Graduate Studies 2005-06 and the Arts
Information in this bulletin is accurate as of June 30, 2005, unless otherwise specified. The College reserves the right to change any provision and requirement in this catalogue at any time within the student’s term of residence. The College specifically reserves the right to change its tuition rates and other financial charges. The College also reserves the right to rearrange its courses and class hours, to drop courses for which registration falls below the required minimum enrollment, and to change teaching assignments.

For more information call, write, or email to:

The Office of Graduate Admission
Emerson College
120 Boylston Street
Boston, MA 02116-4624
(617) 824-8610
http://www.emerson.edu
gradapp@emerson.edu

College Mission Statement

Emerson College is committed to excellence in education for communication and the arts. Founded on the study of oratory and the performing arts, Emerson’s distinctive undergraduate and graduate curricula have expanded. We continue to challenge students to think and express themselves with clarity, substance, and insight, instilling the highest professional standards through rigorous academic inquiry and experiential learning. Our specialized major and external programs are based in and integrated with the liberal arts and interdisciplinary study, and are informed by a set of core values: freedom of expression, diversity of perspective, cultural awareness, integrity, civility, and the responsibility of ethical choice.

Our mission is to inspire students to create and communicate with depth, honesty, courage, and passion, both as professionals in their fields and as informed and articulate participants in society.

Graduate Studies Mission Statement

Graduate Studies offers graduate programs that educate individuals for thoughtful, productive leadership in the contemporary worlds of communication and performing arts, and supports the scholarly and artistic endeavors of Emerson’s students and faculty. Graduate Studies recognizes the interdependence of theory and practice by combining rigorous intellectual inquiry with artistic, clinical, and professional practice in all graduate programs. Our goal is to prepare graduates who reflect critically on their work, understand the power of communication technologies, appreciate the diversity of human cultures, think globally, and practice the highest ethical standards in their professions.
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# 2005-2006 Academic Calendar

## Term I

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<th>Event</th>
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</thead>
<tbody>
<tr>
<td>September 5</td>
<td>Labor Day</td>
</tr>
<tr>
<td>September 6</td>
<td>Faculty Institute</td>
</tr>
<tr>
<td>September 8</td>
<td>New graduate student orientation and registration begins</td>
</tr>
<tr>
<td>September 9</td>
<td>Last date to withdraw from the College for Fall 2005 with a full refund; a withdrawal form must be filed at the Student Service Center by this date</td>
</tr>
<tr>
<td>September 12</td>
<td>Classes begin at 8:00 a.m.</td>
</tr>
<tr>
<td>September 19</td>
<td>Written permission from the instructor required to add any course AS OF THIS DATE</td>
</tr>
<tr>
<td>September 23</td>
<td>Last day to add a course for Fall 2005 ($50 late fee assessed after this date); Last day to drop a course with a tuition refund, only withdrawals from class with a WP or WF permitted after this date through December 2, 2005, (no tuition refund); Last day for Fall 2005 graduates to file a Graduation Application in the Student Service Center</td>
</tr>
<tr>
<td>October 10</td>
<td>Columbus Day observed (no classes held)</td>
</tr>
<tr>
<td>October 11</td>
<td>(Tuesday) Monday class schedule observed</td>
</tr>
<tr>
<td>October 28</td>
<td>First 7-week session ends</td>
</tr>
<tr>
<td>October 31</td>
<td>Second 7-week session begins; Spring 2006 registration advising week for currently enrolled Graduate students</td>
</tr>
<tr>
<td>November 1-4</td>
<td>Spring 2006 registration advising week continues for currently enrolled Graduate students</td>
</tr>
<tr>
<td>November 11</td>
<td>Veteran’s Day observed (no classes held)</td>
</tr>
<tr>
<td>November 7-15</td>
<td>Spring 2006 registration for currently enrolled Graduate students begins</td>
</tr>
<tr>
<td>November 22</td>
<td>Master’s Theses and Projects due to Committee Chairs for approval for December 2005 degree candidates; Classes end at 9:45 p.m.</td>
</tr>
<tr>
<td>November 23-25</td>
<td>Thanksgiving Vacation (no classes)</td>
</tr>
<tr>
<td>November 28</td>
<td>Classes resume at 8:00 a.m.</td>
</tr>
<tr>
<td>December 2</td>
<td>Last day to withdraw from a course (WP or WF) or from the College for Fall 2005; Last day to register for Spring 2006 Internships without permission</td>
</tr>
</tbody>
</table>
December 5  Last day to register for Spring 2006 Directed Studies; Last day to for currently enrolled matriculated students to register for at least one credit for Spring 2006 ($50 late fee assessed after this date)

December 16  Two copies of Master’s Theses and Projects with approval signatures due in the Office of Graduate Studies for December 2005 degree candidates; Last Day of regular instruction

December 17-20  Final Examinations (Saturday, Monday, Tuesday)

December 20  Last day of Fall 2005 semester

December 22  Grades due online by 11:00 p.m.; Last day Incomplete grades from Spring 2005 and Summer 2005 can be changed; Incomplete grades not changed by this date become Fs

December 24  Grades viewable on the web

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**Term II**

January 2  Tuition and fee payments due for Spring 2006

January 12  New Graduate Student orientation and registration

January 13  Last day to withdraw from Spring 2006 with a full refund; a withdrawal form must be received by the Registrar’s Office by this date

January 16  Martin Luther King, Jr. Day (no classes held)

January 17  Classes begin at 8:00 a.m.

January 23  Written permission from the instructor required to add any course starting this date

January 30  Last day to add a course for Spring 2006 ($50 late fee assessed after this date); Last day to drop a course with a tuition refund, only course withdrawals with a WP or WF grade permitted after this date through April 14, 2006 (no tuition refund); Last day to file a Graduation Application at the Student Service Center for May and Summer 2006

February 20  President’s Day observed (no classes held)

February 21  (Tuesday) Monday class schedule observed

March 3  Classes end at 9:45 p.m.; First 7-week session ends

March 4-11  Spring Break (no classes)
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>March 13</td>
<td>Classes resume at 8:00 a.m.; Second 7-week session begins</td>
</tr>
<tr>
<td>March 20-24</td>
<td>Fall 2006 registration advising week for currently enrolled Graduate Students</td>
</tr>
<tr>
<td>March 27-31</td>
<td>Fall 2006 Registration for currently enrolled Graduate Students</td>
</tr>
<tr>
<td>April 3</td>
<td>Fall 2006 Graduate Registration continues</td>
</tr>
<tr>
<td>April 10</td>
<td>Master’s Theses and Projects due to Committee Chairs for approval for May 2006 degree candidates; Continuing Students’ Financial Assistance Application priority date (FAFSAs and all supporting documentation must be filed)</td>
</tr>
<tr>
<td>April 14</td>
<td>No course withdrawals (WP or WF) or withdrawals from the College permitted after this date; Last day to register for Summer and Fall 2006 Internships</td>
</tr>
<tr>
<td>April 17</td>
<td>Patriot’s Day (no classes held)</td>
</tr>
<tr>
<td>April 19</td>
<td>Last day for currently enrolled matriculated students to register for at least one credit for Fall 2006 ($50 late fee assessed after this date)</td>
</tr>
<tr>
<td>April 26</td>
<td>(Wednesday) Monday schedule observed; Last day of regular instruction; Last day to register for Directed Studies; Two copies of Master’s Theses and Projects with approval signatures due in the Graduate Studies Office for May 2006 degree candidates to be eligible for graduation</td>
</tr>
<tr>
<td>April 27, 28</td>
<td>Reading Day</td>
</tr>
<tr>
<td>April 29</td>
<td>Final Exams</td>
</tr>
<tr>
<td>May 1, 2</td>
<td>Final Exams</td>
</tr>
<tr>
<td>May 2</td>
<td>Last day of Spring 2006 semester</td>
</tr>
<tr>
<td>May 4</td>
<td>Grades due online by 11:00 p.m.; Last day Incomplete grades from Fall 2005 can be changed; Incomplete grades not changed become Fs</td>
</tr>
<tr>
<td>May 8</td>
<td>Grades viewable on the web</td>
</tr>
<tr>
<td>May 15</td>
<td>Commencement</td>
</tr>
</tbody>
</table>
## Summer 2006

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>May 8-19</td>
<td>Intersession (no classes Monday, May 15, 2006 due to Commencement)</td>
</tr>
<tr>
<td>May 22</td>
<td>Summer Session I begins</td>
</tr>
<tr>
<td>May 29</td>
<td>Memorial Day (No classes)</td>
</tr>
<tr>
<td>June 30</td>
<td>Summer Session I classes end at 9:45 p.m.</td>
</tr>
<tr>
<td>July 4</td>
<td>Independence Day observed (No Classes)</td>
</tr>
<tr>
<td>July 5</td>
<td>Summer Session II classes begin; grades for Summer Session I due by 4:00 p.m. in the Registrar's Office</td>
</tr>
<tr>
<td>August 11</td>
<td>Summer Session II classes end at 9:45 p.m.</td>
</tr>
<tr>
<td>August 14</td>
<td>Grades for Summer Session II due by 11:00 p.m. in the Registrar's Office</td>
</tr>
</tbody>
</table>
President’s Message

Dear Graduate Student,

I am pleased to welcome you to Emerson College. We are committed to pursuing the highest standards in teaching and research in the fields of communication and the arts and to educating men and women to excel as professionals in these fields.

As a specialized college, Emerson has the advantage of focusing its resources and energies on areas of study that are central to national issues, and on trends in communication and the visual media and performing arts.

We provide graduate students with exceptional opportunities for academic and professional development, maintaining a balance between theory and practice.

I hope this catalog will provide you with the information that you need. I look forward to welcoming you to the Emerson community.

Sincerely,

Jacqueline Liebergott
President

Director’s Message

Dear Graduate Student,

Emerson College’s graduate programs reflect the importance of communication and the arts in the global communities in which we increasingly live. We offer ten graduate programs taught by a faculty that includes scholars, professionals in the field, artists, and researchers. Whether you are studying marketing communication, publishing, journalism, creative writing, theatre education, organizational communication, communication sciences and disorders, or media arts you are part of an exciting and stimulating community. The College encourages students to think independently, foster diverse and creative perspectives, and to explore these concepts in a supportive environment.

Best wishes,

Dr. Donna Schroth
Director of Graduate Studies
The College

History
Emerson’s primary focus has always been on teaching and research in the communication arts and sciences, which the College views as critically important human activities. From the time of its founding in 1880 by Charles Wesley Emerson, a gifted teacher, public speaker, and scholar, the College has built its reputation through the excellence of its programs in all areas of communication.

Originally known as the Monroe Conservatory of Oratory, the school’s name was changed in the mid-1890s to honor its founder. Under Dr. Emerson’s presidency (1880-1903), the institution prospered and expanded in the Back Bay area of Boston. Four-year courses were introduced and high academic standards established. Shortly after World War I, the College was authorized to grant the baccalaureate degree, Bachelor of Literary Interpretation. That authority has been expanded to include five additional undergraduate degrees, as well as three degrees at the master’s level and one doctorate. The College has long held accreditation as a private institution of higher education.

Emerson has been a pioneer in its chosen area of specialization. It was the first to establish a children’s theatre program in 1919, and one of the first to grant degrees in Dramatic Arts, Speech Pathology, and Public Communication, including Broadcast Journalism. It founded New England’s first educational FM radio station and the first closed-circuit television studio with broadcast capability. In 1980, the College initiated a comprehensive, graduate-level program in Publishing and Writing—the first program in the nation specifically designed to meet the needs of the publishing industry.

The Communication Arts and Sciences are the focus of Emerson’s curricula. Together with a broad base of studies in the humanities and the sciences, they constitute the unique function of the institution. The increasingly vital role of communication in today’s world gives added relevance and significance to an Emerson education.

Emerson College is organized into two schools, each of which offers graduate degree programs: the School of the Arts and the School of Communication. Fields of study include communication sciences and disorders, media arts (audio, video, television, and new media production), publishing, creative writing, theatre education, integrated marketing communication, global marketing communication and advertising, health communication, organizational and corporate communication, and journalism.

Accreditation
Emerson College is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

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 the quality 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 status of an institution’s accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association directly.

Graduate Study at Emerson
The College provides students with the opportunity to learn theoretical and practical aspects of the fields of communication.

Emerson’s graduate programs are designed to help students develop the professional, research, and artistic skills necessary for leadership in the communication arts and sciences. Because Emerson believes that communication and the arts are fundamental to the growth of societies, the College is committed to ensuring that students are knowledgeable about future trends in communication and the arts. In addition, graduate programs are committed to the discovery of new ideas and knowledge.

Emerson selects faculty and students who share mutual interests and concerns in communication knowledge, issues, and the professions. The programs of graduate study are developed to meet individual student needs, yet they focus on ideas common to learning. Emerson achieves its distinctive educational character by emphasizing the interdisciplinary nature of communication and the arts and by exploring how communication principles operate in many settings.

The accumulation and synthesis of knowledge in communication and the arts and its applicability to many fields of endeavor provide the central theme that the graduate of the College can use to realize intellectual and creative fulfillment, personal enrichment, and career objectives.

Emerson College educates graduate students who wish to re-enter the labor market, seek a career change, or strengthen their value in their professions and to the companies that employ them, as well as students who are receiving or who have recently received baccalaureate degrees. To assist working professionals and lifelong learners, Emerson offers part-time enrollment in all graduate degree programs, except Communication Sciences and Disorders, Journalism, and Global Marketing Communication and Advertising.
The master’s degree program in Communication Sciences and Disorders is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association.

The Graduate Council
The members of the Graduate Council define the philosophy and goals of graduate study, establish general policies and procedures, determine admission and degree requirements, and review graduate programs. The Director of Graduate Studies is responsible for the interpretation and application of requirements and regulations.

In each graduate program, one or more faculty members serve as Graduate Program Directors. Graduate Program Directors advise students, maintain academic records, and represent their programs on the Graduate Council. Each department has a faculty committee that recommends students for admission to its graduate programs, reviews and develops the curriculum and specific degree requirements beyond those established by the Office of Graduate Studies, and administers comprehensive exams in programs in which they are required.

Students wishing permission to waive any requirement must file a petition with the Graduate Program Director. The Graduate Program Director, after appropriate consultation with the Department Chair and others, will make a recommendation to the Director of Graduate Studies.
Admission to Emerson's graduate programs is competitive and selective. Admission is determined by faculty committees representing individual graduate programs. GRE (or GMAT for some programs) test scores, undergraduate performance, the quality of the response to the essay question(s), and the writing sample (for some programs) are critical factors in the decision. What an applicant says about him or herself in the essay enables the Admission Committee to better gauge professional goals, relevant experience, knowledge of the field, reasons for seeking a particular degree at Emerson, and written communication skills. Letters of recommendation provide the Committee with additional information about previous academic experience and potential for success in your chosen program and in the field.

Below is a list of the materials that are considered in determining qualification for admission:

1. Completed graduate application form, including required essay(s). Apply online or download the application at: http://www.emerson.edu/graduate_admission.
2. Official transcripts of all previous undergraduate and graduate work, including transfer credit. A final transcript showing that the bachelor’s degree has been awarded must be received before the applicant can enroll in a graduate program.
3. Three letters of recommendation from persons qualified to assess academic, professional, and personal qualifications, including motivations and goals, and clinical potential (for Communication Sciences and Disorders applicants).
4. A professional resume that includes education and employment information. Students applying for admission to the Department of Performing Arts must submit an artistic resume.
5. Applicants to the Master of Fine Arts in Creative Writing or the Master of Arts in Publishing and Writing must submit a writing sample of no more than 15 double-spaced pages.
6. Some programs may request a personal interview (or an audition) with the Graduate Faculty. In special cases, the program may substitute, at its own discretion, some comparable form of data for judgment, such as a telephone interview or letter exchange.
7. The Graduate Record Examination (GRE General Test) or the Graduate Management Admission Test (GMAT) is required for all applicants, including international applicants. Standardized test scores may be no more than 5 years old. Examinations required vary according to program:

   GRE only: Communication Sciences and Disorders, Creative Writing, Journalism, Media Arts, Publishing and Writing, and Theatre Education

   GRE or GMAT: Global Marketing Communication and Advertising, Health Communication, Integrated Marketing Communication, and Organizational and Corporate Communication

The GRE and GMAT are offered year-round at test centers worldwide. Test sites and registration information can be found at: http://www.gre.org (GRE Test), and: http://www.mba.com (GMAT Test).
Complete applications to the graduate programs at Emerson College must be received in the Office of Graduate Admission as early as possible and no later than the specific deadlines in the following tables. Applicants are responsible for ensuring that their application is complete. Application fees are nonrefundable, and supporting materials will not be returned.

A complete application includes: a completed application form, the $60 (domestic)/$75 (international) application fee, three letters of recommendation, resume, response to the essay question(s), writing sample (Creative Writing, Publishing and Writing), official transcripts from all undergraduate and graduate institutions attended, and official GRE or GMAT and/or TOEFL scores. (Please note that it takes a minimum of two weeks from the test date for ETS to send the scores to the College.)

We require that applicants submit in one envelope: the response to the essay question(s), resume, all three letters of recommendation, all transcripts, and the writing sample (Creative Writing, Publishing and Writing), along with the application form and fee (if not applying online).

Applicants may be considered for admission before they complete their undergraduate degree program. A college senior must submit an official transcript of work completed in the first semester as soon as it is available. A final official transcript must also be submitted (i.e., evidence of graduation). Registration at Emerson is permitted only after the College has received official documents verifying that the candidate has been awarded the appropriate prior degree. Only Dual Degree students are exempt from this requirement.

**Wheaton/Emerson College Dual Degree Program**

The Dual Degree Program allows students to earn a B.A. from Wheaton College and an M.A. from Emerson College within a five-year time frame. Wheaton College students interested in the Dual Degree Program should submit a complete application by March 1 of their junior year so that they may be provisionally admitted prior to the first term of summer school.

Following their junior year, students begin coursework at Emerson College at the graduate level in their chosen field of study. After successful completion of two summer courses, Dual Degree applicants will be evaluated for full admission to Emerson College. Wheaton/Emerson students should plan to meet with their Graduate Program Director before registering for courses. Graduate programs approved for Dual Degree status include Integrated Marketing Communication and Media Arts.

**Combined Bachelor’s/Master’s Program in Communication Sciences and Disorders/Health Communication**

Emerson College undergraduate students majoring in Communication Sciences and Disorders who wish to pursue a career in Health Communication may apply to the
## Fall Application Deadlines

<table>
<thead>
<tr>
<th>Programs</th>
<th>Domestic Merit Aid</th>
<th>Final Domestic</th>
<th>International Merit Aid</th>
<th>Final International</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Sciences and Disorders</td>
<td>February 15</td>
<td>February 15</td>
<td>February 15</td>
<td>February 15</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>January 5</td>
<td>January 5</td>
<td>January 5</td>
<td>January 5</td>
</tr>
<tr>
<td>Global Marketing Communication and Advertising</td>
<td>March 1</td>
<td>March 1</td>
<td>March 1</td>
<td>March 1</td>
</tr>
<tr>
<td>Health Communication</td>
<td>March 1</td>
<td>June 1</td>
<td>March 1</td>
<td>May 1</td>
</tr>
<tr>
<td>Integrated Marketing Communication</td>
<td>March 1</td>
<td>June 1</td>
<td>March 1</td>
<td>May 1</td>
</tr>
<tr>
<td>Organizational and Corporate Communication</td>
<td>March 1</td>
<td>June 1</td>
<td>March 1</td>
<td>May 1</td>
</tr>
<tr>
<td>Journalism</td>
<td>March 1</td>
<td>June 1</td>
<td>March 1</td>
<td>May 1</td>
</tr>
<tr>
<td>Media Arts</td>
<td>March 1</td>
<td>June 1</td>
<td>March 1</td>
<td>May 1</td>
</tr>
<tr>
<td>Publishing and Writing</td>
<td>January 5</td>
<td>January 5</td>
<td>January 5</td>
<td>January 5</td>
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<tr>
<td>Theatre Education</td>
<td>March 1</td>
<td>June 1</td>
<td>March 1</td>
<td>May 1</td>
</tr>
</tbody>
</table>

*Not available for Spring.*

## Spring Application Deadlines

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<thead>
<tr>
<th>Programs</th>
<th>Domestic Merit Aid</th>
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<th>Final International</th>
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<tr>
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<tr>
<td>Creative Writing</td>
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<tr>
<td>Global Marketing Communication</td>
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</tr>
<tr>
<td>Health Communication</td>
<td>November 1</td>
<td>November 1</td>
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<td>November 1</td>
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<tr>
<td>Integrated Marketing Communication</td>
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<td>Organizational and Corporate Communication</td>
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<td>Theatre Education</td>
<td>November 1</td>
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</table>

*Not available for Spring.*
Master of Arts in Health Communication program. Application to the five-year B.S.-M.A. degree must be made no later than the end of the first semester of the student’s junior year. Interested students should talk to their advisor early in the junior year to consider possible schedule adjustments to best accommodate taking Health Communication classes during the senior year. Minimum application requirements include an overall grade point average of 3.5, favorable evaluation by a Health Communication faculty member during an interview, three letters of recommendation, and scores on the Scholastic Aptitude Test (SAT). Accepted students would begin taking graduate courses in Health Communication in their senior year, during which time they would complete 3-4 courses from the graduate Health Communication program. Course selection will be accomplished through careful advising with faculty in Communication Sciences and Disorders and Health Communication. Students who complete these courses with a grade of B- or better will have their master's program reduced by 12 to 16 credits. Once the bachelor's degree requirements have been completed, students must meet the College's standards for retention in the graduate program. Applicants who would like to be considered for merit aid for their 5th year (and their full-time enrollment in the M.A. program), should take the Graduate Record Exam (GRE).

International Applicants

International applicants must follow the admission procedures required of all students applying to the graduate programs. In addition, they must submit the following documentation:

The Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS): All international applicants must take the TOEFL or the IELTS, except citizens of English-speaking countries or those who have completed an undergraduate degree in the U.S. The web site for the TOEFL is http://www.toefl.org. Emerson’s school code is 3367. The website for IELTS is www.ielts.org.

Transcripts: Applicants must submit records from each university attended that indicate the number of lecture and laboratory hours devoted to each course and the grades received. All transcripts and other credentials must be translated to English by an official translator and submitted along with the application. Official documents indicating degrees awarded with titles and dates conferred should also be included.

Proof of Finances: The United States government requires that all international students provide proof of financial ability to pay full tuition and living expenses for one year. More detailed information will be sent to you when we receive your application or you may refer to: http://www.emerson.edu/graduate_admission.
Deferred Admission Status
Individuals who have been accepted may defer their enrollment up to one year. Requests for deferral should be made in writing to the Office of Graduate Admission. Students who defer enrollment are required to pay the $200 non-refundable tuition deposit to reserve their place in the class. If a student does not enroll during the one-year period, he or she will be withdrawn from the applicant file and will have to reapply to be admitted. (In these instances, new credentials will be necessary.) Applicants in Creative Writing and Publishing and Writing cannot defer their enrollment.

Statement of Non-Discrimination
Emerson College does not discriminate on the basis of race, color, religion, national or ethnic origin, sex, sexual orientation, age, or disability in admission to, access to, treatment in, or employment in its programs and activities. The following person has been designated to handle inquiries regarding non-discrimination policies: David Glaser, Director, Human Resources/Affirmative Action, Emerson College, 120 Boylston Street, Boston, MA 02116, (617) 824-8580.

Inquiries concerning the application of nondiscrimination policies may also be referred to the Regional Director, US Department of Education, Office of Civil Rights, 222 J.W. McCormack Post Office and Courthouse, Boston, MA 02109-4557.

Any student who is unable, because of religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day will be excused from the examination, study, or work requirement, and will be provided with an opportunity to make up the examination, study, or work requirement which he or she may have missed because of such absence on any particular day, provided, however, that the make-up examination or work does not create an unreasonable burden upon the College. No fees of any kind will be charged by the institution for making available to said student such opportunity. No adverse or prejudicial effects will result to any student availing himself or herself of the provisions of this regulation.

Statement of Policy, Practices, and Procedures Regarding Students with Disabilities
Emerson College is committed to providing programmatic and architectural access to students with disabilities so that they may enjoy and participate fully in the life of the College. While upholding this commitment, Emerson maintains its high standards of achievement that are essential to the integrity of the College’s programs and services. In advancing these aims, the College will ensure that its policies, practices, and procedures conform to Federal and state statutes and regulations as they pertain to individuals with disabilities.

Emerson offers services through its Disabilities Services Office to students with documented physical, visual, hearing, learning, medical, and psychiatric disabilities. Should you be a student with a disability who is seeking accommodations or who has specific questions about disability services at Emerson, contact the Disability Services Coordinator at email dso@emerson.edu or telephone (617) 824-8415. The Disability Services Office is located at 216 Tremont Street, Fifth Floor, Boston, MA 02116.
Degree Requirements and Standards

Master’s Degree

The Master of Arts, Master of Science in Speech, or Master of Fine Arts degree is conferred upon students who have been admitted to the College, satisfactorily completed their program of study, passed the comprehensive examination (if required), and successfully completed and defended a master's thesis or master's project.

The minimum degree requirements are as follows:

<table>
<thead>
<tr>
<th>Program</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Sciences and Disorders (M.S. in Speech)</td>
<td>54 credits</td>
</tr>
<tr>
<td>Creative Writing (M.F.A.)</td>
<td>52 credits</td>
</tr>
<tr>
<td>Global Marketing</td>
<td>40 credits</td>
</tr>
<tr>
<td>Communication and Advertising (M.A.)</td>
<td></td>
</tr>
<tr>
<td>Health Communication (M.A.)</td>
<td>40 credits</td>
</tr>
<tr>
<td>Integrated Marketing Communication (M.A.)</td>
<td>40 credits</td>
</tr>
<tr>
<td>Journalism (M.A.)</td>
<td>44 credits</td>
</tr>
<tr>
<td>Organizational and Corporate Communication (M.A.)</td>
<td>40 credits</td>
</tr>
<tr>
<td>Media Arts (M.A.)</td>
<td>40 credits</td>
</tr>
<tr>
<td>Publishing and Writing (M.A.)</td>
<td>40 credits</td>
</tr>
<tr>
<td>Theatre Education (M.A.)</td>
<td>40 credits</td>
</tr>
</tbody>
</table>

Because degree program requirements vary, students should consult the description of the appropriate program for specific requirements. Continuing student status credits are not applicable toward completion of the minimum number of credits required for the degree. Students must register for a total of four thesis credits for a Master's thesis or Master's project when required. Students, in most cases, may not take courses beyond those required for degree and/or credits over those required for program.

Limitation of Time

Students must complete all degree requirements for a Master of Arts or a Master of Science in Speech degree within five years of their date of matriculation. M.F.A. and Ph.D. students must complete the degree within seven years of matriculation. During this time, unless students apply for and are granted a leave of absence, they must remain enrolled during every term in which they expect to receive faculty support and must be registered for a minimum of one credit during the term in which they complete their degree requirements.

Master’s Thesis

The master’s thesis is a scholarly treatment of a subject or an investigative treatment of a problem that is sufficiently limited in scope to ensure thoroughness. The work on the thesis is supervised by a thesis chair and thesis committee, but students are expected to take the initiative at every stage. Theses must follow the MLA, APA, or Chicago style manuals, latest editions, as well as the latest version of the Master’s Thesis/Project Guidelines, available from the Office of Graduate Studies.

Theses and dissertations must be submitted to members of the student’s thesis committee at least two weeks before the thesis defense. The thesis defense must be scheduled no later than one week prior to the deadline for submitting completed theses to Graduate Program Directors.
Two copies of the approved thesis are due in the Office of Graduate Studies no later than the last day of classes of the term in which the student graduates. Dates for submission are stated in the Academic Calendar. The thesis must be approved and signed by all Committee members, including the thesis chair, the Graduate Program Director, and the Director of Graduate Studies. Final approval of the thesis rests with the Director of Graduate Studies.

**Publication**

Master’s degree recipients are encouraged to consider the publication of their thesis in whole or in part. In the event of publication, the author is expected to acknowledge that the thesis was originally submitted as part of the requirements for the Master’s degree at Emerson College. Students contemplating publication should consult with their thesis chair.

**Master’s Project**

The master’s project is an applied academic project that integrates theory and practice. The master’s project often takes the form of a creative project, such as an audio or video documentary, a play production, or a multimedia production. The written sections of master’s projects must consistently follow the MLA, APA, or Chicago style manuals, latest editions, as well as the latest version of the Master’s Thesis/Project Guidelines, available from the Office of Graduate Studies. It is the student’s responsibility to acquire these materials.

In those programs that allow a master’s project in lieu of a thesis, students must register for a total of four project credits. The master’s project is subject to the same procedural and approval requirements as a thesis.

Projects must be submitted to members of the student’s project committee at least two weeks before the project defense, if a defense is required. The project defense must be scheduled no later than one week prior to the deadline for submitting completed projects to Graduate Program Directors. Please consult the Academic Calendar for each semester’s deadlines.

Two copies of the approved project are due in the Office of Graduate Studies no later than the last day of classes of the term in which the student graduates. The project must be approved and signed by all Committee members, including the project chair, the Graduate Program Director, and the Director of Graduate Studies. Final approval of the project rests with the Director of Graduate Studies.

**Capstone Experience**

For many programs the final project or culminating experience is a capstone course. Capstone courses must be taken in the last semester unless permission is given by the department.

**Comprehensive Examinations**

Some degree programs conduct final comprehensive examinations for their candidates. Comprehensive exams must be completed at least one week before the last day of classes for the semester in which
they are taken. For specific requirements, the student should contact the appropriate department.

**Degree Audit**

Upon successful completion of degree requirements, the Graduate Program Director will submit to the Director of Graduate Studies a degree audit form certifying that the student is qualified to receive the appropriate graduate degree. The degree audit, signed by the Graduate Program Director, verifies that the requirements for the degree are completed. The audit is signed by the Director of Graduate Studies and forwarded to the Registrar. Students are encouraged to monitor their degree progress by checking their degree audit. Students may request their degree audit online at https://www.interactive.emerson.edu and it will be emailed to the address on file with the College within 24 hours.

**Transfer Credits**

At the discretion of the Graduate Program Director of each program and the Director of Graduate Studies at Emerson College, a student may be permitted to transfer up to 8 credits of comparable graduate coursework from an external institution, or up to 12 credits from Emerson's Division of Continuing and External Education (6 credits or two full graduate level courses in the Department of Communication Sciences and Disorders) taken before matriculation, provided the applicant has received a grade of B or better and the course was taken within the last five years. **The maximum number of credits that can be transferred is 12 credits.** Quarter-hour credits will be reduced by one third to convert them to semester hour credit. Courses for which transfer credit is being requested must not have counted toward another degree. Requests for transfer of credit should be made on the Transfer of Credit forms available from the Office of Graduate Studies and must be documented by an official transcript.

**Graduation**

Degrees are awarded on September 1, December 30, and at Commencement in May. Degree candidates must apply for graduation at the Registrar's Office prior to the semester in which they complete their degree requirements.

Students must be registered for a minimum of one credit in the semester in which they complete their degree requirements. To graduate in May, students must be registered during the Spring semester; to graduate in September, students must be registered during Summer I or II; to graduate in December, students must be registered during the Fall semester. If necessary, this may be done under the Continuing Student Status provision. Students who complete a master’s thesis or project must submit two copies of the approved thesis or project to the Office of Graduate Studies for binding no later than the last day of classes of the term in which they complete their degree requirements. No student may participate in commencement exercises until all financial obligations to the College are met.
Students planning to complete their degree requirements by September 1 may participate in the College’s May Graduate Commencement ceremony, provided that the following requirements are met: 1) the student must submit an application to graduate by the date stated in the Academic Calendar; 2) the student must request their tickets online at http://interactive.emerson.edu by the dates stated in Commencement mailings; 3) the student must register and pay for the final coursework by the last day of classes in the Spring semester. Students will be notified via email about the status of their request to participate in Commencement. Participation is allowed with the understanding that no graduate receives a diploma until degree completion. No student may participate in commencement exercises until all financial obligations to the college are met.

Standards of Work

A student in good standing is one who meets the standards set by the degree program and the Office of Graduate Studies. Students must maintain a 3.0 cumulative average in order to remain in good academic standing. A student whose GPA falls below 3.0 has one semester to meet the 3.0 minimum or he or she will be academically withdrawn from the graduate program. Any semester in which students are enrolled is considered the next semester. A student must have a 3.0 cumulative grade point average to graduate. In addition, no course in which a grade below B- is earned may be credited toward any degree. A student who receives below B- in coursework totaling 8 credits (6 academic credits in the Department of Communication Sciences and Disorders) is automatically withdrawn from the graduate program. This 8-credit requirement includes undergraduate courses taken as prerequisites. Students who are academically withdrawn should refer to the procedures in the graduate student handbook. Students who are academically withdrawn from the College may not reapply.

The standards of clinical work for students in the Department of Communication Sciences and Disorders are different. These are elaborated in the Communication Sciences and Disorders section of this catalogue under Degree Requirements. Additional rules concerning standards of performance apply to the joint program in Health Communication with Tufts University School of Medicine.

All courses taken at Emerson College for graduate credit must be at the 500- or 600-level or above. Students may receive credit for up to four 500-level courses.

Course Grades

Graduate students’ work is graded at the end of each semester. The College uses a system of letter grades and quality points to evaluate student performance.

At the graduate level the letter grade A signifies work of distinction, and the letter B represents work of good quality. The letter grades C+ and below represent work below the standard expected for a graduate student and will not be counted toward the degree.
approved Leave of Absence immediately after receiving an I have one semester after they return from their Leave of Absence to complete the I.

Course Withdrawal: After the first two weeks of the semester (the drop/add period) students may not drop a course, except through a petition approved by the Director of Graduate Studies; however, they may withdraw from a course. Students who wish to withdraw from a course must obtain a Course Withdrawal Form from the Student Service Center and bring it to the course instructor. The course instructor must sign the form and assign either a WP or WF grade. The student must return the form to the Student Service Center by the deadline posted in the Academic Calendar. The student’s record will reflect the courses from which the student has withdrawn with the grade WP or WF. The grade WP means the student was passing the course when he or she withdrew and does not affect the student’s grade point average. The grade WF means the student was failing the course at the time of withdrawal. No refund is given to students who withdraw from a course.

Grade Dispute or Grievance Process
GRADE DISPUTE: Students who believe they have incorrect grades should first contact their faculty member to discuss their concerns. If there is no resolution to the problem, then the student should follow the process detailed in the Graduate Student Handbook. This is also available online or in the Office of Graduate Studies.
GRIEVANCE PROCESS: Students who feel that they have a policy grievance or issue should first contact their Graduate Program Director or the Office of Graduate Studies. The process for pursuing a grievance is available in the Graduate Student Handbook. This is also available online or in the Office of Graduate Studies.

Right to Privacy
The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are the following:
- the right to inspect and review the student’s education records;
- the right to request the amendment of the student’s education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student’s privacy or other rights;
- the right to consent to a disclosure of personally identifiable information contained in the student’s education record, except to the extent that FERPA authorizes disclosure without consent;
- the right to file with the U.S. Department of Education a complaint concerning alleged failure by Emerson College to comply with the requirements of FERPA;
- and the right to obtain a copy of Emerson College’s student record policy.

You can obtain a copy of the policy from the Registrar’s office.

Directory Information
Emerson College has designated the following items as Directory Information: student name, address, telephone number, electronic mail address, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, most previous school attended, and photograph. The College may disclose any of those items without prior written consent unless notified in writing to the contrary. Students wishing to withhold the disclosure of any aspects of the “Directory Information” must file a “Request to Prevent Disclosure of Directory Information” form with the Registrar’s Office.
Registration

Registration for newly admitted students is conducted during Graduate Orientation, which takes place the week before classes begin for the fall and spring semesters. Students who have been accepted for the fall semester and have paid a tuition deposit may also be advised and register by email or by telephone during the months of June and July through their Graduate Program Director. Students who do not register during June and July will register during Orientation in September.

Students are required to register for each succeeding semester during the designated online registration period. Registration for the spring semester is held at the end of November. Registration for the fall semester is held in early April. The College’s academic calendar and course schedules contain registration dates. Students register at: http://registration.emerson.edu. A $50 late registration fee is assessed to students who fail to register by the College’s deadline.

Registration information will be emailed to students prior to registration to their Emerson email account. Course listings, including course availability updated daily, are also available online at: http://www.emerson.edu/courses.

Course Load

Students should discuss their course load with their advisor before registering for courses. A normal course load for a full-time student is 8 to 12 credits. To attain full-time status, graduate students must register for a minimum of 8 credits (6 credits for Communication Sciences and Disorders).

With the exception of students in the Global Marketing Communication and Advertising, Communication Sciences and Disorders, and Health Communication programs, students must have the permission of their Graduate Program Director to register for more than 3 courses per semester.

Change of Address

The Registrar’s Office maintains two addresses for each student. One is a billing address that includes the name of the bill payer where bills are mailed. The other is the student’s local address while attending Emerson. It is important that students update their addresses immediately on the Registrar’s Office home page on the web at: https://interactive.emerson.edu to ensure that they receive vital information affecting their student status. Students will need their Emerson email username and password in order to access any online functions. The Registrar’s Office sends out official notifications to student’s email addresses. It is imperative that students use their Emerson College email account as their primary email contact.

Change of Status

Leave of Absence: A student must be in good academic standing and good standing with the College to apply to the Director of Graduate Studies for a leave of absence in order to take advantage of a professional opportunity, or for medical or personal reasons. Leaves of absence are granted for one year, and are renewable for an additional year. Students returning from a leave of absence must file a Request to Re-register From a Leave of Absence form with the Director of Graduate Studies at least 30 days prior to the start of the semester in which they return. Students taking Leaves...
of Absences will not have a corresponding extension of the 5 or 7 year limitation of
time for degree. (See limitation of time section.)

Students who have either withdrawn or
taken a leave of absence from the institution
are not eligible to use the Library or other
resources, or to participate in student clubs
and organizations, or any other College-
sponsored activity or program during their
leave.

The College refund policy, as detailed in
the “Expenses and Financial Assistance”
section of this catalog, is applicable to all
withdrawals and leaves regardless of the
reason.

Tuition and Fees Refund Insurance is
available to students who wish to protect
themselves in the event they are required
to withdraw from a given term because
of a medical or psychological reason. For
further information, refer to the “Medical/
Psychological Tuition Refund Insurance
Plan” listed in the “Expenses and Financial
Assistance” section.

Withdrawals: A student who wishes to
terminate his or her degree program must
complete a withdrawal form and submit
it to the Office of Graduate Studies.
Withdrawal forms are available in the
Graduate Studies Office. The Withdrawal
form must be signed by all designated
parties, including the person responsible
for payment of the student’s bill. This
form, which includes the reason for the
withdrawal, must be submitted to the
graduate student’s Graduate Program
Director and processed by the Registrar’s
Office. Withdrawal becomes effective as of
the date the completed form is filed with the
Director of Graduate Studies.

Continuing Student Status: Unless
granted a leave of absence by the Director
of Graduate Studies, graduate students are
required to be enrolled for a minimum of
one credit each fall and spring semester until
their degree requirements are completed.
Graduate students completing their degree
requirements in the summer must register
for a minimum of one credit during one
of the summer sessions. Students who have
not been granted a leave of absence by the
Director of Graduate Studies and who do
not wish to register for a course, master’s
project credit, or master’s thesis credit, must
register for one credit of Continuing Student
Status.

Continuing Student one-credit required
enrollments are not applicable toward the
completion of the minimum number of
credits required for the degree. Students
normally should register for Continuing
Student Status credit only if they have
previously registered for all other required
credits (including all master’s thesis and
master’s project credits) but have not
completed all requirements for the degree,
such as the master’s thesis, comprehensive
examinations, or courses graded Incomplete.

Failure to Maintain Continuous
Enrollment: Students who fail to register
continuously as stated above will be assessed
the Continuing Student Status fee for any
Students who do not obtain an official leave of absence and fail to register for at least one credit will no longer be considered degree candidates. If they wish to resume candidacy, they must apply for readmittance to graduate study and are responsible for payment of the Continuing Student Status fee for the semester(s) during which they were not registered. Unless the Director of Graduate Studies grants a petition stating otherwise, time spent on a leave will be counted toward the regular time limits for degree completion. Information and forms are available in the Graduate Studies Office. Students are not eligible to graduate while they are on a leave of absence. See Graduation Section.

Students who apply to be readmitted more than two years from the date of their last enrollment are subject to current admission standards. There is no guarantee of readmittance.

Change of Degree Program: A student who wishes to transfer from one degree program to another must submit a written request to the Director of Graduate Studies. The written request must be first endorsed by the Graduate Program Directors of the respective degree programs. Some programs may not permit transfer of program. Check with the Graduate Program Director. The final decision will be made by the Director of Graduate Studies after consultation with the Graduate Program Directors of the degree programs concerned.

Course Numbering System
At Emerson courses numbered 500-599 are for both bachelor’s and master’s degree candidates; courses numbered 600-699 are for master’s degree candidates; and courses numbered 700-799 are for doctoral students. Up to four 500-level courses may be accepted toward a graduate degree provided the courses are approved by the student’s Graduate Program Director as part of the student’s plan of study.

Auditing
Students may register to audit a course with written approval from the instructor on or after the first day of classes. Students auditing a course receive no letter grade or credit hours. The letters AUD (Audit) will be recorded on the transcript as the course grade. During the first two weeks of the term a student registered for a course for credit may change to audit status, or vice versa. Thereafter, a change may not be made. The fee for auditing a course is $25 per credit for a graduate student who is also enrolled for at least four full-tuition credits. Departments may determine the courses that can be audited. If a student enrolls for fewer than the four full-tuition credits, the audit charge is $752 per credit.

Dropping and Adding Courses
Any schedule change made after a student has registered may be made online at: http://registration.emerson.edu until the
fifth day of classes. After the fifth day of class, students must have the instructor's consent to add a class, and must add that class in person at the Student Service Center. Notice given to an instructor or the Graduate Program Director does not constitute cancellation of course registration. Failure to drop a course by the drop deadline may result in a failing grade on the student's permanent record. After the tenth day of classes, no course can be added except through the approval of the Student Accounts Office and, if applicable, the Financial Assistance Office. Such approved petitions are assessed a $50 Late Registration Fee. Dropping a course after the tenth day of classes is not permitted except through a petition approved by the Director of Graduate Studies. The deadline for completing drop-adds during a summer session is the end of the first week of classes. Please consult the Academic Calendar.

Repeating a Course
Students who fail a course (grade below B-) may repeat the course to receive a passing grade. Both courses, with the grades received, will be part of the student's cumulative grade point average. See the Standards of Work section of this catalogue for additional information.

Grade Reports
Grades for the most recent semester are posted online at the Registrar's Office home page on the web at: http://interactive.emerson.edu. Students must use their Emerson email username and password in order to access the Interactive Services web site.

Academic Transcripts
A certified, official transcript of a student's academic record may be obtained through the Registrar's Office. Students may request their transcripts online at: http://www.emerson.edu/registrar. Seven working days should be allowed for processing official transcript requests. Transcripts will only be released for students who have no transcript holds. Transcripts may be withheld due to any unmet obligation to the College or due to a student loan default. Under no circumstances will telephone requests for transcripts be honored. There is no fee for this service.
## Expenses

### Tuition and Fees

<table>
<thead>
<tr>
<th>Service</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application (non-refundable)</td>
<td></td>
</tr>
<tr>
<td>Domestic Students</td>
<td>$60</td>
</tr>
<tr>
<td>International Students</td>
<td>$75</td>
</tr>
<tr>
<td>Tuition Deposit</td>
<td>$200</td>
</tr>
</tbody>
</table>

*This deposit confirms a student’s place after acceptance and is deducted from the first billing. Deposits are non-refundable.*

<table>
<thead>
<tr>
<th>Service</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$752 per credit</td>
</tr>
<tr>
<td>Course Audit</td>
<td>$25 per credit for students enrolled for at least four full-tuition credits</td>
</tr>
<tr>
<td>Registration</td>
<td>$15 per semester</td>
</tr>
<tr>
<td>GSA*</td>
<td>$30 per semester</td>
</tr>
</tbody>
</table>

*Graduate Student Association*

### Service Fees

<table>
<thead>
<tr>
<th>Service</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late Registration</td>
<td>$50</td>
</tr>
<tr>
<td>Fee required of all continuing students who do not pre-register on dates listed in the course schedules and academic calendar.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Service</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>$60 one time only</td>
</tr>
<tr>
<td>International Orientation</td>
<td>$80 one time only</td>
</tr>
<tr>
<td>Commencement</td>
<td>$100 one time only</td>
</tr>
<tr>
<td>Health Services</td>
<td>$246 per year</td>
</tr>
<tr>
<td>Health Insurance</td>
<td>$1,253 per year</td>
</tr>
</tbody>
</table>

### Health Services and Health Insurance

All students enrolled for 6 credits or more are required to submit a health form, this includes medical history, tuberculosis-screening questionnaire, and immunization verification form. In addition, the Massachusetts State Law mandates that all college students must have certain immunizations valid and current as a condition of enrollment. Students must provide evidence of vaccination/immunity or submit documentation that they meet the standards for medical or religious exemption within 30 days of registration (meningitis vaccination / waiver verification is required 2 weeks prior to the beginning of classes). Failure to do so will jeopardize a student’s enrollment and on-campus residency.

The health form documents are sent to confirmed students by the Admissions Office. Forms are due by September 30th for students entering in the fall semester and February 15th for students entering in the spring semester.

The state law requires graduate students enrolled at least 3/4 time (6 credits or more) to be covered by a qualified health insurance program. The College automatically provides a health insurance policy for all matriculating students. The premium for the 2005-06 Graduate Student Health Insurance Plan is $1,253 for 12-month coverage, and the health services fee for the academic year is $246. The total package costs $1,499. The Emerson College health insurance policy is not available separately from the overall health services program.
The health services fee enables students to access the College's Counseling Center and the Center for Health and Wellness during the fall and spring terms.

The student health insurance premium may be waived by providing proof of enrollment in comparable coverage by another qualified health insurance program. This waiver must be completed online at www.emerson.edu/financial_services, by the end of the second week of classes each year for the student to be exempt from the Emerson College insurance program.

The student health insurance policy is designed to offer protection against unexpected and potentially heavy expenses for accidents or illnesses. A copy of the Health Service Program and Health Insurance Plan is mailed annually to all students from the Student Administrative Services office. Please refer to this document for specific coverage benefits.

To be eligible to receive care at the Center for Health and Wellness and the Counseling Center students must pay the health services fee. The health services fee helps to cover the cost of maintaining the Counseling Center and the Center for Health and Wellness facilities, services, and programs.

During the academic year students enrolled in the student insurance program are required to first seek an evaluation at the Center for Health and Wellness prior to receiving non-emergency medical care.

Authorization for specialty care is required for medical problems. Students seeking mental health services off campus are not required to obtain authorization. However, a clinician in these Centers can facilitate referrals to health care providers outside the College.

Insurance Regulations for Students Who Experience a Loss of Coverage Mid Year:
Massachusetts state law requires all students participating in at least 75% of the full-time credit level (6 or more credits) to be continuously enrolled in a qualifying health insurance plan. Students who waive the College-sponsored insurance program at the beginning of the year and subsequently lose their alternative coverage, are obligated to seek immediate enrollment in either the College sponsored plan or a qualifying alternate insurance plan. In either case, the student is responsible for notifying the Office of Accounts Management to make arrangements for enrolling in the College sponsored insurance plan or updating their insurance waiver card with the pertinent information regarding their new qualifying alternative plan. Unfortunately, there is no pro-rated premium available for the College sponsored insurance plan when coverage begins during the middle of the policy year.

International Students
Massachusetts regulation does not consider coverage by insurance carriers outside of the U.S. and coverage by foreign national health services programs as comparable under a qualifying student health insurance program. To be eligible to waive the insurance, the policy must be underwritten by a U.S. based insurance carrier, and be accessible to the
student the entire academic year while he or she is at Emerson, Boston, or one of its external programs. The benefit coverage must be comparable to that required by the Commonwealth of Massachusetts.

Exceptions to the regulations are:
1. Student’s whose health coverage is sponsored through their country’s embassy.
2. Student’s whose health coverage is mandated and provided through a scholarship or special program.

These exceptions allowing a waiver assume that the student’s insurance coverage is comparable to that required by the state regulations. This regulation will require that the vast majority of international students be enrolled in the Emerson College sponsored insurance.

Billing and Payment

Graduate students pay the full semester’s costs as billed prior to the beginning of the semester (August 1, 2005 and January, 2, 2006). Charges are based upon the number of credit hours for which students are enrolled. Each student is responsible for knowing and understanding fees and for meeting financial obligations on time. Account balances not paid on time are subject to a penalty assessment.

Students wishing to pay their accounts in monthly installments may do so by participating in an authorized tuition payment plan. For more information about these plans, contact the Student Service Center.

Refund Policy

Tuition refunds are available to students who have overpaid their accounts. Refunds will be processed upon receipt of a written request or a completed standard refund form (available through the Student Service Center).

Students who file a written withdrawal from the College in the Office of Graduate Studies within the first five weeks of a given semester may be entitled to a refund. Tuition refunds to students who have officially withdrawn from the College are made as follows:

When the withdrawal from the College is filed:

- **During the first two weeks of classes:** 80% refund of tuition
- **During the third week:** 60% refund of tuition
- **During the fourth week:** 40% refund of tuition
- **During the fifth week:** 20% refund of tuition
- **After the fifth week:** NO REFUND IS MADE

No tuition refund is made when withdrawal of a student is required by the College authorities or when a student withdraws from a course with a WP or WF grade. Fees are not refundable. Charges for the meal plan are refundable on a pro rata basis.
All students are eligible to receive full credit for their tuition and fees, excluding non-refundable deposits, if they withdraw before the first day of classes. Students receiving federal financial aid funds who withdraw on or after the first day of classes will have their aid adjusted using the percentage determined by the Federal Return of Title IV Funds calculation. Adjustments will be made based on the number of days a student attends, up to the 60% point of the semester. Tuition charges on the student’s account will be adjusted by the same percentage used to adjust aid. Students who do not receive federal financial assistance are subject to the Emerson College Refund Policy as published in the Office of Accounts Management Policies and Procedures brochure.

Refunds are granted to enrolled students only when a credit balance exists. Please note that no refunds may be issued based on an anticipated credit balance (e.g., financial aid not yet disbursed). A credit balance must exist prior to the refund request.

Refunds will be processed by the Office of Accounts Management within two weeks from the end of the week in which the request is received. Checks may be obtained from the Student Service Center during regularly scheduled hours or mailed directly from the Accounts Payable Office.

Medical/Psychological Tuition Refund Insurance Plan
Elective insurance is available from the Dewar Tuition Refund Plan to augment the existing refund policy of the College. This insurance provides coverage for medical withdrawals/leaves of absence (LOAs) above and beyond the College refund schedule. The College policy provides for a declining percentage refund of tuition for withdrawals through the first five weeks of a given term (see Refund Policy), but does not provide for refund of fees. The Tuition Refund Plan will cover 100% of the insured term tuition and fees in the case of a medical withdrawal/LOA, and 60% of the insured term tuition and fees in the case of a psychological withdrawal/LOA, less any refund or credit due from the College. Applications must be submitted to the Dewar Tuition Refund Plan prior to the first day of classes. The premium is 1% of the total charges for the academic year. For further information, contact the Office of Accounts Management.
Financial Assistance

Types of Graduate Need Based Financial Assistance

Please note: International Students are not eligible to receive federal financial assistance. They are encouraged to contact the Student Service Center regarding our available payment plan and alternative financing options from private lenders.

Federal Subsidized and Unsubsidized Stafford Loans

In most instances, a full-time student will be eligible to borrow up to $18,500 per academic year in Federal Stafford Loans. Student need will determine how much of the loan will accrue interest while the student is in school (Unsubsidized portion), and how much of the loan will not accrue interest while the student is in school (Subsidized portion). The combination of the Subsidized and Unsubsidized Loans may not exceed the student’s cost of attendance minus any other financial assistance. Students who apply for Federal Stafford Loans must be matriculated (financial need has no bearing on admission to the College), degree-seeking candidates enrolled at least half-time (4 credits per term). Federal regulations specify that federal financial aid recipients must be U.S. citizens, U.S. nationals, or eligible non-citizens. Repayment of principle and interest begins six months after the student ceases to be enrolled on at least a half-time basis. The interest rate is variable, capped at 8.25%. The student may make quarterly interest payments on the unsubsidized loan while in school, if he or she wishes. If the student does not wish to make quarterly interest payments on the unsubsidized loan, the interest will be capitalized and repayment will begin six months after the student ceases to be enrolled on at least a half-time basis.

The total debt a graduate student may have outstanding from all Direct Loans and FFEL Program Stafford Loans combined is $138,500 (no more than $65,500 may be in subsidized loans). This graduate debt limit includes all Direct and FFEL Program Loans received for undergraduate study.

Federal Perkins Loan

Federal Perkins Loans are available to students who demonstrate financial need and are attending Emerson on at least a half-time basis (4 credits per term). Students may borrow up to a cumulative total of $30,000, including undergraduate study. Awards are determined based on availability of funds and range from $100 to $2,000 per year. As of July 1, 1992, the interest rate on the loan is fixed at 5% simple interest per annum. Students are charged no interest as long as they maintain at least half-time enrollment status. Borrowers must sign a Master Promissory note prior to the loan disbursement. Repayment of principle, together with interest, in equal or graduated installments begins nine months after the student ceases to carry at least one-half the normal full-time academic workload and ends ten years after such date. The promissory note contains information about these privileges. Students who submit a FAFSA (see section entitled How to Apply for Graduate Financial Assistance) and meet the eligibility requirements will be considered for these funds. Federal Perkins Loans
are awarded to students with the greatest calculated financial need and at the sole discretion of the Office of Student Financial Services.

**Federal Work Study (FWS)**
This is a need-based award of federally subsidized part-time employment administered by the College. Earnings are paid directly to the student in the form of a bi-weekly paycheck. The number of hours a student may work and the hourly wage is determined by the College and limited by availability of funds and calculated need. Students are permitted to work up to 20 hours per week while classes are in session and up to 40 hours per week during College break periods. Students must be enrolled full time to work through student employment programs. Emerson Employment opportunities are posted with the Office of Student Financial Services at: http://www.emerson.edu/financial_services.

The Office of Career Services also assists students interested in off-campus employment opportunities. Career Services maintains listings of part-time jobs available throughout the greater Boston area.

**How to Apply for Graduate Need-Based Financial Assistance**

A domestic graduate student applying for federal financial aid must submit the following:

**Free Application for Federal Student Aid (FAFSA).** You must complete the FAFSA and submit it to the Federal Student Aid Program for processing. Emerson recommends that you complete your FAFSA via the Internet at: http://www.fafsa.ed.gov. You may request a paper FAFSA from the Student Service Center (after January 1st) or from your local library. Online FAFSA processing takes 1-2 weeks; paper applications take 4-6 weeks. Emerson's Code Number for FAFSA is 002146.

**Emerson College Graduate Financial Aid Application.** Complete and submit to the Office of Student Financial Services. This form is downloadable at: http://www.emerson.edu/financial_services.
Notification of Financial Aid Awards

The Office of Student Financial Services will use the aforementioned documentation to determine your eligibility to borrow Federal Stafford Loans (pending notice of acceptance to a degree program). You will then receive a Financial Aid Award Statement indicating your eligibility. If you wish to accept this award, you must sign and submit the Financial Aid Award Statement, indicating so, to the Office of Student Financial Services. If your Financial Aid Award Statement indicates that you have been selected for a process called VERIFICATION, there are additional documents that you must submit with it.

Additional Documents to Submit if Selected for Verification:

Signed copy of your Federal Income Tax Return
Be sure to include all schedules. If completing a Federal Telefile Tax Record, you must submit a signed, dated copy with the Telefile confirmation code included.

Non-Filers Income Statement
To be completed only if you did not or will not file taxes.

All W-2 Wage and Tax Statements

Household Verification Statement for Independent Students
This form can be downloaded from the financial services web site. You will be asked to list the members of your household.

Business / Farm Supplement. If you or your spouse owns a business or farm you are required to complete this form. The form can be downloaded from the financial services web site.

Any other documentation requested by the Office of Student Financial Services.

After the Office of Student Financial Services receives your signed Financial Aid Award Statement (and verification documentation, if requested), you will be instructed to use the Emerson College web site to complete an online Stafford Loan Master Promissory Note. The Master Promissory Note serves as your Federal Stafford Loan Application. Completing the Master Promissory Note (MPN) is the last step before receiving Federal Stafford Loan Funds. The MPN needs to be completed only once during your studies at Emerson. The MPN is valid for 10 years. Students borrowing federal loans for the first time at Emerson College will be required to attend a financial assistance entrance counseling session (during orientation) before loan funds may be applied to your bill. Please note, students who borrow additional loan funds to cover living expenses must request their refund in writing from the Student Service Center. Refunds will be available to students approximately two weeks after each semester's add/drop period ends providing he or she has completed all necessary paperwork and all funds have posted to his or her student account.
Priority Application Deadlines for Graduate Federal Financial Assistance*

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<td>Fall Term:</td>
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<td>Incoming</td>
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<td>Spring Term:</td>
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<td>All students</td>
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<td>Summer Term:</td>
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*Federal Assistance is funds provided by the Federal Government in the form of loans and work programs. Deadlines for merit aid are different. Please contact the Office of Graduate Admission for more details.

Renewal of Graduate Federal Financial Assistance

Although financial assistance is not automatically renewable, if your financial circumstances remain unchanged from year to year, and you meet the appropriate priority deadline for application, your Financial Aid Award Statement should contain approximately the same amount of financial assistance. If your financial circumstances improve, aid may be adjusted accordingly. If your financial circumstances worsen, aid may be increased.

All students requesting financial assistance must submit a complete financial aid application each year.

Some Other Factors Affecting Aid

Academic Schedule Changes
Your financial assistance award is based on the number of credits you indicated on your Emerson College Application for Graduate Assistance. Students who register for a different amount of credits than originally indicated on their financial assistance application are responsible for notifying the Office of Student Financial Services in writing. Actual registered credits will be checked by the Office after the add/drop period and the award will be adjusted accordingly.

Withdrawals and Leaves of Absence
Should a student withdraw or take a leave of absence, his/her total refund amount is determined according to Emerson's refund policy. Federal funds or portions thereof must be returned to the federal programs according to a specific federally regulated formula. The refund formula is available in the Office of Student Financial Services.

Satisfactory Academic Progress
Federal regulations and Emerson College policy require that a student make satisfactory progress. Any graduate student receiving merit assistance whose cumulative GPA falls below a 3.2 and/or who fails to satisfactorily complete his/her work assignments will be prohibited from receiving merit assistance for the following semester. Students denied merit-based assistance because of unsatisfactory academic progress may appeal in writing to the Director of Graduate Studies.
Graduate students receiving federal loan funds must meet both a qualitative and quantitative requirement each semester for Title IV/Federal funds. Therefore, depending upon their concentration, students must complete between 63 and 75 percent of their attempted courses per semester to maintain satisfactory academic progress. (The percentage is determined by the number of credits required to complete the program).

Grades or recorded symbols of C, D, F, WP, WF, I, and DEF mean the course was not satisfactorily completed. AUD means the course was not completed for credit. Also, students must maintain a GPA of 3.0. Students denied need-based aid because of unsatisfactory progress may appeal in writing to the Director of Student Financial Services. The Financial Aid Review Committee will rule on the appeal and the students will be notified of the committee’s decision within three weeks.

Continuing Student Status/Full Time Equivalency
Students who are in this status do not qualify for financial assistance or most alternative loans because they are enrolled for fewer than 4 credits. This status is for academic purposes only.

Graduation Requirements
When a continuing student re-applies for financial aid, the Office of Student Financial Services will review the number of credits the student needs to complete in order to fulfill his or her degree requirements. Financial aid is renewable as long as you are enrolled in a degree-seeking program. If it is determined that you will complete your degree earlier than expected, your aid eligibility will reduce or cease. For example, if you take additional courses over the summer to accelerate your degree and it is determined that you only need one course to finish your degree requirements during the fall semester, your aid will be adjusted based on the course you need for your degree. You cannot receive aid for optional, elective courses. Financial aid funds are only to be used for courses that are required to complete your Emerson degree program.

Tuition Pay Monthly Payment Plan
Tuition Pay is a program that allows students to spread payments for the academic year over ten monthly installments. Students may also utilize this program to pay one semester at a time through a 5-month fall or spring payment plan. Tuition Pay requires a nonrefundable annual enrollment fee of $95. For further information, contact the Student Service Center at (617) 824-8655.

Alternative Educational Loan Programs
If you have borrowed the maximum amount of Federal Stafford Loans ($18,500 per year), and you still have unmet need within your financial aid budget, you may be eligible for an alternative loan. Unlike Federal Stafford Loans, alternative loans are not guaranteed. Students must have a good credit history and must remain within certain debt-to-income ratios. Some alternative loans require a co-applicant. Please contact the Office
of Student Financial Services for interest rates and other important information, or go to the web site at: http://www.emerson.edu/financial_services.

**Emerson Merit-Based Awards**

Each year 20-25 percent of incoming graduate students are awarded merit-based financial assistance from Emerson College. Merit-based awards are offered to full-time applicants who are judged to be exceptionally well qualified for graduate study based upon their academic achievement, demonstrated ability, and professional promise. Merit-based awards are distributed as Presidential Fellowships and Graduate Assistantships.

Applicants seeking merit-based financial assistance should complete the application for admission as early as possible and before the priority merit aid deadline of January 5 for Creative Writing and Publishing and Writing, February 15 for Communication Sciences and Disorders, and March 1 for all other fall admission programs. November 1 is the merit aid as deadline for all programs for Spring admission. There is no separate application to be considered for merit aid, decisions are based on the materials submitted with the regular application for admission. Both domestic and international students are eligible for merit awards. Offers of merit aid cannot be deferred until a later semester, including instances which an accepted student defers his/her admission to the College.

Students receiving merit-based awards must maintain a minimum GPA of 3.20 each semester. Students must also enroll in and successfully complete a full-time course load (8 credits) during in the semester in which they are registered in order to maintain their award. Full-time equivalency does not apply. Award recipients should be aware that this aid could affect any need-based federal loans they may be receiving. Students with a Graduate Assistantship must complete a 10-hour per week work requirement to maintain their award. Students are expected to record their hours and must contact the Merit Aid Coordinator in the Office of Graduate Admission if they cannot meet any of the requirements. Student will be in jeopardy of losing his or her award and/or paying back money owed to the College if he or she fails to meet the stipulations of the award.

**Presidential Fellowships**

Presidential Fellowships are $10,000 merit-based awards offered to a small number of incoming full-time graduate students who have demonstrated the highest degree of academic excellence. The award is distributed in two $5,000 disbursements during the academic year, one per semester for two semesters. Recipients of the Presidential Fellowship will receive $3,000 for one additional semester (fall or spring) following the fellowship. Students in the M.F.A. in Creative Writing and the M.S. in Communication Sciences & Disorders programs will receive $3,000 for two additional semesters. Recipients from the M.A. in Global Marketing Communication and Advertising program are not eligible for the $3,000 additional stipend. All Presidential Fellows receive their merit aid without having to satisfy an on-campus work requirement.
Graduate Assistantships
Graduate Assistantships are merit-based awards distributed to incoming full-time graduate students in the form of Administrative and Departmental Assistantships. Award recipients receive a graduate assistantship for a maximum of three consecutive semesters. Students in the M.F.A. in Creative Writing, the M.S. in Communication Sciences and Disorders, and the M.A. in Theatre Education programs may receive a Graduate Assistantship for a maximum of four consecutive semesters. Award recipients in the M.A. in Global Marketing Communication and Advertising program may receive an assistantship for a maximum of two consecutive semesters. All graduate assistantships must be taken during regular academic semesters (Fall/Spring), and cannot include summer sessions. Graduate assistantships cannot be extended beyond the maximum number of semesters awarded and must be taken consecutively.

Administrative Assistantships
These awards are given to students who are assigned to work in an administrative office outside of their department. Students typically receive disbursements ranging from $2,000 to $5,000 per semester, in return for working 10 hours per week for 13 weeks in an administrative office on campus.

Departmental Assistantships
These awards are given to students who are assigned to work in their academic department. Work assignments vary and may include research assistance, faculty assistance, and administrative support. Students typically receive disbursements ranging from $2,000 - $5,000 per semester in return for working 10 hours per week for 13 weeks in their academic department.

Summer Assistantships
A limited number of summer awards may be offered to full-time, enrolled graduate students. Summer awards are typically $2,000. To qualify for a $2,000 merit award, students must enroll in eight credits during the summer and work 10 hours per week for 13 weeks in their placement. Students are limited to only one summer of merit aid. Students interested in Summer Assistantships should notify their graduate program director in the spring semester.

Intersession Courses
Merit aid awards cannot be used to cover tuition costs for credits taken during the January and May intersession terms.

Scholarships
Bookbuilders of Boston Scholarship
Bookbuilders of Boston, Inc. awards a scholarship in the Publishing and Writing program at Emerson. The scholarship is awarded to a few full-time students who demonstrate a strong desire to pursue a career in publishing or a related field. This desire must be reflected in past or current coursework, projects, employment, or extracurricular activities. These scholarships are awarded in the spring of the academic year. Enrolled students will receive written notification about how to apply. For further information, please contact Lisa Diercks, Graduate Program Director for the Publishing and Writing Program.
Doriot Fellowship Program
Established in 1998 by the Beaucourt Foundation, the award is granted to an outstanding graduate student (or students) with financial need who is enrolled in the Department of Communication Sciences and Disorders.

Naomi Stroh Janover Scholarship
This award was established in 1992 and funded by an endowment from the estate of Mrs. Naomi Stroh Janover. Janover scholarships are provided for second-year students in Communication Sciences and Disorders who wish to explore working with pre-school hearing-impaired children. The Janover Scholars are selected by the staff of the Thayer Lindsley Nursery. Awarded students are required to work three mornings a week in the nursery.

Mitzi and Mel Kutchin Scholarship for Communication Disorders
Established in 2002 by the Kutchins, the award is granted to an incoming graduate student in Communication Disorders. Preference is given to those interested in working with young children or in a school or clinic setting.

Helen Hughes Lane Scholarship in Journalism
Established by a bequest from Helen Hughes Lane and further supported by The Edward H. Lane Foundation, the award is granted as tuition to an undergraduate or graduate student in journalism.

M.F.A. in Writing Scholarship
Established in 2003 through the generosity of an anonymous funder, the scholarship will be awarded on the basis of excellence in writing to candidates for a Master’s of Fine Arts in Creative Writing.

Cecil and Helen Rose Ethics in Communication Scholarship
Established in 1994 by Emerson alumna and Trustee Emerita Helen Rose, the Cecil and Helen Rose Ethics in Communication Scholarship is awarded to a graduate student who demonstrates a career interest that furthers the importance of ethics in effective and responsible communication. The one-year nonrefundable award is granted, on a rotating basis, to a student in the Department of Organizational and Political Communication (with an interest in Political Communication); the Department of Writing, Literature and Publishing (with an interest/emphasis in Creative Writing); or the Department of Visual and Media Arts (with an interest/emphasis in Television).

Dr. Marion A. Ryan Scholarship
Established in 1990 by a bequest from Zarie Noorjanian ’30 in memory of her Milford High School English teacher, the award is granted to a graduate student in the Department of Communication based on financial need and high academic standing.

C. Marcia Cartz Wood Scholarship
Established in 2000 by a bequest from C. Marcia Cartz Wood ’49, the award will be granted as tuition to a female graduate student (or students) based on high academic achievement and financial need. The student(s) will preferably be in the Department of Communication Sciences and Disorders.
The atmosphere at Emerson is relaxed, creative, and informal. Faculty, staff, and administration encourage and maintain open communication with students. Emerson emphasizes the professional and academic aspects of education. In addition to academic work and co-curricular activities, many students work off campus in production companies, social service organizations, broadcasting stations, and business firms. As a major media market, Boston provides internship opportunities for students interested in all aspects of communication and the performing arts.

Social life at the College is greatly enhanced by its Boston location. Emerson is within easy walking distance of concert halls, theaters, museums, parks, and restaurants. Local collegiate and professional sports arenas provide year-round events in hockey, basketball, baseball, football, and tennis.

**Housing**
As the College expects that all of its graduate students will reside off-campus, students within this population are encouraged to seek out the assistance and support of the Office of Off-Campus Student Services (OCSS). As a resource for Boston area vacancy and sublet listings, OCSS provides numerous programs and services designed to meet the needs of Emerson's off-campus population. This population includes all graduate students and more than half of the College's undergraduate student body.

Graduate students should contact OCSS when inquiring about rental housing options, searching for a roommate, or to obtain a listing of local realtors who work with Emerson students. Many OCSS services are also available online at: [http://www.emerson.edu/offcampus_housing](http://www.emerson.edu/offcampus_housing).

The Office of Off-Campus Student Services is located at 216 Tremont Street and can be reached at (617) 824-7863.

**Meals**
Graduate students are eligible to participate in the College's meal plans that vary in cost. Information regarding the plans and charges per semester can be obtained from the Student Administrative Services office.

Individual meals may also be purchased on a walk-in basis at either the College's Little Building dining facility at 80 Boylston Street or the Zero Marlborough Street Diner.

The Student Administrative Services office is located at 80 Boylston Street and can be reached at (617) 824-8655.

**Center for Health and Wellness**
Graduate students that elect to pay the health fee are eligible to receive care at the Center. All graduate students enrolled in the College Insurance program will be assessed the health fee and, under the provisions of the Insurance program, are expected to first seek care at the Center for all non-emergency problems during the academic year.

The Health Center provides for the immediate health needs of students and offers both follow-up and educational services, including general medical care, GYN exams, emergency contraception, health counseling and education, routine lab work, pregnancy testing, and referrals to other health specialists when appropriate.
Services are available by appointment. Confidentiality within the guidelines of professional ethics and legal principles is guaranteed to all students using the Health Center. The staff consists of nurse practitioners, and a consulting general medicine physician. The Center is open on Monday, Wednesday, Thursday, and Friday from 9 a.m. to 12 p.m. and from 1 p.m. to 5 p.m., and on Tuesday from 11 a.m. to 12 p.m. and 1 p.m. to 5 p.m. The Center is closed on weekends, holidays, and school breaks. Emerson College is situated in an area within two miles of five major hospital emergency rooms for urgent and emergency care. Students should be familiar with the location of the nearest hospital to their neighborhood. When possible, non-urgent care should wait until the Center reopens to avoid unnecessary medical bills. Dental service is not available at the Center.

Commonwealth of Massachusetts regulations and College policy require compliance with specific immunizations and screenings. Students who meet the following criteria are required to submit an Emerson College health form, including TB questionnaire and immunization verification:

- all full time students
- all part time students in Communications Sciences and Disorders
- all students attending on a student or other visa regardless of number of credits

The following immunizations are required within 30 days of the start of the first semester:

- at least one dose of mumps and rubella vaccine(s) given at or after 12 months of age
- two doses of live measles-containing vaccine given at least one month apart beginning at or after 12 months of age
- a booster dose of Tetanus (DtaP/DTP/DT/Td) within the last ten years and
- three doses of hepatitis B vaccine.
- three doses of hepatitis B vaccine.
- One dose of meningococcal vaccine within the last 5 years and at least 2 weeks prior to the beginning of classes. Beginning in August 2005 this immunization or submission of MDPH informational waiver is required for all entering students regardless of number of credits.

A current certificate of vaccination is not required when:
- the student provides written documentation that he or she meets the standards for medical or religious exemption set forth in M.G.L. c. 76, § 15C
- the student provides appropriate documentation, including a copy of a school immunization record indicating receipt of the required immunizations; or in the case of measles, mumps, rubella, and hepatitis B, the student presents laboratory evidence of immunity.
- the student submits the meningitis waiver form acknowledging receipt of information regarding the risk of infection and declining vaccination

Please take note of these requirements and obtain your vaccinations well in advance of your planned enrollment date. If you do not
meet these requirements before registration or within the 30-day grace period provided, you will not be permitted to attend Emerson College. Hepatitis B immunization requires three doses administered over six months, so begin the series as soon as possible.

The health form documents are sent to confirmed students through the Admissions Office.

*The Center for Health and Wellness is located at 216 Tremont Street and can be reached at (617) 824-8666. For additional information visit their web page at: http://emerson.edu/student_life/health_center or by email at healthservices@emerson.edu.*

**Health Insurance**

State law mandates that all students enrolled at least 3/4 time (6 graduate credits or more) must be continuously enrolled in a qualified insurance plan. The Office of Accounts Management mails a copy of the College-sponsored insurance program to all students who meet the mandated insurance enrollment threshold requirement. Students will be automatically enrolled in the College-sponsored program unless they provide the insurance information and submit the waiver card to the Office of Accounts Management within the specified time period.

Insurance Regulations for Students Who Experience a Loss of Coverage Mid-Year

Students who waive the College-sponsored insurance program at the beginning of the applicable policy period, then subsequently lose their alternative coverage, are obligated to seek immediate enrollment in either the College-sponsored plan or a qualifying alternate insurance plan. In either case, the student is responsible for notifying the Office of Accounts Management to either enroll in the College-sponsored insurance plan or to update his or her insurance waiver card with the pertinent information regarding his or her new qualifying alternative plan. There is no pro-rated premium available for the College sponsored insurance plan when coverage begins after the start of the applicable policy period.

**Wellness Education**

Student health and wellness programming on alcohol and other drug use and abuse, sexual assault and acquaintance rape, HIV and AIDS, stress management, sexually transmitted diseases, body image and eating disorders, as well as various other topics are coordinated through the Center for Health and Wellness. Focusing on responsible decision-making, the College seeks to increase education and awareness about these issues with the goal of reducing the health risks associated with them.

*The Wellness Educator can be reached at (617) 824-8597.*

**Counseling Center**

The Counseling Center is an excellent place for Emerson students to begin looking for help with personal concerns, family problems, or other psychological issues. The Center serves as a resource to assist students in developing their potential. To achieve this goal, a variety of services are provided. These include: short-term counseling and psychotherapy; support and therapy groups; crisis intervention; psychiatric consultation; and referral to outside agencies, private psychotherapists and psychiatrists. The facilities and services of the Center are
available to all graduate students who choose to pay the health services fee. The Center also provides the Emerson College community with consultation, outreach, and training on a variety of topics relevant to students’ lives and psychological issues. Counseling services are confidential. The staff considers issues of student privacy to be of the utmost importance. No information is released to anyone inside or outside of the College, without the student’s knowledge or consent, within the guidelines of professional ethics and legal principles. 

The Counseling Center is located at 216 Tremont Street and can be reached at (617) 824-8595.

Disability Services
Emerson College is committed to providing programmatic and architectural access to students with disabilities so that they may enjoy and participate fully in the life of the College. While upholding this commitment, Emerson maintains its high standards of achievement that are essential to the integrity of the College’s programs and services. In advancing these aims, the College will ensure its policies, practices, and procedures conform to Federal and state statutes and regulations as they pertain to individuals with disabilities. Emerson offers services through its Disabilities Services Office to students with documented physical, visual, hearing, learning, medical, and psychiatric disabilities. Should you be a student with a disability who is seeking accommodations or who has specific questions about disability services at Emerson, contact the Disability Services Coordinator via email at: dso@emerson.edu or via phone at (617) 824-8415.

Office of Multicultural Student Affairs
The Director is primarily responsible for cultivating involvement opportunities for students from historically under-represented populations including, but not limited to, African American, Hispanic/Latino American, Asian American, Native American, and Multi-Racial American communities to maximize chances for successful academic and social transition, integration, and retention at the College. The Director is available to discuss academic, cultural, personal, and social concerns with students throughout their entire careers at Emerson.

The Office of Multicultural Student Affairs is located in the Cultural Center on the Berkeley Street side of 132-134 Beacon Street.

Cultural Center
The Cultural Center exists to enhance the educational, cultural, and social needs of the campus community, and hosts a variety of formal and informal events for students, faculty, and staff. The office of the Director of Multicultural Student Affairs is housed in the Center along with offices for EBONI (Emerson’s Black Organization with Natural Interests); AMIGOS (the Latino Student Organization); ASIA (Emerson’s Asian Students for Intercultural Awareness); and ECCSA (Emerson College Chinese Student Association). As a means of fostering an understanding of the ethnically diverse student population at Emerson, the Cultural Center maintains a library of books and other resource materials with a multicultural

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focus. The facility, which includes a kitchenette, lounge, and computer terminals with Internet capabilities, can be reserved for special events, meetings, and educational purposes through the Director of Multicultural Student Affairs.

The Cultural Center is located on the Berkeley Street side of 132-134.

International Student Affairs
The Office of International Student Affairs is staffed by the Director, Coordinator, and student assistants. OISA offers an array of services including: consultation with students and scholars on immigration and visa matters, specialized programs and events to foster social and cultural adjustments, and personal advising and counseling on social and cultural issues. The Coordinator of Academic Programs for International Students can be found in the Learning Assistance Center.

In order for international visa students to maintain their lawful immigration status they need to be enrolled full-time during the academic year.

The Office of International Student Affairs is located at 216 Tremont Street and can be reached at (617) 824-7858.

Center for Spiritual Life
The Center for Spiritual Life is a trans-denominational, inter-religious enterprise offering a wide variety of spiritual programs, projects, and services to the Emerson community. The Center strives to engage and serve people of all faiths and creeds--Western and Eastern traditions alike--as well as secular and humanistic orientations. The Center embraces normative religious groups along with free-spirited, humanist ventures. The Center brings students, faculty, and staff together in a multi-faceted array of offerings including communal services, advocacy, study, prayer, social action, contemplation, artistic expression, discussion, spiritual exploration, and meditation. Through a staff of Chaplains, the CSL offers spiritual, religious, and personal counseling, as well as the celebration of life-cycle milestones. It is also the home of the student organizations of Emerson Good News Fellowship, Newman Club, and Hillel.

The Center for Spiritual Life is located at 120 Boylston Street and can be reached at (617) 824-8036 or by email at: spiritual_life@emerson.edu.

Student Union
The Student Union is the “living room” of the College, where all members of the Emerson community are invited to gather. The services and programs in the Union are designed to bring the students, faculty, and staff together in order to increase communication and build a sense of community.

Housed in the Union are an information center, Off-Campus Student Lounge, vending machines, meeting and conference rooms, student organization offices and mailboxes, piano rooms, the Office of the Dean of Students, the Office of the Director of Student Activities/Union, and the Office of the Coordinator of Gay, Lesbian, Bisexual, and Transgender Life.

The Student Union is located at 96 Beacon Street and can be reached at (617) 824-8680.
The Student Union Annex
The Student Union Annex offers members of the Emerson community the opportunity to reserve two conference rooms. Both rooms overlook the Boston Common. For additional information, see the Graduate Student Handbook. The Annex is located on the 10th floor of 120 Boylston Street.

The Cabaret
The Cabaret is a performance space available for use by GSA recognized organizations and College departments on a space available basis. This facility can be reserved through the Student Union Front Desk for rehearsals, dramatic performances, comedy shows, concerts, and performance-based spoken word events. For additional information, see the Graduate Student Handbook. The Cabaret is located on the Lower Level of 80 Boylston Street.

Athletics and Fitness
The College has a Fitness Center available to all students. The Fitness Center offers exercise and wellness programs designed to meet specific interests and goals, including proper diet and nutrition, stress management, sports conditioning, and general physical fitness. The Fitness Center provides state-of-the-art strength training and cardiovascular equipment, free weights, and daily aerobic, dance, yoga, and conditioning classes. Both men's and women's locker rooms are equipped with saunas, showers, and lockers. The Fitness Center is open seven days a week; Monday through Thursday from 7 a.m. to 9 p.m., Friday from 7 a.m. to 8 p.m., Saturday from 9 a.m. to 6 p.m., and Sunday from 12 p.m. to 6 p.m. To view holiday and summer hours, visit the College's web site. Fitness Center members can schedule personal appointments with university educated and nationally certified trainers Monday through Saturday. The Fitness Center is located at 80 Boylston Street and can be reached at (617) 824-8692.

For further information, contact the Athletics Office at (617) 824-8690.
Student Activities

Student groups are key to the Emerson Graduate experience. They offer additional resources for student interests, provide a student voice in college decisions, and support orientation and commencement activities.

Graduate Student Association (GSA)
The Graduate Student Association is dedicated to advancing the goals, objectives, and interests of graduate students. The GSA serves as a liaison between graduate students and the College community, providing students with a base for social interaction, professional friendships, and contacts. The GSA sponsors several student organizations including Redivider, Graduate Interdepartmental Video at Emerson, Graduate Radio-Television News Directors Association, Communicators for Health, and the Graduate Student Readings. In addition, the GSA works with the Office of Graduate Studies to organize and support Graduate Orientation and Graduate Commencement. The GSA also awards Professional Development Grants and sponsors numerous social and professional events.

Communicators For Health
This group is devoted to connecting Emerson students with others interested in the health care industry. They work with students at Tufts University and health care professionals to exchange information and sponsor programs to promote health care issues. Activities include sponsoring a blood drive and bringing speakers to campus.

Graduate Radio-Television News Directors Association (GRTNDA)
A student chapter of this national broadcast news directors professional organization. It is open to graduate students committed to broadcast journalism careers. GRTNDA activities include professional and service programs as well as social events.

Graduate Students in Communication Sciences and Disorders
This organization was established to foster discussion of issues relating to the field of Communication Sciences and Disorders. The group promotes awareness of issues relating to communication sciences and supports discussions and activities for new professionals in the field.

Graduate Students for Global Marketing Communication & Advertising
Members of Graduate Students for Global Marketing Communication & Advertising focus on issues that impact marketing communication around the world. They hold workshops and events to promote discussion of global communication issues and foster community among graduate students in the program.

Graduate Students for Integrated Marketing Communication
Graduate Students for IMC exists to promote the idea of integrated marketing communications and its purpose in the business environment through career-focused events and discussions. GSIMC will also work to facilitate a familial feeling throughout the graduate student IMC body.
In the past we have brought in guests for discussions from organizations such as the American Marketing Association and the Massachusetts Interactive Media Council. Events like this are planned every semester along with other networking/social events for students to get to know each other.

**Graduate Student Readings**
The Graduate Student Readings are designed to showcase the creative writing talents of the Emerson graduate community. Students read original poetry, prose, and nonfiction in a supportive and enthusiastic environment. Readings are scheduled regularly throughout the school year. Interested students should contact the Department of Writing, Literature and Publishing for further information. This group also sponsors other activities in support of the writing community.

**Redivider**
Redivider (formerly Beacon Street Review) is Emerson's graduate-student-run national literary magazine. A journal of new literature, Redivider publishes work by new and established writers in all genres including poetry, fiction, creative nonfiction, and drama, along with reviews, interviews, and occasional recipes. Published twice yearly, new issues appear each winter and spring. Submissions are welcome year round. Visit the Redivider web site (http://pages.emerson.edu/publications/redivider) for more information.

**Students for Publishing**
Emerson's Students for Publishing is a new group. Officially recognized in the spring of 2004, the organization was founded with the mission to create learning and networking opportunities centered in publishing. While the group is largely comprised of students in the publishing graduate program, all students interested in publishing are encouraged to take part in the organization and its events.

**EmComm**
(EmersonCommunications)
EmComm is an in-house advertising agency in the Department of Communication dedicated to providing a training ground for tomorrow's marketing communication professionals. EmComm provides students with practical experience in strategic marketing and advertising. Students make up the teams for both on- and off-campus accounts. EmComm students work with real clients, professional graphic production companies, and sound studios, and are equipped with valuable hands-on experience. Recent clients include Quincy College, the Pine Street Inn, and the New England Cable Broadcaster's Association.

**Other General Campus Groups**

**AMIGOS**
Emerson's Latino organization is dedicated to creating awareness of the Latino community at Emerson, to sharing the differences within Latino cultures, and to serving the Latino community in the greater Boston area. AMIGOS is a multicultural
group that welcomes everyone, Spanish-speaking or not, interested in learning about the group’s many cultures.

**Asian Students for Intercultural Awareness (ASIA)**
Emerson’s Asian Students for Intercultural Awareness (ASIA) was officially recognized as of spring 1993. This organization was founded to provide awareness of the vast number of cultures present within the Asian community. ASIA is dedicated to being an active member in the varied social events of the Emerson community.

**Emerson’s Black Organization with Natural Interests (EBONI)**
Emerson’s Black Organization with Natural Interests (EBONI) is an organization dedicated to the political and cultural reawakening of students of African descent within the Emerson community. Students organize and sponsor programs such as Harambee, Kwanzaa, cultural retreats, and Black History Month. They also maintain a resource library and hold seminars and conferences designed to further the involvement and increase the influence of students of African descent at Emerson.

**Emerson College Chinese Student Association (ECCSA)**
The Emerson College Chinese Student Association (ECCSA) was officially recognized in the spring of 1993. This organization is dedicated to introducing Chinese culture, customs, and language to the College and the community through activities and events. ECCSA is also committed to making the College community aware of the Chinese students’ presence by introducing Chinese culture and issues to the community. ECCSA makes an effort to welcome and assist all newly arrived students from the Republic of China (Taiwan), People’s Republic of China, Hong Kong, and Singapore.

**Emerson Goodnews Fellowship**
Emerson Goodnews Fellowship is an ecumenical group, formed from many different church denominations, that meets for Bible study prayer and fellowship. EGNF seeks to build more community between Christians in the community. It also offers occasional services and community service projects, and helps connect Emersonians to local churches.

**Emerson International**
EI, the College’s international student organization, works with the Director of International Student Affairs to provide support for Emerson’s international population as well as to increase cultural awareness within the College community. Comprised of students with diverse backgrounds and interests, EI provides social and educational programs while serving as a resource for projects identified by the International Student Affairs Office.

**Hillel**
Emerson College Hillel is dedicated to the culture, observance, education, and well being of Judaism throughout the world. Members of Hillel participate in social activities, cultural celebrations, and holiday services together.
National Student Speech, Language and Hearing Association (NSSLHA)
Emerson’s Communication Sciences and Disorders students have the opportunity to become members of this national organization. The Emerson chapter provides the opportunity for students to take part in professional activities on a local, regional, and national level. The NSSLHA encourages professional interests among Emerson students in the study of normal and disordered human communication behavior. The NSSLHA provides aid and assistance within the College as well as to local organizations in the areas of speech, hearing, language, and behavior disorders.

Newman Club
The Newman Club provides opportunities for Catholic students to develop their faith and to work in sponsoring social, educational, spiritual, and service-oriented events. Students come together for debate, prayer, and fun!
Graduate Studies Departmental Awards
The Graduate Studies Departmental Award is given to a graduating student in each department for significant scholarly or artistic achievement in his or her graduate program. Graduating students may submit work they produced for a class, master’s project, or master’s thesis at Emerson.

President’s Award
The President’s Award is given to the graduating student who has the highest level of academic achievement among his or her peers in graduate programs at Emerson.

Dr. Donald B. and Phoebe Rothman Giddon Award in Health Communication
Established in 1992 by former trustee Dr. Donald B. Giddon and his wife, Mrs. Phoebe Rothman Giddon, this award recognizes the scholarly research/publications of a graduate student enrolled in the Health Communication program in the Department of Communication.

Evelyn Horowitz Video Poetry Prize
This award, open to both graduate and undergraduate students, is given to the student who creates the best original video based upon a poem written by a contemporary poet (still alive and writing). The awards committee will consist of the chairs of the departments of Communication; Visual and Media Arts; and Writing, Literature and Publishing.

Rod Parker Playwriting Award
Established in 1990 by Dr. Rod Parker ’51, the award is granted to an undergraduate or graduate student who demonstrates exceptional playwriting talent, commitment to writing plays for the stage, and financial need.

Cecil and Helen Rose Ethics in Communication Award
Established in 1994 by Emerson alumna and Trustee Emerita Helen Rose, the Cecil and Helen Rose Ethics in Communication Award is a grant awarded annually to a graduate student who has written an outstanding research paper or creative project that highlights the important role of ethics in effective and responsible communication. The award is granted, on a rotating basis, to a student in the Department of Organizational and Political Communication (with an interest in Political Communication), the Department of Writing, Literature and Publishing (with an interest/emphasis in Creative Writing), or the Department of Visual and Media Arts (with an interest/emphasis in Television).
Library and Media Services
The Emerson College Library provides access to information resources and services that support the mission of the College. The collection of approximately 200,000 print and nonprint items is relevant to graduate-level research in the School of Communication and the School of the Arts, with particular strength in communication sciences and disorders, theatre education, marketing, and journalism. Services include research assistance, individual and class instruction, interlibrary loan, reserve reading, and laptops for use in the Library. Bound copies of graduate projects and theses are available in the collection, and graduate students receive help with their research through appointments with reference librarians.

As a member of Fenway Libraries Online (FLO), a network of academic and special libraries in the Boston/Cambridge area, the Library shares an online catalog with nine nearby libraries. Through membership in the Fenway Library Consortium (FLC), Emerson students may use the resources at thirteen local libraries by borrowing materials directly (using a valid ID card), or by requesting that FLC materials be delivered to the Emerson College Library.

The Library’s web site is a gateway for student and faculty research and can be searched from the Library’s workstations, from computers throughout campus, or from off campus using an ECnet account. In addition to the Library catalog, which includes the combined holdings of the Emerson College and FLO libraries, the web site offers access to a range of electronic sources, including important academic databases and indexes, CD-ROMs, authoritative web sites, research guides, and electronic journals. Through the web site, users are able to download citations and print abstracts and articles from Academic Search Premier, LexisNexis Academic, Expanded Academic ASAP, JSTOR, and many other online resources. Students can request materials from other libraries using the web-based order form, and can chat online or email reference questions to a librarian from outside the Library.

Archives
Also available to graduate students is the College Archives, which houses materials on the history and development of the College (including photograph and video collections), Emerson publications, and special collections in theatre and broadcasting. The Archives also maintains the video portions of video graduate theses. Details about the Archives’ services, collections, policies, and procedures can be accessed through the Library web site.

The Media Services Center (MSC), located in the Ansin Building at 180 Tremont Street, houses over 4,000 DVDs, films, videos, and laserdiscs, as well as facilities for producing audio, video, and multimedia projects. In addition to a circulating collection of digital video camcorders, digital still cameras, tripods, audio tape recorders, and film and slide projectors, the MSC provides students with laptops and computer projectors for classroom presentations. The MSC contains video viewing facilities, video
dubbing booths, a video studio, two audio
production booths, a non-linear editing
suite, and a mediated conference room.
For additional information about the
MSC, including a nonprint web catalog
of its DVD, video, film, and multimedia
collection, click on the Media Services tab
on the lower left hand side of Library's web
site.

Details concerning Library and MSC hours,
policies, and services are available on the
edu/library, in the Student Handbook, and in
the Library and Media Services brochures.

The Emerson College Library is located on
the 3rd floor of the Walker Building at 120
Boylston Street and can be reached at (617)
824-8668. The Media Services Center is
located on the 3rd floor of the Ansin Building
at 180 Tremont Street and can be reached at
(617) 824-8676.

Information Technology
The College's academic computing facilities
are available for use by Emerson College
students, faculty, and staff. The facilities
consist of both teaching and open access
labs, as well as kiosks that offer convenient
Web access. Workstations in the computer
labs provide email, Internet, and World
Wide Web clients; office productivity
tools, statistical analysis and database
programming software, and Web authoring,
image editing, and publishing applications.
Digital production labs contain workstations
with multimedia production and digital
video applications, including Avid Xpress
DV and Final Cut Pro. Emerson College
has been designated a New Media Center
since 1995 by a consortium that includes
Compaq, Microsoft, Apple, Adobe Systems,
Macromedia, and Kodak, among others. The
New Media Center designation provides
support for the College's digital production
and multimedia capabilities.

Full-time students receive an Emerson
College ECnet computer account, which
contains an email account and personal Web
space. An ECnet username and password
are required to log on to computer lab
workstations and kiosks. Emerson's campus
is wired for high speed Internet connectivity
at all locations, including residence halls,
labs, and offices. There are also a number of
locations around the campus that provide
wireless access to the College's network.
More information regarding Emerson's
computing facilities and the Help Desk is
available at: http://www.emerson.edu/
helpdesk.

Help Desk
The Office of Information Technology Help
Desk offers assistance to all faculty, staff, and
students with computing problems. Further
information about the Help Desk can be
found at: http://www.emerson.edu/helpdesk.

Prior to using the College's computer
network, all students should familiarize
themselves with the Electronic Information
Policy Guidelines for Responsible and
Ethical Behavior found at http://www.
emerson.edu/policy. Violations of those
policies are considered to be unethical and
can lead to College disciplinary action and/
or criminal prosecution.
The Office of Information Technology is located at 180 Tremont Street on the 4th Floor. The Help Desk is located at 120 Boylston Street on the 4th Floor, Room 404A and can be reached via telephone by dialing (617) 824-8080, via email address: helpdesk@emerson.edu, or via the web URL at: http://www.emerson.edu/helpdesk/.

Career Services
Emerson Career Services is committed to assisting graduate students in planning and giving them the skills to manage their careers. This includes developing sound career planning and management strategies, and job search skills, which they will be able to use during their Emerson experience and throughout their careers.

Career Services provides the following:

Career Advising
Our career associates can assist students individually or through group workshops to identify interests, skills, career options, job search strategies, and address career management issues.

Publications
Career Services maintains a library of information on career opportunities in communications, as well as employer directories, job listings, industry magazines, and job search “how-to” books.

The Career Services website (http://www.emerson.edu/career_services) provides relevant career resources including career guides and links to career-oriented web sites.

Internships
In any industry, internships help make students more marketable. At Emerson, internships can be taken for academic credit. Internship listings and evaluations of past internship experiences are housed in Career Services. Students must petition to take more than 4 credits of internship in one semester. Petitions are available in the Office of Graduate Studies.

Networking
Emerson’s network of alumni professionals (Emerson Career Connection) is a valuable resource for guidance on how to break into or how to move up in a particular career field. Approximately 225 alumni are members of the Emerson Career Connection and are available for informational interviews. Please contact Career Services to talk with a Career Associate to get connected.

Industry Information
Career Services sponsors special events such as industry panels, networking events, and site visits, in order for students to obtain information on the latest industry trends and an opportunity to meet industry professionals.

Career Opportunities and Recruiting
Career Services partners with a variety of organizations to recruit at Emerson. Recruiting organizations participate in fairs, information sessions, on-campus interviews, and networking events. They also post employment opportunities through CareerFinder (http://careerfinder.emerson.edu), Emerson’s online resource to access job and internship leads.
The Office of Career Services is located at 216 Tremont Street and can be reached at 617-824-8586, by email at: careers@emerson.edu, or on the web at: http://www.emerson.edu/career_services.

Learning Assistance Center
The Learning Assistance Center (LAC) offers a variety of academic support services to all Emerson students. The Center provides individualized tutorials in all phases of the writing process. In addition, the Center offers support in study skills, including note taking, test taking, organizational and time-management strategies, and library research. For international students who are non-native speakers of English, practice in pronunciation vocabulary development, speaking, and grammar are also available. Peer tutoring in content areas is available upon request. Professional academic support specialists are on staff to help students with special needs and requests. The goal of the LAC is to help students develop strategies and skills necessary for academic success.

The Learning Assistance Center is located at 216 Tremont Street and can be reached at (617) 824-7874.

Office of Alumni Relations
The Office of Alumni Relations and the Emerson College Alumni Association work together to promote institutional pride, professional development opportunities, and lifelong connections with Emerson alumni. The Office enables students and alumni to benefit from the experience of alumni and others through a variety of events and activities such as a visiting artists’ series, master classes, and forums. Additionally, Alumni Relations works closely with the Office of Career Services to connect students with alumni for mentoring and networking through industry site visits and a mentorship program. The Alumni Office communicates news about the College and its alumni through Expression magazine, and an e-newsletter. For more information, contact the Office of Alumni Relations at (617) 824-8535 or 1-800-255-4259, or visit: http://www.emerson.edu/alumni.

Student Alumni Association
The Student Alumni Association encourages and facilitates connections between current students and alumni. The Association collaborates with the Office of Career Services and the Office of Graduate Studies to involve graduate students in appropriate campus programs, such as Alumni Weekend, and the New York Connection, which provides opportunities for upper class students and graduate students to meet and network with alumni and friends of the College associated with a wide range of professions.
During the past several years Emerson has been fortunate to have many exciting people visit our campus and present lectures, readings, and seminars. What follows is a list of some of our lecturers:

Edward Albee, Playwright
Maya Angelou, Poet, Activist
Kenn Apel, Ph.D., Professor and Chair, Communicative Disorders and Sciences, Wichita State University
Jeff Arch, ’76, Screenwriter, Sleepless in Seattle
Ursula Bellugi, Ph.D., Director, Laboratory for Cognitive Neuroscience and Professor, The Salk Institute for Biological Studies
Kathie Berlin, ’65, Director, Marketing and Production, MGM
Joseph Biden, Senator, United States Senate
Michael Blowen, Columnist, the Boston Globe
Walter Bogdanich, Investigative Editor, the New York Times
Peter Bogdonovich, Film Director, The Last Picture Show, Mask
Candace Bray, Ed.D., Consultant for Education and Learning Disabilities, Maine
Bonnie Brinton, Ph.D., Dean of Graduate Studies and Professor Audiology and Speech-Language Pathology, Brigham Young University
Tom Brokaw, Anchor, NBC Nightly News
David Brinkley, ABC’s This Week with David Brinkley
Gwendolyn Brooks, Pulitzer Prize-winning Poet

David Burnett, Photojournalist
Joanne Carlisle, Ph.D., Professor of Education & Research Scientist, University of Michigan
Christopher Cerf, Emmy- and Grammy-winning Author, Composer, Humorist, and Technologist
Marjorie Clapprood, Talk Show Host
Anthony Clark, ’86, Actor/Comedian
Jack Connors, Chairman, Hill, Holliday, Connors, Cosmopolous, Inc.
S. James Coppersmith, former President/General Manager, WCVB-TV
Stavros Cosmopoulos, Creative Director, Cosmopolous, Crowley & Daley
Jack S. Damico, Ph.D., Professor, Communication Sciences and Disorders, University of Louisiana at Lafayette
Scott Davis, Executive Vice President, MTV Network
Morton Dubitsky Dean, ’57, Former ABC News Anchor
Vin Di Bona, ’66, Producer, ABC-TV MacGyver, America’s Funniest Home Videos, America’s Funniest People
Judith Downes, President/Executive Producer, September Films
Edward Eskandarian, Chairman and CEO of Arnold Worldwide Partners
Martin Espada, Poet, Author, Rebellion is the Circle of a Lover’s Hands
Steve Friedman, Executive Producer, NBC News
Fred Friendly, Journalist, Ethicist, former President of CBS News
David Gergen, Commentator, Editor, Teacher, Advisor to Presidents
Ronald Gillam, Ph.D., Research Associate, Communication Science and Disorders, Jesse H. Jones Communication Center, University of Texas, Austin
Carol Gilligan, Author, In a Different Voice
Danny Glover, Actor, Director, Producer
Whoopi Goldberg, Actor, Producer
Doris Kearns Goodwin, memoirist and political biographer
Spalding Gray, ’65, Performer and Novelist, Sex and Death to the Age 14
David Handschuh, Reporter, New York Daily News, Photojournalist
Woody Harrelson, Actor
David Hays, Founding Artistic Director, The National Theatre of the Deaf
Karen Hein, M.D., Director, HIV Adolescent Clinic, New York
Doug Herzog, ’81, President, Comedy Central Cable Network
Gish Jen, Author, Typical American and Mona in the Promised Land
James Earl Jones, Actor
Wendy Kesselman, Playwright, Screenwriter, Children’s Book Author
Kay Koplovitz, CEO and President, USA Network
Stanley Kunitz, U.S. Poet Laureate
Paul La Camera, Vice President and General Manager, WCVB-TV
Sherry Lansing, President and Chairman of Paramount Studios Motion Picture Group
Don Law, Concert Promoter/Owner, Blackstone Entertainment and NEXT Ticketing
Sara Lawrence-Lightfoot, Sociologist, Author, Educator
Denis Leary, ’79, Actor/Comedian
Spike Lee, Director, Producer, Writer, Actor
Jerry Lewis, Comedian, Muscular Dystrophy Association Spokesperson
Thomas Lux, ’70, Poet, Half Promised Land, The Drowned River, and Sunday
David Mamet, Playwright, Screenwriter, Director
Irma S. Mann, ’67, President, Irma S. Mann Strategic Marketing
Karen Marinella, ’84, News Anchor, WLVI-TV
Garry Marshall, Writer, Producer, Director, Actor
Marlee Matlin, Actress
Rachel I. Mayberry, Ph.D., Director and Associate Professor, School of Communication Sciences and Disorders, Faculty of Medicine, McGill University
Eileen McNamara, Pulitzer Prize-winning Columnist, the Boston Globe
Peter Meade, ’70, Vice President for Public Affairs, Blue Cross/Blue Shield of Massachusetts
Arnon Milchan, Film Producer, JFK, Pretty Woman, Guilty by Suspicion
Sue Miller, Writer
Harvey Skolnick Miller, ’59, Screenwriter, Private Benjamin, Bad Medicine, The Odd Couple, and Taxi
David Mulligan, Former Commissioner of Public Health, Massachusetts

Donald Murray, Pulitzer Prize winner, Author, A Writer Teaches Writing, Learning by Teaching, and Write to Learn, Read to Write

Jayne Anne Philips, Author, Black Tickets, Fast Lanes, and Machine Dreams

Anthony Quinn, Actor

Jorge Quiroga, ’72, Reporter, WCVB-TV

Judy Reilly, Ph.D., San Diego State University and Laboratoire Langage et Cognition, Universite de Poitiers

Lois Roach, ’82, Playwright, Public Affairs Director, WBZ TV and NewsRadio 1030

Jack E. Robinson, President, Boston Chapter, NAACP

Scott Rosenberg, Screenwriter, Con Air

Esmeralda Santiago, Writer, When I Was Puerto Rican

Brenda Schick, Ph.D., Associate Professor, Speech, Language and Hearing Science, University of Colorado

Enrique Senior, Hollywood Studios and Major Media Companies Financier

Hedrick Smith, Pulitzer Prize-winning Journalist, the New York Times

Joshua Sobol, Playwright

Michael Jay Solomon, ’60, President, Warner Brothers International Television

Theodore Solotoroff, Editor of New America Review, Senior Editor of Harper & Row

Jerry Springer, TV Talk Show Host

Lesley Stahl, CBS News Correspondent, 60 Minutes

Ken Swope, Political Consultant

Evan Thomas, Assistant Managing Editor of Newsweek

Kip Tiernan, Founder of Rosie’s Place and the Greater Boston Food Bank

Tommy Tune, Actor, Choreographer

Henry Winkler, ’67, Actor/Producer

Steven Wright, ’78, Actor/Comedian

Susan Wornick, ’71, News Anchor/Reporter, WCVB-TV
Master’s Program

The Communication Sciences and Disorders master’s degree program is grounded in the premise that human communication and its disorders involve complex interactions of biological, psychological, and socio-cultural factors. The program emphasizes the scientific method in scholarship and clinical application. Diverse curricular, research, and applied opportunities assure that our graduates have the knowledge and skills to engage competently and ethically in the professional workplace. Course work explores speech, language, and hearing impairments resulting from developmental delays, the aging process, neuropathology, vocal pathology, learning disabilities, craniofacial anomalies, hearing loss, and trauma.

The master’s degree program in Communication Sciences and Disorders is fully accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA). Each student’s academic and clinical program is planned in accordance with the degree requirements of Emerson College and the academic and clinical requirements for the Certificate of Clinical Competence in Speech-Language Pathology of ASHA.

The Department of Communication Sciences and Disorders is located in a state-of-the-art academic and clinical facility on Tremont Street. Emerson’s location in Boston provides students with access to practica in a wide variety of clinical settings, and with the opportunity to work with children and adults with a range of communication disorders. Internal clinical experiences take place in the Robbins Speech, Language, and Hearing Center and its specialty and affiliated programs including: the Thayer Lindsley Family-Centered Program for hearing-impaired children; the Program for Acquired Communication Disorders; the Program for Developmental Communication Disorders; the Program for Speech Improvement; the Children’s Hospital Group Language Therapy Program; the Oral Sensory Motor Group for children with feeding and swallowing difficulties; and the New England Fluency Program. All are located in the department building. Throughout their graduate program, students work closely with the clinical faculty in performing diagnostic evaluations and in designing, implementing, and evaluating intervention programs.

After successful completion of an initial practicum at Emerson, students are assigned to work in outside facilities. The over 100 off-campus practicum sites include such institutions as the Children’s Hospital in Boston, HealthSouth Braintree Hospital and Rehabilitation Center, Eunice Kennedy Shriver Center, Franciscan Children’s Hospital, New England Rehabilitation Hospital, Boston Veterans Administration Medical Center, and numerous public school systems and early intervention programs.

Doctoral Program

The purpose of the Doctoral Program in Communication Sciences and Disorders is to develop scholars, teachers, and researchers in the area of speech-language pathology. The program is currently under departmental review and is not accepting...
new students at the time of publication. For more information, contact the Chair of the Department or Director of Graduate Studies.

**Educator Licenses**

See Educator Preparation and Licensure Programs section in the back of this catalogue.

**Admission Requirements**

Applicants must have a bachelor’s degree from an accredited college or university. Factors considered in the application review process include undergraduate grade point average, letters of recommendation, quality of the personal essay, and Graduate Record Examination scores. Although interviews are not required, applicants may meet with a faculty member for the purpose of gaining further information about the program. In-person conversations with faculty members take place principally at graduate open houses in the fall and spring, although they may take place at other times if scheduled in advance. Telephone interviews may also be scheduled.

Students in Communication Sciences and Disorders come from diverse educational backgrounds. The program accepts students who have an undergraduate degree in Communication Disorders, as well as those who do not. New graduate students without a background in Speech-Language Pathology must have completed the following undergraduate preparatory courses (or their equivalent at another institution) before entering the graduate program. If taken at Emerson during the regular academic year these preparatory courses include: CD 312 Survey of Speech Disorders; CD 234 Anatomy and Physiology of the Speech and Hearing Mechanisms; CD 467 Principles and Procedures in Audiology; CD 233 Phonetics; CD 301 Language Acquisition; and CD 403 Speech Science. To facilitate the completion of this work, students may take these courses at Emerson during the first and second summer sessions. Students who need to complete these preparatory courses in part at other institutions or at Emerson during the summer and academic year are advised to contact the Graduate Program Director for course selection guidance. All of the above undergraduate courses are 4 credits at Emerson, but 3 credit equivalents taken at other institutions are permissible. Please see the descriptions for CD 312, CD 233, CD 234, CD 301, CD 403, and CD 467.

Although none of the above courses may be counted toward the 54 credits required for the master’s degree, they are applicable toward the requirements for ASHA certification. In addition, if undergraduate curricula have not provided the following course work, it too is required to fulfill the academic requirements for ASHA certification: one college-level biological science course, one college-level physical science course, one college-level course in mathematics, and one college-level course in the behavioral/social sciences.

**Degree Requirements**

Students must complete a minimum of 54 graduate credits in order to complete the degree of Master of Science in Speech. Typically, the majority of these credits are accumulated during the fall and spring semesters over a two-year period. The remaining credits are earned in summer and
intersession courses. To continue graduate study in Communication Sciences and Disorders, students must maintain a B (3.0) cumulative grade point average. A student who earns grades below B- in course work totaling 6 academic credits is automatically withdrawn from the graduate program.

When a student earns a grade below B- in any course, this course must be repeated in order to earn a grade of B- or above. If a grade below B- is earned again, the student will then have accumulated six credits of below B- and may not continue in the program (per above).

The above criteria also apply to course work taken at another institution after matriculating as a graduate student, should this be necessary. However, any course work taken at another institution after a student has matriculated as a graduate student must be approved in writing by the Graduate Program Director prior to enrolling in any such course(s).

A student must maintain a grade of B or better in clinical practicum. A student who earns grades of B- in any two semesters of clinical practicum is automatically withdrawn from the program. Students who earn a B- for practicum taken within an on-site clinic are required to repeat an in-house practicum. Similarly, a student who earns a B- in an outside placement will be required to repeat that clinical placement with a similar clinical population either in-house or in an outside placement. Students will lose their eligibility for a community clinical placement if their GPA drops below 3.0. Clinical hours for which students earn a grade of B- or below may be counted toward the ASHA clinical requirements. However, these practicum credits do not count toward the degree. A student who earns a B- or below in Clinical Practicum will be evaluated regarding his or her ability to progress to more advanced clinical opportunities. In any semester during which a student has more than one clinical assignment and there is a difference in the grade earned between sites, the above criteria apply with respect to counting ASHA clock hours. As with all other required courses, if a student earns a C+ or below in any of the Clinical Methods courses, he or she must repeat this course.

**General Requirements**

- Successful completion of appropriate course work and clinical practicum to meet the current academic and clinical requirements of ASHA for the Certificate of Clinical Competence in Speech-Language Pathology.

- Enrollment in clinical practicum until all clinical requirements have been met. However, only 9 practicum credits (5 in Clinical Practicum and 4 in Clinical Methods) may be counted toward the 54 credits required for the degree. Clinical Methods courses (CD 601, CD 602, CD 603, and CD 604) are taken concurrently with Clinical Practicum (CD 605) placements and are designed to parallel and support students’ development as clinicians.

• Successful completion of any three one-credit seminars. The current graduate curriculum includes these seminars in order to assure that students achieve the fullest possible exposure to the areas encompassed by the Scope of Practice in Speech-Language Pathology. Specific seminars are scheduled as needed during Winter and Spring Intersessions. As a consequence, students should plan their personal schedules with the awareness that completion of the degree requires completion of one-credit seminars outside the regular fall and spring semesters and summer sessions.

• Successful completion of a written comprehensive examination in communication disorders. This examination is administered twice per year.

• Compilation of a portfolio reflecting the integration of academic and clinical work.

Courses of Study

Graduate Courses

CD 600
Introduction to Clinical Methods
1 credit, non-tuition
This required course introduces clinical practice to graduate students who enter the program from undergraduate fields other than Communication Disorders. Through required class discussion, observations of clinical work, and clinical practice, students begin to understand the dynamic interaction between clients and clinicians. Students will learn about a variety of communication disorders and treatment approaches.

Students continue to accrue observation hours as required. This credit does not count toward the 54 credits required for the degree. Performance is recorded as Pass or Fail. (Fall)

CD 601
Clinical Methods I
1 credit
Following the completion of prerequisite coursework and observation hours, students are taught assessment procedures, treatment strategies, and clinical writing skills. The course covers policies and procedures required for on-campus clinical performance as part of pediatric group treatment experiences and/or individual treatment for persons of all ages. (Fall, Spring)

CD 602
Clinical Methods II
1 credit
The focus of this course is assessment, intervention, documentation, and legislation related to work with school-aged children. (Spring)

CD 603
Clinical Methods III
1 credit
This course addresses assessment, intervention, and legislation related to provision of service to adult clients. (Fall)

CD 604
Clinical Methods IV
1 credit
The focus of this course is professional issues and the transition into professional practice. (Spring)
CD 605
Clinical Practicum
1 credit
As students progress through the program, they will be assigned to a variety of clinical opportunities both on- and off-campus. Students enroll in CD 605 for a minimum of five semesters. (Fall, Spring)

CD 609
Research and Statistical Methods
3 credits
This course is designed to clarify the philosophical and logical foundations of scientific reasoning based on the principles of empiricism, operationism, causality, and probability theory. Students will learn about the principles underlying quantitative and qualitative research designs and the types of statistical methods appropriate for the analysis of different kinds of data. Projects are incorporated that facilitate skillful reading and comprehension of scientific literature and the ability to formulate a well-founded research proposal. (Fall, Spring)

CD 611
Principles of Assessment and Diagnosis
3 credits
Designed as a capstone course, this course aims to integrate knowledge relevant to normal and disordered speech and language through application to the assessment and diagnosis of unique clinical problems. Diagnosis of speech and language disorders is approached as a problem-solving activity based on the scientific method and case study analysis. A framework for organizing relevant knowledge is used, which includes a lifespan perspective, diverse causal factors, and varied multicultural influences. (Fall)

CD 623
Fluency Disorders
3 credits
A study of the more widely recognized theoretical and therapeutic points of view toward stuttering and related timing disorders of the speech production mechanism, this course provides a review of contemporary literature pertinent to the onset, development, persistence, and clinical management of the problem. (Fall, Spring)

CD 635
Disorders of Phonology and Articulation
3 credits
This course presents a survey of theoretical perspectives in phonological development and practical views of the etiology, assessment, and treatment of disorders of articulation and phonology. Course material is presented in relation to traditional and current approaches to clinical intervention and research in select areas. Students examine relationships between phonology, language, and literacy development. (Fall, Spring)

CD 641
Swallowing and Swallowing Disorders
3 credits
As a survey of the swallowing and swallowing disorders that occur from infancy through adulthood and old age, this course addresses feeding and swallowing mechanisms and processes as well as current assessment procedures and management options. (Fall, Spring)
CD 645
Language and Literacy Disabilities of School-Age Students
3 credits
This course focuses on the roles of language in learning and the consequent effects on school performance of language and communication disabilities. The course addresses the characteristics of language disabilities in school-age children and adolescents and specifies interventions useful in treating and educating these students in both individual and classroom approaches. A lifespan approach is used in addressing oral and written language disabilities in the context of psychosocial and cognitive development. Models for educating students with language and learning disabilities are reviewed. (Spring)

CD 650
Disorders of Motor Speech Production
3 credits
Students learn the etiology, assessment, diagnosis, and principles of rehabilitation of speech production disorders in individuals with acquired neuropathologies. Information is presented in the context of speech production theory and (where appropriate) of the neurological disease of which the speech disorder is a symptom. (Fall, Spring)

CD 651
Seminar on Autism and Pervasive Developmental Disorders
1 credit
The purpose of this seminar is to provide a framework for determining appropriate speech and language assessment techniques, therapeutic objectives, and intervention strategies for children with autism and pervasive developmental disorders. The seminar includes a review of current perspectives on differential diagnosis, etiology, and the core challenges faced by this population of children at various stages in development. The unique learning style characteristics of children with autism and pervasive developmental disorders is reviewed along with appropriate intervention/educational models and tenets of “recommended practice.” (Winter or Spring Intersession as needed)

CD 652
Seminar on Craniofacial Anomalies
1 credit
Subjects pertaining to failures in craniofacial growth and development are covered. Speech-language disorders associated with cleft lip and palate, dental malocclusions, and neuromuscular dysfunctions of the head and face are reviewed. Current etiological, developmental, and habilitative problems are considered. The role of speech-language pathologists in diagnosis and treatment within interdisciplinary models of case management is emphasized. (Winter or Spring Intersession as needed)

CD 653
Seminar on Counseling and Family Systems
1 credit
This seminar provides a survey of approaches to counseling with emphasis on application of counseling theories to persons with communication disorders and their families, and includes an exploration of strategies for assessing and working with the family system. (Winter or Spring Intersession as needed)
CD 654
Seminar on Early Intervention
1 credit
This seminar provides graduate students with an opportunity to study and discuss issues that affect service delivery in an early intervention context. Emphasis is placed on understanding the service delivery system, its consumers, and their special needs. In addition, the speech-language pathologist’s role as a clinician providing direct assessment and treatment services as a team member and as an advocate for children and their families is integrated into each topic area. (Winter or Spring Intersession as needed)

CD 655
Seminar on Diversity
1 credit
This seminar enables speech-language pathology graduate students to begin the process of becoming culturally competent. This process includes understanding cultural bias and prejudice from personal and organizational perspectives. Through review and discussion of current research and clinical literature, students also have the opportunity to investigate how cultural, linguistic, and economic diversity influences both assessment and intervention perspectives and approaches. (Winter or Spring Intersession as needed)

CD 659
Special Topic Seminars
1 credit
A range of current topics in the field will be selected and scheduled. (Winter or Spring Intersession as needed)

CD 666
Continuing Student Status
1 credit
Students who have completed all clinical and academic requirements for the degree except for the comprehensive examination must register for 1 credit of CD 666 Continuing Student Status in order to be graduated.

CD 675
Interdisciplinary Management of Children with Disabilities
3 credits
This course examines the roles of interdisciplinary team members and the clinical information necessary for speech-language pathologists and other team members in case processing. The class meets at Children's Hospital in conjunction with the University Affiliated Program training program. (Prerequisite: Permission of Instructor.) (Semester varies)

CD 676
Developmental Disabilities: Values, Policy, and Change
3 credits
The course focuses on the community, system, and leadership components of developmental disabilities and is based on values and enhancing the quality of life of individuals with disabilities. The course is designed for students interested in service delivery, policy development, and leadership in the field of developmental disabilities. Issues of systems change and policy implications are stressed while maintaining an understanding of disabilities from both the person's and family's perspectives. The class meets at Children's Hospital in
conjunction with the University Affiliated Program training program. (Prerequisite: Permission of Instructor.) (Semester varies)

**CD 677**  
**Voice Disorders**  
**3 credits**  
This course addresses the characteristics, etiology, and clinical management of voice disorders and associated pathological conditions in both children and adults. Neuroanatomy and neurophysiology of voice and speech production are reviewed. Multicultural issues related to course content are discussed. Instrumentation used clinically and in research is described. (Fall, Spring)

**CD 681**  
**Topics in Speech-Language Pathology**  
**3 credits**  
Focus on topics in the field such as current theoretical perspectives, unique pathologies, or in-depth discussions of methodological issues. (Semester varies)

**CD 682**  
**Foundations of Language Acquisition**  
**3 credits**  
This course surveys language learning and its neuropsychological underpinnings. Current theoretical perspectives are introduced and analyzed with respect to their clinical and educational implications. Selected methods for evaluating developing language are also reviewed, with special emphasis on the influence of cultural and linguistic diversity on language learning outcomes. (Fall)

**CD 684**  
**Augmentative and Alternative Communication (AAC)**  
**3 credits**  
This course is an introduction to the clinical considerations involved in the identification of candidacy for augmentative communication strategies, including domains of AAC assessment across disciplines and selection of AAC strategies as part of a total communication approach. Students become familiar with assessment and intervention considerations with persons who are non-speaking, and develop an understanding of population characteristics, evaluation considerations, and feature matching within each domain/discipline, and within varied intervention techniques. (Spring)

**CD 686**  
**Language Disorders through the Preschool Years**  
**3 credits**  
Current perspectives in defining, assessing, and intervening with children with language disturbances from infancy through the preschool years are discussed. In addition, issues surrounding older individuals with language functioning in the preschool developmental age range are described. Particular attention is given to assessment and intervention techniques for children and individuals at pre-linguistic, emerging language, and conversational language levels. Additional considerations include multicultural issues, working with caregivers and peers, non-speech communication alternatives, and the diverse roles played by speech-language pathologists. (Fall, Spring)
CD 689
Audiological Assessment and Rehabilitation
3 credits
This course provides students with audiological information relevant to the scope of practice for speech-language pathologists. Basic testing and screening techniques, interpretation of audiometric results, and habilitative and rehabilitative methods are discussed with reference to the current literature. (Spring)

CD 690
Aphasia
3 credits
Pathophysiology and epidemiology of aphasia, its nature, assessment, and diagnostic procedures, and approaches to intervention, are presented. Issues surrounding recovery and prognosis, and treatment efficacy and outcome are also included. All areas are presented with reference to the current literature in the field and to its clinical application. (Fall, Spring)

CD 692
Cognitive Communicative Disorders
3 credits
Communication disorders consequent to dementing processes, closed head injury, and damage to the right cerebral hemisphere are covered. Pathology, assessment, differential diagnosis, and treatment are addressed with reference to the current literature. (Semester varies)

CD 698
Independent Study in Speech-Language Pathology
1 - 3 credits
Independent work in Communication Sciences and Disorders includes, but is not limited to: readings and a critical review of the literature in a particular area; and a small data-based study or project resulting in a diagnostic protocol, treatment program, or videotape. An Independent Study is carried out with the permission and supervision of one faculty member. This independent project can substitute for 1 to 3 of the seminars. (Prerequisite: Permission of Instructor.)

CD 699
Master's Thesis
1-3 credits
The Master's Thesis involves an investigative treatment of a problem in speech, language, voice, hearing, or swallowing. The student must defend the thesis in an oral examination administered by the Thesis Committee. Students who complete the Master's Thesis are exempted from taking the comprehensive exam. Performance is recorded as Pass or Fail.

The following undergraduate courses are provided for graduate students who need to fulfill program prerequisite courses. These courses may not be applied toward the 54 credits required for the Master's degree. See Admission Requirements section.
CD 233
Phonetics
4 credits
Students study clinical phonetics including an overview of linguistic phonetics, speech production, and acoustic phonetics. Students learn the discrimination skills needed to analyze and transcribe speech sounds (vowels, diphthongs, and consonants) using the International Phonetic Alphabet (IPA). The relevance of course content to clinical and other applications is discussed as students learn the use of IPA to describe the speech of individuals with communicative impairments and different social dialects and accents. (Fall)

CD 234
Anatomy and Physiology of the Speech and Hearing Mechanisms
4 credits
Students study the structure of the biological systems that underlie speech, language, and hearing with an emphasis on the processes and neural control of respiration, phonation, resonance, and articulation. Clinical disorders are used to elucidate dysfunction of these normal processes as substrates for human communication. (Spring)

CD 301
Language Acquisition
4 credits
Students explore the theoretical and practical aspects of the language learning process and its relation to other aspects of cognitive and social development. The course includes discussion of the development of speech and language skills throughout the life span, from birth to adulthood. This course includes a required service learning component involving weekly participation in an area preschool program throughout the semester. (Spring)

CD 312
Survey of Speech Disorders
4 credits
This course provides students with a basic understanding of human communication in areas of phonology, fluency, and voice. Issues related to assessment and intervention are addressed primarily through lecture, audio-visual presentations, case studies, and class discussion. In addition, students observe diagnostic and therapy sessions, which counts toward completion of the observations required by the American Speech-Language-Hearing Association. Students are required to abstract and integrate information from clinical observations into thoughtful, well-written clinical observation reports. (Prerequisite or concurrently: SC 234.) (Fall)

CD 403
Speech Science and Instrumentation
4 credits
This course is designed to present core concepts and terminology relating to speech processes and to examine the status of current research in select areas. Accordingly, course content includes examination of physiological, acoustic, and perceptual processes involved in speech production and perception. Material relating to instrumentation in speech science is covered, and students get exposure to laboratory instrumentation for displaying and analyzing speech signals. (Prerequisite: Phonetics, and Anatomy and Physiology of the Speech and Hearing Mechanisms.) (Spring)
CD 467
Principles and Procedures in Audiology
4 credits
Students learn detailed anatomy of the ear with an overview of the physics of sound and current medical and audiologic management of hearing loss. The course covers pure tone and speech audiometry, site-of-lesion testing, and audiogram interpretation. (Fall)

Faculty

Daniel Kempler, Chair and Professor of Communication Sciences and Disorders (2002); B.A., University of California, Berkeley; M.A., Ph.D., University of California, Los Angeles. CCC in Speech-Language Pathology, American Speech-Language-Hearing Association.

Researcher, author, lecturer, and teacher, Dr. Kempler is a specialist in acquired neurologically based communicative disorders in adults. He the author or co-author of well over 100 scholarly articles, abstracts, chapters, books, and reviews including presentations of his research at dozens of conferences nationally and internationally in the areas of aphasia, dementia, Parkinson’s disease, aging, and culturally non-biased assessments. His research has appeared in journals such as Brain and Language, Aphasiology, Journal of the International Neuropsychological Society, Neuropsychology, Neuropsychiatry and Behavioral Neurology, Archives of Neurology, and Journal of Speech and Hearing Research.

Cynthia L. Bartlett, Graduate Program Director and Associate Professor of Communication Sciences and Disorders; Coordinator for Educator Preparation (1985); A.B., M.A., Indiana University; Ph.D., University of Pittsburgh. CCC in Speech-Language Pathology, American Speech-Language-Hearing Association.

Teacher, lecturer, author, researcher, and specialist in adult neurogenic communicative disorders, Dr. Bartlett has authored or co-authored articles in Brain and Language, Aphasiology, and the Journal of Speech Language Pathology and Audiology, as well as several book chapters. More than 15 years of hospital and medical center clinical experience provide the impetus for her ongoing interests in speech, language, and communicative difficulties in adults with acquired brain damage.

Dorothy M. Aram, Professor of Communication Sciences and Disorders (1992); B.S., M.A., Northwestern University; Ph.D., Case Western Reserve University. CCC in Speech-Language Pathology and Fellow of the American Speech-Language-Hearing Association.

Dr. Aram is a specialist in developmental and acquired language disorders in children. She has received federal funding for her research for many years and is the author or co-author of over 75 scientific articles and book chapters. She has co-authored (with J.E. Nation) two textbooks: Diagnosis of Speech and Language Disorders, and Child Language Disorders. An experienced clinician, Dr. Aram’s career includes over 15 years of involvement in clinical work, predominantly in medical settings.
Amit Bajaj, Assistant Professor of Communication Sciences and Disorders (2001); B.A., M.A., University of Delhi, India; Ph.D., Wichita State University. CCC in Speech-Language Pathology, American Speech-Language-Hearing Association.

Teacher, researcher, and author, Dr. Bajaj’s areas of expertise are fluency disorders and speech science. He has published in the area of fluency disorders in the *Journal of Fluency Disorders* and *Proceedings of the fifth Oxford Dysfluenzy Conference*, and in the area of epistemological beliefs in the *Journal of Educational Psychology*. He has presented papers at national and international venues in areas that include fluency disorders, multicultural issues, and use of technology.

Anthony S. Bashir, Coordinator of Academic Support Services and Disability Services, Professor of Communication Sciences and Disorders (1983); B.S., M.S., Ph.D., Northwestern University. CCC in Speech-Language Pathology and Fellow of the American Speech-Language-Hearing Association.

Dr. Bashir is a teacher, lecturer, and author in the areas of Learning Disabilities and Language Disorders. He has also been chairperson of the ASHA Joint Committee on Learning Disabilities, and is the author of numerous articles.

Laura Glufling-Tham, Clinical Instructor in Communication Sciences and Disorders (1997); B.S., M.S., Northeastern University. CCC in Speech-Language Pathology, American Speech-Language-Hearing Association.

An experienced clinical supervisor and teacher, Ms. Glufling-Tham has many years of clinical experience working with adults with cognitive-communicative disorders including aphasia, apraxia of speech, dysarthria, cognitive-linguistic impairments, and dysphagia.

Jacqueline Weis Liebergott, President of Emerson College and Professor of Communication Sciences and Disorders (1970); B.A., University of Maryland; M.S., Ph.D., University of Pittsburgh. CCC in Speech-Language Pathology, American Speech-Language-Hearing Association.

Dr. Liebergott has extensive experience in the field of language disorders in children. Her research has included a longitudinal investigation of full-term and at-risk infants, and a follow-up study of the relationship between early language development and academic success in normal and at-risk children.

Shelley Lipschultz, Clinical Instructor in Communication Sciences and Disorders (1982); B.S., University of Maryland; M.S., University of Wisconsin-Madison. CCC in Speech-Language Pathology, American Speech-Language-Hearing Association.

Clinical supervisor, teacher, and consultant in speech-language disorders, Ms. Lipschultz has developed videotapes and test protocols for the informal assessment of cognitive and language abilities of young children, developmentally delayed adults, and non-speaking persons.
David M. Luterman, Professor Emeritus of Communication Sciences and Disorders (1960); Founding Director of the Thayer Lindsey Family-Centered Program for Hearing-Impaired Children (1960); B.A., Brooklyn College; M.S., D.Ed., Pennsylvania State University. CCC in Audiology and Fellow of the American Speech-Language-Hearing Association.

Dr. Luterman is a well-known teacher, researcher, author, consultant, and lecturer. He is a specialist in the hearing-impaired and in counseling. His books include Counseling the Communicatively Disordered and their Families, Deafness in Perspective, Deafness in the Family, When your Child is Deaf, In the Shadows: Living and Coping with a Loved One’s Chronic Illness, The Young Deaf Child, and Early Childhood Deafness (with Ellen Kurtzer-White). Dr. Luterman has presented many lectures and symposia around the world.

David Lowell Maxwell, Professor of Communication Sciences and Disorders (1966); B.S., M.S., Ph.D., Southern Illinois University. CCC in Speech-Language Pathology, American Speech-Language-Hearing Association.

Teacher, researcher, consultant, and lecturer, with expertise in stuttering, orofacial malformations, and neurogenic disorders of speech and language, Dr. Maxwell has held appointments and consultancies at Boston University Medical School, Tufts New England Medical School, Eunice Kennedy Shriver Center, Massachusetts General Hospital, Douglas Thom Clinic, and numerous public schools and rehabilitation agencies throughout New England. He is the co-author (with Dr. Eiki Satake) of Research and Statistical Methods in Communication Disorders, and Theory of Probability for Clinical Diagnostic Testing. His current research interests are the role of temporal information processing in speech and language, working memory operations in oral language, and the use of probability statistics to improve the accuracy of diagnostic testing.

Betsy C. Micucci, Clinical Instructor in Communication Sciences and Disorders and Director of Clinical Programs (1990); B.A., George Washington University; M.S., Sp., Emerson College. CCC in Speech-Language Pathology, American Speech-Language-Hearing Association.

Clinical supervisor, teacher, consultant, and early-intervention specialist, Ms. Micucci coordinates the early intervention curriculum that prepares students for early intervention certification. Ms. Micucci was Associate Director and Speech-Language Pathology Department Head at the Eunice Kennedy Shriver Center University Affiliated Program in Waltham, Massachusetts, prior to coming to Emerson College.

Mark Parker, Assistant Professor of Communication Sciences and Disorders (2005); B.A., San Diego State University; M.S., Portland State University; Ph.D., Louisiana State University Health Sciences Center.
Audiologic researcher, lecturer, and specialist in the application of stem cell technology to the treatment of hearing loss, Dr. Parker has published in the *Journal of Neuroscience Research* and *Audiology and Neuro-Otology*. Most recently, he has held the position of Research Fellow in the Department of Otology & Laryngology at Harvard Medical School, and at the Children’s Hospital’s Laboratory of Cellular and Molecular Hearing Research.

**Marie-Kay Rimshaw**, **Clinical Instructor in Communication Sciences and Disorders** (1998); B.S., M.S., University of WisconsinStevens Point. CCC in Speech-Language Pathology, American Speech-Language-Hearing Association.

Clinical supervisor, consultant, and teacher, Ms. Rimshaw has developed residential communication programs for adults with Alzheimer’s Disease, and she specializes in child language disorders. Ms. Rimshaw has provided clinical instruction and supervision for graduate students in the Midwest, and prior to joining the Emerson faculty, was the manager of the HealthSouth Braintree Rehab Network Clinic at Chestnut Hill, MA.

**Sandra Cohn Thau**, **Director of Clinical Education and Program Director for Teacher Education** (1985); B.A., M.A., Northwestern University. CCC in Speech-Language Pathology, American Speech-Language-Hearing Association.

Clinical supervisor, teacher, and consultant in speech-language disorders, Ms. Thau was the former coordinator of student training and the Rehabilitation Coordinator at the Kennedy Memorial Hospital (now Franciscan Children’s Hospital) in Boston.

**Krista M. Wilkinson**, **Associate Professor of Communication Sciences and Disorders** (1999); B.A., Brown University; M.A., Ph.D., Georgia State University.

Researcher, teacher, author, and lecturer, Dr. Wilkinson has authored or co-authored over 20 articles in such publications as *Journal of Speech and Hearing Research, Augmentative and Alternative Communication, American Journal on Mental Retardation, Journal of Child Language*, and *Journal of Experimental Child Psychology*. Dr. Wilkinson has lectured extensively to professional organizations and has served as instructor for an ASHA online professional development workshop. Her federally funded research interests are in the area of language acquisition and use in typically and non-typically developing children, including mechanisms of vocabulary acquisition, referential use, and gender differences in the use of language among youths with mental retardation. Dr. Wilkinson also retains an affiliation with the Eunice Kennedy Shriver Center.
The graduate program in Journalism prepares students to be thoughtful, ethical, and informed news professionals. The program focuses on the professional skills needed to practice quality journalism in the increasingly cross-media environment of news, and on the critical skills needed to assess the news profession. It includes both classroom training and opportunities for field experiences through internships and applied projects. The curriculum provides students with theoretical and applied foundations in the areas of writing, reporting, editing, and research in journalism, and is enhanced by courses in law and ethics, new media, and the business aspects of journalism.

All students in the program enroll in a convergence-centered core curriculum that requires students to conceive, report, and write stories for delivery across multiple news media. After completing this common, cross-media experience in their first semester, students enroll in courses that enable them to acquire a “key competency” – a professional foundation – in either print and multimedia journalism or broadcast journalism. Through elective offerings, they can also develop further skills in either producing the news for other media or in building expertise in specialized areas of journalistic interest such as public affairs reporting, business reporting, and cultural affairs reporting. Hands-on work in the classroom is complemented by internships in the field and applied projects, and is grounded in and informed by courses that explore the history and theory of journalism.

Most students end their studies by participating in a rigorous, portfolio-based culminating course that requires the completion of a body of work of professional quality. Students can request permission to substitute a thesis or long-form project for this culminating course.

The master’s degree in journalism at Emerson College is demanding. Each course may require 10 to 15 hours of homework outside of class each week. Students enrolling in three courses (or two courses totaling 12 credits their first semester) are urged to limit outside work commitments to no more than 25 hours a week and to set aside at least a day during conventional working hours for interviewing and research that is integral to completing assignments. All students are expected to enter the program with a firm grasp of written and spoken English. Students also may be required by instructors to seek weekly individualized tutoring or support sessions.

Admission Requirements
Applicants must meet the College’s admissions standards.

Degree Requirements
The Master of Arts degree in Journalism requires the completion of 44 credit hours, including a 4-credit culminating course or 4 credit hours for the master’s project or master’s thesis. Students must be in good academic standing to graduate (see Standards of Work in Degree Requirements and Standards section of catalog).
Core Requirements (20 credits)*

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>JR 600</td>
<td>Writing and Reporting Across the News Media</td>
<td>8</td>
</tr>
<tr>
<td>JR 601</td>
<td>News and Society</td>
<td>4</td>
</tr>
<tr>
<td>JR 604</td>
<td>Journalism Law and Ethics</td>
<td>4</td>
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<tr>
<td>JR 606</td>
<td>News Communication Theory and Research Methods</td>
<td>4</td>
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</table>

Students must complete JR 601 to enroll in JR 606.

*Students with an undergraduate degree in Journalism may be eligible to waive JR 600 or JR 604 and substitute an elective course(s) if they completed equivalent undergraduate courses within the last 5 years with a grade of B or better. Students who believe they are eligible for a waiver(s) should see the Graduate Program Director in Journalism.

Key Competencies (8 credits)

### Broadcast Journalism

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>JR 611</td>
<td>Television News Producing</td>
<td>4</td>
</tr>
<tr>
<td>JR 613</td>
<td>Electronic News Gathering / Reporting</td>
<td>4</td>
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### Print and Multimedia Journalism

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<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>JR 610</td>
<td>Advanced Print and Multimedia Reporting</td>
<td>4</td>
</tr>
<tr>
<td>JR 608</td>
<td>Interactive News</td>
<td>4</td>
</tr>
<tr>
<td>JR 640</td>
<td>News Editing and Page Design</td>
<td>4</td>
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and either:

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<th>Credits</th>
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<tbody>
<tr>
<td>JR 611</td>
<td>TV News Producing</td>
<td>4</td>
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<tr>
<td>JR 613</td>
<td>Electronic News Gathering</td>
<td>4</td>
</tr>
<tr>
<td>JR 640</td>
<td>News Editing and Page Design</td>
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### Electives (12 credits)

Students can choose a mix of elective courses from three areas. Conceptual electives provide an analytical and/or theoretical perspective on the news media. Cross-media electives require only that students have successfully completed JR 600. In some (but not all) of these classes students can prepare assignments for more than one medium. Advanced electives require students to complete additional prerequisites before they can enroll.

Courses from other departments may also be selected with the approval of the Graduate Program Director in Journalism.

#### Conceptual electives

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>JR 555</td>
<td>Reporting Issues of Cultural Diversity</td>
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<tr>
<td>JR 570</td>
<td>Global Journalism</td>
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<tr>
<td>JR 571</td>
<td>Newsroom Management</td>
</tr>
<tr>
<td>JR 574</td>
<td>The Press and Propaganda</td>
</tr>
<tr>
<td>JR 694</td>
<td>Journalism Topics</td>
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</table>

#### Cross-media electives

(JR 600 is the only prerequisite for these classes.)

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>JR 595</td>
<td>Multimedia Journalism Practicum</td>
</tr>
<tr>
<td>JR 608</td>
<td>Interactive News</td>
</tr>
<tr>
<td>JR 610</td>
<td>Advanced Print and Multimedia Reporting</td>
</tr>
<tr>
<td>JR 611</td>
<td>TV News Producing</td>
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<td>JR 613</td>
<td>Electronic News Gathering</td>
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<td>JR 640</td>
<td>News Editing and Page Design</td>
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<td>JR 660</td>
<td>Feature Writing</td>
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<td>JR 664</td>
<td>Specialized Reporting</td>
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<tr>
<td>JR 690</td>
<td>Internship</td>
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<tr>
<td>JR 695</td>
<td>Directed Projects</td>
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</table>
Electives
(note prerequisites before registering)

JR 561  TV News Magazine and Documentary
Students must first complete JR 611 or JR 613 or get the Instructor’s permission.

JR 562  The Magazine
Students must first complete JR 660 or get the Instructor’s permission.

JR 590  Online Publishing
Participants must first complete JR 608.

JR 691  Broadcast Practicum
Students must complete the broadcast key competency to enroll. Can be used as a culminating course.

JR 692  Print & Multimedia Practicum
Students must first complete either JR 610 or JR 613. Students taking the course as their culminating experience must first complete a key competency.

Culminating Experience (4 credits)
Students are strongly encouraged to enroll in one of two portfolio-based courses as the culminating experience of their master’s program at Emerson. Students who wish instead to complete a master’s project or thesis can do so with the approval of the Graduate Program Director.

Participants in a culminating course must:
1) Make clear at the outset of the course that they are participating in it as their portfolio experience.
2) Retain and organize the body of their finished work, either in a bound portfolio, a CD-ROM, or an audio or video tape.
3) Defend two pieces of this work before a panel of faculty on a specified portfolio review day.
4) Provide an essay for their portfolio review committee explaining their choice of the two pieces and analyzing the nature and quality of their work during the course of the semester. This analysis will include a brief case study explaining a challenge the student met during the semester and how it was met.

Courses of Study

Graduate Courses

JR 600  Writing & Reporting Across the News Media
8 credits
This course introduces students to the reporting and writing skills reporters need to cover stories for a variety of news media. During the first half of the semester, students will learn to write for the ear, to frame stories so that their focus is sharp and their scope manageable, and to background stories so that they are written with a sense of authority and context. During the second half of the semester, students will focus on writing for print media and the differences between print and the Web. Students will apply and build on newly learned reporting skills, including interviewing and the interpretation of statistical data. The student’s writing, however, will focus
on newspaper and Web formats. As a final project, students work in teams to research and produce a multimedia project. During the first half of the semester, students participate in a lab at WERS radio. During the second half, they participate in a lab that teaches them how to produce news for the Web. (Fall, Spring)

**JR 601**  
**News and Society**  
*4 credits*  
This seminar focuses on the history and principles of journalism. It traces the roots of journalism back to Gutenberg, the colonies, industrialization, and “yellow journalism,” and follows the history of journalism up to today’s revolutionary new media. The course views critically the political, economic, social, legal, and ethical dimensions of the mass news media, and gives students the context from which they can view the profession, its standards, and its practices. (Fall)

**JR 604**  
**Journalism Law and Ethics**  
*4 credits*  
A critical examination of the American legal system and its relationship with the press. The course will focus on laws that govern the role of journalists in U.S. society and also will touch on the ethical issues journalists must confront even when they are operating within the law. Students will learn how to conduct research within the legal system. (Fall)

**JR 606**  
**News Communication Theory and Research Methods**  
*4 credits*  
A review of the communication theories used in the analysis of news dissemination processes and the performance and role of journalists in a contemporary society. Also, a review of the qualitative and quantitative research methodologies used to assess media and media messages as well as their impact on news consumers. (Prerequisite: JR 601.) (Fall, Spring)

**JR 608**  
**Interactive News**  
*4 credits*  
This course introduces graduate students to reporting, writing, and designing online news. In the first half of the semester, students analyze “best practices” of online news publications and build their own Web pages to report their findings. In the second half, they work in teams to define one or more “section” topics for their own publication, write stories to fit that model, and build one or more prototype sites. (Prerequisite: JR 600.) (Spring)

**JR 610**  
**Advanced Print and Multimedia Reporting**  
*4 credits*  
Students cover a geographic beat in the city of Boston, developing, reporting, and writing stories for community newspapers and Emerson’s Journalism Students’ Online News Service. Class time is spent critiquing student work, discussing reporting and writing techniques, and reporting and writing stories in the city on deadline. (Prerequisite: JR 600 or Permission of Instructor.) (Spring)
JR 611
Television News Producing
4 credits
This is a lab course designed to give students the real-time experience of a television news operation. Students put together a 15-minute newscast each class, rotating through all the jobs necessary to put a newscast on the air. They learn how to write scripts, edit video to tell a story, organize a newscast rundown, and coordinate elements for effective storytelling. Students also learn to work together as a broadcast news team. (Prerequisite: JR 600 or Permission of Instructor.) (Spring)

JR 613
Electronic News Gathering/Reporting
4 credits
Working in the field, students research, shoot, write, and edit television news stories. Special emphasis is placed on developing reporting and interviewing skills, visual acuity, writing for the eye and ear, and general TV performance abilities. Students also learn the technical aspects of ENG shooting and reporting. (Prerequisite: JR 600 or Permission of Instructor.) (Spring)

JR 640
News Editing and Page Design
4 credits
Students develop the skills to sharpen and focus stories and story content, to write headlines that accurately summarize the news, and to design pages, both in print and online, that inform and engage readers. (Prerequisite: JR 600 or permission of Instructor.) (Fall)

JR 660
Feature Writing
4 credits
From the personal essay to the dramatic narrative, students research, organize, write, and market feature articles for publication in newspapers and magazines. The course emphasizes techniques for finding and focusing stories, interviewing in-depth, observation, and storytelling. Students analyze and apply a variety of approaches. (Prerequisite: JR 600 or permission of Instructor.) (Spring)

JR 664
Specialized Reporting
4 credits
Print and broadcast students will be able to enroll in a variety of specialized and beat-reporting classes such as sports reporting, investigative reporting, cultural affairs reporting, science and health reporting, political reporting, and business reporting. (Prerequisite: JR 600.) (Fall)

JR 690
Internship
2 - 4 credits
Hands-on field experience at a broadcast station, newspaper, magazine, online publication, or other media company. All students must participate in a mandatory internship orientation the semester before the internship. This is through the Career Services Office. (Fall, Spring)
JR 691
Broadcast Journalism Practicum
4 credits
Students in this advanced course research, report and shoot packages, and originate and produce their own news-related shows. Students produce a resume tape in conjunction with the class. Can be taken as a capstone upon completion of broadcast key competency. (Prerequisites: JR 611 and JR 613.) (Spring)

JR 692
Print and Multimedia Practicum
4 credits
Students study a specialized area of journalism and produce a portfolio of publishable or airable work in this field. The topic varies based on the interests and expertise of the course instructor. One year, for example, the course might focus on public affairs reporting, another year on medical and science reporting, and a third year on cultural affairs reporting. What remains consistent is the depth and rigor of reporting and the quality of writing expected from participants in the class. Students will have the option of producing pieces for print, the Web, or radio. Students may take the class as a capstone if they have completed one of the key competencies. (Prerequisite: Either JR 610 or JR 613.) (Spring)

JR 694
Journalism Topics
4 credits
Topics explore various aspects of journalism theory and practice. This is reserved for courses being introduced on a one-time or developmental basis. (Prerequisite will vary with topic.) (Semester varies)

JR 695
Directed Project
4 credits
Special learning opportunities designed to allow a student to work closely with a faculty member on a creative project not realizable through existing courses. The College cannot guarantee logistical support for such projects, and equipment and facilities may need to be procured at the student’s expense. (Prerequisite: Permission of Instructor and Graduate Program Director.) (Fall, Spring)

JR 697
Directed Study
1 - 4 credits
Credits awarded to be determined in consultation with faculty Advisor and Graduate Program Director. (Fall, Spring)

JR 698
Master’s Project
4 credits
Individual project to be completed within the college semester or semesters designated by the project advisor. Students may not be registered for project credits without the consent of the Graduate Program Director. Students are encouraged to work closely with Graduate Program Director to plan project work. Students may be required to purchase electronic equipment to store project during development. Performance is recorded as Pass or Fail. (Fall, Spring)
JR 699
Master’s Thesis
4 credits
Individual conferences in thesis writing. Students may not be registered for thesis credits without the consent of the Graduate Program Director. A maximum of 4 credits may be counted toward the degree. Students are encouraged to work closely with Graduate Program Director to plan project work. Students may be required to purchase electronic storage equipment to house work. Performance is recorded as Pass or Fail. (Fall, Spring)

Joint Undergraduate/Graduate Courses

JR 555
Reporting Issues of Cultural Diversity
4 credits
This course helps future journalists learn to function and thrive in America’s culturally diverse society. Students analyze media coverage of a wide spectrum of under-represented groups, and learn to challenge stereotypes – including their own. Guest speakers, readings, and videos give insight into the realities of different groups as well as into the job of journalists trying to cover them. (Spring)

JR 561
Television News Magazine and Documentary
4 credits
This course offers a behind-the-scenes look at TV news magazines and documentaries with a focus on research, reporting, and production techniques. Students will learn how to put together longer-form stories from the initial pitch to the final product. They will discover the importance of character development and dramatic story telling. Students also examine effective management practices from controlling budgets to directing personnel. (Prerequisite: Permission of Instructor.) (Fall)

JR 562
The Magazine
4 credits
An introduction to the magazine as a journalistic form. Students originate research and write articles, and attempt to market them to professional outlets. The course also emphasizes critique of the magazine industry, from analyzing editorial decisions to understanding the importance of niche and audience. (Prerequisite: Permission of Instructor.) (Fall)

JR 570
Global Journalism
4 credits
This course helps students understand the mass media in other countries. What are they like? What are their differing philosophies? How do their practices differ? The course will examine concepts of press freedom, media conglomeration and globalization, and the use and impact of new media technologies. Students go online to communicate with other journalists around the world and to monitor international news and issues. (Fall)
Two approaches to this course are offered. In one, students focus on the range of issues faced by media managers. These include operations, personnel recruiting, training and evaluation, newsroom skills development, ratings, budget control, use of new technologies, and planning. In the other, students focus more directly on women and media management, conducting case studies and developing career strategies and leader profiles. (Fall)

The Press and Propaganda
4 credits
A history of propaganda and its relationship to journalism. The course looks at propaganda during war, in political campaigns, and in coverage of business and entertainment. (Semester varies)

Journalism Topics
4 credits
Topics explore various aspects of journalism theory and practice. This is reserved for courses being introduced on a one-time or developmental basis. (Prerequisites vary with topic.) (Semester varies)

Online Publishing
4 credits
Students choose, edit, produce, and post stories to an ongoing journalism news web site of their own design. The course wedds issues of law, ethics, content, style, depth and breadth as students grapple with ways of presenting online news in different layers, and of involving audience in interactive dialogue. Participants in the course do original reporting but also work with broadcast, print, and online students in other classes to improve their stories and to present them in a manner suitable for the Web. (Prerequisites: Graduate students enrolled in this class must first take JR 608 and either JR 610 or JR 613.) (Fall)

Broadcast Journalism Practicum
4 credits
Students are given the opportunity to develop ENG or producing skills at an advanced level with the goal of putting together a professional portfolio by semester’s end. In addition to completing a body of work, students are expected to engage in-depth research and critical analysis. (Spring)

Public Affairs Reporting
4 credits
This class exposes students to the challenges of in-depth reporting about issues of government and civic life. Students will prepare print, online, and radio news reports related to the Massachusetts state government and Boston city government for outlets throughout the state. In addition to preparing a portfolio of their work, students will keep a journal critiquing professional coverage in their area of interest, and, through readings, lectures, and field trips, gain expertise in the workings of state and city government. (Prerequisites: Permission of Instructor.) (Semester varies)
JR 595
Multimedia Journalism Practicum
4 credits
Students learn how to produce all facets of the Journalism Students’ Online News Service (JSONS). Student reporters, who use the city and the College as their news sources, write news in text form and produce audio and video news stories. Student editors process the news for the daily news site. Students work individually and in teams, utilizing state-of-the-art, Internet-ready equipment, and often operate in a “newsroom without walls” environment. (Prerequisite: JR 600.) (Summer I)

Faculty

David Overton, Acting Chair and Visiting Scholar (2003), B.S., University of Tennessee; M.A., Indiana University.

Mr. Overton has spent more than a decade of his career as a news director, leading the news departments of television stations in Dallas and Austin, Texas; Norfolk, Virginia; and Tucson, Arizona. He started his career as a reporter, first for a newspaper in Illinois and then for KGUN-TV in Tucson. He was the only broadcast reporter invited to participate in the Arizona Project, an investigation of organized crime in Arizona conducted by Investigative Reporters and Editors (IRE). Mr. Overton also has worked as a producer, executive news producer, managing editor, and assistant news director. Under Mr. Overton’s leadership in the 1990s, KXAS-TV, the NBC affiliate in Dallas, was awarded the Edward R. Murrow Award for Best Large Market Newscast and Documentary, and the Associated Press Award for its continuing coverage of the Waco standoff. During his three years as News Director of WAVY-TV in Norfolk, the station was twice selected as the Associated Press news operation of the year. His research interests include the use of propaganda during the Civil War.

Emmanuel (Manny) Paraschos, Graduate Program Director and Professor of Journalism (1988); B.J., M.A., Ph.D., University of Missouri-Columbia.

Dr. Paraschos was formerly the Dean of the European Institute for International Communication in Maastricht, the Netherlands, and Chairperson of the Journalism Department at the University of Arkansas, Little Rock. He served as a Fulbright Professor in Scandinavia where he taught at the Norwegian Institute of Journalism, and at universities in Sweden, Denmark, and Norway. He has been published in, among others, Journalism Quarterly, Journal of Communication, College Press Review, and Journalism Educator. His most recent book is Media Law and Regulation in the European Union and his most recent book chapter is “Religion and Freedom of Expression Law in the European Union,” from Religion, Law and Freedom: A Global Perspective. Since 1994, he has served as co-publisher of Media Ethics magazine. In 1995, he won Emerson’s Irma Mann Stearns Distinguished Faculty Award. His primary areas of research and expertise are media law and ethics, global journalism, print and multimedia journalism, propaganda and the press, news media and foreign policy, and the role of the press in a democratic society.
Marsha Della-Giustina, Associate Professor of Journalism (1977); B.A., Russell Sage College; M.S., Ed.D., Boston University.

Dr. Della-Giustina has had a long career as a television news producer. Among her honors are a Gracie Award, a National Commendation Award from American Women in Radio and Television, and awards from the National Education Writers Association and the National Association of Government Communicators. She has two Emmys from the National Academy of Television Arts and Sciences, a Society of Professional Journalists National Advisor Award, a Distinguished Broadcast Journalism Education Achievement Award, and a Curriculum Design Award from the Women’s Institute for Freedom of the Press. Her primary areas of interest include media management, political journalism, international affairs, and gender issues.

Janet Kolodzy, Assistant Professor of Journalism (1998); B.S.J., M.S.J., Northwestern University.

Ms. Kolodzy has been a reporter, writer, and producer, including positions as Senior Writer/Editor at CNN International, Senior Producer at CNN World Report, and Assistant State Editor at the Cleveland Plain Dealer. She was one of twelve journalists to receive a Michigan Journalism Fellowship in 1990-91 to study at the University of Michigan, where she concentrated on Eastern European history, politics, and culture. Ms. Kolodzy spent the summer of 1999 working for CNN Interactive. Her primary areas of interest are international news and the impact of convergence on broadcast journalism.

Jerry Lanson, Associate Professor of Journalism (1999); B.A., Haverford College; M.A. University of Missouri-Columbia.

A columnist and writing coach, Mr. Lanson joined the faculty at Emerson in 1999 after four years on the faculty at Syracuse University. Mr. Lanson is a former Deputy City Editor and Peninsula Bureau Chief of the San Jose Mercury News in San Jose, California. He was part of the city-desk staff awarded a Pulitzer Prize for its coverage of the Loma Prieta earthquake in 1989. He is the co-author of two textbooks, Writing and Reporting the News (2nd edition, 1993) and News In a New Century: Reporting in an Age of Converging Media (1999), and has coached editors and reporters at newspapers ranging from the Christian Science Monitor to the Boston Globe. Among his honors is a National Teaching Award from the Poynter Institute for Media Studies. His areas of interest include journalism ethics and the impact of new media on reporting and writing.

Paul Niwa, Scholar-in-Residence (2001); B.A., University of California, Riverside; M.S., Columbia University.

Mr. Niwa has launched and helped launch two international television networks, six newscasts and a streaming media newscast for NBC, CNBC, and StockHouse Media, Canada’s largest Internet company (as Senior Vice President at StockHouse, Mr. Niwa was responsible for content at the company’s eight global editorial centers). In 1999, he helped NBC create Early Today, and in 1996 he launched the award winning NBC Asia Evening News in Hong Kong. He produced
CNBC’s *Today’s Business* and the nationally syndicated newscast *This Morning’s Business*. He has won two Golden Mike awards for radio reporting and documentary.

**Melinda Robins, Associate Professor of Journalism** (1996); B.A., University of Bridgeport; M.A., University of Wisconsin-Madison; Ph.D., University of Georgia.

Dr. Robins has extensive international journalism and media experience. She has been a reporter and editor of the *New Haven Register* and the *Journal-Courier* in Connecticut. She also has served as a media consultant for the Jamaican government and a Fulbright Scholar teaching journalism in Uganda, and has done research on women journalists in Tanzania. She has conducted workshops for journalists in Tanzania, Zimbabwe, Uganda, and Tonga. Her research interests include media in developing countries, issues of representation, and gender.

**Leon Wynter, Assistant Professor of Journalism** (2003); B.A., Yale University; M.B.A., New York University.

Mr. Wynter has worked as a reporter and columnist for the *Wall Street Journal*, where he created and wrote a “Business & Race” column; as a reporter for the *Washington Post*; and a commentator and essayist for National Public Radio’s *Morning Edition* and *Marketplace*. Mr. Wynter recently published his first book, *American Skin: Pop Culture, Big Business and the End of White America*. His work also has appeared in *Black MBA Magazine*, *Newsday*, the *New York Times*, and other publications. Mr. Wynter taught journalism for five years at Baruch College in the City University of New York. He has won several awards for his work from the National Association of Black Journalists. His areas of interest include the intersection of race and marketing, creative uses of new media, and business journalism.
The Department of Marketing Communication offers Master of Arts programs in Global Marketing Communication and Advertising, Health Communication, and Integrated Marketing Communication. In each of these programs, theory and research are combined with practical applications to enhance student learning and better prepare graduates for their chosen profession.

The Global Marketing Communication and Advertising program is an intensive one-year cohort experience that prepares students for careers in marketing communication in global contexts. Graduates of this program have chosen career tracks in advertising account management, account planning and development, public relations, marketing, brand management, and e-commerce. They have worked with such companies as Arnold Worldwide, BBDO, Grey Advertising, DaimlerChrysler, Pfizer, Politzer & Haney, and Reebok. The program emphasizes cross-cultural marketing communication and sensitizes students to cultural diversity in world markets.

The Health Communication program is a degree program offered in collaboration with Tufts University School of Medicine. This program prepares students for health communication careers in for-profit and not-for-profit health care organizations, the media, and government. Graduates of this program have chosen career tracks in health care advocacy, social marketing, public relations, marketing, journalism, and research. Alumni work with such organizations as the American Heart Association, Centers for Disease Control and Prevention, Pfizer, National Institutes of Health, American Cancer Society, and Blue Cross/Blue Shield.

The Integrated Marketing Communication program prepares students for careers in marketing communication. The program encompasses advertising, public relations, direct/database marketing, sales, sales promotion/event marketing, brand management, and e-communication. Students also learn how to create, present, and execute integrated communication plans. Graduates of this program have chosen career tracks in all of the above disciplines, and have worked with such companies as Arnold Communications, Hill, Holliday Advertising Inc., Citigate Cunningham Communication (part of Incepta Group plc), Avid Technology, Smash, IBM, Saatchi and Saatchi, Compaq, Bose, the Weber Group, and New Balance.

Admission Requirements
Students in the Department of Marketing Communication come from diverse educational and professional backgrounds. The Admission Committee considers the applicant’s previous academic record, test scores, prior employment experience, recommendations, leadership experiences, and other evidence of maturity and motivation to succeed in graduate studies. Applicants should have an undergraduate grade point average of 3.0 or better, and submit scores on the Graduate Record Examination (GRE) or the Graduate Management Admission Test (GMAT).
Degree Requirements
Master of Arts degree programs in the Department of Marketing Communication require successful completion of 40 credits. Select programs may include a maximum of four credits for a thesis.

Advisors
The Graduate Program Director serves as advisor to students in each program. The graduate advisor helps students plan their courses of study based on specific program requirements.

Internships
Graduate students may participate in internship opportunities offered in Boston and other international and national locations. They may take up to a maximum of eight (8) internship credits, except in the Global Marketing Communication and Advertising and Health Communication programs. During these internships, students receive expert guidance in applying the skills, techniques, and theory learned in the classroom. Students need the permission of the Graduate Program Director and the Department Chair to register for internship credits.

Master’s Thesis
The thesis for the Master of Arts, consisting of four credits, is recommended to students planning to pursue doctoral studies. The candidate and graduate faculty members comprising the candidate’s committee jointly decide upon the thesis. The candidate, along with his/her graduate advisor or the Graduate Program Director, determines a thesis advisor in the student’s area of research. A formal prospectus must be submitted and approved by the thesis committee before the candidate may enroll for thesis credit. The thesis is optional for Master of Arts candidates. This is not an option for Global Marketing or Health Communication students.

Global Marketing Communication and Advertising
Global Marketing Communication and Advertising (GMCA) is a full-time, structured, cohort experience that prepares students to meet the marketing communication needs of a growing global community and economy. Students in this one-year program complete their coursework together, and then finish the program individually with a 200-hour internship that includes regularly scheduled contact with the faculty advisor. The program requires the successful completion of 40 credit hours as described below.

Required Courses:

Fall Term

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>GM 601</td>
<td>Marketing Management in a Global Environment</td>
<td>4</td>
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<tr>
<td>GM 603</td>
<td>Cultural Foundations of Buyer and Organizational Behavior</td>
<td>4</td>
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<tr>
<td>GM 604</td>
<td>Research Methods for Global Marketing Communication and Advertising</td>
<td>4</td>
</tr>
<tr>
<td>GM 620</td>
<td>Global Brand Management</td>
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</tbody>
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Health Communication

Health Communication is rooted firmly upon the twin foundations of communication and health, with courses offered at both Emerson College and Tufts University School of Medicine. Beyond required courses, the program’s flexibility allows students to concentrate on a variety of areas within health communication depending on their unique professional objectives.

Effective health communication is the art and technique of crafting messages that inform, influence, and motivate institutional and public audiences about important health issues. Its scope includes disease prevention, health promotion, health care policy, health related business, as well as enhancement of the quality of life and health of individuals within the community.

The Master of Arts degree in Health Communication requires successful completion of 40 credits, including 16 credits of the Emerson-Tufts core, an additional 8 credits of required courses (focusing on research and a capstone experience, the Applied Learning Experience), and 16 credits of electives (a maximum of 8 credits of elective courses may be taken at Tufts). Some courses require expertise in given areas, and students may have to complete designated preparatory classes for which no graduate credit will be received. Students should be advised that the academic calendars of the two institutions are typically not in agreement; the first day of class, holidays, course completion, and commencement are likely to be different at Tufts and Emerson.

Required Courses: Emerson College-Tufts University Core

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<tr>
<th>Course</th>
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<th>Credits</th>
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<tr>
<td>MH 614</td>
<td>Applications of Communication</td>
<td>4</td>
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<tr>
<td>MH 651</td>
<td>Media Strategies for the Health</td>
<td>4</td>
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<tr>
<td>MHTU1</td>
<td>Introduction to Clinical Medicine</td>
<td>4</td>
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<tr>
<td>MHTU2</td>
<td>Epidemiology and Biostatistics</td>
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(MHTU courses are offered through Tufts University School of Medicine. Students will register for them through Emerson College.)
Research and Capstone Requirement

MH 604  Introduction to Research
4 credits  Methods
MH 655  Applied Learning Experience for Health Communication
4 credits

The Applied Learning Experience (MH 655) is the capstone course of the program, providing students with an opportunity to practice and display the knowledge and skills acquired throughout their studies in the completion of a real-world health communication project.

Electives
Beyond the required courses (24 credits total), students may choose to organize elective courses in order to specialize in areas such as Social Marketing, Health Writing, and Health Care Organizations. The content areas and course options listed below are examples of elective specializations. A student should consult with the Graduate Program Director to choose electives that are consistent with the student’s career goals.

Social Marketing

MH 617  Consumer Behavior
MH 627  Interactive and e-Communication
MH 630  Advertising, Sales Promotion, and Publicity Management
MH 652  Social Marketing
MH 690H  Internship

Health Care Organizations

OP 640  Organizational Communication
OP 641  Leadership
OP 669  Strategic Planning and the Managerial Process
OP 688  Corporate Training and Education
MH 620  Public Relations Management
MH 690H  Internship

Health Writing

JR 602  Introduction to Print and Multimedia Journalism
JR 603  Introduction to Broadcast Journalism
JR 611  Television News Producing
JR 613  Electronic News Gathering / Reporting
JR 694  Special Topics in Journalism
MH 621  Writing for Marketing Communication
MH 690H  Internship

Tufts University
The following Health Communication courses are offered through Tufts University. This is an abridged list. Not all courses are offered each year, and for some courses there is limited enrollment. A maximum of 8 elective credits may be taken at Tufts.

MHTU  Provider-Patient Interaction
4 credits
MHTU  Introduction to Public Health
4 credits
MHTU  Communicating Risk
4 credits
MHTU  Ethics in Health Communication
2 credits
Integrated Marketing Communication

Integrated Marketing Communication (IMC) establishes a dialogue between the providers of a product or service and their respective publics or markets. Students learn how to integrate advertising, public relations, direct/database marketing, sales, sales promotion/event marketing, and e-communication. In addition, they learn to develop strategic IMC plans within the context of the overarching organization/marketing plans.

Based on their individual interests and career directions, students may also elect courses that focus on advertising or public relations within IMC.

All students will exit the program with a portfolio that demonstrates their ability to develop a comprehensive IMC plan. The final required course for IMC M.A. candidates is MH668 or a Capstone course, which provides students with an opportunity to develop such a plan and compete for the approval of an outside client organization selected by the faculty.

The program requires the successful completion of 40 credit hours from the courses described below.

**Required Courses:**
All IMC students must complete the following courses:

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MH 604</td>
<td>Introduction to Research Methods</td>
<td>4</td>
</tr>
<tr>
<td>MH 610</td>
<td>Marketing Management</td>
<td>4</td>
</tr>
<tr>
<td>MH 617</td>
<td>Consumer Behavior</td>
<td>4</td>
</tr>
<tr>
<td>MH 618</td>
<td>Introduction to Integrated Marketing Communication</td>
<td>4</td>
</tr>
<tr>
<td>MH 668</td>
<td>Capstone Course in Integrated Marketing Communication</td>
<td>4</td>
</tr>
</tbody>
</table>

**Elective Courses:**
All core requirements (except MH 668) must be completed before electives unless permission is given by the Graduate Program Director to do otherwise. IMC students may choose 5 elective courses, three of which must be chosen from among organized courses in the IMC program (including GM 612 and GM 614). MH 697 (Directed Study) and MH 690A (Internship), though not classroom courses in the IMC program, can be taken as electives for up to a maximum of 8 hours in a student’s program. The list below shows courses in the department that may be taken as electives.

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<tr>
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MHTU | Health Behavior and Health Communication | 4 credits |
MHTU | Public Health and Health Care Delivery Systems | 4 credits |
MHTU | New Technologies in Health Communication | 2 credits |
MH 612  Direct/Database Management  4 credits

GM 612  Global Public Relations  
(limited number of seats available to IMC students)  4 credits

GM 614  Global Advertising  
(limited number of seats available to IMC students)  4 credits

MH 620  Public Relations Management  4 credits

MH 621  Writing for Marketing Communication  4 credits

MH 627  Interactive and e-Communication  4 credits

MH 630  Advertising, Sales Promotion, and Publicity Management  4 credits

MH 636  Creative Thinking: Copy and Design  4 credits

MH 637  Interpersonal Communication and Sales Management  4 credits

MH 639  Communicating Brands and Brand Management  4 credits

MH 648  Media Management Strategies  4 credits

MH 649  Marketing Finance  4 credits

MH 650  Multicultural Consumer Marketing  4 credits

MH 653  Web Page Development and Management  4 credits

MH 695  Special Studies in Marketing Communication  4 credits

Courses of Study

MH 604  Introduction to Research Methods  4 credits
This course is organized around the research process whereby students learn how to formulate a research question and define a research problem, decide upon a research design, assess data collection methods, define a sampling frame, determine types of data analyses, interpret data appropriately, and prepare a research report. Topics in both qualitative and quantitative research methods will be included. In addition, students will gain an understanding of the importance of research in the development of communication strategies. (Fall, Spring)

MH 610  Marketing Management  4 credits
Marketing Management is a course that examines value creation, value delivery, and the communication of value. The marketing orientation is explored in a strategic framework. Corporate marketing planning stages are covered with consideration given to the short/long range environment in a global, inter-functional context. After completing this course, students will understand marketing as a market-oriented philosophy and value-creation function. Students must demonstrate their ability to apply marketing concepts using case studies and exercises. The relationship between Integrated Marketing Communication (IMC) and marketing will also be investigated in this course. (Fall, Spring)
MH 612
Direct/Database Marketing
4 credits
This course examines the communication, database management, and physical distribution aspects of the evolving field of direct marketing. Students learn how to mine a database, use database information for segmentation analysis, and merge external and internal database for gap analysis purposes. Students manipulate databases in traditional areas of direct marketing (e.g., catalogs, direct mail) and investigate how e-commerce has changed direct marketing from a promotional function to a field that triangulates communication, marketing, and delivery systems. Finally, students must demonstrate an ability to develop a direct marketing plan and an evaluation mechanism to measure the results of their actions. (Co-requisite: MH 610.) (Spring)

MH 614
Applications of Communication Theory to Health Communication
4 credits
Health communication is primarily concerned with the role of theory, research, and practice in health promotion, education, and delivery. Students will investigate provider-patient interaction, social support networks, health information systems, medical ethics, mass media, health policy, and health promotion and disease prevention. Students will learn about the integral nature of communication in health including: the role communication plays in shaping individuals’ social and cultural expectations and beliefs about health, how such information may influence people to think differently about health and affect behavioral change, and how communication vehicles may be used to redefine and change public policy about health and health behavior. Students can expect to learn through assigned readings, cases and projects, exams, and class interaction. (Fall)

MH 617
Consumer Behavior
4 credits
Students investigate comprehensive, multidisciplinary, and theoretical views of consumer behavior and apply these to marketing communication contexts. Integrated Marketing Communication plans require sophisticated consumer behavior analyses that facilitate segmentation, targeting, and positioning efforts. Students learn about the determinants of consumer behavior through the application of theories from disciplines such as communication, marketing, cultural anthropology, economics, sociology, and psychology. Case studies, exercises, and research will help students to understand the complexity of consumer behavior given intrapersonal, interpersonal, and situational influences. (Fall, Spring)

MH 618
Introduction to Integrated Marketing Communication
4 credits
Integrated Marketing Communication (IMC) is a cross-functional process for creating and nourishing profitable relationships with customers and publics by strategically controlling or influencing all messages sent to these groups and encouraging purposeful dialogue with
them. In this course, students learn how to integrate all of the marketing communication elements and why this integration is critical to an organization’s success. Advertising, public relations, sales promotion, event marketing, direct marketing, e-communication, and selling must be integrated to present customers and publics with a consistent message, identity, or theme, and to contribute to brand equity for an organization. Case studies and exercises will be used to help students learn how to develop consistent messages across all marketing communication elements. (Co-requisite: MH 610.) (Fall, Spring)

MH 620
Public Relations Management
4 credits
Students explore the role of public relations in the Integrated Marketing Communication mix. Students learn how to construct a public relations plan that requires them to analyze and interpret public opinion and attitudes that might impact the operations and plans of an organization, develop programs of action and communication to achieve public understanding (e.g., financial, media, or government relations), establish objectives, detail a budget, and describe evaluation techniques for measuring the impact of the public relations efforts. In this course, students are involved in developing all aspects of a plan, including constructing press releases and developing public service announcements, using case studies or field application. (Co-requisite: MH 610.) (Spring)

MH 621
Writing for Marketing Communication
4 credits
This course exposes students to a comprehensive survey of writing techniques for public relations, publicity, and public affairs activities. Students learn how to improve their writing of news releases, brochures, speeches, organizational publications (e.g., annual reports), copywriting, and public service announcements. Intensive writing exercises will be employed to help students achieve their goals. (Co-requisite: MH 610.) (Fall)

MH 627
Interactive and e-Communication
4 credits
Students learn how to communicate on the Internet and examine the differences between traditional media vehicles and the Internet within the context of strategic communication. Students explore how communication has changed given media and delivery system convergence as well as market democratization. Ethical and legal parameters of technology-based communication will also be covered in this course. (Co-requisites: MH 610, MH 618.) (Fall)

MH 630
Advertising, Sales Promotion, and Publicity Management
4 credits
Students explore the roles of advertising, sales promotion, and publicity in the Integrated Marketing Communication mix. Students learn to develop and manage advertising campaigns, including evaluation of said campaigns. In addition, students
investigate how to use sales promotion to bring about behavioral change in the contexts of consumer and trade promotion. In addition, students learn how to generate and manage publicity. Students evaluate the legal and ethical issues surrounding these marketing communication efforts. (Co-requisite: MH 610.) (Fall)

MH 636
Creative Thinking: Copy and Design
4 credits
Students learn the creative thinking skills used in the development of Integrated Marketing Communication strategies, with a particular emphasis on copywriting, design, and layout. Students are required to demonstrate these skills through course projects. (Co-requisites: MH 610, MH 618.) (Spring)

MH 637
Interpersonal Communication and Sales Management
4 credits
An examination of interpersonal communication within the context of sales management, focusing on the individual, group, and relational dynamics related to the recruitment, selection, hiring, training, motivating, compensating, and evaluating of sales forces, and the cultivation and maintenance of customer relationships by sales officers. The contribution of selling and the sales forces to an organization’s integrated marketing communication strategy is highlighted. (Co-requisite: MH 610.) (Fall)

MH 639
Communicating Brands and Brand Management
4 credits
This course stresses the importance of the role of the brand in Integrated Marketing Communication strategies. Students will learn about why brands are important, what they represent to consumers, and what should be done by organizations to manage them properly. Students will learn how brand equity can be created, how to measure brand equity, and how to use brand equity to expand global business opportunities. Students will learn through exams, a brand simulation, readings, and class discussions. (Co-requisites: MH 610, MH 617, MH 618.) (Fall, Spring)

MH 648
Media Management Strategies
4 credits
Success of an integrated communication program depends on effective management of both media choices and timing of placements. Students first learn about fundamental concepts in media planning such as gross rating points and effective reach. They then use software that allows them to see the effects of different media plans in operationalizing a media strategy. Opportunities for building corporate and brand relationships with different media vehicles are also discussed. (Fall)

MH 649
Marketing Finance
4 credits
An important function of the integrated marketing communication manager is being able to optimize investments across different aspects of “the marketing mix”
and “the communication mix.” This class reviews fundamental tools of analysis used by marketing and communication managers, such as budgeting, forecasting demand, market and segmentation analysis, return-on-investment valuations, media expenditure planning, expense auditing, and evaluation of marketing communication efforts. The class will use a variety of techniques, including exercises, cases, and readings to provide students with exposure to the concepts and practice in applying them. (Spring)

MH 650
Multicultural Consumer Marketing
4 credits
This course emphasizes the use of multicultural marketing strategy and tactics in building relationships with consumers in American subcultures. Multicultural marketing communication has its own “marketing mix” but shares the importance of understanding differences in consumer cultural value systems with global and cross-cultural marketing communication. Attention is given to significant American subcultures according to ethnicity, age cohort, lifestyle, and disability, and students will study consumer and media behaviors of specific subculture groups. (Semester varies)

MH 651
Media Strategies for the Health Professional
4 credits
Students develop an understanding of the strategic use of the media by health communicators in message development and communication strategy execution. Students also explore the ethical concerns of health care professionals who utilize the media. Students learn how to develop effective health communication campaigns that bring about behavioral change among target audiences and influence health policy issues at the local, state, national, and international level. In addition, students learn how to develop evaluation techniques for health communication strategies. (Spring)

MH 652
Social Marketing
4 credits
Social Marketing is a course that focuses on changing the voluntary behaviors of a society (e.g., smoking cessation, diet, and exercise habits). Students learn how to apply marketing techniques and concepts to social contexts like preventive health, education, and politics. As part of their course requirements, students must complete a marketing audit of a not-for-profit organization involved in social marketing. In addition, cases and exercises allow students to develop their skills and knowledge in this area. (Fall)

MH 653
Web Page Development and Management
4 credits
This course presents the web site as an important venue for communicating with various publics and organizations, and as an integrated part of a strategic communication plan. Subjects such as principles of web design, evaluation of web site effectiveness, tracking user perceptions, and consolidating web page information into overall database management will be covered. Course topics are organized around web site development, maintenance, and assessment. (Fall)
MH 655  
Applied Learning Experience for Health Communication  
4 credits  
A capstone experience for students completing the Health Communication program. Students conduct research and develop and implement a communication plan to address the needs of a health-related organization in the greater Boston area. Projects may include the creation of training modules for health professionals, patient education, health information dissemination, policy advocacy, and the like. Students produce a final report that may include, among other items, a problem statement, literature review, results of needs assessment or other research, the communication plan, and examples of the plan's media/creative execution. (Prerequisites: MH 604, MH 614, MH 651, MH TU1, MH TU2. One of the five prerequisites can be taken concurrently with the Applied Learning Experience.) (Spring)

MH 668  
Capstone in Integrated Marketing Communication  
4 credits  
This integrative capstone course examines the strategic roles of a variety of marketing communication elements including advertising, brand management, direct/database marketing, interactive marketing, media planning, public relations, sales promotion/event management, and sales/sales management. Students will develop an IMC plan for an organization as the culminating experience in the IMC program. This project requires students to demonstrate their knowledge of IMC and work with team members to either solve an organization's marketing communication problem or to help the organization to pursue an opportunity through the implementation of an integrated marketing communication strategy. Students must demonstrate competencies in market analysis and measurement, productivity and profitability analysis, strategy development, implementation of an IMC program consistent with selected marketing strategy, and evaluation. (Prerequisites: MH 604, MH 610, MH 617, MH 618.) (Fall, Spring)

MH 690A  
Internship in Integrated Marketing Communication  
2 - 4 credits  
This internship requires students to secure positions in organizations where they will be gaining experience in Integrated Marketing Communication. Students must meet with site supervisors and internship coordinators throughout their internships and complete reports regarding their experiences during and at the completion of their internships. All students must participate in a mandatory internship orientation the semester before the internship. This is through the Career Services Office. (To be arranged)

MH 690H  
Internship in Health Communication  
2 - 4 credits  
This internship requires students to secure positions in organizations where they will gain experience in Health Communication. Students must meet with site supervisors and internship coordinators throughout their internships and complete reports regarding their experiences during and at
the completion of their internships. All students must participate in a mandatory internship orientation the semester before the internship. This is through the Career Services Office. (To be arranged)

MH 695
Special Studies in Marketing Communication
4 credits
Periodically, courses will be offered that capitalize on trends in the communication industries or which address topics not covered in other courses in the program. This course may be repeated when topics vary. (Semester varies)

MH 697
Directed Study
4 credits
Students interested in completing independent projects in their area of study can do so under this option. Students must collaborate with a full-time faculty member (see listing of full-time faculty members at the end of this section of the catalog) in the Department of Marketing Communication on their study proposals. These proposals must identify learning objectives, learning outcomes, a justification for taking the directed study, design of instruction, and a bibliography. Proposals must be submitted by the end of the semester preceding the semester in which the student wants to complete the directed study. Directed studies cannot be used to fulfill a course requirement that is offered by the Department of Marketing Communication. Students must secure the commitment of a full-time faculty member and his/her signature along with the approvals and signatures of the Graduate Program Director and Chair of the Department of Marketing Communication respectively. (To be arranged)

MH 699
Master’s Thesis
4 credits
Some students elect to complete a master’s thesis as part of their requirements. This option is recommended if students plan to pursue doctoral studies. The student must identify full-time faculty members in the Department of Communication to serve on his or her thesis committee. The committee must approve a research prospectus before a student may enroll for thesis credit. (Fall, Spring)

Global Marketing Communication Graduate Courses

GM 601
Marketing Management in a Global Environment
4 credits
An introduction to the economically integrated global marketplace. The course addresses the global economic environment, social and cultural environments, legal and regulatory considerations, foreign exchange and financial decision-making, global marketing research, strategic alternatives for global market entry and expansion, as well as cooperative global strategies and global strategic partnerships. It stresses the differences between domestic and global strategies when applied to product development, pricing, and distribution and
focuses on the unique role of promotion within a global marketing framework. (Global Marketing Communication and Advertising Students only.) (Fall, Spring)

**GM 603**  
**Cultural Foundations of Buyer and Organizational Behavior**  
4 credits  
The foremost theme in this course is the discussion of what culture is, how members of different cultures differ, and on what criteria they can and cannot be compared. Cultural value systems will be highlighted as they provide insight into the impact of cultural differences on individual and group processes such as decision-making, verbal and non-verbal communication styles, and organizational structure. Models of decision-making and information-processing, as well as the influence of cultural heritage on organizational dynamics such as planning processes and organizational structure, are topics covered in this course. (Global Marketing Communication and Advertising Students only.) (Fall)

**GM 604**  
**Research Methods for Global Marketing Communication and Advertising**  
4 credits  
Provides students with an in-depth understanding of the research process, including formulation of research questions and determination of research design (including data collection methods, sampling, data analysis, and interpretation). Introduces students to the world of networked information as well as to the application of information technology to decision-making in a global business context. (Global Marketing Communication and Advertising Students only.) (Fall)

**GM 605**  
**Financial and Strategic Context of Global Market Planning**  
4 credits  
The focus of this course is the organizational environment within which marketing decisions are made in global enterprises. A number of financial and strategic planning tools are essential elements of planning and evaluating marketing activities. The course provides an overview of financial aspects of marketing decision-making such as forecasting, budgeting, optimizing, valuing, evaluating, and auditing results. Students will practice applying these tools to marketing and communication decisions in a global arena. In the strategic planning area the emphasis is on the special challenges of designing and implementing strategic plans across a global enterprise. (Global Marketing Communication and Advertising Students only.) (Semester varies)

**GM 606**  
**Global Marketing Communications Planning**  
4 credits  
An introduction to disciplines within marketing communication and to the concept and practice of integrated marketing communication planning. Description of fundamental theory and practice within advertising, public relations, sales promotion, direct marketing, e-commerce, event planning, and sponsorships. Review of global issues and institutions in the practice of these disciplines in multinational organizations. (Global Marketing Communication and Advertising Students only.) (Spring)
GM 611  
New Technologies in Global Markets  
4 credits  
Designed to introduce students to the new technologies that are changing global marketing communication, this course explores new communication technologies including the Internet, the World Wide Web and satellite communication. In addition, the far-reaching social and cultural consequences of new technologies, and how they will transform notions about national borders, patterns of trade, and their impact on global marketing, will be discussed (Global Marketing Communication and Advertising Students only.) (Spring)

GM 612  
Global Public Relations  
4 credits  
The course offers focused consideration of the role of public relations in a global setting, the application of market research to public relations, the benefits and limitations of analytical frameworks applied to strategy development, and the models of the roles and ethical responsibilities of corporations engaged in public relations. It includes attention to the evolution and present practice of public relations in major markets throughout the world. (Global Marketing Communication and Advertising Students and select Integrated Marketing Communication students only.) (Spring) (GM 612 and GM 614 cannot both be taken in the GMCA program).

GM 614  
Global Advertising  
4 credits  
This course concentrates on the organizational and external environments within which global advertising decisions are made. The impact of business trends, the regulatory environment, media structure and procedures, as well as agencies and advertisers in global communication planning, are discussed in detail. The dilemmas faced by global marketers and their agencies in constructing global plans are highlighted in decisions such as when and how to standardize communication strategy, how to choose an agency for global brands, how to allocate decision responsibilities across a global network, how to localize creative executions, how to collect information on foreign buyers and media audiences and how to select and buy media in multiple markets. Many of these topics will flow out of case discussions and student readings and assignments. (Global Marketing Communication and Advertising students only.) (Spring) (GM 612 and GM 614 cannot both be taken in the GMCA program).

GM 620  
Global Brand Management  
4 credits  
The course examines the challenge of branding in a worldwide context. It provides a systematic approach to all aspects of creating and managing brands. Students are given a comprehensive framework regarding branding alternatives, issues for segmentation and brand research, communicating brand and corporate identities, managing the mix, and organizational and legal issues. Students will
explore the opportunities offered through line and brand extensions through case study presentations. (Global Marketing Communication and Advertising Students only.) (Fall)

GM 668
Global Marketing Communication Capstone
4 credits
This intensive class integrates the material from other courses in the GMCA program and provides the student an opportunity to experience the planning environment for global marketing communication decisions. Students will design and present a global marketing communication plan for an organization serving as the class client for the semester. This project requires students to demonstrate their knowledge of marketing communication planning in the global environment, as well as to work within a team environment to execute the assignment. (Global Marketing Communication and Advertising students only.) (May Intersession)

GM 690
Internship for Global Marketing Communication and Advertising
4 credits
This 200-hour internship is meant to acquaint Global Marketing Communication and Advertising students with the realities of the international marketing communication and advertising community and economy. Students must have the approval of the Global Marketing Communication and Advertising Graduate Program Director to register. (Global Marketing Communication and Advertising students only.) (Summer)

Faculty

**Joann Montepare,** Acting Chair of Marketing Communication and Associate Professor of Psychology; A.B., Smith College; M.A., State University of New York, New Paltz; Ph.D., Brandeis University.

Dr. Montepare is a social-developmental psychologist who teaches courses in social psychology, developmental psychology, and nonverbal communication. Her research in the areas of person perception, emotion communication, and age-identity across the life span has been widely published in prominent journals such as the *Journal of Personality and Social Psychology*, *Developmental Psychology, Psychology and Aging, Advances in Experimental Social Psychology*, and *Communication Research.* She is the Associate Editor for Special Issues for the *Journal of Nonverbal Behavior,* and serves on the editorial board for the *Journal of Adult Development.*

**Timothy Edgar,** Graduate Program Director for the Health Communication Program and Associate Professor of Marketing Communication (2002); B.A., Eastern Illinois University; M.A., Purdue University; Ph.D., Purdue University.

Dr. Timothy Edgar’s professional career has been devoted to conducting quantitative and qualitative health communication research on topics as diverse as HIV/AIDS, physical activity for adolescents, childhood and adult immunization, diabetes, epilepsy, and peptic ulcers. Prior to working at Emerson, Dr. Edgar was a Senior Study
Director with Westat, a social science research firm in Rockville, Maryland. Dr. Edgar has also taught health communication and research methods at the University of Maryland, the University of Wisconsin, and George Washington University. Dr. Edgar has published widely in professional journals such as the *Journal of Health Communication, Health Education Research*, and *Health Communication*, and he has contributed to edited volumes such as *The Handbook of Health Communication*. He also co-edited the book, *AIDS: A Communication Perspective*. Dr. Edgar currently serves on the editorial board of both *Health Communication* and the *Journal of Health Communication*.

**Abbott Ikeler, Graduate Program Director for the Integrated Marketing Communication Program and Executive in Residence (2003); A.B., Harvard; M.A., University of Pittsburgh; Ph.D., University of London.**

Abbott Ikeler taught literature and writing at Bowdoin College, the University of Muenster, and Rhode Island College before entering the corporate world. His academic achievements include a Senior Fulbright Fellowship, a book on nineteenth-century aesthetics, and numerous articles on Victorian fiction. From the mid-eighties to 2001, he held public relations and advertising positions with three multinationals and a full-service agency. Immediately before coming to Emerson, Dr. Ikeler was Director of Communications and Public affairs for the Internet and Networking Division of Motorola, a post he held for three years. The focus of his current research is global public relations, especially the impact of non-media influencers, such as industry and financial analysts.

**Thomas Vogel, Graduate Program Director for the Global Marketing Communication and Advertising Program and Associate Professor of Marketing Communication (2002); B.S., University of Applied Sciences Stuttgart; B.F.A., M.F.A., Academy of Fine Arts, Stuttgart, Germany.**

Thomas Vogel is a specialist in strategic communication on the Internet, online usability and branding on the Internet. He has been a Professor of Media Design at the Department of Media Management at the University of Applied Sciences Wiesbaden, Germany where he served as the Founding Dean from 1993 to 1999. He is an active public speaker, panelist, and consultant, and is involved in special projects for Internet, advertising, and multimedia. His current research focuses on the strategic design and usability aspects of interactive media, developing efficient experience design, and online communication. He is also a founding partner of mediaman, a German-based communications agency specializing in integrated communication and advertising with a special focus on interactive communication. Formerly, he worked as Art Director and Creative Director in New York City at Grey Advertising, Lois GGK, J. Walter Thompson, and Communication House.

**William G. Anderson, Executive in Residence (2001); B.A., University of Washington; M.B.A., the Wharton School, University of Pennsylvania.**

Mr. Anderson brings extensive, high-level experience to his teaching, having worked
with such agencies as Welch, Currier, Curry, Anderson, and Hill, Holliday, Connors, Cosmopulos. He has also worked on major advertising assignments for brands including Ameritech and Ocean Spray. At Emerson, he collaborated to develop Marketing Finance for the IMC program and Financial and Strategic Context of Global Market Planning.

Karl Baehr, Executive-in-Residence (2004); B.A., Stephen F. Austin State University; M.A., The University of New Mexico; Ph.D., Regent University.

Dr. Baehr is a communication professional, scholar, and corporate leader whose 25+ year career includes experiences in new media and technology venture evolution, communication curriculum development, and pedagogy. He has extensive knowledge of mass media, the Internet, new media industries, marketing strategies and tactics, communication technologies and trends, broadcasting operations and management, audience research methods, distance education, and computer mediated communication.

Paul Lieber, Assistant Professor (2005); B.S., Syracuse University; M.MC, Louisiana State University; Ph.D., Louisiana State University.

Dr. Lieber is a specialist in the analysis of global strategic communication and business ethics in addition to being an expert in the field of communication of advanced information technology to and through media systems. He has experience as a public relations professional and corporate communications manager. Lieber has worked in journalistic, broadcasting, and managerial roles in every form of media, including print, Internet, radio, and television. He has instructional experience in journalism, public relations, advertising, and advanced methods of digital researching.

Doug Quintal, Lecturer (2000); B.A., Bates College; M.A., Emerson College.

Mr. Quintal is a lecturer in the Department of Communication. He teaches courses in Integrated Marketing Communication, writing for marketing communication, public relations, and entertainment marketing. His most recent work includes organizing and participating in “A Celebration of the Life of Jennifer Stowers: A Benefit Concert,” the release of his second full-length CD, “Finger Check,” and promotions and market campaigns for the Boston Band Collector’s Cards. He coordinated and organized a cross-promotional, charitable music series with the Hard Rock Café, WAAF-FM, and Cam Neely Foundation. He wrote business and marketing plans for takeachance.com, a new Internet start-up company. He also continues to do PR consulting and campaigns for a private individual taking on a national tax preparation corporation – as seen on Dateline and featured in the Boston Globe and the Wall Street Journal.

James Rowean, Executive-in-Residence (2004); B.A., Boston College; M.A., Michigan State University.

Mr. Rowean brings twenty-five years of professional experience in advertising and marketing to his teaching of integrated marketing communication. A former account executive for Cronin/Wallwork
Curry, Arnold Worldwide, and Campbell Ewald (Detroit), he also directed marketing for Dunkin’ Donuts and Bread & Circus/Whole Foods Supermarkets. He has brand experience with Ocean Spray, Kimberly-Clark, Reebok, Timex, and Steinway Pianos. Rowean has been a guest lecturer at Boston University, New York University, and Boston College.

Steve Hanseung Sohn, Assistant Professor (2005); B.A., Michigan State University; M.A., Michigan State University; A.B.D., University of Connecticut.

Mr. Sohn comes to Emerson from the University of Connecticut where he taught upper level classes in advertising in addition to introductory level classes in public speaking. He also teaches courses in research methodology. His research on the impact of media and body image is distinguished by attention to men’s and women’s body attitudes. He has presented his work at national and international conferences.

Suzanne Suggs, Assistant Professor (2005); B.A., University of North Texas; M.S. and Ph.D., Texas Women’s University.

Dr. Suggs was a Post-Doctoral Fellow at McMaster University, Department of Clinical Epidemiology and Biostatistics. She has professional experience as an Associate Director of Research for Health Media, Inc., planning, developing and evaluating behavior change and health education programs, and as a Senior Instructional Coordinator for a statewide initiative sponsored by the Texas Department of Health, Bureau of HIV & STD Prevention. She has served as principal and co-investigator on grants submitted to NIH and other national agencies. Her research interests focus on tailored communication processes and using the Internet to gather information and provide interventions related to health problems such as smoking cessation and weight management.

Christin L. Walth, Lecturer (2002); B.S., Miami University; M.B.A., Miami University; Diploma International Relations and Cross Cultural Studies, Stockholm University International Graduate School.

Ms. Walth brings extensive, wide-ranging global marketing experience to Emerson, having worked for Microsoft as an events manager, both locally in New England, as well as in Europe, the Middle East, and Africa. She has also served as a product manager, marketing consultant, and marketing analyst in national and international venues. Her expertise drives the courses she teaches: Capstone in Integrated Marketing Communication, Marketing Management for IMC, Marketing Management in a Global Environment, and Global Marketing Communications Planning.

Tracy Worrell, Assistant Professor (2005); B.A., Otterbein College; M.A., University of Cincinnati; A.B.D., Michigan State University.

Ms. Worrell is a scholar in the area of advertising, media, and health. Her timely work on television portrayals of weight, consumption, and physical disability has
gained attention at national conferences. In addition to teaching core courses in human communication, she has taught courses in mass media, public relations, and public speaking. Her applied work in the television industry as a traffic manager, continuity director, and disc jockey complements her scholarly expertise.

Seounmi Han Youn, Assistant Professor of Marketing Communication (2003); B.S., Korea University; M.A., Korea University; Ph.D., University of Minnesota, Minneapolis.

Dr. Youn has established a productive line of research focusing on the antecedents, correlates and consequences of online consumer socialization among the young. In addition to presenting her work at national and international conferences, her work has been featured in professional journals such as the Journal of Advertising Research, Psychology and Marketing, the Journal of Interactive Advertising, and the Journal of Broadcasting and Electronic Media. Dr. Youn's instruction in courses that deal with global applications and research methodology is enhanced by her industry experience with DongSeo Marketing Research in Seoul, Korea.
The Department of Organizational and Political Communication offers a Master of Arts program in Organizational and Corporate Communication. Students learn to recognize, evaluate, and solve the communication problems that businesses, government agencies, and non-profits face, both on a daily basis and in crisis situations. Graduates of the program play key strategic roles across a broad range of contexts and audiences, designing and managing communication aimed at employees and their families, line supervisors, senior and middle management, directors, retirees, shareholders, suppliers, and strategic partners. The Master in Organizational and Corporate Communication is for professionals who recognize that communication is central to the success of organizations and who seek the theoretical understanding, practical experience, and professional skills they need to become an important part of that success.

Admission Requirements
Students in the Organizational and Corporate Communication program come from diverse educational and professional backgrounds. The Admission Committee considers previous academic records, test scores, prior employment experience, recommendations, leadership experiences, and other evidence of maturity and motivation to succeed in graduate studies. Applicants should have an undergraduate grade point average of 3.0 or better, and must submit scores on the Graduate Record Examination (GRE) or the Graduate Management Admission Test (GMAT).

Degree Requirements
The Master of Arts degree program in Organizational and Corporate Communication (OCC) requires successful completion of 40 credits.

Advisors
The Graduate Program Director serves as advisor to students in the OCC program, helping each student plan a course of study. The program’s elective flexibility allows students to design programs suited to their particular interests and career aspirations.

Internships
Graduate students may participate in internship opportunities offered in Boston and at other locations, both international and national. Students may take a maximum of 8 internship credits. During these internships, students receive expert guidance in applying the skills, techniques, and theory learned in the classroom. Our students have served as interns at Arnold Communications, the Weber Group, Universal Studios, Porter-Novelli, Virgin Records, Veteran’s Administration Hospitals, and Pfizer. Students need the permission of the Graduate Program Director and the Department Chair to register for internship credits.

Master’s Thesis
The master’s thesis option is recommended for students planning to pursue doctoral studies. The candidate and the graduate faculty members comprising the candidate’s thesis committee jointly manage the thesis. The candidate, along with his/her graduate advisor or the Graduate Program Director, determines a thesis advisor in the student’s area of research. A formal prospectus must be prepared, approved, and defended before the thesis can be submitted.
be submitted and approved by the thesis committee before the candidate may enroll for thesis credit. The thesis is optional for Master of Arts candidates and may substitute for the Capstone Course among the courses required for graduation.

Organizational and Corporate Communication

The OCC program prepares professionals who can proactively plan, implement, and evaluate all facets of an organization’s information flow; integrate communication channels and technology with managerial decision-making; manage crisis communication; and anticipate problems, reactions, and needs before they arise. OCC graduates design and produce effective communication vehicles that help define and support an organization’s daily operations in a coordinated, strategically focused manner.

Our faculty are broadly experienced as scholars, communication professionals, and consultants. Under their close mentorship, our students create professional portfolios related directly to the kinds of work they want to do in the field, including communication audits and research projects, training materials, newsletters, video presentations, and interactive digital resources. Our graduates are qualified for a wide range of positions, including writer/editor of employee publications, human resources officer, corporate trainer, and director of corporate communication. They also work for independent communication consulting firms and as self-employed consultants and trainers.

Required Courses

All Organizational and Corporate Communication students must complete the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OP 600</td>
<td>Professional Briefings and Presentations</td>
<td>4</td>
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<tr>
<td>OP 640</td>
<td>Organizational Communication Dynamics</td>
<td>4</td>
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<tr>
<td>OP 645</td>
<td>Organizational Communication Research</td>
<td>4</td>
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<tr>
<td>OP 669</td>
<td>Strategic Planning and the Managerial Process</td>
<td>4</td>
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<tr>
<td>OP 691</td>
<td>Capstone Course in Organizational and Corporate Communication (to be taken during the student’s final year)</td>
<td>4</td>
</tr>
<tr>
<td>OP 699</td>
<td>Master’s Thesis</td>
<td>4</td>
</tr>
</tbody>
</table>

Students must take five elective courses, at least three of which must be selected from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>OP 626</td>
<td>Crisis Communication</td>
<td>4</td>
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<tr>
<td>OP 628</td>
<td>Entrepreneurship and Creative Problem Solving</td>
<td>4</td>
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<tr>
<td>OP 641</td>
<td>Leadership</td>
<td>4</td>
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<tr>
<td>OP 650</td>
<td>Negotiation</td>
<td>4</td>
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<tr>
<td>OP 660</td>
<td>Culture and Diversity</td>
<td>4</td>
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<tr>
<td>OP 675</td>
<td>Professional Writing and Publication</td>
<td>4</td>
</tr>
<tr>
<td>OP 680</td>
<td>Interactive Communication in Organizations</td>
<td>4</td>
</tr>
<tr>
<td>OP 685</td>
<td>Communication Consulting</td>
<td>4</td>
</tr>
<tr>
<td>OP 688</td>
<td>Corporate Training and Education</td>
<td>4</td>
</tr>
</tbody>
</table>
OP 695  Seminar in Organizational Communication 4 credits

Courses of Study

Graduate Courses

OP 600  Professional Briefings and Presentations 4 credits
Advanced principles and strategies for preparing and delivering effective presentations in a wide variety of contemporary business and leadership contexts, including: briefings, orientation programs, multimedia presentations, training seminars, teleconferencing, and meetings. Students analyze settings and audiences, arrange ideas, make both individual and group presentations, and participate in workshops where they provide and receive rigorous criticism. (Semester varies)

OP 626  Crisis Communication 4 credits
Students learn about the development of organizational and marketing communication strategies in crisis situations. Using case studies and fieldwork, students focus on the importance of internal communication and media relations during a crisis. Students also investigate preventive strategies that organizations should employ to avoid crises. (Semester varies)

OP 628  Entrepreneurship and Creative Problem Solving 4 credits
Entrepreneurship is the process of creating value by bringing together a unique package of resources to exploit an opportunity. Students learn about the concepts and characteristics of entrepreneurship. Students will investigate the key dimensions of entrepreneurial attitudes and behaviors that include: innovativeness, risk-taking, and proactiveness. Case studies are utilized to help students employ concepts from the course and develop their own creative and critical thinking, as well as problem solving skills. (Spring)

OP 640  Organizational Communication Dynamics 4 credits
Students learn about concepts of organizational communication with a focus on the communication process within and across organizations, organizational systems, and leadership dynamics. Organizational communication strategies are explored through case studies and field application. (Fall)

OP 641  Leadership 4 credits
Students develop an understanding of the complex variables comprising leadership, with communication skills as its cornerstone. Students learn about leadership strategies and theories through lecture, discussion, role-play, presentations, peer critique, and self-evaluation. (Spring)
OP 645  
Organizational Communication Research  
4 credits  
This course provides the theoretical and practical background students need to design, conduct, and evaluate research pertinent to the communication processes of organizations. Topics include surveys, interviews, focus groups, discourse analysis, observation, evaluation research, and benchmarking. Students learn how to formulate questions, design research, collect and analyze data, interpret results, and prepare reports. (Spring)

OP 650  
Negotiation  
4 credits  
Students learn negotiation strategies in personal and organizational contexts. Students will apply negotiation strategies, including third-party conflict resolution, union-management settings, and other conflict management efforts, to practical settings, and will also utilize role-plays. (Fall)

OP 660  
Culture and Diversity  
4 credits  
This course explores diversity issues in the context of strategic communication in organizations. Emphasis is placed on understanding organizations and their multiple constituencies as enacting communication that embodies underlying cultural assumptions. Issues addressed include language, race, ethnicity, gender, age, class, and diversity law and ethics. Particular focus is placed on designing and implementing communication strategies that recognize and adapt to diverse stakeholder groups. (Semester varies)

OP 669  
Strategic Planning and the Communication Process  
4 credits  
This course is an examination of the role of communication in organizational planning. Emphasizes quantitative and qualitative means for assessing an organization’s strengths and weaknesses; competitive environment; and the establishment, implementation, and monitoring of organizational mission, goals, and strengths. Considers small group dynamics, intranets, and other communication channels for data gathering, reaching organizational consensus, and disseminating information related to strategic plans. (Spring)

OP 675  
Professional Writing and Publication  
4 credits  
Students use word processing and desktop publishing systems to create a variety of organizational documents and publications through the processes of writing, editing, layout, and production. Matters of style are stressed in the writing of memos, letters, and reports. Principles of effective communication for wide-ranging audiences are applied to vehicles for internal communication, including printed and online newsletters, job and benefits information, training manuals, bulletins, and brochures. (Semester varies)
OP 680  
Interactive Communication in Organizations  
4 credits  
This course focuses on appropriate uses of communication technology to support knowledge management in organizations. Students evaluate a host of interactive communication systems including intranets, electronic newsletters and listserves, instant messaging, digital audio/video productions, and teleconferencing. Students learn analysis, management, design, and production concepts and skills while developing individual research portfolios. The course culminates in virtual team projects, and gives graduates a basis for managing, outsourcing, and negotiating with IT specialists. (Semester varies)

OP 685  
Communication Consulting  
4 credits  
Students acquire skills useful in the consulting profession. Topics include getting hired by and succeeding in consulting firms, establishing an independent consulting practice, forming and maintaining relationships with clients, negotiating contracts, choosing and applying techniques of project management and evaluation, and understanding and meeting client expectations. (Semester varies)

OP 688  
Corporate Training and Education  
4 credits  
This course teaches students the theories, methods, and skills needed to become adult trainers in organizational and independent (consulting) settings. A major emphasis is placed on adult learning theories (andragogy). Topics covered include: needs assessment, strategic and tactical integration of training, identification of learning goals and behavioral objectives, program planning, training methods and skills, and outcomes assessments. Several opportunities to plan, train (teach), and assess learning modules are included along with the abilities to recognize, select, and manage high quality training programs and operations ranging from independent learning to distance learning scenarios. (Semester varies)

OP 690B  
Internship in Organizational and Corporate Communication  
2 - 4 credits  
This internship requires students to secure positions in organizations where they will be gaining experience in Organizational and Corporate Communication. Students must meet with site supervisors and internship coordinators throughout their internships and complete reports regarding their experiences during and at the completion of their internships. All students must participate through the Career Services Office in a mandatory internship orientation the semester before the internship. Students may take up to 8 internship credits. (To be arranged Fall, Spring, or Summer)

OP 691  
Capstone Course in Organizational and Corporate Communication  
4 credits  
This course provides the guidance and opportunity for students to synthesize their prior coursework and apply principles of strategic internal communication. Students build upon the foundation of
organizational theory introduced in the core curriculum, leading to consideration of proactive communication planning, strategic internal communication, and information management. Case studies and readings in the literature of organizational communication are given particular emphasis. Students complete either a communication project for a client or a significant research paper addressing the solution of organizational communication problems. (Prerequisite: OP 640. Must be taken in the student’s final year.) (Fall)

OP 695
Seminar in Organizational Communication
4 credits
Students have the opportunity to enroll in special topics courses that are offered by the Department of Organizational and Political Communication when contemporary ideas or new research findings in a chosen area of program study emerge in the field of communication. This course number represents a new course offering that, if successful, will become a permanent course in the course roster. (Semester varies)

OP 697
Directed Study
4 credits
Students interested in completing independent projects in their areas of study can do so under this option. Students must collaborate with a full-time faculty member in the Department of Organizational and Political Communication on their study proposals. These proposals must identify learning objectives, learning outcomes, a justification for taking the directed study, design of instruction, and a bibliography. Proposals must be submitted by the end of the semester preceding the semester in which the students want to complete directed studies. Directed studies cannot be used to fulfill a course requirement that is offered by the Department of Organizational and Political Communication. Students must secure the commitment of a full-time faculty member and his/her signature along with the approvals and signatures of the Graduate Program Director and Chair of the Department. (To be arranged)

OP 699
Master’s Thesis
4 credits
Students must identify full-time faculty members in the Department of Organizational and Political Communication to serve on their thesis committees. The committee and the Graduate Program Director must approve a research prospectus before a student may enroll for thesis credit. (Fall, Spring)

Faculty

Linda Peek Schacht, Department Administrator and Scholar-in-Residence (2004); B.A., David Lipscomb University.

Ms. Peek Schacht has had a three-decade career advising leaders in every sector on strategy and communications including appointments in the White House Press Office and the U.S. Senate Leadership staff. For twelve years she was vice president, director of public affairs and communications strategy at the Coca-Cola Company. From 1983 to 1988,
Ms. Peek Schacht was spokesperson for the U.S. Senate Democratic Leader and communications director for the Senate Democratic Policy Committee. She was the first public affairs director of USA Today, where she focused on the development, testing, and launch of the newspaper. She is on the board of International Women’s Media Foundation and is the president of the Mike Schacht Foundation, which produces sports-oriented art and writing workshops for children. As a Fellow at the Kennedy School of Government at Harvard, Ms. Peek Schacht offers workshops on leadership.

James Morrison, Graduate Program Director and Scholar-in-Residence (2003); A.B., Dartmouth College; M.A., Columbia University; M.P.A., Harvard University. Mr. Morrison is an expert in the pedagogy of writing and has held faculty positions in the Department of Urban Studies and Planning and the Sloan School of Management at MIT, the John F. Kennedy School of Government, and Harvard Business School. He is a Director and Historian of the Media Ecology Association and he has taught at the Harvard Extension School, Tufts University, the M.B.A. Program at Babson College, and Brandeis University. His background includes operations management in the document courier industry, sales in fine wines, and positions as acquisitions editor for two major college textbook publishers. He has consulted extensively for such organizations as Logistics Management Institute and Curagen Corporation. His research interests are focused on the cognitive, social, political, and cultural effects of evolving communication media.

Recent research has dealt with the work of Marshall McLuhan, hypermedia, authorship, cable television, and presidential debates.

John D. Anderson, Associate Professor of Organizational and Political Communication (1989); B.A., M.A., Baylor University; Ph.D., University of Texas at Austin. Dr. Anderson, a National Endowment for the Humanities Fellow, focuses his research in the area of narrative theory and performance. In addition to publishing articles in Text and Performance Quarterly, he serves as Book Review co-editor for the journal. He performs nationally in his one-person shows about Charles Dickens, Henry James, and William Faulkner. He has received Chautauqua grants to present humanities programs on the Civil War and on the 1930s. Dr. Anderson is active in the Performance Studies Divisions of both the Speech Communication Association and the Eastern Communication Association.

Phillip Glenn, Associate Professor of Organizational and Political Communication (2001); B.A., University of Texas at Austin; M.A., University of North Carolina at Greensboro; Ph.D., University of Texas at Austin. Dr. Glenn teaches courses in interpersonal communication, mediation, negotiation, conflict management, research methods, and language and social interaction. His research primarily concerns characterizing aspects of sequential organization on routine human interaction in casual and institutional settings.
J.E. Hollingworth, Associate Professor of Organizational and Political Communication (1963); B.A., Dartmouth College; M.A., Emerson College.

Mr. Hollingworth is a nationally known speaker, lecturer, and consultant in the public and private sectors. He is also on the staff of the Stanford Institute, the Division of Continuing Education at Harvard University, the New England Institute for Law Enforcement Management, and the WACUBO Fourth Year Program at the University of California, Santa Barbara.

J. Gregory Payne, Associate Professor of Organizational and Political Communication (1983); B.A., M.A., Ph.D., University of Illinois; M.P.A., Kennedy School of Government, Harvard University.

Dr. Payne is an author, speechwriter, and expert on political communication, ethics, and docudrama. His recent research publications include articles on ethics and the mass media, health communication, and political communication. He is the founding Director of the Emerson College Political Media Study Group, and has been the co-director of the Emerson Center on Ethics in Political and Health Communication. He is the author of *Tom Bradley: The Impossible Dream*, *Mayday: Kent State*, and the play *Kent State: A Requiem*. Dr. Payne is on the editorial boards of the *Quarterly Journal of Speech*, the *Journal of Health Communication*, and the *Southern Speech Journal*. He was the guest editor of the 1989, 1993, and 1997 special editions on political campaigns for the *American Behavioral Scientist*.

Robert MacDougall, Assistant Professor of Organizational and Political Communication (2002); B.A., M.A., Ph.D., University of Albany, State University of New York.

Dr. MacDougall’s general research interests center upon the social, political, and psychological roles communication media have played throughout history. He is presently researching and writing about the Internet as a news-gathering apparatus. A recent journal article considers the use and interpretation of email by a group of Mohawk Indians. Another looks at some of the problems associated with news and information going online in an increasingly visual format. Dr. MacDougall has also written several journal articles and book chapters dealing with the rhetoric of science and communication in organizations. His teaching history includes work at the State University of New York at Albany and Allegheny College in Western Pennsylvania.

Michael Weiler, Associate Professor of Organizational and Political Communication (1989); B.S., University of Utah; M.A., Ph.D., University of Pittsburgh.

Dr. Weiler, formerly a member of the faculty at the University of Massachusetts at Amherst, the University of Pittsburgh, and Baylor University, is an expert in argument, rhetoric, and political communication. His research has appeared in the *Journal of the American Forensic Association* and the *Quarterly Journal of Speech*, and he has co-authored a collection of essays on the rhetoric of Ronald Reagan.
The Department of Performing Arts offers the Master of Arts degree in Theatre Education for students who wish to pursue careers and opportunities that lie at the intersection of the fields of theatre and education. As such, this program provides professional training in both theatre and education and in the uses of theatre and drama as vehicles of education in a multitude of settings. The program also serves as preparation for doctoral work in theatre, education, or related fields. The graduate program is designed with a central core of courses, with additional work in areas of special interest to students, in order to support a broad range of individual career goals. Along with the central core, there are three course streams that students can follow to meet their career goals.

The Theatre Teacher Education stream is for those students who plan to teach theatre and drama to children or adolescents within school settings (many of whom earn Massachusetts state teacher licensure). Theatre and Community, the second stream, is for students interested in the uses of theatre in a variety of community settings. This stream's curriculum focuses on theatre practices, and points of view that provide for cultural exchanges and social change. Opportunities to work with diverse peoples in both classes and in communities, including professional and grassroots artists in the field, are also offered. The Theatre Education (doctorate preparation) stream prepares students who wish to continue their graduate studies, pursue a doctorate in the field, and teach at the college level.

Students in all streams complete a set of core requirements (outlined below) and work with their Graduate Program Director or faculty advisor to design individual plans of study to meet the remainder of the degree requirements. Late afternoon coursework and intensive summer institutes make it possible for students and practicing teachers to pursue this program part-time or to concentrate their study within a 12- to 14-month period.

Production Opportunities
The department's major performance spaces include the newly renovated Cutler Majestic Theatre at Emerson College, and two new state-of-the-art theaters: the Semel Theatre and the Greene Theater, both located in the newly built Tufte Performance and Production Center adjacent to the Majestic. Located in the heart of Boston's theatre district, the Cutler Majestic is a 100-year old, 1,200-seat proscenium house. The Semel Theatre is a 218-seat thrust, and the Greene Theatre is a 108-seat end-stage theater. Emerson Stage, the department’s production unit, presents many student-created events annually in a variety of theatrical genres, events directed by faculty, professional guest artists, and students. Through productions at the Majestic and in the Tufte Center, students are exposed to a wide range of performance and production opportunities.

During the academic year, eight major productions are fully mounted at the Majestic and in the Tufte Center. Additional workshop projects offer student actors, dancers, directors, designers and choreographers the chance to create
their own work. In April, the Emerson Playwrights Festival is mounted through the generosity of Emerson alumnus Rod Parker ’52. The festival includes workshop productions and staged readings of new work written by students and directed by faculty and guest professionals.

Admission Requirements
Admission is by application and, when possible, interview. Requirements include a bachelor’s degree from an accredited college or university with a major in theatre or an allied area such as education, literature, mass communication, or fine arts. Applicants must submit the results of the Graduate Record Examination (GRE).

Enrollment in graduate design courses, other than those at an introductory level, ordinarily requires a portfolio review, which can be presented either at the time of the candidate’s interview as part of the application process or after matriculation.

Degree Requirements
The Master of Arts degree requires the successful completion of 40 credit hours including a 20 credit hour core. In addition, students must complete either a comprehensive examination in the area of their concentration of study or a master’s thesis or master’s project. Students may fulfill the remaining credit requirement by taking electives approved by their advisors.

The comprehensive examination may be taken after the student has completed 28 credit hours of graduate work. The examination is administered by a committee of two graduate faculty members who have expertise in the specialty area.

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<th>Core Requirements</th>
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<tr>
<td>All students must complete at least one course in each of the following areas of drama or theatre-related studies:</td>
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<tr>
<td>Theatre History, 4 credits</td>
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<tr>
<td>Dramatic Literature, or Playwriting</td>
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<tr>
<td>Acting 4 credits</td>
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<tr>
<td>Directing 4 credits</td>
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<tr>
<td>Theatre Design 4 credits</td>
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<tr>
<td>or Technology</td>
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<tr>
<td>Theatre Education/ Theatre for Young Audiences 4 credits</td>
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Students with no previous coursework or practical experience in a particular area will be guided by their advisor to select a course in that area which carries no prerequisites. These courses have been designed for students who are concentrating in other areas of theatre study. One acting course per term exploring dimensions of actor training with particular resonance for theatre education is offered specifically for graduate students.

In cases where a student has extensive previous coursework and/or practical experience in one of the above areas of study, he or she may waive the course requirements through examination or through demonstration of expertise through practical application. Students who waive required courses must take additional elective courses.
Master’s Thesis or Master’s Project
In lieu of 4 credits of coursework, a student may, with permission, elect to complete a master’s thesis or master’s project. Approval of thesis or project proposals must be granted by the Performing Arts faculty before the student can begin work. The student must defend the thesis or project in an oral examination administered by the thesis or project committee. A student who successfully completes the thesis or project is exempt from the written comprehensive examination.

Courses of Study

Graduate Courses

TH 602
Theatre History: Selected Topics
4 credits
Selected periods and topics in theatre history are discussed; subject matter varies each semester. This course may be repeated once with permission of the Graduate Program Director. (Semester varies)

TH 611
Seminar in Dramatic Literature
4 credits
Selected periods and topics in dramatic literature are discussed; subject matter varies each semester. (Semester varies)

TH 621
Special Topics in Acting
4 credits
This involves intensive explorations of specific topics. (Prerequisite: Placement Audition.) (Fall, Spring)

TH 622
Principles of Acting
4 credits
This introductory course has the dual objectives of developing students’ abilities as actors and as coaches and teachers of acting in either classroom or rehearsal settings. Skills in improvisation and in working with scripted material will be honed, and attention will be given to movement and voice as a part of the acting process. The course also explores how and when to use these techniques, particularly with adolescent actors. (Fall)

DA 638
Special Topics in Dance
2 or 4 credits
This course explores specific genres of dance such as ballet, modern dance, and jazz; dance composition; or the history of theatrical dance. May be repeated for credit. (Fall, Spring)

TH 640
Special Topics in Design and Technical Theatre
2 or 4 credits
Students are placed in undergraduate design or technical theatre classes at an appropriate skill level, and also attend a bi-weekly graduate seminar. Course work includes scene design, scene painting, scene and property construction, model building, television design, costume design, costume construction, lighting, technical theatre, audio design, and puppetry. Students are expected to provide appropriate materials as needed. (Semester varies)
TH 650  
Design in Production  
4 credits  
This course is a comprehensive survey of scene, lighting, and costume design as they relate to the work of the non-design specialist. Emphasis is placed on the interconnection among the various design areas and their function in the process of making theatre. The student is expected to supply appropriate materials. (Semester varies)

TH 660  
Drama as Education I  
4 credits  
Students examine the philosophical foundations of theatre, speech, and the use of drama as an educational tool. They will explore the uses of creative drama/improvisation in both formal and informal learning environments. Students learn to assess needs, develop appropriate educational goals and objectives, and design and implement teaching strategies using drama. This course is required for students seeking either the Initial or Standard License in Massachusetts as a Teacher of Theatre (pre-K through grade 12). Readings, class participation, and participation in laboratory teaching sessions are required. (Fall)

TH 661  
Drama as Education II  
4 credits  
Students explore the principles of educational drama and the teaching of drama and speech. A survey of various educational resources available to drama and speech teachers is included. The role of drama and speech within the wider context of the arts in education is discussed. (Prerequisite: TH 660 Drama as Education I.) (Spring)

TH 665  
Student Teaching Practicum  
4 credits  
This 8- to 14-week practicum provides supervised teaching activities at either the elementary, middle, or high school level. Students practice teaching in a school system which permits them to interact with students and teachers in their area of concentration. Working closely with the on-site cooperating practitioner, students develop instructional units and must be engaged in 300 hours of teaching. The practicum is open only to students who have completed their program sequence. Requirements and prerequisites may be obtained from the Theatre Education Program Director. (Fall, Spring)

TH 667  
Special Topics in Theatre Education  
4 credits  
This course examines such topics as theatre-in-education, puppetry, playwriting with and for youth, theatre education outreach, and the teaching of dance and movement. Subject matter varies each semester. This course may be repeated for credit. (Fall, Spring)

TH 668  
Practicum: Educational Drama  
4 - 8 credits  
Practical experience in teaching drama as a subject and/or as a teaching tool is the foundation of this course. Students are required to teach a class of children or adolescents on a regular basis during the semester in area schools or recreation programs. Weekly seminars and faculty-student tutorials are required. (Semester varies)
TH 669
Contemporary Issues in Education
4 credits
Students examine the critical, philosophical, historical, and sociological issues facing education in general, and communication and performing arts education in particular. Students will also evaluate current research in communication and performing arts education and apply it to practice. (Semester varies)

TH 671
Production Projects
2 - 4 credits
Students may enroll, with permission, in these designated production projects as performers or directors, designers or technicians, managers, or education specialists/directors. Assigned advisors supervise production projects. (Fall)

TH 672
Production Projects
2 - 4 credits
Students may enroll, with permission, in these designated production projects as performers or directors, designers or technicians, managers, or education specialists/directors. Assigned advisors supervise production projects. (Spring)

TH 680
Directing: Theory and Practice
4 credits
The directorial process is examined, beginning with textual analysis of dramatic action, and covering such areas as ground plans, pictorial composition, movement, and stage action. The relationship of the director and other theatre artists is also studied. Student work includes selected scenes and projects prepared for class presentation. (Fall, Spring)

TH 681
Stage Practicum: Directing
4 credits
This course focuses on project work in directing supplemented by readings and discussion. Consideration will be given to advanced directorial problems of planning and rehearsal, and to strategies for dealing with casting, characterization, language, physicalization, and actor-director relations. (Spring)

TH 691
Directed Study
1 - 4 credits
Individually selected research or creative projects are conducted on or off campus under faculty supervision. This course may be taken more than once for credit, but not more than twice in the same subject area, and for no more than a total of 12 credits. (Prerequisite: Permission of Instructor and approval of the Graduate Program Director.) (Fall, Spring)

TH 692
Internship
2 - 4 credits
Students work in professional theatrical or education settings under the direct supervision of an approved, full-time employee and an assigned faculty member. All students must participate in a mandatory internship orientation the semester before the internship. This is through the Career Services Office. (Prerequisites: Department
permission prior to the beginning of the internship and completion of approved work.) (Fall, Spring)

TH 697
Master’s Project in Theatre Education
4 credits
Students prepare and present a graduate project related to educational theatre. The project is to be conducted independently but with the supervision of the project supervisor and the approval of the student’s project committee. The performance is recorded as Pass or Fail at the completion of the project. (Prerequisite: Permission.) (Fall, Spring)

TH 699
Master’s Thesis
4 credits
Individual conferences with the student’s thesis supervisor are held for planning, organizing, writing, and completing a research thesis. The performance is recorded as Pass or Fail at the completion of the thesis. (Prerequisite: Permission.) (Fall, Spring)

Joint Undergraduate/Graduate Courses

TH 521
Ensemble Workshop
4 credits
Students create a workshop production focused in a particular aesthetic and/or style. Research and in-depth study of the aesthetic accompanies practical application and work in group collaboration, leading to a public showing of the work of the ensemble. (Prerequisite: Permission.) (Fall)

TH 525
Theatre and Community I
4 credits
This course examines the relationships between theatre and culture, where culture is understood as a process of knowing the other, of looking and listening, of creating and maintaining connection in a community. An examination of theoretical texts in economics, history, sociology, cultural studies, politics, and performance provides a foundation for exploring and experiencing various techniques of making theatre in community. (Fall)

TH 526
Theatre and Community II
4 credits
Students create pieces with a community selected in consultation with the instructor from stories, sensibilities, images, feelings, and impressions gained from experience of dialogue with others. (Prerequisite: TH 625 or Permission of the Instructor.) (Spring)

DA 539
Dance History I: Ritual to Theatre
4 credits
Dance is studied within different cultural contexts (from early societies to late nineteenth century U.S. and Europe). It is the first of a two-semester survey exploring the development of Western Theatrical Dance. This course includes an exploration of traditional dance in both Western and non-Western cultures, and a study of traditional dance, social dance, and European court dance as primary sources for the theatrical dance forms of the twentieth century. (Semester varies)
DA 540
Dance History II: 20th Century Dance
4 credits
The study of twentieth century dance as an art form includes an exploration of Ballet, Modern Dance, and Theatrical Dance and examines sociological, anthropological, and theoretical influences. The changes in choreographic structure and presentation, the developments in dance technique, the contributions of prominent choreographers and artists, and the developments in musical and dramatic forms will be studied. (Semester varies)

TH 514
Theatre Studies Seminar
4 credits
Examination and exploration of various topics in theatre studies, including but not limited to, theatre history, criticism, theory, aesthetics, performance studies, and dramatic literature. (Fall, Spring)

TH 540
Puppetry
4 credits
The art of puppetry and the basic methods of construction, operation, manipulation, and performance of puppets are examined. Emphasis is on the use of puppets as an educational tool. Projects include creating examples of each of the four major types of puppets: shadow, hand, rod, and marionette – using a range of construction techniques and materials appropriate to an educational setting. The course culminates with the construction of puppets for in-class presentations. Students are expected to provide appropriate material as needed. (Spring)

TH 548
History of Fashion
4 credits
The history of fashion teaches the student period research methods, efficient archiving techniques, period styles and silhouette, period costume inventory, period palettes, fabric choices, and manufacturing techniques. This course also explores the links among various historical events and social change, as well as their effect on fashion. The final goal is to enable the student to learn the basic silhouette and mannerisms from each period in history, and to gather historical costume information efficiently so it can be applied in various areas of the arts. (Semester varies)

TH 549
History of Decorative Art and Architecture
4 credits
The course surveys the development of style of architecture, furniture, and ornamentation and clothing from the ancient Egyptians through the early twentieth century. Each major period is examined through lecture and visual presentations. Along with field study to the Museum of Fine Arts and other related areas of interest, students focus on major influencing factors such as geography/geology, climate, religion/social structure, history, science, and technology. Each student is required to research and prepare a class presentation on the areas covered, as well as research and maintain a “tracing” notebook of all periods. (Semester varies)
TH 562
Theatre for Young Audiences
4 credits
This course is an introduction to the scope, purposes and history of theatre experiences for children and adolescents. Topics will include play reading and analysis and the examination of formal and participatory theatre and theatre-in-education techniques. (Fall)

TH 567
Playwriting for and with Youth
4 credits
Students are introduced to a variety of schemes and stimuli used in writing scripts for child or youth audiences or to use in helping young people write their own plays. Attention is given to freeing and stretching the imagination, issues of structure, methods of development, and style of critiquing, as well as to the social and political relevance of the work. Class work includes writing, improvising, reading aloud, critiquing, and discussing. (Semester varies)

TH 584
Directing the Musical Play
4 credits
This course explores the conceptual and structural material pertinent to the musical play form with emphasis on developing skills in the staging of the materials through the coordination of music, lyrics, and dialogue. Each student will be required to stage scenes from musicals for class demonstration. Selected students will be assigned to stage mini-musicals for public presentation. Students attend class with undergraduate musical theatre majors and have additional meetings, assignments, and responsibilities outside of that class time. (Fall)

TH 589
Playwriting Workshop
4 credits
This workshop will provide students with the ability to experience exercises designed to generate ideas, develop playwriting techniques, and explore the theatrical realization of text. (Fall)

Faculty

Maureen Shea, Chair and Professor of Performing Arts (1988); B.A., Clark University; M.A., University of Connecticut; Ph.D., Ohio State University.

Dr. Shea teaches in the areas of directing, dramatic literature, and theatre history. She has collaborated with playwrights and composers on a number of new works, including staged readings at the Philadelphia Drama Guild, the Coyote Theatre Company, the Nora Theatre Company, the Theatre Offensive and workshop productions and staged readings for Next Stage Inc., New Voices, and Word of Mouth in Cambridge, Somerville, and Boston, Mass. Her production of How I Got That Story was presented at the Kennedy Center for the Performing Arts as a national finalist in the American College Theatre Festival. She has been an artist-in-residence at the Iowa Playwrights Lab and at the Toneelacademie in Maastricht, the Netherlands. She was an Associate Director of the Company of Women, an all female Shakespeare Company. She is a member of the Society of Stage Directors and Choreographers.
Robert Colby, Graduate Program Director, Program Director of Teacher Education, and Associate Professor of Performing Arts (1977); B.A., University of Michigan; M.A., Eastern Michigan University; Advanced Diploma in Drama in Education, University of Newcastle-upon-Tyne, England; Ed.D., Harvard University Graduate School of Education.

Dr. Colby teaches in the areas of theatre education and theatre for young audiences, and directing. His productions for young audiences have toured extensively throughout the New England area and have been showcased at regional and national conferences. He has published in Children’s Theatre Review, Youth Theatre Journal, and 2D: Drama/Dance, and in 2003 he was recognized for his contributions to the field of theatre education with the Lin Wright Special Recognition Award given by the American Alliance for Theatre and Education.

Mary Ellen Adams, Assistant Professor of Performing Arts (1969); B.S., Valparaiso University; M.S., Emerson College.

Ms. Adams teaches in the design/technology area with a specialty in makeup, crafts, and puppetry. She received her training in makeup for theatre from Jack Stein, and for film, television, and special effects with Vincent Kehoe at the Research Council of Makeup Artists. Her professional work includes design responsibilities at major Boston television stations, and historical productions for Sudbury Militia and Minuteman National Park in Lexington, Massachusetts. She continues to serve as consultant to local educational, community and regional theatre companies. She has also conducted workshops for the Puppeteers of New England and New England Theatre Conference. At the College, she has designed and executed costumes, specialty headgear, makeup, and puppets for department productions.

John Bell, Assistant Professor of Performing Arts (2000); B.A., Middlebury College; M.A., Ph.D., Columbia University.

Dr. Bell is a theatre historian and puppeteer whose interests focus on modern drama, avant-garde performance, popular theater, and puppet theater. In addition to his academic work he is a member of the Obie-Award-winning Great Small Works theater company, with whom he performs and directs. He has worked with Bread and Puppet Theater since the 1970s. His recent books include Puppets, Masks, and Performing Objects; Strings, Hands, Shadows: A Modern Puppet History; and Landscape and Desire: Bread and Puppet Pageants in the 90s.

Melia Bensussen, Assistant Professor of Performing Arts (2000); B.A., Brown University.

Ms. Bensussen is Producing Director of Emerson Stage and teaches directing. She was awarded an OBIE for Outstanding Direction in 1999. In New York, she has worked at Playwrights Horizons, Primary Stages, Manhattan Class Company, Bay Street (Sag Harbor, NY), The Women’s Project, the WPA, and the New York Shakespeare Festival (where she was the
Artist-in-Residence), among others. She was twice given Directing Awards by the Princess Grace Foundation, USA, and is a recipient of their Statuette Award. Her edition of the Langston Hughes translation of Garcia Lorca's *Blood Wedding* is in its fifth printing by Theatre Communications Group.

**Mark Cohen, Assistant Professor of Performing Arts (2001); B.A., Yale University; M.F.A., the Shakespeare Theatre's Academy of Classical Acting at George Washington University; A.G.S.M., Guildhall School of Music and Drama, London.**

Mr. Cohen maintained a career as a professional actor, director, and period movement and dance consultant in New York before returning to the academy. Awarded Brown University's Presidential Award for Excellence in Teaching in 1998, Mark has also taught, directed, coached, and consulted at Rhode Island School of Design, Wake Forest University, Mercy College, and at various theatres throughout the northeast. His most recent appearance as an actor was as the Cardinal in the Shakespeare Theatre's Academy production of *The Duchess of Malfi* in Washington, D.C.

**Janet Taisey Craft, Assistant Professor of Performing Arts (1981); B.S., University of Massachusetts, Amherst; M.Ed., University of Massachusetts, Amherst.**

Ms. Craft is a choreographer, modern dancer, and teacher. She has created and performed her choreography for concert and theatre audiences in the New England area. She is the founder and artistic director of the modern dance company, the Ipswich Moving Company. She has been recognized as a Project Completion Grant recipient and a Fellowship Finalist by the Massachusetts Artists Foundation, and by both the American College Dance and Theatre Festival Associations. She also participated in a five-week residency with the Independent Company of Alla Sigalova. A concert of her choreography was performed at the Hermitage Theatre in Moscow, Russia. Her “Snake in the Grass” was selected for and performed in the International Aerial Dance Festival produced by Dance Umbrella in Boston in 1992.

**Kathleen Donohue, Associate Professor of Performing Arts (1986); B.A., University of Texas at Austin; Advanced Training Program at The Goodman School of the Chicago Art Institute; M.F.A., University of Iowa; Member of Actors Equity Association.**

Ms. Donohue is a member of Actor’s Equity and has worked professionally in both television and theatre. She has taught acting workshops for the International Association for the Study of Dreams in Delphi, Greece, and produced and performed in *Living In Exile - A Retelling of the Iliad* in Edinburgh, Scotland after having toured the show at institutions including the Remis Theatre of the Museum of Fine Arts, Boston and the Philadelphia Museum of Art. Professor Donohue produced the Clauder Competition in Playwrighting and has written and performed her own one-woman shows. From 1990 to 1996 she was Artistic Director for TheatreWorks of Boston, Inc.
Rhea Gaisner, Associate Professor of Performing Arts (1998); B.A., Barnard College; M.A. New York University.

Ms. Gaisner taught acting and headed the B.F.A. acting program at City College of New York's Davis Center for the Arts. She has conducted workshops, trained actors, and was a Staff Docent at Amsterdam's Theater School. She received a Fulbright Award to study the Arts in Transition in the three Chinas, and served, for Arts America, as cultural specialist in acting and directing in Turkey. She has been a visiting artist at Carnegie-Mellon, the Yale School of Drama, SUNY/Purchase, the Toneel School, and the Maastricht Toneelakademie. She has been on the faculty for Exiles International Summer Theater School and has received grants from the Arthur Foundation, Puffin Foundation, and Edith C. Blum Foundation.

Sarah Hickler, Assistant Professor of Performing Arts (2003); B.F.A. in Design, Massachusetts College of Art; M.F.A., Boston University.

Ms. Hickler creates movement/theatre work including solo, group, improvisational, collaborative, and interdisciplinary performances. Her work has been presented at Lincoln Center in NYC, Austin Arts Center, Trinity College in Hartford, the Institute of Contemporary Art, EventWorks, Mobius in Boston, the Dance Complex, Margaret Jewett Hall, and the Cambridge Multicultural Arts Center in Cambridge. She is a former member of the Mobius Artists Group, an internationally acclaimed group known for experimental work. She is a member of Shakespeare and Co., Lenox, MA, and has worked on productions at the L.A. Women's Shakespeare Company.

Timothy Jozwick, Assistant Professor of Performing Arts (1985); B.A., St. Vincent College; M.F.A., Carnegie-Mellon University; Member of United Scenic Artists.

Mr. Jozwick's design work has been produced for stage, television, and film. In addition to his responsibilities with Emerson Stage, he serves as a Resident Designer for Chamber Repertory Theatre. His work has been featured at Michigan Opera, the Indianapolis Opera, the Repertory Theatre of Saint Louis, the Goodspeed Opera, the Memphis Opera, the Opera Theatre of Syracuse, and the Dayton Opera. Tim's exhibit designs have been installed in the Museum of Science, Boston, the California Museum of Science, the Franklin Institute, the Chicago Museum of Science, the Ohio Center for Science and Industry, the Science Museum of Minnesota, and the City Museum of Saint Louis. Tim is also the recipient of a Regional Emmy Award, and he was the art director for a film documentary that went on to win the National Golden Eagle Award.

Robbie McCauley, Associate Professor of Performing Arts (2001); B.A. Howard University, M.A., New York University.

Robbie McCauley is an OBIE Award playwright and a nationally recognized performance artist and director. An AUDELCO Award recipient for acting, her directing credits include the premier of Daniel Alexander Jones' Bel Canto, co-produced with the Theater Offensive and Wheelock Family Theater. One of the early
cast members of Ntozake Shange’s *for colored girls who have considered suicide when the rainbow is enuf*, Ms. McCauley went on to write and perform regularly in cities across the country, striving to facilitate dialogues on race between local whites and blacks. She is anthologized in several books including *Extreme Exposure* by Jo Bonney, ed.; *Moon Marked and Touched by Sun*, by Sydne Mahone, ed.; and *Out of Character*, edited by Mark Russell.

**Scott Wheeler, Associate Professor of Performing Arts (1978); B.A., Amherst College; M.F.A., Ph.D., Brandeis University.**

Dr. Wheeler is a composer and conductor. As a composer, he has received awards from the Guggenheim Foundation, the Koussevitsky Foundation, the Fromm Foundation, Tanglewood, the National Endowment for the Arts, and many others. As a conductor, Scott Wheeler can be heard on several recent CDs conducting the Boston-based Dinosaur Annex Music Ensemble, of which he is co-Artistic Director, and on a recent Newport Classic CD, conducting members of the Orchestra of St. Luke’s. Recent musical compositions include *The Little Dragon* and *The Construction of Boston*.

**Artists-in-Residence and Production Experts**

Bonnie J. Baggesen, *Production Manager Department of Performing Arts and Emerson Stage (2003); B.A., Rhode Island College; M.F.A., Columbia University.*

Ms. Baggesen teaches stage management. Prior to Emerson, she was the production manager for The Acting Company, a national touring company, and has stage managed in regional and commercial theatre. Her regional credits include Trinity Repertory Company, Playmakers Repertory Company at UNC at Chapel Hill, and Rites and Reason Theatre at Brown University. Her touring credits include national tours of *Damn Yankees* with Jerry Lewis, and *Sunset Boulevard* with Petula Clark. In addition, she has taught stage management at Rhode Island College. While earning an M.F.A. in Theatre Management and Producing at Columbia University, Ms. Baggesen continued to stage-manage by substituting on *The Lion King*, *Search for Signs of Intelligent Life*, and other Broadway shows.

**Amelia Broome, Artist in Residence (1999); B.A., South Georgia College; M.A. University of West Florida; M.F.A., Boston University.**

Ms. Broome is a vocal and dialect coach and has over twenty years experience performing leading roles in opera, operetta, musical theatre, and plays throughout New England, Georgia, Florida, and Canada. In Boston she has performed with Longwood Opera, Janus Opera, and Boston Lyric Opera. Amelia is a certified Linklater voice teacher.

**Ken Cheeseman, Artist in Residence (2001); Professional Training, University of Rhode Island Trinity Repertory Conservatory.**

Mr. Cheeseman studied at the International Film Workshops with feature film directors Mark Rydell, Alex Singer, Peter Werner, and Kevin Reynolds, and studied improvisation with Keith Johnstone. He received the grant “Partners in Production” to produce television programs with Boston’s Deaf
Community. He is Director of Educational Services for the Boston Shakespeare Company and has hosted two children’s television shows, *Story Shop* and *The Lil’ Iguana Show*, winners of New England Emmy and Massachusetts Broadcast Awards. He has appeared in films including: *Domino One, Mystic River, Sundown, Big Night, Blue Diner, Next Stop Wonderland, State and Main, The Crucible, Malice, Housesitter, In Dreams,* and *The Proposition,* and the television shows *Monk* and *Law and Order: CI.* He is a member of the American Repertory Theatre and Trinity Rep and has worked at regional theatres around the country as well as off-Broadway in New York.

**Stephen Terrell, Head of Musical Theatre and Artist-in-Residence (2003); B.A.**

Mr. Terrell is a director and choreographer with an extensive background in musical theatre, opera, and contemporary and classical theatre. His work has been seen at Off-Broadway’s Minetta Lane Theatre, Goodspeed Opera House (Connecticut Critics’ Circle Award, Best Choreographer), and the Texas Shakespeare Festival, where he is a founding member and resident director. His work in opera includes productions for Teatro alla Scala in Milan, Paris Opera, Teatro Real in Madrid, and Bunkamura Theatre in Tokyo, among others. A former actor-singer-dancer, Mr. Terrell appeared in shows on- and off-Broadway, at Radio City Music Hall, and at numerous theatres across the country.

**Rafael Jaen, Resident Costume Designer of Performing Arts (1991); Technical, Universidad Central De Venezuela; B.F.A., New York University; M.A. Emerson College.**

Mr. Jaen teaches costume design and the history of fashion and decor. He has been designing costumes in projects produced in the USA, Spain, Scotland and Venezuela. Mr. Jaen is currently the Costume Area Head and Costume Design Resident at Emerson College in Boston. Recently he has chaired portfolio development workshops at the USITT Annual Conference and Stage Expo and was a guest speaker at the MIT Theater Design Symposium. He is a member of the United States Institute for Theater Technology (USITT) where he is Chair of Costume Portfolio Reviews. He is also a member of the United Scenic Artist (USA) Chapter 829.

**Technical Staff**

**Keith Cornelius, Scene Shop/Technical Supervisor (1986).**

Mr. Cornelius has served as the technical director for over 150 productions and is also a lighting and sound designer. He has worked at the Appletree Theatre, the Connecticut Opera, the University of Tennessee at Knoxville, and the University of Tulsa. He has been published in the *USITT Biennial Technical Exposition Catalogue* and *Theatre Crafts,* and is a member of the United States Institute for Theatre Technology.
Ron J. De Marco, Properties Supervisor and Assistant Technical Director; B.A., North Central College, Naperville, IL.

Mr. De Marco came to Emerson from Chicago, and his work has included technical director, stage manager, sound engineer, property designer, master electrician, special effects engineer, and changeover crew, with companies such as Shakespeare Repertory, Light Opera Works, Theatre BAM!, Pegasus Players, Drury Lane, Northlight, Goodman, Steppenwolf, City Lit, Remy Bummpo, and Coyote Theatres. He has also led workshops in Scenic Design and Construction for the Wisconsin Area Community Theatre Festival and for The Company Theatre in Norwell, MA. Ron is a member of USITT.
The Department of Visual and Media Arts provides an environment that fosters artistic and intellectual development. Strong technical training, based on a framework of theoretical and aesthetic study, prepares students to become makers of media art. The rapidly changing and converging fields of mediated art, entertainment, and information demand professionals who understand the aesthetics of their medium, as well as the social, political, and ethical implications of what they produce. Through a curriculum committed to the integration of theory and practice, students prepare for careers in the conception, production, post-production, evaluation, and distribution of digital sound and image media.

Students may focus on one or more of the following production environments: documentary video, fictional narrative video, audio production, and new media (interactive multimedia applications and computer animation) production. Also, students may orient their work in these media to one or more additional areas, including: media industries, international communications, policy analysis, and planning, ethics, and research.

Admission Requirements
The Department accepts students who have undergraduate or professional preparation in Media Studies and Production, as well as those who have little or no formal education or experience in the field.

Degree Requirements
The Master of Arts degree requires the successful completion of 40 credit hours and may include a maximum of 4 credits for a master’s project or thesis. Students must complete one of the following three options in fulfilling their program requirements: 36 credits of coursework plus a 4-credit master’s thesis, 36 credits of coursework plus a 4-credit master’s project, or 40 credits of coursework plus comprehensive examinations. Students who enroll for three courses per term may expect to complete the program in a minimum of four semesters.

Required Courses:

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<tr>
<th>Course</th>
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<tr>
<td>MA 601</td>
<td>Media Theory and Criticism</td>
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<tr>
<td>MA 603</td>
<td>Research Methods in Media Arts</td>
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To register for MA 698, Master’s Project, two levels of production courses are required in the production medium of the project. These courses must be taken prior to thesis or project work unless the Graduate Program Director agrees to an exemption. For example, to create a video project, MA 613 and MA 621 or MA 622 are required. For an interactive project, MA 618 and MA 619 are required. For an audio project, MA 611 and MA 612 are required. Thesis students should work closely with the Graduate Program Director to ensure they have the proper preparation to begin a thesis.
## Suggested Courses of Study

There are many possible areas of focus within the program. Some popular sequences are listed below. Full-time study is 8 to 12 credits per semester. Summer study is optional.

### Documentary Video

**Fall**
- MA 601: Media Theory and Criticism (4 credits)
- MA 613: Foundations of Image and Sound Production (4 credits)
- Elective (4 credits)

**Spring**
- MA 603: Research Methods in Media Arts (4 credits)
- MA 604: Case Studies in the Business of Modern Media (4 credits)
- MA 664: Studies in Documentary History and Theory (4 credits)

### Fiction Narrative Video

**Fall**
- MA 601: Media Theory and Criticism (4 credits)
- MA 613: Foundations of Image and Sound Production (4 credits)

**Spring**
- MA 603: Research Methods in Media Arts (4 credits)
- MA 614: Graduate Studio Production (4 credits)
- MA 622: Fiction Narrative Workshop (4 credits)

**Summer**
- WP 639: Writing the First Screenplay (4 credits)
- MA 698: Master's Project (2 credits)

**Fall in Los Angeles**
- Elective (4 credits)
- Internship (4 credits)

**Spring**
- Elective (4 credits)
- MA 698: Master's Project (2 credits)

### New Media Production

**Fall**
- MA 601: Media Theory and Criticism (4 credits)
- MA 613: Foundations of Image and Sound Production (4 credits)

**Spring**
- Elective (4 credits)
- MA 698: Master's Project (2 credits)
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<th>Semester</th>
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<td></td>
<td>MA 618</td>
<td>New Media Production I</td>
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<td>MA 663</td>
<td>Studies in Digital Media and Culture</td>
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<td>MA 619</td>
<td>New Media Production II</td>
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<td>MA 547</td>
<td>History and Aesthetics of New Media</td>
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<td>MA 611</td>
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<td>MA 515</td>
<td>Producing for Television and Non-Broadcast Media</td>
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<td>Fall</td>
<td>MA 630</td>
<td>Media Programming</td>
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### Media Studies

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### Production

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### Advisors

The Graduate Program Director examines all matters pertaining to admission and graduation from the program. The Graduate Program Director is the administrative advisor for all graduate students and, as such, advises on plans of study, course registrations, course changes, thesis/project proposals, etc. Students will work with the Graduate Program Director to create a project, thesis, or comprehensive examination committee.

### Options for Completing the Program

#### Master’s Project

The master's project provides students with the opportunity to develop, research, and produce a video, new media, or audio documentary, a fictional narrative, or an experimental project on a subject of the student’s choosing. Project proposals must be approved by the student’s project committee and by the Graduate Program Director. To complete a master's project, students must register for 4 credits (two each over two semesters). These credits count toward the 40 required credits for the degree.

Graduate students who choose to complete a Master’s Project will work with a Project Committee Chair, assigned by the Graduate Program Director, and a Second Committee Member. The student is responsible for selecting a potential Second Committee Member, ascertaining his or her willingness to serve, and obtaining approval from the Graduate Program Director.

To apply to take a Master’s Project, students must demonstrate an ability to undertake an extended video, new media, or audio project. Students must submit an outline of the intended project, as well as other information requested by the Graduate
Program Director, in the semester preceding the one in which they wish to enroll. In order to apply for MA698 (Master’s Project), students must have a GPA of 3.2 or above, and have obtained a grade of B+ or higher in each production course relevant to the area in which they wish to create a project.

Once the proposal has been accepted, students will register for 2 credits in MA698 for the semester they begin work on their proposal and for 2 further credits in the semester in which they complete their project. It should take two semesters to complete a Master’s Project. Please note that students who do not qualify for MA698 are still required to take 40 credits to graduate and complete one of the other available culminating experiences.

Master’s Thesis
The Master’s Thesis option is recommended for students planning to enroll in a Ph.D. program, and for those preparing for careers in which research skills would enhance the student’s credentials. To complete a master’s thesis, students must register for 4 credits (spread out over at least two semesters). These credits count toward the 40 required credits for the degree. Selection of the master’s thesis option is the joint decision of the graduate faculty and the degree candidate. Students must receive approval from the Graduate Program Director before registering for thesis credit. Specific coursework or directed study work may be required before beginning a thesis. The thesis candidate must work with the Graduate Program Director to form a thesis committee. The committee consists of a Thesis Committee Chair, who will work with the student throughout the process, and a Second Committee Member, who will read the completed thesis. The student must defend the thesis in an oral examination administered by the thesis committee. Students should begin registering for thesis credits the semester they begin work on their proposals. It will take a minimum of two semesters to complete a master’s thesis.

Comprehensive Examinations
Students may opt to complete 40 credits in coursework and then take Comprehensive Examinations in their last semester of coursework. The Graduate Program Director works with the student to form a committee of two faculty members. Each faculty member plans and evaluates a written comprehensive examination in a different subject area. Examination questions are designed to allow the student to gain and demonstrate mastery over a range of material jointly determined by the student and members of the faculty. Additional reading beyond coursework will be required. The Comprehensive Examinations are given twice each year, in the fall and spring semesters, and are administered by the Graduate Program Director. Students must complete MA 601 and MA 603 before the semester in which they plan to take the exams. Students who write a thesis or produce a video, audio, or new media project are exempted from taking comprehensive examinations. Students must pass comprehensive examinations in not more than two attempts.
MA 600
Media Business Basics
4 credits
The course focuses on strategic thinking and implementation of media projects from conception (pre-production) through release/distribution/exhibition. Material covered includes business plans; grant resources, writing, and package preparation; acquiring rights associated with production; preparing for feature production (optioning literary property, pitching ideas, offerings, prospectus); legal issues (rights, copyright, and intellectual property); insurance considerations; advertising; and marketing. Students are required to conduct database web research on the industry and festivals in addition to following current trends in global markets, financing, advertising, and marketing. (Semester varies)

MA 601
Media Theory and Criticism
4 credits
This course explores theoretical and critical approaches to the study of video, film, digital culture, and photography. The course will combine primary and secondary writings on the form, production, and authorship of media texts. The issues to be covered will range from political ideology, ethics, and cultural difference to psychology, aesthetics, and semiotics. All Visual and Media Arts graduate students must complete MA 601 prior to registration for thesis or project credit. (Fall, Spring)

MA 603
Research Methods in Media Arts
4 credits
An introduction to research methods and an analysis of principles and techniques of media arts research, with particular attention to critical, descriptive, observational, and historical research design. All Visual and Media Arts graduate students must complete MA 603 prior to registration for thesis or project credit. (Fall, Spring)

MA 604
Topics in Media Arts
4 credits
Special offerings in the area of media studies and production. (Semester varies)

MA 611
Graduate Audio Production
4 credits
Directing and producing audio material. Designed for the individual who is changing careers, the course assumes no prior knowledge of audio production. Course includes rudiments of sound theory and basic audio production. Students work on production and writing for studio and field projects, from brief edited pieces through four-track feature projects. (Fall, Spring)

MA 612
Sound for Image
4 credits
This course places professional audio recording and processing methods within the context of video, film, and new media production. Topics include: mixing and
editing audio, the stages of audio post-production, audio “sweetening,” sound effects, and integrating audio and interactive applications (Internet and CD-ROM).

(Prerequisite: MA 611.) (Fall)

MA 613
Foundations of Image and Sound Production
4 credits
An introduction to the aesthetics and practice of image and sound production. Topics include visual composition, preproduction skills, lighting, basic directing, camera operation, lens theory, and editing. Students will be creating projects using digital still photography and video. This course is a prerequisite for MA 614, MA 621, and MA 622. It is also a prerequisite for MA 618, or may be taken concurrently. Waivers possible with the permission of the Graduate Program Director. (Fall, Spring)

MA 614
Graduate Studio Production
4 credits
Fundamentals of studio video production. Students produce, direct, and work crew for productions. Lectures, production analyses, and critiques of work are included. (Prerequisite: MA 613 or Equivalent. See the Graduate Program Director.) (Fall, Spring)

MA 618
New Media Production I
4 credits
An introduction to the theory and practice of multimedia production with an equal emphasis on learning computer applications and being creative within the field. Areas include 2-D painting and photographic computer graphics, digital editing for multimedia, vector animation, and interactive programming applications for the web/Internet. (Prerequisite: MA 613. May be taken concurrently.) (Fall, Spring)

MA 619
New Media Production II
4 credits
Students will design, develop, and produce a stand-alone multimedia project. Authoring and limited programming in Director will be taught along with new media aesthetics, different kinds of new media productions, technical specifics of digital media, and advanced digital imaging and production. The design process for new media covers concept development integration of the media elements in release form. (Prerequisite: MA 618.) (Fall, Spring)

MA 621
Documentary Production Workshop
4 credits
An introduction to the practice of documentary video production. There will be an emphasis on documentary strategies, research, budgeting, production, and postproduction. Students will produce a documentary short. (Prerequisite: MA 613 or Equivalent. See the Graduate Program Director.) (Fall)

MA 622
Fictional Narrative Workshop
4 credits
An introduction to the theory and practice of dramatic narrative. Topics covered will include pre-production, scheduling,
creating a directorial vision, directing actors, production, and postproduction. Students will produce a fictional narrative documentary short. (Prerequisite: MA 613 or Equivalent. See the Graduate Program Director.) (Spring)

MA 625
Computer Animation 1
4 credits
This is the first course in the two-course computer animation sequence, introducing students to the fundamentals of three-dimensional modeling and animation and preparing them for the second course, Computer Animation 2. Students learn to develop concepts, produce storyboards, model, texture objects, compose and light scenes, animate, and add dynamics. Finally, they learn to render their animations into movies and to composite movies, audio, titles, and credits in postproduction. In addition to these production skills, students will continue to develop their conceptual understanding as well as their critical and creative thinking about the practice of computer animation. (Fall)

MA 626
Computer Animation 2
4 credits
This is the second course in the two-course computer animation sequence, introducing students to advanced three-dimensional modeling and animation techniques and preparing them for independent computer animation production work. Students will continue to develop their skills in concept development, storyboarding, modeling, texturing objects, composing and lighting scenes, animating, dynamics, rendering and postproduction compositing. In addition to these production skills, students will continue to develop their conceptual understanding as well as their critical and creative thinking about the practice of computer animation. (Spring)

MA 630
Media Programming
4 credits
Examination of the strategies and principles of programming for networks, affiliates, independents, cable, and public television and radio broadcast facilities at both the national and local level. The student will analyze the impact of sales strategies, audience demographics, behavioral surveys, syndication, and new technologies on the programming industry for the twenty-first century. (Fall)

MA 661
Ethical Issues in Mass Communication
4 credits
Examination of professional choices that require decision-making skills, ethical training, moral reasoning, and economic and political awareness. Close analysis of contemporary case studies and thoughts on on-the-job choices, attitudes, behaviors, and professional and public accountability in the media. (Semester varies)

MA 663
Studies in Digital Media and Culture
4 credits
This course will examine the dramatic shift in meaning and process of contemporary communication by examining the social,
artistic, economic, and political implications of using and implementing digital ways of working. Topics will include the Internet and the web, cyberspace and censorship, history of the technologies and new media, games, digital film and video, multimedia and interactivity, virtual reality, person/machine interfaces, and globalization considerations. (Spring)

MA 664
Studies in Documentary History and Theory
4 credits
A historical investigation of the theories and practice of documentary representation in film, television, video, and new media. (Prerequisite: MA 601.) (Spring)

MA 690
Internship
2 - 4 credits
Participation in a professional organization such as a broadcast station, advertising agency, production or syndication company, industrial video company, or others. Participation is supervised by both the professional site supervisor and a member of the faculty. In addition to the work at the internship site, graduate students will be required to complete a research project individually designed by the Internship Coordinator. The Graduate Program Director and the Department Internship Coordinator must approve the internship before the student begins. A maximum of 4 credits can be applied toward the 40-credit graduation requirement. All students must participate in a mandatory internship orientation the semester before the internship. This is through the Career Services Office. (Fall, Spring)

MA 697
Directed Study
1 - 4 credits
Credits awarded to be determined in consultation with faculty advisor, the Department Chair, and the Graduate Program Director. (Fall, Spring)

MA 698
Master's Project
4 credits
Individual video, audio, or new media project directed by a committee of two faculty members. Student must have the consent of the Graduate Program Director and the Project Committee Chair to register. A maximum of 4 credits may be counted toward the degree. Video Project students meet weekly as a colloquium. Students must pass two semesters of Master's Projects: Video Colloquium to complete a Video Master's Project. Performance is recorded as Pass or Fail. (Fall, Spring)

MA 699
Master's Thesis
2-4 credits
Individual scholarly research directed by a committee of two faculty members. Student must have the consent of the Graduate Program Director and the Thesis Committee Chair to register. Four credits must be counted toward the degree. Performance is recorded as Pass or Fail. (Fall, Spring)
Joint Undergraduate/Graduate Courses

MA 505  
Topics in Visual and Media Arts  
4 credits  
Topics will explore various aspects of Media Arts history, theory, and criticism. See semester course listings for Prerequisites.  
(Semester varies)

MA 507  
Topics in Visual and Media Arts: Practice  
4 credits  
Topics will explore various aspects of visual and media arts practice. (Prerequisite: Will vary depending on course topic.) (Fall, Spring)

MA 508  
Directing Actors for the Screen  
4 credits  
Students develop skills in directing actors in dramatic performances for video and film. Building on a foundation of fundamental video and film skills, students will learn how to plan and direct narrative sequences. Students will be taken step by step through the directing process with a particular emphasis on research and visualization. (Prerequisite: Permission of GPD.) (Fall)

MA 510  
Advanced Studio Recording  
4 credits  
The theoretical and technical applications of outboard signal processing, advanced multi-track theory and practice, and digital sound editing will be explored. Students will work on individual and group projects integrating musical applications of differing styles, lengths, and levels of complexity. (Prerequisite: Permission of GPD.) (Spring)

MA 515  
Producing for Television and Non-Broadcast Media  
4 credits  
Through lecture and hands-on projects, students learn the organizational and creative skills of producing in the studio and in the field. Topics include program development, pitching, budgeting, hiring, scheduling, and coordinating the production and program evaluation. (Prerequisite: Permission of GPD.) (Fall, Spring)

MA 524  
Radio as a Business  
4 credits  
A non-production course dealing with all aspects of business including ownership, engineering, law, accounting, promotion and programming, personnel, sales, and the role of the advertiser. (Spring)

MA 525  
Recording Industry as a Business  
4 credits  
Students will explore the ways sound entertainment and information products are developed, produced, and marketed. In-depth examination of the market analysis principles, legal requirements, and structure, including licensing agreements, contracts, and copyright, will take place along with the examination of revenue issues such as royalties, record sales, product endorsements, and cost-centered issues such as promotion, advertising, and touring. (Fall)
MA 526
Analysis of Media Management
4 credits
An examination of the organization and business operations and management of media companies in television, radio, cable, print, and the Internet. Both for profit and non-profit organizations are analyzed. The student studies the relationship between the production and purchase processes and the requirements for profitability. Personnel management, planning, and financial strategies are studied, particularly as they relate to legal, consumer, and political policies and considerations. (Semester varies)

MA 530
Communication Law and National Policy
4 credits
An analysis of law and policy that affect all forms of communication, including newspapers, radio, television, cable, film, visual arts, and cyberspace, with emphasis on statute law, case law, and regulatory law. Topics include first amendment freedoms, prior restraint, libel and slander, indecency and obscenity, copyright, fair trial/free press issues, confidential sources, and advertising. Students will conduct mock trials and prepare legal and regulatory documents on key issues. (Semester varies)

MA 531
Telecommunications Control and Regulation
4 credits
Influences of government, industry, sponsors, consumers, and pressure groups on radio, television, cable, cyberspace, and other telecommunication systems. Emphasis will be placed on FCC rule-making and Congressional lawmaking. (Semester varies)

MA 532
Hate.com
4 credits
Using the Internet as a base, students examine how extremist groups use the media to foment hate and violence against designated racial, religious, and ethnic groups, and other non-white, non-Aryan targets, and how they are recruiting for a racial holy war. Neo-nazis, skinheads, Christian Identity, Klu Klux Klan, Holocaust deniers, armed militias and similar organizations are included among the extremists. A study of organizations and methods used to counter the hate groups, plus student programming of the class's "counterhate.com" web site, concludes the course. (Semester varies)

MA 533
Comparative World Communication Systems
4 credits
A comparative study of telecommunications systems throughout the world, including industrialized, developing, and indigenous nations. All continents and regions will be examined: North America, South America, Asia, Africa, Europe, and Oceania. Individual countries and their relationships to their regions, continents, and to the rest of the world will be examined in terms of: 1) control and regulation; 2) economics and financing; 3) programming and operations; 4) content freedom/censorship. Regional and global telecommunications organizations, associations, and institutions will also be studied. (Semester varies)
MA 537  
Public Broadcasting and Educational Telecommunications  
4 credits  
An investigation of the history, organization, structure, funding, programming, audience, and operations of public televisions and radio. Corporation for Public Broadcasting, PBS, and NPR/APR networks, regional associations, and individual stations will be studied, including field visits to stations and program sources. Instructional television systems, such as ITFS, will also be investigated. (Semester varies)

MA 540  
Communication Ethics and Cultural Diversity  
4 credits  
Ethical issues, including racial and ethnic prejudice, discrimination and stereotyping, are inspected both from a philosophical and case study approach. Topics such as privacy, piracy, censorship, ethnocentricity, pornography, racism, confidentiality, fairness, and hate speech are investigated in a variety of communication media--computer technology, photography, video, speech, audio, film, and print--both in international and U.S. domains. (Spring)

MA 547  
Aesthetics and History of New Media  
4 credits  
This course investigates the past 40 years of New Media. Topics and fields of study include experimental and video art, installation and interactive projects, Internet projects, implications of working in digital media, theory and practice connections to the twentieth century media, and review of the recent criticism in the field. (Fall)

MA 552  
History of Experimental/Avant-Garde  
4 credits  
This course examines the history of the significant intellectual, political, and formal challenges to the dominant Hollywood cinema. (Semester varies)

MA 561  
Children's Media  
4 credits  
Content and production approaches of major children's programming in the context of child development theories. Review of theory and research on media's impact on children's behavior, including impacts of television, music, and computers. (Semester varies)

MA 566  
Post-Colonial Film  
4 credits  
An examination of the historical, socioeconomic, and ideological contexts of film production, distribution, and exhibition of post-colonial films that explore and challenge Hollywood and Western notions of identity, narrative, history, and oral traditions. National cinemas to be considered include those from Africa, the Caribbean, Latin America, the United Kingdom, and the United States. (Semester varies)

MA 568  
Feminist Media Criticism  
4 credits  
An investigation of gender difference and its representation in the media. The course will focus on the analysis of conventional films and television programs as well as feminist media productions. (Prerequisite: Permission of Instructor.) (Semester varies)
MA 570
Black American Independent Cinema I
4 credits
This course is designed to examine the depiction by and of African Americans in cinema from the inception of the film industry through the 1950s and the transition to television. Special emphasis is given to the historical, cultural, political, social, and economic influences that have shaped and/or determined the cinematic depictions about and by African Americans, beginning with the Reconstruction era and continuing chronologically through the Harlem Renaissance, “race films,” Hollywood productions of the 1940s, and concluding with the pre-civil rights era “problem films,” the decline of Hollywood in general and African-American involvement in particular. Students will emerge from the class with a richly contextualized understanding of African Americans by independents and Hollywood. (Prerequisite: Permission of Instructor.) (Semester Varies)

MA 571
Black American Independent Cinema II
4 credits
This course begins with the resurgence of Hollywood cinema, beginning with the “blaxploitation” films of the 1970s, the concomitant impact of racial turbulence, and the emergence of a new African-American independent filmmaking tradition. Landmark films and filmmakers whose work explores and challenges Hollywood and Western notions of identity, narrative, history, and oral traditions will be presented, including works by women, the “L.A. Rebellion” filmmakers, and contemporary Hollywood productions about and/or by African Americans. (Prerequisite: Permission of Instructor.) (Semester Varies)

MA 573
Transnational Asian Cinema
4 credits
In this course, Asian “national” cinemas are examined and problematized in the contexts of media and economic globalization. Specifically, we will examine transnational Asian cinemas with the following foci: 1) the politics of transnational film practices, 2) issues surrounding filmic representation and diasporic identities, 3) the construction and negotiation of national, gender, and genre differences; 4) local-regional-global dynamics and 5) questions of the postcolonial in Asian contexts. (Semester varies)

Faculty

Michael Selig, Chair and Associate Professor of Visual and Media Arts (1986); B.S., M.A., University of Texas; Ph.D., Northwestern University.

Dr. Selig has taught at the University of Vermont, Rosary College, Northwestern University, and the University of Texas. He has published in Screen, Wide Angle, Jump Cut, and other publications. He is a former editor of the Journal of Film and Video.

Visual and Media Arts 135
Jan Roberts-Breslin, Graduate Program Director and Associate Professor of Visual and Media Arts (1990); B.A., University of Delaware; M.F.A., Temple University.

Ms. Roberts-Breslin is an independent media artist whose work has been broadcast on PBS and has received national and international festival awards. She served as video director for the United Church of Christ in New York City and has taught at Temple and Seton Hall universities. She is the author of Making Media: Foundations of Sound and Image Production.

Claire Andrade-Watkins, Associate Professor of Visual and Media Arts (1982); B.A., Simmons College; M.A., Ph.D., Boston University.

Dr. Andrade-Watkins, a historian and filmmaker, has published extensively on French- and Portuguese-speaking African cinema in leading academic journals and film publications including Framework, Research in African Literatures, International Journal of African History, Journal of Visual Anthropology, and the Independent. She is co-editor of Blackframes: Critical Perspectives on Black Independent Cinema. She was a 1995-1996 Fulbright Scholar in Cape Verde, where she conducted research on indigenous cinema in Cape Verde. With a 1997 grant from the American Philosophical Society, she researched colonial cinema in Lisbon. She is currently working on an award-winning “documemoire,” Some Kind of Funny Porto Rican, about the Cape Verdean community in Providence, Rhode Island. Other documentaries she produced include The Spirit of Cape Verde, a half-hour documentary celebrating the bonds between New England, Cape Verde, and President Aristides Periera’s historical first visit to the United States in 1983. She was an Associate Producer on Odyssey, a national PBS anthropology and archaeology documentary series, and Assistant to the Producer on Sankofa, an internationally acclaimed feature film on slavery by filmmaker Haile Gerima.

Pierre Archambault, Associate Professor of Visual and Media Arts; B.F.A., Tufts University; M.F.A., the School of the Art Institute of Chicago.

Mr. Archambault is a sound designer, sound art and music composer, and a performer of electronic music. Among others, his credits include sound design for the award winning CD-ROM, Exotic Japan, the BBC film Dear Nelson, and contributing composer for the PBS series Our Stories and Made-in-Maine. He also composed the music for the global art exhibit, C.O.D. He has taught at the School of the Art Institute of Chicago and the Savannah College of Art & Design.

Martie Cook, Assistant Professor of Visual and Media Arts (2002); B.S., M.F.A., Emerson College.

Ms. Cook has worked as a writer/producer for all four television networks and PBS. Her writing credits include Charles In Charge and Full House. Her producing credits include Entertainment Tonight, America’s Most Wanted, NBC Nightly News, the Today Show and the Emmy-nominated children’s show Zoom. Ms. Cook’s screenplay Zachary’s Truth was optioned by Universal Studios.
Thomas Cooper, Professor of Visual and Media Arts (1983); B.A., Harvard University; M.A., Ph.D., University of Toronto.

Dr. Cooper is the author of six books, over a hundred articles, and is co-publisher of Media Ethics magazine. He served as assistant speechwriter in the White House and as the assistant to Marshall McLuhan, produced some of the first audio-spacebridges between the U.S. and Soviet Union, and has received many fellowships, awards, and grants.

Pierre H. Desir, Assistant Professor of Visual and Media Arts (1990); B.A., City University of New York, Queens College; M.A., M.F.A., University of California, Los Angeles.

Mr. Desir is an independent filmmaker and cinematographer whose work, including Zona, Compensation, Cycles, and The Gods and the Thief; has appeared at numerous domestic and international film festivals, including Sundance, Toronto, Amiens, London, Chicago, and New York.

John (Craig) Freeman, Associate Professor of Visual and Media Arts (1986); B.A., University of California, San Diego; M.F.A., University of Colorado, Boulder.

Mr. Freeman has taught as an Associate Professor at the University of Massachusetts Lowell and as an Assistant Professor at the University of Florida. His work has been exhibited internationally including at the Contemporary Art Center in Atlanta; the Nickle Arts Museum in Calgary, Canada; the Centro de la Imagen in Mexico City; the Photographers Gallery in London; the Center for Experimental and Perceptual Art (CEPA) in Buffalo; Mobius in Boston; the Ambrosino Gallery in Miami; and the Friends of Photography’s Ansel Adams Center in San Francisco. In 1992 he was awarded an Individual Artist Fellowship from the National Endowment for the Arts. His work has been published in Leonardo, the Journal of Visual Culture, Exposure, Artforum, Ten-8, Z Magazine, Afterimage, Photo Metro, New Art Examiner, Time, Harper’s, and Der Spiegel.

Donald Fry, Associate Professor of Visual and Media Arts (1986); B.A., M.A., Bowling Green State University; Ph.D., Ohio State University.

Dr. Fry’s expertise is in mass communication theory, research methods, and media management. He served as Television and Film Head of the Department of Speech Communication, Wichita State University, and has taught at West Virginia University, Ohio State University, and Bowling Green State University. Dr. Fry has published in the Journal of Communication Inquiry, Communication Yearbook, Critical Studies in Mass Communication, Newspaper Research Journal, and Mass Communication Yearbook.

John Gianvito, Assistant Professor of Visual and Media Arts (2004); B.F.A., California Institute of the Arts; M.S., M.I.T.

Mr. Gianvito is a filmmaker, curator, and critic. He has directed three feature films including the award-winning The Mad Songs of Fernanda Hussein (2001), and has recently completed editing of the book Andrei Tarkovsky: Interviews, forthcoming from the University Press of Mississippi.
Eric Gordon, Assistant Professor of Visual and Media Arts (2004). Ph.D., University of Southern California’s School of Cinema-Television.

Dr. Gordon works in the fields of critical urbanism and new media. Before coming to Emerson, he was a postdoctoral fellow at the Institute for Multimedia Literacy (IML) at USC’s Annenberg Center for Communications, where he was co-designer of a software application called MediaBASE that allows users new opportunities for the exploration and manipulation of media projects. His recent publications include: “Towards a Networked Urbanism: Hugh Ferriss, Rockefeller Center and the ‘Invisible Empire of the Air’,” and “The Database City: Narrative, Interactivity and the Renewal of Hollywood Boulevard.”

Robert Hilliard, Professor of Visual and Media Arts (1980); A.B., University of Delaware; A.M., M.F.A., Western Reserve University; Ph.D., Columbia University.

Formerly Dean of Graduate Studies and Dean of Continuing Education at Emerson College, Dr. Hilliard teaches courses such as Media Programming, The Media and the Holocaust, Hate.com, Communication Law, and Pictures of Protest. He was formerly Chief of the Public Broadcasting Branch of the Federal Communications Commission and Chair of the Federal Interagency Media Committee for the White House. A frequent lecturer on media and education on all continents, Dr. Hilliard is the author of more than 30 books on communication, including several leading media texts.

Tom Kingdon, Associate Professor of Visual and Media Arts (1995); M.A., Birmingham University, U.K.

Mr. Kingdon is a producer and a director. His credits include Masterpiece Theater and the BBC TV’s Eastenders, in addition to several other network drama series, children’s programs, and corporate programs. He is the author of Total Directing (2004), which discusses directing camera and actors in film and television.

Brooke A. Knight, Assistant Professor of Visual and Media Arts (2002); B.A., Davidson College; M.F.A., California Institute of the Arts.

Mr. Knight, an artist working in new media, has exhibited his work in over twenty international festivals and exhibitions in the past four years, including Through the Looking Glass, Art Frankfurt, Medi@terra, Variable Media, Art Interactive, and Experimenta. Primarily working with the medium of the Internet, Mr. Knight’s main areas of interest are interactivity, language and meaning, and the landscape.

Cher Krause Knight, Assistant Professor of Visual and Media Arts (2002); B.A., Rutgers University; M.A., City College C.U.N.Y.; Ph.D., Temple University.

Dr. Knight is an art historian focused on modern and contemporary art and architecture. She is also a specialist in museum studies, with an emphasis on curatorial theory. She has published her work in a variety of sources, including

Cristina A. Kotz Cornejo, Assistant Professor of Visual and Media Arts (2001); B.A., University of Southern California; M.A., Antioch University; M.F.A., New York University.

Ms. Kotz Cornejo is an independent filmmaker currently developing a feature-length film titled, Soledad. Soledad was a semi-finalist for the 2004 Sundance Screenwriter's Lab and was in the script competition at the 2003 International Festival of New Latin American Cinema in Havana, Cuba. Her personal documentary, My Argentine Family (2003), premiered at the 2003 Rhode Island International Film Festival and her digital short Ocean Waves (2002), which has screened at the New England Film and Video Festival, the Boston Underground Film Festival, among others, received the Award of Merit from the University Film and Video Association. In 2000 Cristina was awarded a grant from the Partnership for a Drug Free America to direct Ernesto (2000), which premiered at the Palm Springs International Short Film Festival. Her short film, The Appointment (1999), developed under the advisement of Spike Lee and Nancy Savoca while Ms. Cornejo was a student, was awarded a Warner Brothers Pictures Production Award, a Dean’s Post Production Award, and 3 NYU Craft Awards and was picked up for distribution by Urban Entertainment.

Maurice Methot, Assistant Professor of Visual and Media Arts (2000); M.A., Brown University.

Mr. Methot teaches courses in Audio for New Media, Studio Recording, and Media Production. He is a composer, performer, and media artist whose work is devoted to the exploration of sound both as a physical phenomenon and as a metaphorical device. He has performed extensively in a variety of venues ranging from the punk mecca C.B.G.B.’s to the Moscow Conservatory of Music. His work in experimental video has been screened at a numerous conferences and digital media festivals. His professional work includes freelance production for MTV. His projects are available on CD, cassette, vinyl, and on the World Wide Web. He has also taught at Brown University, Southern Illinois University, and Albright College in Pennsylvania.

Carole A. O’Neill, Associate Professor of Visual and Media Arts (1987); M.Ed., Antioch University.

Ms. O’Neill is a Peabody and Emmy Award-winning producer/director with more than twenty years of experience in broadcast television. Her productions of news, public affairs, talk shows, documentaries, and live specials have aired on ABC, CBS, FOX, NBC, PBS, and the WB networks and affiliates. She was elected to the Board of Governors and served as Executive Director of the National Academy of Television Arts and Sciences.
Kathryn Ramey, Assistant Professor of Visual and Media Arts (2004); B.A., Evergreen State College, M.F.A., M.A., Temple University. Kathryn Ramey is an experimental filmmaker and scholar. Her award-winning films have screened at the Toronto International, Ann Arbor, Athens, Boston Independent, and Philadelphia film festivals among others. In 2004, she was the recipient of a Pennsylvania Council of the Arts Fellowship for her works in film. In 2003, she was a Social Science Research Council program on the Arts fellow for her research on experimental filmmakers. Her most recently published works include “Between Art, Industry and Academia: The Fragile Balancing Act of the Film Avant-Garde” in Visual Anthropology Review. She will be completing her dissertation on the contemporary New York experimental film community this year.

Eric P. Schaefer, Associate Professor of Visual and Media Arts (1996); B.A., Webster University; M.A., University of Texas at Austin; Ph.D., University of Texas at Austin. Dr. Schaefer’s primary research interests are film history, exploitation film, and other marginalized cinemas, popular culture, and postwar film and television. He is the author of a number of articles and the award-winning book “Bold! Daring! Shocking! True!”: A History of Exploitation Films, 1919-1959. He is currently working on Massacre of Pleasure: A History of Sexploitation Films, 1960-1979. Dr. Schaefer is also active in the area of film preservation and serves on the editorial board of the Moving Image, the journal of the Association of Moving Image Archivists.

Jane Shattuc, Associate Professor of Visual and Media Arts (1989); B.A., Indiana University; M.A., Ph.D., University of Wisconsin-Madison. Dr. Shattuc has taught at the University of Vermont and the University of Wisconsin-Madison, and was a fellow at Bonn Universität, Bonn, Germany. Dr. Shattuc is the author of Television, Tabloids, Tears: Fassbinder and Popular Culture, and The Talking Cure: Television Talk Shows and Women, and is the editor of Hop on Pop: The Politics and Pleasures of Popular Cultures.

James Sheldon, Associate Professor of Visual and Media Arts (1996); M.S., Massachusetts Institute of Technology. Before joining the Emerson faculty in 1996, Mr. Sheldon worked for many years as a museum curator and artist active in the media of photography, video, and interactive art. Recently he produced a number of interactive exhibition applications for the Museum of Fine Arts, Boston. Currently he is working on a series of online interactive documentaries about cultural landscapes funded by the Cultural Landscape Foundation and the National Endowment for the Arts.

Stephen Shipps, Associate Professor of Visual and Media Arts (1970); B.A., Dartmouth College; Ed.D., Harvard University. Dr. Shipps is an arts educator primarily concerned with the nature and history of “art” as a Western cultural institution, and how best to teach this concept. He has
written and spoken widely about those concerns in both national and international forums. An award-winning teacher, he has been a Fellow of the National Endowment of the Humanities and of the Getty Center for Education in the Arts, and is currently Chair of the Education Committee of the College Art Association.

Jean Stawarz, Associate Professor of Visual and Media Arts (1999); B.S., Boston University; M.F.A., Goddard College, Vermont.

Ms. Stawarz has worked as a screenwriter, story editor, and associate producer. Her production credits include the award-winning films Powwow Highway and Henry & Verlin, and the television dramas Spirit Rider and North of Sixty. Her work has been screened at many film festivals including Sundance Film Festival, Montreal Film Festival, and the Munich Film Festival, and has aired on PBS, CBC, and the BBC. The Telluride Indie Fest named her original screenplay, The Sculptors, one of the “Top Thirty Screenplays in the World.” She has also taught at Southern Illinois University, Carbondale.

Jeff Talman, Assistant Professor of Audio and Radio (2003); B.A., M.A., City College of New York, CUNY.

Mr. Talman, award-winning sound artist, has created installations for The Kitchen, NYC; the MIT Media Lab, the Basilica of St. Ulrich in Regensburg, Germany; Eyebeam, NYC, and others. His unique achievement in sound art is the reiterative resonance system in which the resonant frequencies of an installation site become the sole sound source for the work. The New York Times, WIRED Magazine, and other publications have recognized this important process and work. Recent awards include a New York Foundation for the Arts Award in Computer Arts and a Gunk Foundation Grant. Recent artist residencies include Yaddo, the Virginia Center for the Creative Arts, and the Oberpfälzer Künstlerhaus in Schwandorf, Germany. Mr. Talman has directed orchestras and taught at City College and Columbia University, and taught at the Massachusetts College of Art. He produced and hosted a weekly show of new music, “Airwaves,” for six years on WKCR-FM, New York, featuring interviews, live performances, and the latest CD releases. He is currently represented by Bitforms Gallery, NYC.

Robert Todd, Assistant Professor of Visual and Media Arts (2000); B.A. Tufts University; B.F.A., School of Museum of Fine Arts, Boston; M.F.A., Tufts University.

An experimental filmmaker and sound artist, Robert Todd continually produces short works that resist categorization. His work has screened internationally and received various awards.

Shujen Wang, Associate Professor of Visual and Media Arts (1998); B.A., Chinese Culture University; M.S., Indiana University; Ph.D., University of Maryland.

Dr. Wang is a Research Associate in the Fairbank Center for East Asian Research at Harvard University. Dr. Wang’s research
interests include global film distribution, piracy and copyright governance, and issues surrounding space, technology, the state, and power. The author of *Framing Piracy: Globalization and Film Distribution in Greater China* (2003), she has published in such journals as *Cinema Journal, Film Quarterly, positions, Theory Culture & Society, Public Culture, Asian Cinema, Text, Visual Anthropology, Journal of Communication Inquiry, Gazette, Asian Journal of Communication*, and *Media Asia.*
The Department of Writing, Literature and Publishing offers study leading to the degrees of Master of Fine Arts in Creative Writing and Master of Arts in Publishing and Writing. The Department provides students with a curriculum to develop their talent as writers, their knowledge of literature and criticism, their awareness of the literary marketplace, and, to those inclined to teach, their skills as teachers of writing and literature. Established professionals provide guidance and instruction in all genres of writing, from scriptwriting for movies and television to poetry, drama, fiction (both short story and the novel), and nonfiction.

The Master of Fine Arts in Creative Writing is a terminal degree for students who wish to pursue careers as writers in any of the creative media, and/or who want to teach writing and literature at the college level. This program is designed for students interested in a traditional academic writing program with courses aimed at developing the student’s writing style and artistic sensibility, and for students interested in pursuing careers in writing fiction, poetry, nonfiction, plays, or screenplays.

The Master of Arts in Publishing and Writing degree program offers courses in book, magazine, and electronic publishing; in fiction and nonfiction writing; and in literature and criticism. Internship and apprenticeship opportunities are available, for credit, in Boston publishing and production firms and literary agencies. The book publishing sequence is endorsed by the Education Committee of the Association of American Publishers. This program is designed primarily to meet the needs of students who are interested in pursuing careers in publishing or as writers or professionals in a writing-related field. It provides the opportunity for an interactive “guided apprenticeship” in Publishing and Writing.

Admission Requirements
Students must hold a bachelor’s degree from an accredited institution and, generally, have attained a 3.0 grade point average or better. In addition, they must submit three letters of recommendation and the Graduate Record Examination (GRE) general test scores.

Applicants for admission to the M.A. in Publishing and Writing or the M.F.A. in Creative Writing may have majored in a field other than undergraduate writing or English.

Applicants for the M.F.A. program are required to submit a recent creative writing sample (15 double-spaced pages). For the M.A. program, applicants are required to submit either a creative or nonfiction writing sample (15 double-spaced pages). The quality of the writing sample, as judged by the writing faculty, will be a primary factor in determining admission.

Degree Requirements
The M.F.A. program requires 52 credit hours, including a minimum of 20 credits of writing workshop courses, 16 credits of literature courses, and 16 credits of department electives, including 4 credits given to the master’s thesis. Students can write in at least two of the following genres: poetry, fiction, nonfiction, drama,
or scriptwriting. At the conclusion of their coursework, students must submit and defend a manuscript in one genre to be approved by a thesis committee.

The M.A. in Publishing and Writing requires 40 credit hours: 24 credit hours must be in Publishing and Writing courses (4 credits of which may be given to a master’s project or students may take a 4 credit course instead of a project.), with an additional 8 hours in literature courses, and 8 hours in department electives. For students with an undergraduate major in English literature, the requirement for additional study in literature can be waived by petition, though the overall 40 credit hour requirement remains. All M.A. students are required to complete both of the following courses: Magazine Publishing Overview (WP 680) and Book Publishing Overview (WP 683). Students may also submit an optional master’s project showing evidence of accomplishment in at least two areas of publishing and writing activity.

Internships
Numerous internships are available through Emerson in Boston, at the Emerson Los Angeles Center, and around the country. Students may receive some professional training with publishing and production firms, magazines, newspapers, and literary agencies. Emerson students in Boston have worked with the Beacon Press, David R. Godine Publishers, Ploughshares, Houghton Mifflin Co., Little, Brown and Co., the Atlantic Monthly, Fast Company, Natural Health, and Boston Magazine, among others. Students have also worked with such organizations as Los Angeles Magazine and Lilly Anna Productions/Walt Disney Pictures while in residence at Emerson’s Los Angeles campus. Students may take up to 8 internship credits.

Teaching Appointments
Students interested in teaching at the college level are encouraged to enroll in WP 600 Teaching Freshman Writing. Students who have completed the course and who want to be considered for part-time faculty positions are then interviewed by the Director of Composition and other faculty. Successful completion of WP 600 does not guarantee a teaching appointment, but the course is a prerequisite for teaching composition at Emerson.

WLP graduate students are eligible for teaching appointments as determined by departmental hiring policies for adjunct faculty. Teaching appointments are not tuition remission positions, but rather part-time employment.

M.F.A. Thesis
For completion of the M.F.A degree, students are required to write a thesis of “near publishable” quality. The thesis may consist of a collection of poems, short stories, or essays; a script or play; a novel or novel excerpt; or a nonfiction book or excerpt. Minimum required lengths for M.F.A. theses vary, but it is strongly suggested that the student begin planning the thesis early and develop a work that approaches a publishable book in concept and form. When nearing completion of the program, a student forms a thesis committee
with a chair who works closely with that student to make a work plan, develop the final product, and schedule a thesis defense.

**M.A. Project or Course Option**

Students in the M.A. in Publishing and Writing program may choose to submit a project showing a professional level of accomplishment in at least two areas of publishing activity. “Two areas” refers to work in two of the program’s areas of specialization: magazine publishing, book publishing, electronic publishing, fiction, nonfiction, design, or production. Students who wish to submit materials in other areas of professional activity should obtain prior written permission from the program’s Graduate Program Director. To register for a project, students must write a three- to five-page prospectus in the semester preceding its completion that must be approved by project committee chair. Students may choose to complete a four-credit course in place of the project.

**WLP Class Enrollment Policy**

Students who have not attended classes the first week of the term may be dropped from the course at the first class meeting of the second week if they are still not in attendance. Students who are registered for a course and must miss the first week’s class(es) for reasons such as illness should notify the instructor. Students are responsible for the work and assignments of the first week.

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### Courses of Study

#### Creative Writing, Publishing and Writing

**WP 600**

**Teaching Freshman Writing**

4 credits

Survey and analysis of current composition theories and the study of teaching methods and assignment and syllabus preparation. Students report regularly in class on their responses to the texts they read. They also observe and participate in ongoing freshman writing classes. At the end of the semester they produce a detailed critical appraisal of what they have read and discussed, along with a full prospectus describing the course they may go on to teach. (Fall, Spring)

**WP 605**

**Poetry Workshop**

4 credits

In-class discussion of original poems with the aim of helping students learn strategies for generating and revising work. The workshop asks you to consider your work in light of the essential issues of the poet’s craft, and to articulate your individual sensibilities as poets. (Fall, Spring)

**WP 606**

**Fiction Workshop**

4 credits

Fundamental aspects of fiction writing. (Fall, Spring)
WP 607  
Advanced Fiction Workshop  
4 credits  
Explores the complexities of dialogue, scene, narrative, and style. (Fall, Spring)

WP 613  
Nonfiction Workshop  
4 credits  
Stresses the writing of many forms of nonfiction, such as informal essays, autobiography, profiles, travel writing, or literary journalism, coupled with in-class reading for criticism and suggestions. (Fall, Spring)

WP 629  
Playwriting Workshop  
4 credits  
A detailed exploration of the playwright’s craft for the medium of the stage. Each student undertakes to write a major dramatic work and submits a draft for critique and discussion. (Fall)

WP 639  
Writing the First Screenplay  
4 credits  
A workshop in the fundamentals of screenwriting. Students will read screenplays, view films, conceive film ideas, and compose dramatic material for television and movies. (Fall)

WP 640  
Screenwriting Workshop  
4 credits  
For students with screenplays-in-progress and for writers wishing to start new scripts. (Spring)

WP 651  
Writing the First Novel  
4 credits  
A workshop in structuring and writing the opening chapters of a first novel. (Fall, Spring)

WP 652  
Novel Workshop  
4 credits  
A workshop for students with novels-in-progress and for writers wishing to start new novels. (Fall, Spring)

WP 655  
Writing the Nonfiction Book  
4 credits  
A writing workshop focusing on the extended narrative, with discussions of organizing the research, developing an outline and devising a structure, carrying out the plan, and writing the book proposal. Students submit their own work and read from a list of nonfiction books of various approaches. (Fall, Spring)

WP 677  
Professional Ethics in Magazine Publishing  
4 credits  
A course designed to give students an understanding of the ethical decisions editors and writers face in magazine publishing today. The course will draw on current issues in magazine publishing and will focus on these as well as historical readings and class discussions as a means of trying to understand the ethics behind the decisions and actions that take place in magazine publishing. (Semester varies)
WP 678
The Art of Magazine Editing
4 credits
A course designed to give students an understanding of the magazine editing process; it will cover topics ranging from focus, direction, topicality, structure, sense of audience, and voice. Practical application of editing skills as well as historic examples of editors and their magazines will be explored. (Prerequisite: Completion of WP 680 or Permission of Instructor.) (Spring)

WP 679
The Editor/Writer Relationship
4 credits
A course designed to give students an understanding of the magazine writing and editing process. The course will cover topics ranging from idea generation and story selection to the mechanics of editing and how the editorial process works. (Prerequisite: Completion of WP 680 or Permission of Instructor.) (Fall)

WP 680
Magazine Publishing Overview
4 credits
A course designed to give students an understanding of the magazine field from the perspective of writers and editors. Editorial and business operations of magazines will be explored; the editorial mix and magazine geography will also be examined. (Fall, Spring)

WP 681
Magazine Publishing: Rotating Topics
4 credits
Topics may include a study of editorial positioning, marketing and business strategies, idea generation and development, production techniques, magazine writing, and the development of a prospectus for a viable new magazine. (Some topics will require completion of WP 680 as a Prerequisite or Permission of Instructor.) (Fall)

WP 682
Magazine Design and Production
4 credits
This course covers magazine design fundamentals; typography; image research and assignment; prepress and manufacturing; and traditional and computer-based tools and equipment. Each student produces a sample magazine through a workshop process of presentations and revisions. This course is not a computer lab course and assumes necessary computer skills. (Fall)

WP 683
Book Publishing Overview
4 credits
An introduction to the book publishing industry, including a detailed examination of the editorial, marketing, and design and production stages of the book publishing process. The course also looks at important developments and issues within the field, such as online publishing, and at various jobs in book publishing. (Fall, Spring)
WP 684
Book Publishing: Rotating Topics
4 credits
Topics may include examinations of book marketing and publicity, literary publishing, business issues, specific publishing genres, and other topics. (Some topics will require completion of WP 683 as a Prerequisite or Permission of Instructor.) (Fall)

WP 685
Book Editing
4 credits
This course considers book editing skills, tasks, and responsibilities from initial review and acquisition of a book manuscript through project development; the course emphasizes trade book editing, but also considers editorial work at scholarly and professional presses. (Prerequisite: WP 683 or Permission of Instructor.) (Fall, Spring)

WP 686
Book Design and Production
4 credits
This course covers book and book jacket design fundamentals; typography; image research and assignment; prepress and manufacturing; and traditional and computer-based tools and equipment. The class, as a group, will edit, design, and produce a book (content to be decided in class). This is not a computer lab course. (Spring)

WP 687
Column Writing
4 credits
A graduate magazine publishing course designed to give students an understanding of the process of researching, writing, and revising magazine columns with an understanding of the importance of audience. (Fall, Spring)

WP 688
Copyediting
4 credits
A practical course that covers the process of editing and preparing manuscripts for publication. Together with hands-on assignments, the course considers the relation of editor to author, the nature of copyediting in various publishing environments, and other topics. (Fall, Spring)

WP 690
Topics in Writing and Publishing
4 credits
Special offerings in Literary Editing, Book Reviewing, Issues in Translation, Comedy Writing, and Genre Fiction Writing, Genre Nonfiction Writing, among others. (Fall, Spring)

WP 691
Desktop Publishing
4 credits
This course covers QuarkXpress, the publishing software used by a majority of professionals in the industry. Through assigned exercises and a final project, students learn the ins and outs of the software. In addition, the course reviews
related design, illustration, and image-editing software; image sourcing and acquisition, including scanning; and the predecessors to computer-based graphic design, typography, and production. This course assumes the student has basic Macintosh skills. (Fall, Spring)

**WP 692**  
**Electronic Publishing Overview**  
4 credits  
An introduction to electronic and new media publishing formats, including the web, online publishing, CD-ROM, and DVD. Students must have basic computer skills, as the course includes introductory web-page development. (Fall)

**WP 694**  
**Internship**  
4 - 8 credits  
Internships involve work in writing and publishing. Internships in other areas should be undertaken through the appropriate department. Students are expected to attend class meetings during the internship semester and may not register for another course whose meeting time coincides with that of the internship course. A 4-credit internship requires 16 hours a week over a 12-week period and an 8-credit internship requires 32 hours a week over a 12-week period. No more than eight credits of internship and no more than 12 credits of any combination of internship, directed project, and directed study may be applied to the total graduation requirements. This course cannot be added after the regular registration period; please consult the Academic Calendar for registration deadlines. (Fall, Spring)

**WP 697**  
**Directed Study**  
1 - 4 credits  
Individual projects planned in collaboration with the Instructor to meet the student’s specific area of creative work and professional interests. (Prerequisite: Permission of the Department Chairperson and the Instructor.) (Fall, Spring)

**WP 698**  
**M.A. Project**  
1 - 4 credits  
Individual project to be completed within the college semester or semesters designated by the project advisor. To register for a project, students must write a three- to five-page prospectus in the semester preceding its completion that must be approved by the project committee chair. This course may not be registered for without the consent of the Graduate Program Director. Performance is recorded as Pass or Fail. (Fall, Spring)

**WP 699**  
**M.F.A. Thesis**  
1 - 4 credits  
Individual thesis of creative work to be completed within the college semester or semesters designated by the project advisor. This course may not be registered for without the consent of the Graduate Program Director. Performance is recorded as Pass or Fail. (Fall, Spring)
Literature

LI 602
Contemporary Novel in Britain, Ireland, and Scotland
4 credits
New fiction out of England, Scotland, and Ireland, including works by McCabe, Fitzgerald, Hornby, McEwan, Welsh, Warner, Drabble, Winterson, and Brooke-Rose. (Fall)

LI 611
Topics in British Literature
4 credits
Special offerings in the area of British Literature that take advantage of the special interest and/or expertise of faculty and the intellectual interests of students. (Semester varies)

LI 612
Topics in Poetry
4 credits
The works of such twentieth century poets as T.S. Eliot, Wallace Stevens, W.H. Auden, Marianne Moore, Robert Lowell, Elizabeth Bishop, Sylvia Plath, Philip Larkin, Adrienne Rich, John Ashbery, and, in translation, Pablo Neruda, R.M. Rilke, Zbigniew Herbert, Shiraishi Kazuko, and Marina Tsvetaeva. Other topics might include such topics as Visionary Poetry, Latin American Poetry, and Poets on Poetics. (Semester varies)

LI 613
The Forms of Poetry: Theory and Practice
4 credits
Sonnet, villanelle, haiku, sestina, renga, syllabic, etc. Studying the forms of poetry as used by historical and contemporary poets, and then writing original poems in those forms. Also genre forms: the Surrealist poem, Expressionist poem, Anti-poem, Open Field poem, Language poem, et. al. (Spring)

LI 614
Topics in American Literature
4 credits
Offerings in selected authors such as Dickinson and Whitman, James and Faulkner, or in specific periods, traditions or themes, such as 19th Century American Novel, American Narrative Poetry, Dickinson and her Heirs, Bishop and Lowell, High and Low American Cultures. (Fall)

LI 616
Topics in Drama
4 credits
Various offerings in drama including such areas as Contemporary European Theatre, Contemporary British Drama, Contemporary American Drama, World Drama, Women's Drama, and Drama Criticism. (Semester varies)

LI 620
Seminar in Literature
4 credits
Rotating Topics have included Construction of Taste, Writers on War in the 20th Century, Modern and Contemporary Eastern European Poets, Psychoanalysis and Literature, Psychology and Creativity, Hybrid Forms in Literature, and Shakespeare. (Fall, Spring)
LI 622
Contemporary American Novel
4 credits
Postmodern and experimental realism from writers such as Barthelme, Reed, Baker, Pynchon, Dellelo, and Acker. (Semester varies)

LI 623
Topics in World Literature
4 credits
A study of world literature from various periods and cultures, including ancient Western and Non-Western cultures, the continental novel, the comic novel, postcolonial literature, and other interests. Rotating topics have included the Modern European Novel, the Absurd and the Avant Garde, and V.S. Naipaul. (Spring)

LI 624
Contemporary Short Fiction
4 credits
Analytical and critical study of a variety of recent American short stories, exploring their approaches to form, theme, and technique. (Fall, Spring)

LI 628
Contemporary World Fiction (Fourth World Literatures)
4 credits
The term Fourth World was introduced to a large audience in 1974 when Chief George Manuel of the Shuswap Nation published The Fourth World: An Indian Reality, and was defined as the “indigenous peoples descended from a country’s aboriginal population and who today are completely or partly deprived of the right to their own territories and its riches.” We will study literature by Fourth World peoples (whether the individual writers would identify themselves as such is an important question) in conjunction with representations of them by others. The tentative reading list includes fiction from India (Untouchables), Australia (Aborigines), New Zealand (Maoris), and the Americas (First Nationals Peoples). Be prepared for a lot of questioning of terms. (Fall)

LI 629
Novel into Film
4 credits
A study of the adaptation of novels into films, with the aim of understanding the narrative conventions that govern each medium. Texts by such writers as Kesey, Burgess, Kundera, Walker, Nabokov, and Puig; films of directors such as Kubrick, Forman, Spielberg, and Babenco. (Spring)

LI 636
Literary Theory and Criticism
4 credits
This course is a survey of the dominant theoretical and critical approaches to the study of literature. Working with the genealogical model, we will trace the main arguments found in them and develop a sense of what it means to consume and produce literature today. (Fall)
LI 645
American Short Story
4 credits
An examination of the American short story beginning with Washington Irving and concluding with the early work of Hemingway. The thematic preoccupation will be with a tracing of the roots and antecedents of the modern short story. (Fall)

LI 647
Modern American Novel
4 credits
The concepts of ‘modernism’ and ‘modernity’ in relation to work by Howells, Norris, James, Anderson, Cummings, Dos Passos, and Faulkner. (Semester varies)

LI 661
American Indian Literature
4 credits
The course may include works in one genre (e.g., Life Stories, Poetry) or in several, and will address such issues as how traditional myth and story contribute to contemporary fiction and poetry, and how the literature reflects and responds to historical and contemporary conditions. Readings will include works by such writers as Leslie Marmon Silko, N. Scott Momaday, Gerald Vizenor, Joy Harjo, and Sherman Alexie. (Spring)

LI 662
U.S. Multicultural Literature
4 credits
Studies in literature by writers from racial and ethnic minority groups in the U.S. Courses may concentrate on writers from one group, or take a comparative approach by considering a topic from the perspectives of several groups. Topics include the Harlem Renaissance, Writing Diaspora, Black Women’s Fiction, and Toni Morrison. (Spring)

LI 663
Topics in Women’s Literature
4 credits
Course offered may concentrate on the work of a particular writer or group of writers, or may be defined by genre, nationality, historical movement, thematic focus, or some combination of such factors, depending on the special interests and expertise of the faculty. (Semester varies)

LI 687
Topics in American Nonfiction
4 credits
Special offerings in autobiography, biography, travel writing, nature writing, hybrid forms and other nonfiction writing from various periods. Recent topics included the Twentieth Century in the First Person. (Fall, Spring)

LI 691
Latin American Literature
4 credits
A consideration of the major literary figures of South and Central America including such writers as Gabriel García-Márquez, Isabel Allende, Julio Cortázar, Mario Vargas Llosa, Carlos Fuentes, José Donoso, Alejo Carpentier, and Jorge Amado. (Fall, Spring)
LI 697
Directed Study
1 - 4 credits
Individual projects planned in collaboration with the Instructor to meet the student’s specific area of creative work and professional interests. (Prerequisite: Permission of the Department Chairperson and the Instructor.) (Fall, Spring)

Faculty

Daniel Tobin, Chair and Associate Professor of Writing, Literature and Publishing (2002); B.A., Iona College; M.T.S., Harvard University; M.F.A., Warren Wilson College; Ph.D., University of Virginia.

Dr. Tobin is the author of The Narrows (poetry), Double Life (poetry), Where the World is Made (poetry), and Passage to the Center: Imagination and the Sacred in the Poetry of Seamus Heaney. The Book of Irish American Poetry from the Eighteenth Century to the Present, which he has edited, will appear in 2006. A fourth book of poems, Second Things, will appear in 2007. He has received “The Discovery/The Nation” Award, the Robert Penn Warren Award, the Robert Frost Fellowship, the Katherine Bakeless Nason Prize, and a fellowship from the National Endowment for the Arts, among other prizes for his poetry.

Lisa Diercks, Graduate Program Director (M.A. Program), Assistant Professor of Writing, Literature and Publishing (2001); B.A., Tufts University; M.S., Boston University.

Ms. Diercks has worked in the publishing industry for more than twenty years, primarily in book design. She began her career at Houghton Mifflin/Trade and established her own design studio in 1987. Her publishing clients have included the Atlantic Monthly; Beacon Press; Boston Common Press; Clarion Books; HarperCollins; Harvard University Press; and Little, Brown, and Co. She began teaching as an adjunct in 1996, joining the full-time faculty in 2001. Both she and her students have received multiple awards for design work.

Douglas Whynott, Graduate Program Director (M.F.A. Program) and Assistant Professor of Writing, Literature and Publishing (2000); B.A., M.F.A., University of Massachusetts, Amherst.


Jonathan Aaron, Associate Professor of Writing, Literature and Publishing (1988); B.A., University of Chicago; Ph.D., Yale University.

Dr. Aaron is the author of two books of poems, Second Sight and Corridor. He has received grants from the National Endowment for the Arts and the Massachusetts Artists Foundation. Aaron has published poetry and criticism in Paris Review, Partisan Review, the London Review of Books, and others.
William Donoghue, Associate Professor of Writing, Literature and Publishing (1997); B.A., University of Calgary; M.A., McGill University; Ph.D., Stanford University.

Dr. Donoghue is a specialist in the novel and the author of Enlightenment Fiction in England, France and America. He has published articles and book reviews on British and French eighteenth-century fiction, written and directed a short film with the National Film Board of Canada, translated a volume of French poetry entitled Lead Blues, and published his own short fiction in TriQuarterly, Grain, and elsewhere. His interests are in philosophy and literature, and the theory of the novel.

David Emblidge, Associate Professor of Writing, Literature and Publishing (2003); B.A., St. Lawrence University; M.A., University of Virginia; Ph.D., University of Minnesota.

Dr. Emblidge has nearly two decades of experience as a book editor and publisher. He edited My Day: The Best of Eleanor Roosevelt’s Acclaimed Newspaper Columns, 1936-1962; The Appalachian Trail Reader; and the forthcoming Beneath the Metropolis: The Underground of the World’s Great Cities. He authored Exploring the Appalachian Trail: Hikes in Southern New England and edited four other volumes in this series. He co-authored Writer’s Resource: The Watson-Guptill Guide to Workshops, Conferences, Artists’ Colonies and Academic Programs. His articles and essays have appeared in Southwest Review, the New Republic, Saturday Review, the New York Times, the Boston Globe, and other periodicals. He won a Fulbright Teaching Fellowship, a National Endowment for the Humanities fellowship, and a grant from the Massachusetts Foundation for the Humanities and Public Policy. Most recently, he was editor in chief at the Mountaineers Books, Seattle.

Robin Riley Fast, Associate Professor of Writing, Literature and Publishing (1989); A.B., University of California at Berkeley; M.A., Hunter College; Ph.D., University of Minnesota.

Dr. Fast’s interests include nineteenth century American literature, American poetry, women writers, and Native American literature. She has published a book titled The Heart as a Drum: Continuance and Resistance in American Indian Poetry, articles on poetry, and co-edited Approaches to Teaching Dickinson’s Poetry.

Flora González, Professor of Writing, Literature and Publishing (1996); B.A., California State University, Northridge; M.A., Pennsylvania State University; Ph.D., Yale University.

Dr. Flora M. Gonzalez received her Ph.D. in Hispanic Literature from Yale University and has taught at Dartmouth College, Middlebury College, and the University of Chicago. Her teaching interests include Latin American fiction and nonfiction, the literatures of the Caribbean, and feminist writing. She has published widely on the topic of the Latin American novel since the 1960s, including her book Jose Donoso’s House of Fiction: A Dramartic Construction of Time and Place (Wayne State UP, 1995) (Chile). In collaboration with Rosamond Rosenmeier, she edited and translated In the Vortex of the Cyclone: Selected Poems by Excilia Saldana (UP of Florida, 2002) (Cuba). She has published nonfiction in the
DeWitt Henry, Associate Professor of Writing, Literature and Publishing (1983); B.A., Amherst College; A.M., Ph.D., Harvard University.

Dr. DeWitt Henry is co-founder and Executive Director of Ploughshares, for which he received a 1993 Commonwealth Award. He has edited four anthologies, The Ploughshares Reader: New Fiction for the 80’s (winner of the Editors’ Book Award), Other Sides of Silence: New Fiction from Ploughshares, Fathering Daughters: Reflections by Men, Sorrow’s Company: Writers on Loss and Grief, and recently published a novel titled The Marriage of Anna Maye Potts. He has won, among other awards for his fiction, the Peter Taylor Prize, a National Endowment for the Arts Fellowship, the Boulevard Fiction Award, and a St. Botolph Foundation Award.

Bill Knott, Associate Professor of Writing, Literature and Publishing (1985); M.F.A., Norwich University.

Mr. Knott is the author of numerous books of poetry and has been featured in most major journals and poetry magazines. His book, Selected and Collected Poems, was the 1979 winner of the Elliston Prize. His publications include Poems 1963-1988, Outremer, The Quicken Tree, Laugh at the End of the World: Collected Comic Poems 1969-1999, and most recently The Unsubscriber (2004).

Maria Koundoura, Associate Professor of Writing, Literature and Publishing (1993); B.A., M.A., University of Melbourne, Australia; Ph.D., Stanford University.

Dr. Koundoura is a specialist in contemporary literary theory, in particular postcolonial and transnational culture studies. Among her recent publications are articles on nationalism, multiculturalism, and globality in Multicultural States (Routledge) and in Hop on Pop: The Pleasures and Politics of Popular Culture (Duke), modernity and postcoloniality in Culture Agonistes (Peter Lang) and in The Eighteenth Century: Theory and Interpretation, and on nation and gender politics in Colby Quarterly. She is one of the founding editors of the Stanford Humanities Review. Currently she is at work on a book on global cities.

Uppinder Mehan, Assistant Professor of Writing, Literature and Publishing (1998); B.A., University of Windsor; M.A., York University; B.Ed., Ph.D., University of Toronto.

Dr. Mehan teaches courses on anglophone postcolonial literature, science fiction and fantasy, and single-author courses on Salman Rushdie and V. S. Naipul. His essays have appeared in journals such as the Journal of the American Comparative Literature Association, Journal of Comparative Literature and Aesthetics, Foundation: The International Review of Science Fiction, and Genre 18, and in the sourcebooks Asian-American
Novelists and Asian-American Playwrights. He is currently at work on a book on spiritual possession in postcolonial literature.

**Pamela Painter**, Professor of Writing, Literature and Publishing (1997); B.A., Pennsylvania State University; M.A., University of Illinois.

Professor Painter is the author of two collections of short fiction, *Getting to Know the Weather* and *The Long and Short of It*. She is the co-author, with Anne Bernays, of *WHAT IF? Fiction Exercises for Fiction Writers*. Her work has appeared in numerous literary journals and magazines, including the *Atlantic Monthly*, *Harper’s*, *Kenyon Review*, and *Story*. She is a founding editor of *StoryQuarterly*, and has received grants from the Massachusetts’ Artists Foundation and the National Endowment for the Arts.

**Donald Perret**, Associate Professor of Writing, Literature and Publishing (1991); B.A., Adelphi University; M.A., Ph.D., New York University.

Dr. Perret is a French scholar whose research combines Medieval French literature and theater. He has published a book titled *Old Comedy in the French Renaissance: 1576-1620*.

**Frederick Reiken**, Associate Professor of Writing, Literature and Publishing (1999); B.A., Princeton University; M.F.A., University of California at Irvine.

Mr. Reiken is the author of two novels. *The Odd Sea* is the winner of the Hackney Literary Award for a first novel and is listed as one of the “20 best first novels of 1998” by *Booklist*. His second book, *The Lost Legends of New Jersey*, was published in 2000.

**Murray Schwartz**, Professor of Writing, Literature and Publishing (2000); B.A., University of Rochester; M.A., Ph.D., University of California, Berkeley.

Dr. Schwartz is a specialist in Shakespeare whose interests include literary theory, psychoanalysis, and Holocaust studies. He co-edited *Representing Shakespeare: New Psychoanalytic Essays*. Other major publications include *Memory and Desire: Psychoanalysis, Literature, Aging, A Thematic Introduction to Shakespeare*, *Erik Erikson*, and *Where is Literature?,* as well as many essays on Shakespeare, theoretical and applied psychoanalysis, and poets such as Sylvia Plath. “Morning and Its Vicissitudes: The Shakespearean Community and Shakespearean Romance,” appeared in *Psyart*, an online journal. He is currently at work on a psychoanalytic study of the Holocaust and an essay on theories of trauma.

**Jeffrey Seglin**, Associate Professor of Writing, Literature and Publishing (1999); B.A., Bethany College; M.T.S., Harvard University.

Mr. Seglin has extensive experience in magazine and book publishing. He is the author of *The Right Thing: Conscience, Profit and Personal Responsibility in Today’s Business; The Good, The Bad, And Your Business: Choosing Right When Ethical Dilemmas Pull You Apart*, and other books. He has written for *Fortune*, *salon.com*, and *Inc.* magazine (where he was an executive editor), and many other publications. He wrote a monthly business ethics column for the *New York Times* from 1998 to 2004, and currently writes a weekly syndicated column on general ethics for the New York Times Syndicate.
John Skoyles, Professor of Writing, Literature and Publishing (1994); B.A., Fairfield University; M.A., M.F.A., University of Iowa. Professor Skoyles is the author of three books of poems: A Little Faith, Permanent Change, and Definition of the Soul. He has also published a book of nonfiction, Generous Strangers, a memoir, Secret Frequencies: A New York Education, and reviews of books for the Associated Press. He has been awarded two individual fellowships from the National Endowment for the Arts, as well as grants from the New York State and North Carolina Arts Councils.

Jessica Treadway, Associate Professor of Writing, Literature and Publishing (1998); B.A., State University of New York at Albany; M.A. Boston University. Ms. Treadway is the author of the novel And Give You Peace, published by Graywolf Press in 2001. Her collection Absent Without Leave and Other Stories won the John C. Zacharis First Book Award in 1993. A former fellow at Radcliffe's Bunting Institute and recipient of a grant from the National Endowment for the Arts, she also reviews fiction for the Boston Globe and the Chicago Tribune.

Wendy Walters, Associate Professor of Writing, Literature and Publishing (1999); B.A., Brown University; M.A., University of Pennsylvania; Ph.D., University of California, San Diego. Dr. Walters teaches courses in literatures of the African diaspora, as well as multi-cultural American literatures. In 2001-2002 she was a non-resident fellow at the W.E.B. Du Bois Institute for Afro-American Research at Harvard University, where she finished her manuscript on black international writing. She has published articles in the journals African American Review, Novel, Critical Arts, and MELUS (Multi-Ethnic Literature of the U.S.), and has published a chapter in the book Borders, Exiles, Diasporas, published by Stanford University Press. Her contributor credits include Black Writers and the Oxford Companion to African American Literature.

Writers-in-Residence are Maria Flook, Lise Haines, Richard Hoffman, Margot Livesey, Gail Mazur, and Kim McLarin. Gian Lombardo is publisher-in-residence. Maria Flook is a novelist, the author of the memoir, My Sister Life, the author of the New York Times bestseller, Invisible Eden, and most recently Lux, a novel. Lise Haines has appeared in many literary publications, including the Hermosa Review, Museweek, and Third Rail. Her first novel, In My Sister's Country, was published in 2002. Richard Hoffman is the author of the memoir Half the House, and the poetry collection Without Paradise. Margot Livesey is the author of five novels, The Missing World, Homework, Criminals, Eva Moves the Furniture, and most recently Banishing Verona, as well as a collection of short fiction, Learning By Heart. Gail Mazur is the author of four books of poems, Nightfire, The Pose of Happiness, The Common, and They Can't Take That Away from Me. Kim McLarin is the author of the novels Taming It Down and Meeting of the Waters, as well as the co-author of Growing Up X, a memoir by Ilyasah Shabazz, daughter of Malcolm X. Juris Jurjevics is the founder...
and editor—the chief of Soho Press and the
former chief of the Dial Press. Gian
Lombardo is a desktop publisher, freelance
editor, and public relations consultant, with
extensive experience in magazine and journal
publishing.

In a long-standing tradition, Emerson
brings poets and writers of distinction
to teach at the college. Current adjunct
faculty include David Barber, author of
the collection of poems, The Spirit Level;
Doug Bolin, online and new media designer
and producer; Ben Brooks, winner of the
Nelson Algren Award and the author of a
novel, The Icebox, and more than 60 short
stories; Leslie Brokaw, the former editor
of Inc. Online, and a frequent contributor
to Boston magazine and other publications;
Michael E. Buller, Editorial Director at
Pohly & Partners; Karen English, Senior
Editor at Pohly & Partners; Edie Clark,
fiction editor of and frequent contributor
to Yankee Magazine, NPR commentator, and
author of the memoir, The Place He Made;
Christopher Keane, author of eight novels,
numerous screenplays, and two books on
screenwriting, most recently Keane on Screen;
Jill Petty, publisher and editor of South
End Press; Suzanne Strempek Shea, author
of the memoir, Songs From a Lead-Lined
Room, and four novels; Peg Monahan-
Pashall, freelance editor and former senior
development editor at Houghton Mifflin; and
Lissa Warren, senior director of
publicity at DaCapo Press and the author of
The Savvy Author’s Guide to Book Publicity.

Past writers-, poets-, and
publishers-in-residence and
adjunct faculty include:
Sven Birkerts, author of several books of
criticism, including The Gutenberg Elegies: The
Fate of Reading in an Electronic Age, James
Carroll, author of eight novels and the 1996
National Book Award Winner in Nonfiction
for An American Requiem; Stephen Dobyns,
author of thirty-four books, which include
eleven books of poetry, novels, a collection of
short fiction and a collection of essays on poetry;
Douglas Eisenhart, author of Publishing in the
Information Age; Judith Grossman, the author
of the short story collection, How Aliens Think;
Lisa Jahn-Clough, author of four picture books
for children, Alicia Has a Bad Day, My Happy
Birthday Book, ABC Yummy, and 123 Yippee;
Don Lee, author of the collection of short
stories Yellow, and a Pushcart Prize-recipient;
Ralph Lombreglia, author of two collections
of short fiction and many award-winning short
stories; Myra McLarey, author of Water from
the Well; Kyoko Mori, novelist and nonfiction
writer, and author of Shizuko’s Daughter, Fallout,
The Dream of Water, One Bird, Polite Lies, and
True Arrow, George Packer, author of Central
Square, The Half Man, and The Village of
Waiting; Pete Nelson, author of Left for Dead
and many other books, stories, and articles;
Martha Rhodes, author of Perfect Disappearance
(New Issues Poetry & Prose), and founder of
Fourway Books; Erik Rickstad, author of the
novel Read; Elizabeth Searle, author of My
Body to You and A Four-Sided Bed; Michael
Stephens, author of Where the Sky Ends, The
Brooklyn Book of the Dead, Green Dreams: Essays
Under the Influence of the Irish, and Lost in Seoul;
and Christopher Tilghman, author of two
collections of short fiction, In a Father’s Place
and The Way People Run, and the novel, Mason’s
Retreat.
Educator Preparation and Licensure Programs

**Associate Professor Cynthia Bartlett**
Coordinator of Educator Preparation

**Director of Clinical Education Sandra Cohn Thau**
Program Director, Department of Communication Sciences and Disorders

**Associate Professor Robert Colby**
Program Director, Department of Performing Arts

Regulations in the Commonwealth of Massachusetts governing educator preparation and licensure specify a two-tiered process. Those with appropriate undergraduate degrees ordinarily receive an Initial License (valid for five years). The Professional License ordinarily requires an appropriate master’s degree or the completion of a Performance Assessment Program and other requirements established by the Board of Education. The Professional License is renewable every five years upon completion of the appropriate professional development. Students seeking initial licensure are also required to pass the two-part Massachusetts Tests for Educator Licensure (MTEL). These tests include the Communication and Literacy Skills test (CLST) and a Subject Matter Knowledge Test (Teacher of Theatre). Students in Communication Sciences and Disorders also must pass the CLST, but must pass the ASHA national examination in lieu of the Subject Matter Knowledge Test.

The Department of Performing Arts offers Massachusetts Department of Education-Approved programs leading to the Initial License and the Professional License as a Teacher of Theatre (all levels).

Students in the Department of Communication Sciences and Disorders who seek the Initial License as a Specialist Teacher in Speech, Language, and Hearing Disorders (all levels) must complete the Master’s Degree in Communication Sciences and Disorders. The Professional License requires the completion of the post-master’s degree Clinical Fellowship.

**General Procedures and Requirements for Educator Licensure**

Students must apply for and be accepted into an approved program to be considered a candidate for licensure. Students should contact their program advisor and the Educator Preparation Program Director in their proposed area of licensure as early as possible for information regarding requirements and appropriate course work and field placements.

A minimum of two semesters of enrollment at Emerson is required prior to student teaching, except in the Department of Communication Sciences and Disorders where a minimum of one term is required.

Theatre Education students must fulfill the student teaching practicum through Emerson. Students in the Department of Communication Sciences and Disorders who seek the Initial License as a Specialist Teacher in Speech, Language, and Hearing Disorders (all levels) must complete all graduate clinical practica through Emerson.
Title II Disclosure
Section 207 of the Higher Education Act mandates that institutions preparing educators for work in schools must disclose the pass rates for their students during the most recently completed academic year.
For the 2003-2004 academic year, Emerson students in educator preparation programs had an aggregate (overall) pass rate on the Massachusetts Tests for Educator Licensure of 95% (Communication and Literacy Skills Test [CLST]). The pass rate for the Subject Matter Knowledge Test (SMT) in Theatre was 95%. Students in Communication Sciences and Disorders do not take a state-designed subject matter test.
The Division of Continuing Education offers a variety of graduate-level courses. It is not necessary to enroll in a degree program, however, to take these courses. Those who wish to explore their interest in graduate study by taking a few courses may apply as many as 12 graduate credits to a degree program after they have matriculated, if those credits are approved by their Graduate Program Director. However, successful completion of Continuing Education courses does not guarantee admission into a graduate degree program.

Students interested in matriculating should consult the Graduate Program Director of their intended program of study to determine the applicability of courses taken through Continuing Education. Any graduate courses taken beyond the 12 Continuing Education credit limit prior to matriculation will not be applicable to the graduate program at a later date.

Evening Sessions
Convenient evening sessions are held during the fall, spring, and summer terms. Courses are scheduled so that students who work full-time or who have other commitments may attend without undue conflict.

A matriculated graduate student’s schedule may make it necessary to look to the Division of Continuing Education’s schedule for a particular evening course. Graduate students may take a conveniently scheduled evening graduate course through the Division of Continuing Education on a seat-available basis with the permission of their Graduate Program Director.

Summer Sessions
During the summer, the Division of Continuing Education offers graduate-level classes in two accelerated, six week sessions. The Division offers a wide range of graduate classes during the summer and runs special graduate programs such as the Language Learning Disabilities Institute. Matriculated graduate students may use summer classes to accelerate their program of study or to focus more intently on a particular class.
Courses are taught by Los Angeles Center faculty who, as well as holding academic credentials, are professionals working in the industry, including producers, directors, screenwriters, advertising and public relations executives, actors, entertainment marketing professionals, and more. Course offerings vary from semester to semester. Completely furnished student housing (optional for graduate students) is located a short distance from the center at the Oakwood Apartment Complex near Universal Studios, Warner Brothers, and NBC.

To study at the Los Angeles Center graduate students must meet requirements determined by their individual departments. Students must consult with their graduate program director to ensure that degree requirements will be met. Students may attend for one semester only.

Costs are comparable to a semester at the Boston campus (not including transportation and travel expenses). The Emerson College graduate student who participates in the Los Angeles Center program is fully registered in the college and eligible for financial assistance. Graduate students are required to take a full (8- or 12-credit) course load. Applications should be submitted at least one year in advance of attendance.

For more information students should contact the External Programs Office, 80 Boylston Street, 1st Floor, by phone at (617) 824-8567 or by email at: la@emerson.edu, or visit the Los Angeles Center web site at: http://www.ecla.edu or the External Programs web site at: http://www.emerson.edu/external_programs/.
Prague Summer Film Program
This summer program is offered in Prague, Czech Republic. Students study on the campus of the Academy of Performing Arts for Film and Television (FAMU), one of the top three film schools on the European Continent.

The program offers graduate students 8 credits of coursework. Students are evaluated by FAMU and Emerson College faculty as they are given an intensive experience in production, scripting, and editing at the Academy. Special tours are planned throughout the program, including a weekend trip to the Karlovy Vary International Film. Students will also meet with Czech film industry professionals to discuss their work.

The Prague Summer Film Program is open to graduate students in good academic standing. Students’ media studies or production background will be considered as well as their academic record. For more information students should contact the External Programs Office, 80 Boylston Street, 1st Floor, by phone at (617) 824-8567, or visit the Prague Summer Film Program web site at: http://www.emerson.edu/external_programs/.
Visit Emerson

The Emerson community encourages visitors to come to campus. We recommend that you attend our Fall or Spring Graduate Open House; this provides the best opportunity to meet faculty and current students and includes a student-run tour of our state-of-the-art facilities. We also offer informational interviews and tours led by current graduate students during the week. Graduate Admission staff is also available for informational interviews. For information about Graduate Open House or to arrange an interview or campus tour, contact the Office of Graduate Admission at (617) 824-8610 or via email at: gradapp@emerson.edu.

Directions
Due to the considerable construction that is currently taking place on major roads and highways in Boston, we will be providing directions only on our web site (http://www.emerson.edu/graduate_admission) in order to ensure that they are as current and accurate as possible.

Parking
Emerson College does not have private parking facilities. Since street parking is limited, we suggest that you use one of the city’s parking garages. The Kinney System Garage is located on Stuart Street and the Boston Common Garage is located on Charles Street between the Boston Common and the Public Garden. Both are a short walk to the Admission Visitor Center.

Public Transportation
Emerson is easily accessible by public transportation and using the Massachusetts Bay Transit Authority (MBTA) system is reliable and cost-efficient. Bostonians refer to the MBTA as simply the “T.”

Green Line:
Take the Green Line to Boylston Station. Upon exiting the station, you will be on the corner of Tremont and Boylston Streets. Cross Boylston Street and walk half a block right, away from the corner of Tremont and Boylston. The Admission Visitor Center is located at the end of the alley on your left at 10 Boylston Place.

Red Line:
Take the Red Line to Park Street Station. Transfer to the Green Line Outbound to Boylston Station, and then follow the Green Line directions above.

Orange Line:
Take the Orange Line to Chinatown Station. Exiting to Washington Street, you will be near the corner of Washington and Boylston Streets. Turn right onto Boylston Street and follow it across Tremont Street. Walk half a block on Boylston. 10 Boylston Place will be at the end of the alley on your left.

Blue Line:
Take the Blue Line to Government Center Station. Go upstairs and take the Green Line Outbound to Boylston Station. Follow the Green Line directions.
From the Airport:
Board the Massport Bus (outside any terminal) with the Airport Station T Stop destination. Take the Blue Line to Government Center Station. Proceed as above.

Taxicabs
From the airport to the Emerson campus, the fare should be about $20 including tip. Around town, taxis run about $5-10 for short trips. Since Emerson does not provide parking facilities, we would not advise renting a car in Boston, as parking tends to be expensive and/or problematic.
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Paul Beck, B.S.; Manager of Engineering Administration
Kevin Bowland, B.A.; Technology Manager
Bruno Caruso, Cert.; Electronic Maintenance Technician
John Casey, B.A.; General Manager, WERS
David Charles, Electronic Maintenance Technician
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Alden Fertig, B.A.; Assistant to General Manager WERS
Amy Grill, B.S.; Manager of Emerson Television Channels
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Lance Kyed, B.S.; Production and Operations Manager
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Jonathan Schwartz, B.A., M.F.A.; Film Post Production Facilities
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Theatre Operations (Performing Arts)

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Marlena Yannetti, B.S.; Dance Instructor

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Karen Keating, Staff Assistant
Nicola Mantzaris, M.A.; Staff Assistant

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