policy issues that affect citizens, corporations and non-profit organizations.

### **Communication Law** **COM755**

**3**

This course presents a study of the laws that apply to communication practitioners. Topics include the First Amendment; defamation; invasion of privacy; copyright; regulation of advertising, obscenity and indecency; and the emerging field of Internet Law.

### **Health Promotions & Campaigns** **COM756**

**3**

This course takes an applied approach to researching, planning, implementing, and evaluating health communication efforts. Through exposure to rich health communication campaign cases, students learn where and why some cam-

paigns worked and others failed. Students design their own health campaigns informed by theory and health models.

### **Branding Health Services** **COM758**

**3**

Students in this course learn about branding as a marketing tool applied to health products, services, and campaigns. This course integrates theory with applications through the analysis of multiple case studies and branding strategies.

### **Communicating in Groups and Teams** **COM761**

**3**

This course focuses on communication skills needed to lead teams and groups in interpersonal communication contexts. It examines leadership skills and communication strategies necessary for developing and maintaining effective professional relationships. Leading teams involves the use of communication skills in facilitating different personalities, cultures and competing agendas. Topics include enhancing professional relationships, attitudes and values, nonverbal communication, language, and methods of conflict resolution in group interactions.

### **Communication Strategies for Leaders** **COM762**

**3**

This course provides a foundation for understanding the significance of communication strategies and skills and their application to developing capabilities for leadership in today's complex and multi-faceted organizations. Students are exposed to many different styles of communication used by effective leaders, including contemporary collaborative models. The theoretical frames for communication and leadership provide students with perspectives that assist them in developing their own personal model for effective communication in their leadership roles.

### **Comprehensive Examination** **COM796**

**3**

The comprehensive examination provides evidence of student knowledge of key concepts, skills, and other important materials related to the communication field. Preparation throughout the

## Course Descriptions

semester includes regular study group meetings with faculty and peers focused on reading and discussing case studies related to the major, as well as preparing written analyses of issues and concepts found in the case studies. The full-day exam requires analyzing case studies in the major and in the area of concentration, and developing written responses that integrate skills and understandings derived from coursework and other educational experiences in the degree program.

### Thesis

#### COM797

3

Students completing a master's thesis design, conduct, and report original research related to their concentration, working closely with a faculty advisor in the department and following detailed guidelines provided by the department. Prerequisites: a graduate course in research methods and prior preparation in statistics.

### Special Study Project

#### COM798

3

The project can be a document, a video, or a multi-media presentation developed under the guidance of a Lasell College faculty member to applying communication skills and professional expertise derived from the student's program of graduate study. Such projects are designed to solve some problem in communication that is relevant to the student's area of concentration in public relations or integrated marketing communications.

### Professional Internship

#### COM799

3

The internship is a hands-on working experience in the field of the student's concentration. Students who opt for the internship are expected to complete 150 hours in organizations that are committed to providing interns a high quality educational experience by having a supervisor available with time expressly for the purpose of teaching and guiding the intern. As a part of their internship, students undertake meaningful projects, including regular reflection, analysis, and written products, under the supervision of both an employer and Lasell College faculty member.

## EDUCATION

### Curriculum & Assessment Diverse Learners

#### ED711

3

This course considers research, principles, and strategies for effective instruction and classroom organization, particularly in the context of supporting diverse learners and teaching in diverse settings. Topics include differentiated instruction, curriculum planning and resources, formal and informal assessments of student progress, modifications appropriate to meet linguistic and cultural differences, and accommodations for special needs learners. Requires classroom observations at multiple locations.

### Literacy Instruction: Elementary

#### ED712

3

This course explores literacy learning and teaching in grades 1 – 6. Topics include the role of phonemic awareness, phonics, and word analysis in reading and writing; the relationship among vocabulary development, comprehension, and fluency; formal and informal assessments to measure literacy development and guide classroom instruction; and effective instructional strategies and materials to support elementary learners in reading and writing. Includes focus on differentiating instruction for readers and writers with diverse linguistic and cultural backgrounds. Requires a pre-practicum.

### Reading Supports for Elementary Learners

#### ED713

3

This course examines formal and informal assessments of reading difficulties, especially those currently in use, and their analysis, interpretation, and application to classroom instruction and placement. Students explore strategies, materials, and modifications appropriate for classroom teachers, as well as specialized programs. Requires classroom observations. Prerequisite: ED 712.

### Mathematics Concepts & Curriculum

#### ED720

3

This course explores central areas of mathematics in the elementary classroom, as well teaching strategies and methods appropriate for learners at

## Course Descriptions

various stages of understanding. Topics include number and operations; functions and algebra; geometry and measurement; statistics and probability; and problem solving. Requires classroom teaching.

### Science & Technology Concepts/ Curriculum

#### ED721 3

This course provides understanding of essential concepts in the physical and life sciences, including technology and environmental science. Reviews standards for teaching and learning science and technology, as well exploring area resources for teachers and elementary students. Integrates technology appropriate for elementary classrooms.

### Social Studies Concepts & Curriculum

#### ED722 3

This course provides understanding and critical examination of major events and eras in American and world history through varied perspectives. Includes strategies for integrating social studies and other content areas, including literacy and arts. Students explore local resources for teaching social studies and become familiar with Massachusetts Curriculum Frameworks.

### Research, Policy, Practice in Education

#### ED751 3

This course explores critical issues in education, with particular focus on policy and practice implications. Specific topics vary, including both perennial concerns (for example, inclusion and accommodations for special needs learners; assessment goals, strategies, and instruments; literacy instruction and assessment; school choice) and emerging concerns related to legislative initiatives, budget considerations, and major research findings.

### Collaboration for Student Success

#### ED752 3

This course emphasizes effective communication skills in a variety of contexts, both within and outside of school settings, related to elementary student success. Students develop strategies for

collaborating with a variety of professionals, including school professionals in general education and special education and professionals in medical and mental health agencies; and for engaging families/caregivers, particularly from diverse backgrounds, community members, and outside agencies.

### Literacy Across the Curriculum

#### ED753 3

This course provides principles, strategies, and resources for teaching and using literacy skills in content-area subjects in elementary grades. Focuses on comprehension of narrative and informational texts, text types, integration of literature in content areas, study skills, and vocabulary development.

### Phonics & Spelling in Elementary Grades

#### ED754 3

This course focuses on language processes, including phonological and orthographic language systems related to literacy development. Research and theory related to letters, sounds and their relationship, word analysis, and spelling are used to critique and evaluate reading programs and design customized assessment and instruction.

### Understanding/Using Educational Research

#### ED771 3

This course explores major paradigms of educational research, including concepts, methods, and terminology related to each. Students read, analyze, and discuss both seminal and current research in relevant areas; study trends in educational research; and apply findings to their own practice by designing a classroom-based research project. *Prerequisite: completion of at least 18 credits in the graduate education program.*

### Teacher as Researcher

#### ED772 3

This course focuses on refining, completing, and reporting the research project designed in ED 771. Requires presenting findings in symposium setting. *Prerequisite: ED 771.*

## Course Descriptions

### Teacher as Leader

#### **ED773 3**

This course explores various aspects of leadership and change in education, business, and other professions. Includes theories and models of leadership, organizational change and behavior, and policy analysis, as well as approaches to mentoring and coaching. Helps participants identify their own leadership styles and goals. *Prerequisite: completion of at least 21 credits in the graduate education program.*

### Practicum: Elementary

#### **ED796 6**

This course provides a minimum of 300 hours of student teaching experience in an elementary classroom under the supervision of a qualified professional. Includes a weekly seminar to discuss issues such as management, planning, professional development, and moral and ethical aspects of teaching. *Prerequisites: Pass all required MTEL; cumulative minimum GPA of 3.0; complete at least 27 credits in the graduate education program.*

## MANAGEMENT

### Fund of Executive Management

#### **MGMT701 3**

This course introduces the fundamentals of management principles. It emphasizes creative management in dynamic organizations, assessing business opportunities, organizational linkages, ethics and social responsibility, and bench-marking.

### Research Methods

#### **MGMT702 3**

This course introduces both qualitative and quantitative research methodologies, providing the student with an overview of the different steps in the research process. The course evaluates common methods of data analysis, develops skills in critical thinking, and provides experience in data analysis using SPSS.

### Management Information Systems

#### **MGMT703 3**

This course presents the conceptual foundations of information technology and examines the development, application, and advances of informa-

tion technology resources in organizations. With a focus on the managerial perspective, students investigate issues related to the development of contemporary systems development approaches.

### Financial Management

#### **MGMT704 3**

This course focuses on understanding the fundamental principles of finance, including financial statement analysis, present/future value/ NPV/ discounted cash flows, capital budgeting, and risk analysis.

### Organizational Behavior

#### **MGMT705 3**

This course studies the behavior of individuals and groups within organizations, and the influence that the environment has on such behaviors. The course is primarily experiential and case-based.

### Marketing Management

#### **MGMT706 3**

This course provides a decision-oriented overview of marketing management in modern organizations. The emphasis is on developing skills in identifying marketing opportunities, utilizing segmenting, targeting and positioning, and planning and communicating integrated marketing strategies.

### Operations Management

#### **MGMT707 3**

This course involves the study of concepts relating to the operations function in both manufacturing and service organizations. Students study how the operations process is responsible for planning, organizing, and controlling resources in order to effectively and efficiently produce goods and services.

### Aging & Technology

#### **MGMT708 3**

This course identifies and explores aging demographic trends as they relate to technological products, prototypes, and processes and the effect of technology on healthcare, long term care facilities, and the home.

## Course Descriptions

### **Fundraising & Development MGMT713 3**

This course examines the critical role of fundraising and development in successful nonprofit organizations. Students learn to analyze, plan, and evaluate a comprehensive fundraising program and to create elements of a professional fundraising portfolio. The course explores management and leadership issues associated with the rapidly changing field of development and philanthropy.

### **Principles of Project Management MGMT714 3**

This course focuses on the essentials of project management. It approaches project management from the standpoint of managing a single, stand-alone project that is small to medium in size. The course takes attendees through the project life cycle in the same sequence they would face when managing a real project in the workplace. Topics covered include the product and project life cycles, including initiation, planning, executing, controlling, and closing.

### **Social Gerontology MGMT720 3**

This course develops the student's understanding of the physiological, psychological, and social effects of aging.

### **Elder Care Policy & Politics MGMT721 3**

This course examines the environment in which elder care services are delivered. The course examines legal, regulatory and public policy issues, as well as some of the resulting financing options (e.g. Medicare, Medicaid, and private long-term care insurance).

### **Housing & Long-Term Care Options MGMT722 3**

This course introduces issues related to housing and long-term care options for older adults. The course examines the continuum of care available, including home care, adult day care, assisted living, CCRCs, nursing homes, and general retirement communities.

### **Marketing to Seniors MGMT724 3**

This course utilizes a combination of family life cycle and cohort marketing frameworks to understand the issues in marketing products and services to elderly consumers. Students prepare detailed marketing plans and implementation programs for firms or organizations specializing in senior customers.

### **Services & Programs for Older Adults MGMT726 3**

This course examines the theory and practices relevant to the management and administration of programs for the elderly. Deficiencies in current programs and alternative modes of care for the elderly are explored.

### **Human Resources Management MGMT728 3**

This course examines the staffing function of management including planning, recruiting, selection, training, motivation, appraisal, compensation, labor laws, and organizational development. The course also addresses the current issues affecting the human resource manager including the changing work force and need to increase productivity as well as changes in the areas of unions and affirmative action.

### **Health Management for Seniors MGMT730 3**

Health management for older adults is a major issue in contemporary society. This course provides the knowledge base and skill set necessary for interdisciplinary professional practice. The course is conducted in collaboration among Harvard Medical School, Simmons School of Social Work, Massachusetts General Hospital Institute of Health Professions, Boston University Sargent College of Health and Rehabilitation Sciences, and Northeastern University School of Pharmacy.

### **Human Resource Law MGMT731 3**

This course introduces students to individual employment law, which is concerned with rules that govern the relations between employers and employees, primarily as applicable to non-unionized

### Course Descriptions

workers. The course includes such subject areas as identifying a contract of employment, creation and modification of the employment relationship, the common law obligations of employee and employer, the employer's statutory obligations to its employees, privacy in the workplace, human rights legislation in the workplace, and the termination of employment.

#### **Planning & Writing Grant Proposals MGMT735** **3**

Federal, state and local governments and private foundations have billions of dollars in grant funding to help non-profit organizations carry out their missions. But demand for these resources has increased tremendously in recent years. If an organization is going to compete effectively for the funds it needs, it must develop and carry out a coherent fundraising strategy. Course presentations and exercises cover differences among funding sources, how to research these sources and match a group's mission to a funder's philosophy, and a detailed discussion of how to convert an organization's needs and assets into a successful grant proposal.

#### **Capital Campaigns & Major Gifts MGMT737** **3**

The core of any fundraising effort is the annual campaign. This course focuses on development of skills for entry or advancement in the fundraising profession. Topics include campaign organization (goals, plan, and calendar); the board and volunteers (their roles, responsibilities, recognition, care and handling); expanding the donor base; solicitation techniques and methods, prospects, ratings, and assignments; direct mail; special events; meetings and agendas; major gifts; and the organizational process.

#### **Consumer Behavior MGMT740** **3**

This course explores how and why consumers behave the way they do. Consumers can be individual households buying goods and services for their own consumption or they can be buyers in industrial and other business-related markets. The course takes an interdisciplinary, in-depth approach to the study of buyer behavior.

#### **Marketing Research MGMT741** **3**

This course provides an understanding of the theory and the methods of marketing research through class discussions and project work. The emphasis in this course is on marketing research as an aid to management decision making.

#### **Global Marketing MGMT744** **3**

The purpose of this course is to explore the nature of marketing in a global context. This includes the decision of extending or adapting domestic marketing strategies for use abroad and the special demands of managing the marketing functions globally. Major emphasis is on developing global marketing strategies. However, the course also addresses issues of importance to entrepreneurs just entering global markets.

#### **Marketing Strategy MGMT745** **3**

This course emphasizes the development of analytical skills for marketing decision making, strategic marketing management concepts, and the effective formulation/implementation of strategic market plans. A variety of teaching methods are used, including cases, lectures, discussion and a computerized marketing simulation. Prerequisite: completion of at least two marketing courses.

#### **E-Commerce MGMT746** **3**

This course addresses issues related to developing an Internet strategy for both pure play e-tailers and existing brick and mortar organizations. In particular, the course investigates opportunities and threats created by e-commerce, driving Web traffic and developing a customer focus, dealing with disruptive technologies, implementation strategies for new technologies, building trust through security, electronic payment systems, and the international, ethical and public policy challenges raised by electronic commerce.

#### **Social Marketing MGMT748** **3**

This course is an application-based course that concentrates on marketing plans for non-profit organizations and marketing plans to implement changes in social policy.

## Course Descriptions

### **Ethical Theory & Management MGMT749 3**

This introduces the discipline of ethical analysis and its application to management. The course examines different methods of value clarifications, the sources of ethical conflict in management practices, the structure of ethical arguments, as well as the ethical theories and principles associated with management. The course also explores how these concepts are concretely applied in organizations and professional life.

### **Business Strategy MGMT751 3**

This course studies strategy formulation and implementation in international and domestic business enterprise. Case analysis and other appropriate methodologies are used to develop the skills and judgment necessary to provide overall direction to the organization. In particular, the course emphasizes the translation of strategy formulation to strategy implementation.

### **Change Management MGMT752 3**

This course focuses on how organizational change can be managed. In order to survive in rapidly changing and highly competitive operating environments, organizations must learn how to continually adapt, evolve, contract, expand, and innovate. Organizational change management is about implementation of business strategies, and more generally, new ideas and practices.

### **Research Project Capstone MGMT798 3**

In this course, students undertake comprehensive research projects under the direction of a faculty mentor. The project is an intensive study based on action research models from the behavioral sciences enabling the student to demonstrate the mastery of the concepts, ideas, knowledge, and insights implicit in the Master of Science in Management curriculum. No later than the semester preceding the undertaking of the Research Project, the student should present to the designated faculty mentor a two-page summary of the proposed research. Each student makes a public and professional presentation of their Capstone Project findings. This course is taken during the student's final graduate semester.

### **Internship Capstone MGMT799 3**

The internship is a hands-on working experience in the student's field of concentration requiring a minimum of 150 hours of placement under the supervision of both an employer and a faculty member. Beginning in the semester preceding the internship placement, the student identifies what type of organization they desire for their internship. The student holds primary responsibility for obtaining a field experience site and is responsible for setting up interviews with prospective internship sites.. The internship supervisor monitors student performance and visits internships sites as needed. On completion of the internship, the student submits a reflection paper to the faculty supervisor on their experience. Students may not perform internships at their current place of employment without prior consent of the Dean of Graduate and Professional Studies. Each student makes a public and professional presentation of the Graduate Internship experience. This course is taken during the student's final graduate semester.

## **SPECIAL EDUCATION**

### **Learners with Special Needs SPED711 3**

This course provides information on characteristics of special needs learners, including physical, emotional, and learning disabilities, with a focus on how these needs may affect classroom organization, planning, and instruction. Introduces assessment, models of special education delivery, and multiple perspectives on educating special needs learners. Requires classroom observations.

### **Curriculum & Resources in SPED SPED712 3**

This course provides experience in curriculum planning and instruction that meets the needs of special education learners with specific disabilities. Requires classroom observation and teaching.

### **Inclusive Education SPED721 3**

This course provides knowledge and resources

## Course Descriptions

related to teaching special needs learners in an inclusive classroom. Topics include collaborating with other professionals to plan and deliver instruction, co-teaching, classroom management techniques, behavior interventions, assistive technology, and appropriate modifications, adaptations, and accommodations. Requires classroom observation and teaching.

### **Policy, Law, & Disability SPED722** 3

This course provides in-depth understanding of federal and state laws and regulations related to special education. Introduces resources for special needs learners, parents or care-takers, and teachers, including school professionals, services available in area communities, advocacy groups, professional associations, mental health care professionals, and medical professionals. Includes focus on collaboration among these various groups to support special needs learners and their families. *Recommended prerequisites: SPED 711, SPED 712.*

### **Assistive Technology in Education SPED753** 3

This course is an in-depth exploration of current technology available for adaptive, assistive, and instructional applications. Students research and evaluate available applications and develop a professional resource file.

### **Advanced Assessment & Modification SPED754** 3

This course explores selection, administration and interpretation of assessments related to special needs learners, particularly those used to assess intelligence, aptitude, and achievement; communication of results to school professionals, students, and parents/caregivers; and applications to classroom settings. Students should be generally familiar with assessment and referral processes. Includes field assignments.

### **Practicum: Moderate Disabilities PK - 8 SPED795** 6

This course provides a minimum of 300 hours of student teaching in two different classrooms

under the supervision of qualified professionals. May be full time in an inclusive general education classroom or 75 hours in an inclusive general education classroom and 225 hours in a classroom for students with moderate disabilities. Includes a weekly seminar to discuss issues such as planning, teaching, collaboration, and moral and ethical aspects of teaching. *Prerequisites: Pass all required MTEL; cumulative minimum GPA of 3.0; complete at least 27 credits in the graduate education program.*

### **SPORT MANAGEMENT Current Issues in Sports SMGT701** 3

This course analyzes contemporary issues including the use of performance enhancing drugs, gambling, escalating salaries, violence, and institutional cheating in sports. Case studies are investigated and students engage in critical thinking and discussions to understand what has created these issues.

### **Hist & Func of Sport in Society SMGT702** 3

This course provides a historical, sociological, and operational analysis of sport and how it shapes our world. As a microcosm of society, the effect that sport has on the moral, ethical, economic, social, political, and religious landscape of society is investigated.

### **Sport Sponsorship & Marketing SMGT703** 3

This course gives students a thorough overview of the multi-billion dollar sport sponsorship and marketing industry. In this era of globalization, all facets of this growing industry are analyzed including advertising, promotions, sponsorships, product licensing, and market segmentation. Principles of marketing and marketing management are introduced and how they relate to the global sport industry.

### **Sport & the Law SMGT704** 3

This course introduces the fundamental tenets of the law and familiarizes students with legal structure and basic legal terminology. Various aspects

## Course Descriptions

of law are examined including negligence, tort law and risk management, and how they impact the sports industry. In addition, legal issues that relate to professional sport leagues and amateur governing bodies are analyzed.

### **Sport Leadership to Shape the Future**

**SMGT711 3**

In this course, students explore the role of leadership in shaping sport organizations. The role of leadership of individuals and groups to generate and sustain significant processes of change is explored.

### **Intercollegiate Rules & Procedures**

**SMGT712 3**

This course explores the policies and procedures of intercollegiate governing bodies. Areas discussed are bylaws, rules, compliance, and athlete eligibility that apply to member institutions in America.

### **Introduction to Sport Hospitality**

**SMGT721 3**

This course provides an overview of the basic organizational and business structure of the sport hospitality industry. Students examine the role hospitality plays in professional and collegiate sports, with particular focus on hosting patrons of sporting events.

### **Managing Sport Facilities/Special Events**

**SMGT722 3**

This course examines the processes for planning and managing major sporting events and their specific venues. Topics include crowd management, concession and alcohol management, medical emergency/evacuation plans, and facility design and maintenance.

### **Sport Sales Strategies**

**SMGT723 3**

This course provides an overview of strategies for premium seating, season ticket, group ticket and luxury suite sales. Box office ticket operations and database management as well as customer service and client retention principles are presented.

### **Ethical Non-Profit Sport Management**

**SMGT731 3**

In this course, leaders in the sport non-profit sector demonstrate best practices by being cognizant of legal mandates, as well as ethical and fiscal responsibilities within the strategic organizational framework.

### **Capstone Thesis**

**SMGT798 6**

In this course, students complete research and a written project/research thesis under the direction of a graduate faculty advisor. It is the culminating work of the Sport Management Masters program and must include research, analysis design, evaluation, organization, a literature review, and conclusions relating to the findings of the research. A written thesis should be augmented by the use of PowerPoint or web portfolio application.

### **Capstone Internship**

**SMGT799 6**

The field experience includes supervised work for 400 hours in a sport management setting. Practical experience can be gained in any number of positions in the sport industry, including sales, marketing, public relations, operations, facilities, and event management.

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**Directions****DIRECTIONS TO THE COLLEGE**

**From the West:** Take the Massachusetts Turnpike (Route 90) to exit 14 (Route 128, I-95 North/South). After going through the toll booth take the “128 North 30” ramp to exit 24 East (Route 30, Commonwealth Avenue). Travel east on route 30 for 1.4 miles to the sign for LAS ELL on the right. Turn right onto Cheswick Road.

**From the South:** Take Route 95 (also 128) North to exit 24 (Route 30, Mass. Pike). Follow sign to Route 30. Take Exit 24, Route 30, Newton/Wayland. Turn right at Route 30 East, Newton/Boston. You will be on Route 30 Commonwealth Avenue). Travel 1.4 miles to the LASELL sign and turn right onto Cheswick Road.

**From the North:** Take Route 95 (also 128) to exit 24. At the exit ramp take Route 30 East (Commonwealth Avenue). Travel 1.4 miles to the LASELL sign and turn right onto Cheswick Road.

**From the East:** Take the Massachusetts Turnpike (Route 90) to Route 16 (Newton-Wellesley) exit. Bear right (Route 16 West) off the ramp onto Washington Street. At the third traffic light, turn right onto Commonwealth Avenue. Turn left onto Cheswick Road at the LASELL sign.

Map

# LASELL COLLEGE



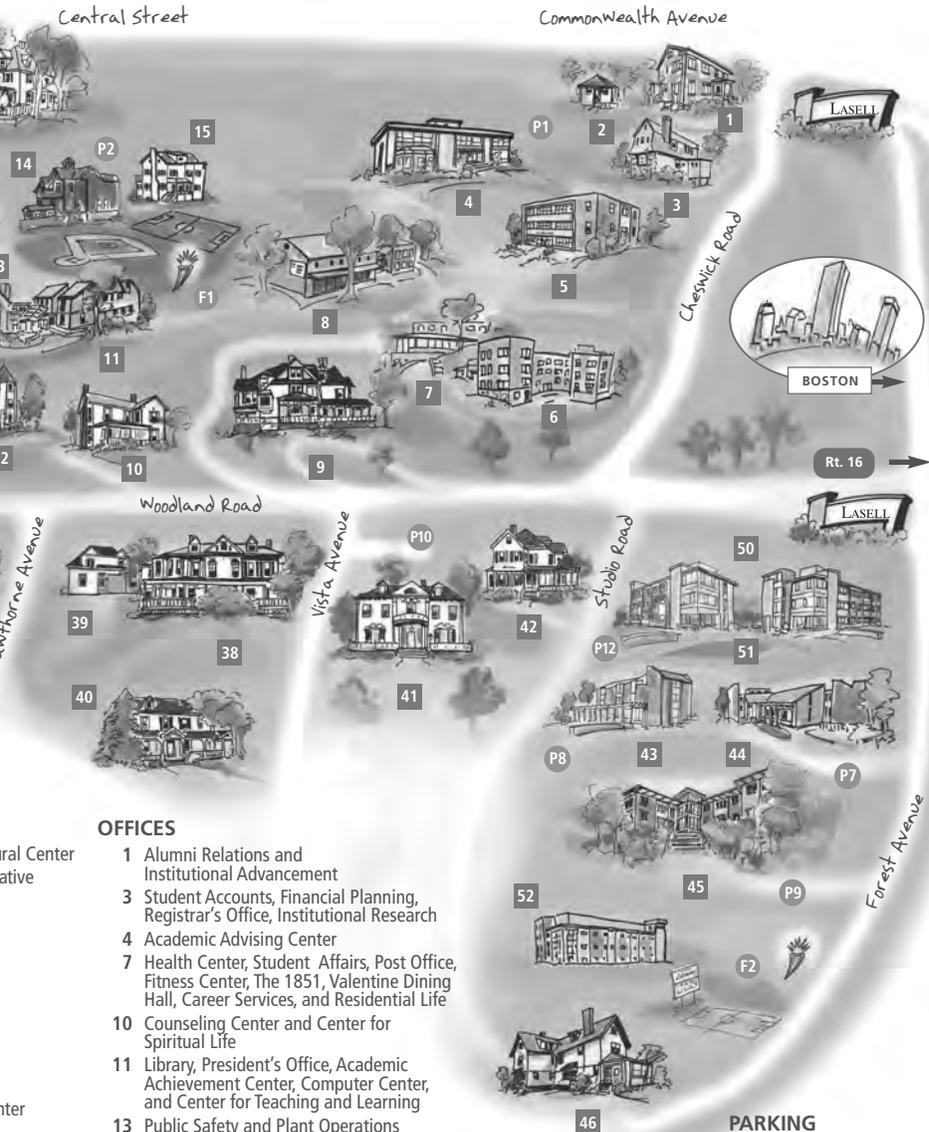
**BUILDINGS**

- 1 Irwin Hall
- 2 Irwin Annex
- 3 Potter Hall
- 4 Wolfe Hall
- 5 Wass Science Hall
- 6 Woodland Hall
- 7 Edwards Student Center
- 8 Athletic Center
- 9 Gardner House
- 10 Case House
- 11 Brennan Library
- 12 Carpenter House
- 13 Winslow Academic Center
- 14 Holway Child Study Center at the Barn
- 15 Mott House
- 16 Pickard House
- 17 70 Maple Street
- 18 Keever House
- 19 Chandler House
- 20 Ordway House
- 21 Briggs House
- 22 DeArment House
- 23 26 Maple Terrace
- 24 18 Maple Terrace
- 25 Saunders House
- 26 Klingbeil House
- 27 Hoag House
- 28 Bragdon Hall
- 29 Arnow Campus Center
- 30 Butterworth Hall
- 31 Yamawaki Art and Culture Center
- 32 Donahue Center for Creative and Applied Arts
- 33 Eager House
- 34 Holt Hall
- 35 Karandon House
- 36 Plummer House
- 37 Cushing House
- 38 Haskell House
- 39 Holway House
- 40 Spence House
- 41 Hamel House Visitor Center
- 42 Bancroft House
- 43 McClelland Hall
- 44 Van Winkle Hall
- 45 Forest Hall
- 46 Holway Child Study Center at Rockwell
- 47 Stoller Boat House (Charter)
- 48 North Hall
- 49 Lasell Village
- 50 East and West Residence
- 51 Van Winkle Quad
- 52 Rockwell Hall
- 53 Campus Center Quad

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Illustration: Eileen Kenneally

Map



OFFICES

- 1 Alumni Relations and Institutional Advancement
- 3 Student Accounts, Financial Planning, Registrar's Office, Institutional Research
- 4 Academic Advising Center
- 7 Health Center, Student Affairs, Post Office, Fitness Center, The 1851, Valentine Dining Hall, Career Services, and Residential Life
- 10 Counseling Center and Center for Spiritual Life
- 11 Library, President's Office, Academic Achievement Center, Computer Center, and Center for Teaching and Learning
- 13 Public Safety and Plant Operations
- 23 Center for Sustainability
- 26 Center for Community-Based Learning and Internship Office
- 29 International Services and Student Activities and Orientation
- 33 Business Office and Human Resources
- 36 Donahue Institute
- 39 Academic Affairs
- 41 Office of Undergraduate and Graduate Admission, and Web and Electronic Marketing
- 42 Professional Advising Center
- 49 Fuss Center

ATHLETIC FIELDS

- F1 Taylor Field
- F2 Grellier Field

PARKING

- P1 Central Parking
- P2 The Barn
- P3 Winslow
- P4 Yamawaki
- P5 Bragdon
- P6 Grove Street
- P7 Van Winkle
- P8 McClelland
- P9 Forest
- P10 Hamel
- P11 Arnow Campus Center
- P12 East West Halls

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LASELL  
COLLEGE

HAMEL  
HOUSE

VISITOR CENTER