LEEP
A PIONEERING MODEL

CLARK UNIVERSITY
CHALLENGE CONVENTION. CHANGE OUR WORLD.
WHAT IS LEEP?

LEEP (Liberal Education and Effective Practice) is Clark University's pioneering model of education that gives students the full range of skills they need to thrive in today's competitive, interconnected and ever-changing world. Every Clark student benefits from this comprehensive liberal arts curriculum infused with life-changing world, work and personal experiences.
It’s much more than an education!
LEEP is a lifelong journey of professional achievement, global citizenship, and nonstop personal growth and exploration. And for members of the Clark University Class of 2019, that journey begins today.

ROBUST SKILLS FOR A DYNAMIC WORLD
Through LEEP, you’ll develop skills sought by top employers — abilities that include creativity and imagination, self-directedness, resilience and persistence — which Clark refers to as capacities of effective practice.
LEEP also ensures that you graduate prepared to address 21st-century challenges with passion, confidence, and integrity.

SUPPORT AT EVERY STEP
LEEP is an integrated learning continuum that begins as you transition from high school to college, and extends throughout your time at — and after — Clark. It will help you adapt to new experiences and connect to the classes, people, places, and opportunities that will change your life — so that you can change the world.

• Your First-Year Intensive, a small, seminar-style class with an academic focus — taught by your pre-major faculty adviser — will introduce you to college-level work in a safe, supportive setting.

PE RSO NAL AND PROFESSIONAL CONNECTIONS
The best way to explore your interests is by learning firsthand from world-class professor — as well as from alumni, business leaders, entrepreneurs, activists, researchers and scientists with relevant careers and expertise. LEEP is designed to help you do just that.

• At the LEEP Center, you’ll work closely with a LEEP Center adviser to design a challenging and rewarding educational path that includes interdisciplinary courses, internships, research projects, study abroad experiences, extracurricular activities and more.

• The LEEP Project is one of the most ambitious and exciting experiences you’ll have at Clark. You’ll enjoy the opportunity to explore your interests in-depth alongside professors and industry leaders and prove to yourself, the Clark community and potential employers that you’ve built the foundations to make immediate contributions to your field.

YOU’RE NOT JUST READY TO LEEP — YOU’VE ALREADY BEGUN
As you read about the diverse projects our students have completed, we hope you’re inspired to contemplate the topics you’re most passionate about, the places in the world you want to experience, and the complex global issues you hope to solve. Your LEEP Center adviser is ready to discuss all of your options with you. The next move is yours.
At Clark, all students have the opportunity to experience LEEP: in the classroom, out on the quad, playing a sport, or participating in a club. Students are invited to:

- **ORENT** to new courses and activities that will inspire and challenge them;

- **EXPLORE** talents and life goals through research, networking, work and play — on and off campus; and

- **ACT** on what they learn by integrating their knowledge, skills, and community interactions, and putting them to use.

Students become LEEP Fellows to enhance their learning through LEEP Projects. Faculty mentors, Clark alumni and organizational partners work with the Fellows on research that spans the breadth of Clark’s academic areas, from the social sciences to business, from the humanities to the sciences.

The following students’ LEEP Projects from the past two years have provided opportunities for them to connect their academic learning with professional development. They have explored, in depth, topics about which they are passionate, and have demonstrated mastery of the five LEEP Learning Outcomes, including the ability to integrate skills and knowledge and to solve complex problems through creative thinking, collaboration and persistence.

LEEP Fellows hail from places like New Mexico and Hawaii, as well as South Korea and Puerto Rico. And they traveled to places like Kenya, Nepal, and Taiwan. They interview and befriend fascinating people, observe and research exotic environments, and obtain new knowledge and skills that will prepare them for meaningful careers and lives.
“I CARE ABOUT PUBLIC HEALTH, AND AM AN ADVOCATE FOR REPRODUCTIVE HEALTH AND ACCESS. THESE TWO THINGS INSPIRED ME TO CREATE MY LEEP PROJECT. AS A RESULT, I HAD AN INCREDIBLE EXPERIENCE. I HAVE CREATED A NEW RESOURCE FOR STUDENTS, AND HAVE LEARNED AN INVALUABLE SET OF SKILLS THAT WILL SERVE ME WELL IN THE FUTURE.”

Clark Valentine Jackson ‘14
from College Park, Md.
Major: Chemistry
Clark’s blog:
clarku.edu/healthresource-blog
Clark’s LEEP Project speech:
clarku.edu/healthresource-speech
**Tina Meetran ’15**  
from Providence, R.I.  
Major: International Development and Social Change  
Project Mentor: Assistant Professor Cynthia Caron  
LEEP Alliance Partner: WaterFire Providence

**WaterFire Providence Internship: Developing Community through the Arts in Providence, R.I.**

Tina was responsible for the success and operation of an art installation — “Starry Starry Night” — that was put on during every WaterFire Providence event. She managed the progress of the installation and worked with volunteers in order to create a mesmerizing and profitable art installation for the community to enjoy.

**Lyor Dotan ’14**  
from Tegucigalpa, Honduras and Ra’anana, Israel  
Major: Communication and Culture  
Project Mentor: Stephen Dirado

**The ‘Situation’ in Tegus: A Photographic Journey in Tegucigalpa, Honduras**

Lyor created a photography project about the capital city of Honduras, Tegucigalpa, with the end goal of making a book about the city and its people — a personal journey into Tegucigalpa that can benefit both natives and foreigners.

**Ananya Sikand ’14**  
from India  
Majors: Studio Art and Art History  
Project Mentor: Elli Crocker

**Art Restoration Apprenticeship to Art, Media and the Effect of Human Behavior in Siena, Italy**

Ananya spent her summer working as an assistant to an art restorer. She helped restore 1920s-era walnut furniture and wallpaper from the Castle of San Leonino in the Tuscan countryside.

**Breanna Tucker ’15**  
from Temecula, Calif.  
Majors: Psychology and Studio Art  
Project Mentor: Assistant Professor Toby Sisson

**Mentoring Worcester Youth Through the Arts in Worcester, Mass.**

Breanna applied the knowledge of studio art practice and psychological studies to inspire young girls in Worcester, Mass. to be strong, smart and bold through the power of the arts and self expression. They tackled issues such as bullying and self respect to teach the girls to stand up for themselves and for others.
Scott Cabell '15
from West Hartford, Conn.
Major: Management
Project Mentor: 
Professor Frank Jenkins
Alumni Mentor: 
Paul Saltzman '82

The Complicated Cost of Regulating Financial Institutions in New York, N.Y.
Scott explored the effects of capital regulation post-Dodd Frank and Basel III, as well as tradeoffs and economic spillovers that occur when financial institutions increase their capital cushions. He also looked into the implications of increased capital regulation favoring equity financing rather than debt financing.

Spencer Gale '15
from Boulder, Colo.
Major: International Development and Social Change
Project Mentor: Amy Whitney, Director of the Innovation & Entrepreneurship Program, Clark University

Business Modeling for Social Change in Naivasha, Kenya
Spencer worked with an international nongovernmental organization to formalize a business model for its newly acquired working farm. The goal was to create a comprehensive model so the farming enterprise could contribute to the financial sustainability of the organization.

Asniya Iqbal '14
from Dhaka, Bangladesh
Majors: Biochemistry and Economics
Project Mentor: John Brown

Market Research Intern at First Washington Realty in Bethesda, Md.
Asniya conducted commercial real estate research, which involved analyzing up-and-coming markets and identifying leading locations for economic and job growth. She also forecasted and tracked market trends to determine the economic drivers of the cities in which First Washington was interested in acquiring property.

Melissa Picon '14
from Guayaquil, Ecuador
Major: Economics
Project Mentor: Jude Fernando

Small Business Development through Microfinance in Sangolqui, Ecuador
Melissa worked with the Small Business Development program to provide free individual consultation and basic accounting services for local small businesses. Working with the Patronato — the social service branch of the town council — she helped provide a five-week course in agribusiness planning and management to around 15 community members from the semirural barrio (neighborhood) of Jatumpungo. At the end of this course, five participants were selected to take out loans.
“BEING ABLE TO APPLY MY INTEREST IN COMPUTER SCIENCE, EXPAND MY SOFTWARE DEVELOPMENT SKILLS, WORK IN A TEAM ENVIRONMENT, AND HAVE THE ABILITY TO ASK ANYONE I WORKED WITH QUESTIONS IS WHAT MADE MY LEEP PROJECT SO BENEFICIAL. I NOW CAN TAKE EVERYTHING I LEARNED AND APPLY IT NOT ONLY TO MY COURSES AT CLARK, BUT ALSO TO WHATEVER I END UP DOING AFTER I GRADUATE.”

Neil Orzechowski ’15
from Newport, N.H.
Majors: Computer Science and Electrical Engineering
LEEP Project: Software Development Internship at Axispoint in NYC
Hear more from Neil: clarku.edu/software-and-cookies
What surprised you about your LEEP Project experience?

From day one at Axispoint, I was treated not just as another intern, but as an employee. I was given the same responsibilities as everyone else on my software development team. It really transformed the words "effective practice" to a whole new definition for me.

What is the most valuable thing you learned while doing your LEEP Project?

With my experiences at Clark, I already knew that communication was a very important tool for my success. But my LEEP experience at Axispoint taught me how to communicate much more effectively. I learned that how well you employ strong communication skills determines how successful you are in the workplace.

How has LEEP shaped your vision for what you want to do after you graduate?

My time at Axispoint has changed my outlook regarding getting a job in my field of interest from "I think I can" to "I know I can." My LEEP Project has not only given me relevant job experience in software development, but also confidence in my ability to apply everything I have learned and will continue to learn at Clark.
Butterfly Effect: Allowing Students to be the Change in Ghana

Delight personalized education by nurturing the talents and abilities of 36 participants, encouraging them to seek out opportunities and address needs in their communities. Participants implemented initiatives that used their abilities to solve problems.


In partnership with Clark University Choices, Clark created a sexual health resource site that provides accurate information about reproductive health, STIs and testing, healthy relationships, and consent. Using information and data from Choices encounters, peer educators, and student surveys, she learned about the sexual health behaviors of Clark students to create a public health resource, with the goal of improving individual student and overall campus health.


Kellee created a refined curriculum for working with the Somali Bantu community. Through each lesson, she worked to improve verbal, writing and reading skills of the students and established a foundation that would let them continue to develop those skills in their everyday lives.

Photo Voice Research: Telling the Stories of Nepali Dalit Women

Cecelia worked on “photo voice” research in a village in Nepal. She and Bhumika Regmi ’14 stayed with a “Dalit” community for four weeks and interacted with 10 women who shared their stories through pictures taken with disposable cameras. The Dalit women’s pictures will be compiled into a photo book, to be used by Empowering Dalit Women of Nepal (EDWON) for promotional and fundraising activities.

Unurbat and Tyler Flanagan ’14 repaired the Atomic Force Microscopy (AFM) and wrote a user manual on using AFM. They also scanned “Synthetic Polymers” and collaborated with professors Sergio Granados and Luis Smith to produce their topographic images by AFM.


Clive worked on growing photosynthetic bacteria in various carbon and nitrogen sources. Photosynthetic bacteria can use solar energy (free and abundant) to produce biofuel and alternative energy (H₂, NH₄⁺, etc.), so they are good candidates for producing sustainable energy.

Utilizing High-Powered Lab Machinery to Analyze the Structure of Photosynthetic Nanorods in Taipei, Taiwan

Yadana used an in-depth understanding of biochemistry and a solid-state nuclear magnetic resonance spectroscopy, as well as an understanding of specific processes involved in photosynthesis and the functioning of chlorosomes, to analyze the internal structure of the chlorosome with its densely packed photosynthetic pigments.

Software Development Internship at Axispoint in NYC

Neil worked on a very small development team where he developed Web services in an agile, test-driven environment, working closely with the team lead and senior architect as well as the other team members. He implemented and unit-tested RESTful Web services in Java using Spring (application programming interface), Hibernate (object-relational mapping) and MySql (a relational database), where the implementation was based around unified modeling language designs written by the architect.
Amira Al-Dasouqi ’15
from Memphis, Tenn.
Major: Political Science
Project Mentor: Assistant Professor Ora Szekely

Examining Male Activists Against Sexual Violence in Accra, Ghana

Amira conducted research on boys’ and men’s roles against sexual violence in Ghana (whether individually or within an organization), their impact, problems that have arisen, and what can be done to further their influence on this issue in the future.

Savannah Cooley ’16
from Santa Barbara, Calif.
Major: Economics
Project Mentor: Associate Professor John Rogan
Alumni Mentor: Josh Plisinski ’09

Community Advocacy While Using Geographic Information Systems in Rosario da Limeira, Minas Gerais, Brazil

Savannah partnered with two other GIS specialists to support the rehabilitation and expansion of the Brazilian Atlantic Rainforest. They worked with a local nonprofit and created a Web-based GIS application showing human and environmental information on an interactive map of a rural area buffering the Serra do Brigadeiro state park, which was presented to local government officials.

Anastassios Dardas ’14
from Worcester, Mass.
Major: Geography
Project Mentor: John Rogan


Anastassios has conducted spatial analysis on home health care quality and costs throughout Southern New England with the Visiting Nurse Association of New England (VNANE). The project’s goal is to find correlations between the two major variables, and to speculate areas that are at high risk of developing chronic diseases. If the results turn out to be significant, then home health agencies would advocate changes in policy.

Shalmalee Ghate ’15
from Mangalore, India
Major: Economics
Project Mentor: Assistant Professor Mark Rockmore

Researching the Benefits of Microcredit for Those Who Need It in Dhaka, Bangladesh

Shalmalee spent her days in Dhaka learning about microcredit from her employer, the Grameen Trust, and spent her evenings after work learning about the same from locals. For her senior thesis, she is looking forward to researching the impact of microcredit on the consumption behavior of microcredit beneficiaries.
“MY LEEP PROJECT HELPED IMPROVE MY UNDERSTANDING OF THE PROBLEMS FACED BY INDIVIDUALS FROM ALL OVER THE WORLD, ESPECIALLY THOSE LIVING IMPOVERISHED LIVES. IT ALSO GAVE ME INSIGHT INTO MY FUTURE CAREER PATH. WITHOUT THIS PROJECT, I WOULD NOT HAVE HAD SUCH A GREAT OPPORTUNITY TO EXPERIMENT WITH MY FUTURE CAREER PROSPECTS UNTIL AFTER GRADUATION.”

Shalmalee Ghate '15
from Mangalore, India
Major: Economics
LEEP Project: “Researching the Benefits of Microcredit For Those Who Need It” in Dhaka, Bangladesh
GET THE RETURN
YOU WANT

91%
of our 2013 undergrads
are employed or
in graduate school a
year after graduation
Based on a 72% knowledge rate

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AS AN INVESTMENT — you invest in us and we invest in you.

Clark University graduates work for great organizations and attend some of the best graduate schools in the world. But don't take our word for it. Listen to our students.

visit clarku.edu/return-on-education
Ethan Forauer ’15 from Hanover, N.H.
Major: Environmental Science
Project Mentor: Associate Professor Chris Williams and John Topping, President of the Climate Institute

Investigating on the Economic Impact of Winter 2013-2014 Polar Vortex in Hanover, N.H.

Ethan investigated the economic and meteorological implications of the winter 2013-2014 polar vortex for the Climate Institute’s Center for Environmental Leadership and Training Headquarters. He coordinated and placed more than 100 virtual interns on team projects, organized a recruitment event, and designed and edited the Center’s newsletter.

Eli Goldman ’16 from Northampton, Mass.
Major: Global Environmental Studies
Project Mentor: Jenny Isler, Sustainability Coordinator, Clark University

A Student’s Eye View of Campus Efficiency in Worcester, Mass.

Eli worked on an effort to aid Clark University’s approach to energy efficiency. Various research databases, interviews with faculty members and Physical Plant employees, and audits of buildings all over campus were instrumental in completing his project, which took a quick turn when his concept of ‘The Energy Saver Calendar’ was awarded a grant by the U.S. Green Building Council.

Mary Molloy ’17 from Agawam, Mass.
Major: Geography
Project Mentor: Associate Professor Dominik Kulakowski

Researching Spruce Beetle and Fire Interactions in High-Elevation Forests in Colorado

Mary took part in the research of the possible feedbacks between wildfires and spruce beetle outbreaks in the subalpine forests of Colorado. She took initiative in the research data collection while succeeding in the harsh conditions of the wilderness.

Zoe Ritter ’14 from Setauket, N.Y.
Major: Geography
Project Mentor: John Rogan


Zoe is using GIS data and analysis to map livelihood vulnerability to mineral mining in Madre de Dios, Peru, located in the lowland forest of southern Peru bordering Brazil and Bolivia. Vulnerability mapping includes the identification of local hazards as well as the potential/risk for a specified community to experience harm from identified hazards.
“I WAS ENJOYING LUNCH IN THE CAFETERIA AND THEN WALKED INTO THE U.C. TO SEE SO MANY STUDENT CLUBS REPRESENTED. I REALIZED ALL THE OTHER SCHOOLS I WAS LOOKING AT DIDN’T HAVE THIS ENERGY AND DIVERSITY. THAT’S WHEN I KNEW CLARK WAS WHERE I WANTED TO BE.”

Greg French ’18  
Major: Biology, Pre-Med  
Varsity Soccer Athlete