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.
**Term I**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 4</td>
<td>Labor Day</td>
</tr>
<tr>
<td>September 5</td>
<td>Faculty Institute</td>
</tr>
<tr>
<td>September 6</td>
<td>New International Graduate Student Orientation</td>
</tr>
<tr>
<td>September 7, 8</td>
<td>New Graduate Student Orientation</td>
</tr>
<tr>
<td>September 8</td>
<td>Last day to withdraw from the College for Fall 2006 with a full refund; a withdrawal form must be filed with the Office of Graduate Studies by this date</td>
</tr>
<tr>
<td>September 11</td>
<td>Classes begin at 8:00 a.m.</td>
</tr>
<tr>
<td>September 18</td>
<td>Written permission from the instructor required to add any course AS OF THIS DATE</td>
</tr>
<tr>
<td>September 22</td>
<td>Last day to add a course for Fall 2006 ($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 1, 2006 (no tuition refund); Last day for Fall 2006 graduates to file a Graduation Application in the Student Service Center</td>
</tr>
<tr>
<td>October 9</td>
<td>Columbus Day observed (no classes held)</td>
</tr>
<tr>
<td>October 10</td>
<td>(Tuesday) Friday class schedule observed</td>
</tr>
<tr>
<td>October 27</td>
<td>First 7-week session ends</td>
</tr>
<tr>
<td>October 30</td>
<td>Second 7-week session begins; Spring 2007 registration advising week for currently enrolled graduate students begins</td>
</tr>
<tr>
<td>November 1-3</td>
<td>Spring 2007 registration advising week continues for currently enrolled graduate students</td>
</tr>
<tr>
<td>November 10</td>
<td>Veteran’s Day observed (no classes held)</td>
</tr>
<tr>
<td>November 6-15</td>
<td>Spring 2007 registration for currently enrolled Graduate students</td>
</tr>
<tr>
<td>November 21</td>
<td>Master’s Theses and Projects due to Committee Chairs for approval for Fall 2006 degree candidates; Classes end at 9:45 p.m.</td>
</tr>
<tr>
<td>November 22-24</td>
<td>Thanksgiving Vacation (no classes)</td>
</tr>
<tr>
<td>November 27</td>
<td>Classes resume at 8:00 a.m.</td>
</tr>
<tr>
<td>December 1</td>
<td>Last day to withdraw from a course (WP or WF) or from the College for Fall 2006</td>
</tr>
<tr>
<td>December 4</td>
<td>Last day for currently enrolled matriculated students to register for at least one credit for Spring 2007 ($50 late fee assessed after this date)</td>
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</tbody>
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**Term II**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 15</td>
<td>Two copies of Master’s Theses and Projects with approval signatures due in the Office of Graduate Studies for Fall 2006 degree candidates; Last day of regular instruction</td>
</tr>
<tr>
<td>December 16, 18, 19</td>
<td>Final Examinations (Saturday, Monday, Tuesday)</td>
</tr>
<tr>
<td>December 19</td>
<td>Last day of Fall 2006 semester</td>
</tr>
<tr>
<td>December 21</td>
<td>Grades due online by 11:00 p.m.; Last day Incomplete grades from Spring 2006 and Summer 2006 can be changed; Incomplete grades not changed by this date become I/Fs</td>
</tr>
<tr>
<td>December 23</td>
<td>Grades viewable on the web</td>
</tr>
<tr>
<td>January 2</td>
<td>Tuition and fee payments due for Spring 2007</td>
</tr>
<tr>
<td>January 11</td>
<td>New Graduate Student orientation and registration</td>
</tr>
<tr>
<td>January 12</td>
<td>Last day to withdraw from Spring 2007 or the College with a full refund; a withdrawal form must be filed with the Office of Graduate Studies by this date</td>
</tr>
<tr>
<td>January 15</td>
<td>Martin Luther King, Jr. Day (no classes held)</td>
</tr>
<tr>
<td>January 16</td>
<td>Classes begin at 8:00 a.m.</td>
</tr>
<tr>
<td>January 23</td>
<td>Written permission from the instructor required to add any course as of this date</td>
</tr>
<tr>
<td>January 30</td>
<td>Last day to add a course for Spring 2007 ($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 13, 2007 (no tuition refund); Last day to file a Graduation Application at the Student Service Center for May and Summer 2007 graduates</td>
</tr>
<tr>
<td>February 19</td>
<td>Presidents’ Day observed (no classes held)</td>
</tr>
<tr>
<td>February 20</td>
<td>(Tuesday) Monday class schedule observed</td>
</tr>
<tr>
<td>March 2</td>
<td>Classes end at 9:45 p.m.; First 7-week session ends</td>
</tr>
<tr>
<td>March 3-11</td>
<td>Spring Break (no classes)</td>
</tr>
<tr>
<td>March 12</td>
<td>Classes resume at 8:00 a.m.; Second 7-week session begins</td>
</tr>
</tbody>
</table>
**March 19-23**  Fall 2007 registration advising week for currently enrolled graduate students

**March 26-30**  Fall 2007 registration for currently enrolled graduate students

**April 2**  Fall 2007 graduate student registration continues

**April 9**  Master's Theses and Projects due to Committee Chairs for approval for Spring 2007 degree candidates

**April 12**  No course withdrawals (WP or WF) or withdrawals from the College permitted after this date

**April 16**  Patriot's Day (no classes held); Last day for currently enrolled matriculated students to register for at least one credit for Fall 2007 ($50 late fee assessed after this date)

**April 25**  (Wednesday) Monday schedule observed; Two copies of Master's Theses and Projects with approval signatures due in the Office of Graduate Studies for Spring 2007 degree candidates to be eligible for graduation

**April 26**  Reading Day

**April 27, 30**  Final Exams

**May 1**  Final Exams; Last day of Spring 2007 semester

**May 3**  Grades due online by 11:00 p.m.; Last day Incomplete grades from Fall 2006 can be changed; Incomplete grades not changed by this date become I/Fs

**May 5**  Grades viewable on the web

**May 14**  Commencement

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**Summer 2007**

<table>
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<th>Date</th>
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<tbody>
<tr>
<td>May 7-18</td>
<td>Intersession (no classes, Monday, May 14, 2007, due to Commencement)</td>
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<tr>
<td>May 21</td>
<td>Summer Session I begins</td>
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<tr>
<td>May 28</td>
<td>Memorial Day (no classes)</td>
</tr>
<tr>
<td>June 29</td>
<td>Summer Session I classes end at 9:45 p.m.</td>
</tr>
<tr>
<td>July 2</td>
<td>Summer Session II classes begin; grades for Summer Session I due online by 11:00 p.m.</td>
</tr>
<tr>
<td>July 4</td>
<td>Independence Day observed (no classes)</td>
</tr>
<tr>
<td>August 10</td>
<td>Summer Session II classes end at 9:45 p.m.</td>
</tr>
<tr>
<td>August 12</td>
<td>Grades for Summer Session II due online by 4:00 p.m.</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 postgraduate 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, a faculty member serves as a Graduate Program Director. 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 policies, reviews 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 and is determined by faculty committees representing individual graduate programs. GRE/GMAT test scores, undergraduate performance, quality of the response(s) to the essay question(s), and the writing sample (for Publishing & Writing and Creative Writing), are critical factors in the decision.

The following is a list of required materials that are considered in determining qualification for admission. More detailed information can be found on the Graduate Admission website at http://admission.emerson.edu/graduate.

1. Completed graduate application and non-refundable application fee ($60 for domestic applicants, $75 for international applicants). Apply online or download the application at http://admission.emerson.edu/graduate.

2. Official transcripts of all previous undergraduate and graduate work, including transfer credit. A completed undergraduate transcript indicating a date of degree conferral must be submitted before a student can register for first semester classes.

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). Personal recommendations from friends and family members will not be accepted.

4. GRE/GMAT Test Scores. Standardized test scores may be no more than five years old and must be sent directly to the Graduate Admission office from ETS. Test requirements vary by program. 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). It takes a minimum of two weeks from the test date for ETS to send the scores to the College.

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

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

5. Required Essay(s). The application essay(s) enables the Admission Committee to gauge your professional goals, relevant experience, knowledge of the field, reasons for seeking a particular degree at Emerson, and your ability to communicate effectively. Essay requirements vary by department. Please visit http://admission.emerson.edu/graduate.

6. A professional resume that includes education and employment information. Students applying for admission to the Theatre Education program must also submit an artistic resume.

7. Applicants to the Creative Writing and Publishing & Writing programs must submit a maximum of 15-pages of writing sample. Applicants to the Creative Writing program must submit a maximum of 15 pages of fiction, nonfiction, or poetry. Applicants to the Publishing & Writing program must submit a maximum of 15 pages of nonfiction prose. Fiction and poetry samples will not be accepted for the Publishing & Writing program.

8. 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.

Complete applications to the graduate programs at Emerson College must be received by 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.

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 and Publishing & 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. Graduate programs approved for Dual Degree status include Integrated Marketing Communication and Media Arts. 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.

In the summer 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 at Emerson before registering for courses.

Interested Wheaton undergraduate students should contact the Office of Graduate Admission at Emerson or their Wheaton advisor.

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

The Combined B.S./M.A. program allows Emerson College undergraduate students majoring in Communication Sciences & Disorders to pursue a Master’s degree in Health Communication within a five-year
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 &amp; 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 &amp; Advertising</td>
<td>March 1</td>
<td>March 1</td>
<td>March 1</td>
<td>March 1</td>
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<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>
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<tr>
<td>Journalism</td>
<td>March 1</td>
<td>June 1</td>
<td>March 1</td>
<td>May 1</td>
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<tr>
<td>Media Arts</td>
<td>March 1</td>
<td>June 1</td>
<td>March 1</td>
<td>May 1</td>
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<tr>
<td>Organizational &amp; Corporate Communication</td>
<td>March 1</td>
<td>June 1</td>
<td>March 1</td>
<td>May 1</td>
</tr>
<tr>
<td>Publishing &amp; Writing</td>
<td>January 5</td>
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<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>
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</tbody>
</table>

Spring Application Deadlines

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<tr>
<th>Programs</th>
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<th>International Merit Aid</th>
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</thead>
<tbody>
<tr>
<td>Communication Sciences &amp; Disorders</td>
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<td>Creative Writing</td>
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<tr>
<td>Health Communication</td>
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<td>Journalism</td>
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<tr>
<td>Media Arts</td>
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</table>

*denotes programs that admit in the fall only

Applications to the five-year B.S./M.A. degree must be submitted no later than the end of the first semester of the student’s junior 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 begin taking graduate courses in Health Communication in their senior year, during which time they would complete three or four courses from the graduate Health Communication program. Course selection will be accomplished through careful advising with faculty in Communication Sciences & 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 fifth year (and their full-time enrollment in the M.A. program), should take the Graduate Record Exam (GRE).

Interested students should talk to their advisor early in their junior year to consider possible schedule adjustments to best accommodate taking Health Communication classes during the senior year.

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 students whose native language is English or those who have studied for at least two years and completed an undergraduate or graduate degree in a country where English is the native language (i.e., the U.S. and territories, Great Britain and territories, Australia, Ireland, New Zealand, and Canada). The website for the TOEFL is http://www.toefl.org. Emerson’s school code is 3367. The website for IELTS is www.ielts.org.

Transcripts: International applicants must submit records from each university attended. Each transcript must 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 originals and the rest of the application. Official documents indicating degrees awarded with titles and dates conferred should also be included.

<table>
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<tr>
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</table>
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 our website.

Deferred Admission Status
Accepted students may defer their enrollment for 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 files and will have to reapply to be admitted. (In these instances, new credentials will be necessary.) Applicants in Creative Writing and Publishing & Writing cannot defer their enrollment.

Statement of Non-Discrimination
Emerson College admits qualified students regardless of race, color, religion, national and ethnic origin, sex, sexual orientation, gender identity, age, or disability to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. Emerson College does not unlawfully discriminate on the basis of race, color, religious beliefs, national and ethnic origin, sex, sexual orientation, gender identity, age, disability, or any other category protected by law, in the administration of its educational policies, admission policies, scholarship and loan programs, athletic programs, or other College administrated programs. Individuals with questions or concerns about the College's non-discrimination policy may contact Emerson College's Director of Human Resources and Affirmative Action at Emerson College, 120 Boylston Street, Boston, MA 02116, (617) 824-8580.

Any student in an educational and vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his/her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination, study, or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement which he/she may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of these provisions.

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.

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 (if required).

The minimum degree requirements are as follows:

<table>
<thead>
<tr>
<th>Program</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Sciences &amp; 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 &amp; Advertising (M.A.)</td>
<td>40 credits</td>
</tr>
<tr>
<td>Health Communication (M.A.)</td>
<td>40 credits</td>
</tr>
<tr>
<td>Integrated Marketing (M.A.)</td>
<td>40 credits</td>
</tr>
<tr>
<td>Journalism (M.A.)</td>
<td>44 credits</td>
</tr>
<tr>
<td>Organizational &amp; 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 &amp; 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 the total number of 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. 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.

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.

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.

Capstone Experience

For many programs the final project or culminating experience is a capstone course. Capstone courses must be taken in the last semester of study 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 audit is 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 Office of Professional Studies and Special Programs (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. Please consult the Academic Calendar for deadlines.

Students must be registered for a minimum of one credit in the semester in which they complete their degree requirements. Students scheduled to graduate in May 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 is automatically withdrawn from the graduate program. This requirement includes undergraduate courses taken as prerequisites. In the Department of Communication Sciences and Disorders, a student will be automatically withdrawn from the program upon earning a grade of below B- in any two courses. 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 requirements. Grade point averages are computed on a scale where A = 4.0, A- = 3.7, B+ = 3.3, B = 3.0, B- = 2.7, C+ = 2.3, C = 2.0, C- = 1.7, D = 1.0, F = 0.

**Pass/Fail:** A P (Passing) grade is used for thesis and project credit and certain designated and approved 600- and 700-level research and practicum courses. At the graduate level, a P indicates performance equivalent to a B or better. A grade of F signifies failure in the course.

**Deferred:** A DEF (Deferred) grade is used for certain designated and approved 600 level courses, such as research or thesis courses when a student’s work is not completed at the end of the term. When the work is completed in a course for which DEF has been assigned, the grade is changed to a letter grade by the instructor. In the case of an approved Master’s thesis or Master’s project, a DEF grade is automatically changed to P once the Registrar’s Office has received documentation from the Office of Graduate Studies that the project/thesis has been completed.

**Incomplete:** An I (Incomplete) grade is assigned when, for reasons acceptable to the course instructor, students engaged in passing work are unable to complete all class assignments. If an I is not removed within the next term in which the student is registered it automatically becomes an F. An extension of one additional semester may be granted to resolve an Incomplete with the written permission of the course instructor which must be submitted to the Registrar’s Office. Students who take an 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, 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. These rights are:

- 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 admitted for Spring semester will register during Orientation in January.

Students are required to register for each succeeding semester during the designated online registration period. Registration for the spring semester is held in November. Registration for the fall semester is held in late March. 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' Emerson email accounts prior to registration. Course listings are 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 students' 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
semester(s) for which they are not registered when readmitted and must pay the Continuing Student Status fee(s) in order to be financially cleared for readmittance and to graduate.

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. Some programs may require a formal admission process.

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. 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 $789 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: http://interactive.emerson.edu. Students must use their Emerson email username and password in order to access the Interactive Services website.

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 the first ten transcripts ordered per year. There will be a $1.00 charge for every transcript ordered after the initial ten per year.
Expenses

**Tuition and Fees**

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<tbody>
<tr>
<td>Application (non-refundable)</td>
<td>$200</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.*

**Tuition**          $789 per credit  
**Course Audit**      $25 per credit  
**for students enrolled for at least four full-tuition credits**

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| Registration           | $30 per semester  
| GSA*                   | $30 per semester  

*Graduate Student Association*

**Service Fees**

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<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>
| Orientation            | $60 one time only  
| International          | $80 one time only  
| Orientation Commencement | $100 one time only  
| Health Services        | $266 per year  
| Health Insurance       | $1417 per year  

**Health Services and Health Insurance**

All students enrolled for 6 credits or more are required to submit a health form. This form 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 immunization 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 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 Plan will be considered in force unless proper proof of alternative insurance is provided as indicated. Premiums received are fully earned upon receipt and not refundable.

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 enroll in the College-sponsored insurance plan or update their insurance waiver card with the pertinent information regarding their 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 year.
International Students
Massachusetts does not consider coverage by insurance carriers outside of the U.S. including coverage by foreign national health services programs as comparable under a qualifying student health insurance program. 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, 2006 and January 2, 2007). 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. 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.

Refund Policy
Credit balance refunds are available to students who have overpaid their accounts. To request a credit balance refund log onto Interactive Services and click on the View Bill option. Credit balance 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.

Credit balance refunds will be processed by the Office of Accounts Management within two Fridays from the date on 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.

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.

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 Student Service Center.
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. As of July 1, 2006, the interest rate is fixed at 6.8%. 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 unsubsidized loans). This graduate debt limit includes all Direct and FFEL Program Loans received for undergraduate study.

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. The student is only compensated for actual hours worked. 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.

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. Online FAFSA processing takes 1-2 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.

Emerson Employment

This is an institutional employment program open to all Emerson College students. The number of hours a student may work and the hourly wage is determined by the College and limited by availability of funds. 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.

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

This is to be completed only if you did not or will not file taxes.

Household Verification Statement for Independent Students

This form can be downloaded from the financial services website www.emerson.edu/financial_services.edu. You will be asked to list the members of your household.

Financial Assistance

Financial Assistance
**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 website.

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 website 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. For most students, 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 complete an online entrance counseling session at the time they complete the MPN.

**Priority Application Deadlines for Graduate Federal Financial Assistance**

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<tr>
<td>Fall Term</td>
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<tr>
<td>Returning students</td>
<td>April 15</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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<td>Returning students</td>
<td>March 1</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.

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, or 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 student 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.
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 website at: http://www.emerson.edu/financial_services.

### Assistantships & Fellowships

Each year a group 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 comprehensive academic credentials, including professional promise and past academic excellence. 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 & Writing, February 15 for Communication Sciences & Disorders, and March 1 for all other Fall admission programs. November 1 is the merit aid deadline for all programs for Spring admission. There is no separate application to be considered for merit aid and 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 in which an accepted student defers his/her admission to the College. Returning students are not eligible for an assistantship or fellowship.

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 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. A 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 $12,000 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 offered by semester in two $6,000 disbursements during the academic year. Recipients of the Presidential Fellowship will receive $4,000 for one additional semester (fall or spring) following the fellowship. Fellows in the Creative Writing and the Communication Sciences & Disorders programs will receive $4,000 for two additional semesters. Recipients in the Global Marketing Communication & Advertising program are not eligible for any additional funding beyond the two semesters of the fellowship. All Presidential Fellows receive their merit aid without having to satisfy an on-campus work requirement. Presidential Fellowships are not taxed.

**Graduate Assistantships**

Graduate assistantships are typically awards ranging from $3,000-5,000 per semester and are assigned to academic or administrative departments for 10 hours per week for 13 weeks. Recipients perform research, work with faculty, or provide administrative support for departments. Award recipients receive a graduate assistantship for a maximum of three consecutive semesters. Students in the Creative Writing, Communication Sciences & Disorders, and Theatre Education programs may receive a graduate assistantship for a maximum of four consecutive semesters. Award recipients in the Global Marketing Communication & 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. Graduate assistantships are subject to tax withholding.

**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 awards a scholarship in the Publishing and Writing program at Emerson to currently enrolled students who demonstrate a strong desire to pursue a career in book 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. Currently enrolled students will receive written notification about how to apply. For further information, please contact the 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 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 nonrenewable 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). The 2006-2007 award will be for an incoming student in the Department of Organizational and Political Communication.

**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.
Campus Life

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.

Campus Center

The Campus Center serves as a “home base” for off-campus students and is a gathering place for all students. Lockers, lounges, and dining are available, and the Center is used as a central place to study, socialize or relax between classes. The services and programs in the Center are designed to bring the students, faculty, and staff together in order to increase communication and build a sense of community.

Housed in the Center are an information desk, the Common Cafe, lounge areas, meeting, function and conference rooms, GSA Office, Cultural Center, student organization offices and mailboxes, piano practice rooms, and the Offices of the Dean of Students, Student Life, Student Activities, Multicultural Affairs, Off-Campus Student Services and Gay, Lesbian, Bisexual, and Transgender Life.

The Campus Center is located at 150 Boylston Street and can be reached at (617) 824-8680.

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. One of the programs offered by the OCSS is the MBTA discount pass program. In conjunction with the Massachusetts Bay Transit Authority, Emerson offers a program in which subway, bus, and combo passes are available for purchase at a discount (currently 11%, but subject to change). The program is offered in semester blocks and must be purchased prior to the start of each semester.

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

The Office of Off-Campus Student Services is located at 150 Boylston Street and can be reached at (617) 824-7863.

Meals

Graduate students are eligible to participate in the College’s meal plans which 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 Campus Center Diner at 150 Boylston Street.

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.
• 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. Forms are available to download from the website below.

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 insurance information and submit an insurance waiver 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
The Center for Health and Wellness coordinates programming on topics such as alcohol and other drug use and abuse, smoking cessation, sexually transmitted infections including HIV and AIDS, stress management and body image and eating disorders. 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 and 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 Campus Center.

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 offices for EBONI (Emerson’s Black Organization with Natural Interests), AMIGOS (Latino Student Organization), ASIA (Emerson’s Asian Students for Intercultural Awareness), and ECCSA (Emerson College Chinese Student Association), are housed in the Cultural Center. As a means of fostering an understanding of the ethnically diverse student population at Emerson, the Center maintains a library of books and other resource materials with a multicultural focus. The facility can be reserved for special events, meetings, and educational purposes through the Director of Multicultural Student Affairs. The Cultural Center is located in the Campus Center.

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 an 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 offers communal services and celebrations, events and discussions, and meditation workshops to Emerson students, faculty, and staff. Through a staff of Chaplains, the CSL also offers spiritual, religious, and personal counseling. It is the home of the student organizations of Emerson Good News Fellowship, Newman Club, the Islamic Community at Emerson, and Hillel at Emerson.

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.

The Cabaret
The Cabaret is a performance space available for use by recognized organizations and College departments on a space-available basis. This facility can be reserved through the Campus Center Information 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 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.

EMG Production Group
The EMG Production Group was created to provide graduate students in the Visual and Media Arts Department the opportunity to gain extra-curricular production experience and to forge networks among peers. Throughout the year, students work on self-directed studio or field production projects, which culminate in a screening during each semester. The group also invites guest speakers from the industry and supports other student initiatives in VMA. Recent activities include original sitcoms, a local news magazine production, and music videos for local Boston artists. While still growing and developing, the group serves to enhance collaborative skills and technical experience, while encouraging contacts between graduates during their years at Emerson and beyond.

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 website (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 in the spring of 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 capstone 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.

The Betsy Carpenter Playwriting Award

The Betsy Carpenter Playwriting Award competition, with a cash award of a minimum of $1,000, is open to MFA students in their final year of study. The funds are to be used to defray the costs of a production or reading of a full-length play (excluding children’s plays, musicals, and/or adaptations) at a professional theater company. The award is intended to help introduce the graduating playwright to the theater community. The competition was established in 2005 in honor of Betsy Carpenter, nationally known director and dramaturge who is a long-time instructor of playwriting at Emerson College.

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). The 2006-2007 award will be granted to a graduate student in the Department of Organizational and Political Communication.

Academic and Student Services

Library and Media Services Center

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 website is a gateway for graduate student research and can be searched from any computer via the Internet (http://www.emerson.edu/library); licensed databases can be accessed through your ECnet account. In addition to the Library catalog, which includes the combined holdings of the Emerson College and FLO libraries, the website offers access to a range of electronic sources, including important academic databases and indexes, CD-ROMs, authoritative websites, research guides, and electronic journals. Through the website, you 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. You can request materials from other libraries using the web-based order form and can chat online with 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 website.

The Media Services Center (MSC), located in the Ansin Building at 180 Tremont Street, houses approximately 10,000 DVDs, films, videos, and other nonprint materials, 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 catalog of its DVD, video, film, and multimedia collection, click on the Media Services tab on the lower left hand side of Library's website.

Details concerning Library and MSC hours, policies, and services are available on the Library's website: http://www.emerson.edu/library, in the Guide to the Media Services Center, and in the Library and Media Services brochures.

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

Information Technology
The College's 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 the following types of software applications: e-mail, Internet, word processing and office productivity, statistical analysis, web authoring, image editing, desktop publishing, 3D animation and digital video. High-end applications, such as Autodesk Maya for 3D animation and Apple Final Cut Pro for video editing, are available in all open-access labs. Digital production labs contain workstations with multimedia production and digital video applications, including Avid Express 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. More information about the computer labs is available at http://www.emerson.edu/labs/.

Full-time students receive an Emerson College network (ECnet) account, which contains an e-mail 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. Residence hall rooms have high speed Internet connections for each student, and wireless access to the College's network is provided in virtually all campus locations. Emerson's Help Desk is available to assist students with general computer problems, ECnet problems, and issues regarding connectivity to the College's computer network. More information regarding the Help Desk and the computer labs is available at http://www.emerson.edu/helpdesk/.

Help Desk
The Office of Information Technology Computer 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 web site (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. The National Association of Colleges and Employers 2005 Experiential Education survey revealed that on average, 61.9 percent of new company hires had internship experience. At Emerson, internships can be taken for academic credit and approximately 250 Emerson students complete credit bearing internships each semester.

Students who are interested in pursuing an internship, either for credit or as a volunteer, should first visit the Career Services office in order to participate in the mandatory internship workshop and to obtain access to valuable internship listings and evaluations of past internship.

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 250 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.
Campus Speakers

During the past several years Emerson has been fortunate to have many exciting people visit our campus and present lectures, readings, and seminars. The following is a list of some of our lecturers:

Edward Albee, Playwright
Maya Angelou, Poet, Activist
Kenn Apley, 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, U.S. Senator, Delaware
Michael Blumen, 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
David Brinkley, ABC's This Week with David Brinkley
Tom Brokaw, Anchor, NBC Nightly News
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, Cosmoopoulos, Inc.
S. James Coppersmith, former President/General Manager, WCVB-TV
Stavros Cosmopoulos, Creative Director, Cosmoopoulos, 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

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 Employers
Career Services partners with a variety of organizations to interact with Emerson students. Organizations (both for- and non-profit) participate in fairs, information sessions, panel discussions, on-campus interviews, and networking events. They also post employment opportunities through Intern2Work (http://www.emerson.edu/career_services/i2w/index.cfm), 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.

The Learning Assistance Center (LAC) offers online resource to access job and internship leads.

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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 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.

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

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David Gergen, Commentator, Editor, Teacher, Advisor to Presidents
Ronald Gillam, Ph.D., Research Associate, Communication Science and Disorders, Jessie 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
Gwen Ifill, Moderator, Managing Editor of Washington Week, Senior Correspondent for the NewsHour with Jim Lehrer
Gish Jen, Author, Typical American and Mona in the Promised Land
James Earl Jones, Actor
John Kerry, U.S. Senator, Massachusetts
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 Mcade, ’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 Phillips, 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
School of Communication
Communication Sciences and Disorders

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 sociocultural 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 the 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.

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 also complete prerequisite work at Emerson during the summer prior to beginning graduate work. Students who need to complete the 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.

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 will be automatically withdrawn from the program upon earning a grade of below B- in any two courses, irrespective of the number of course credits involved or of the overall GPA.

When a student earns a grade below B- in any course, this course must be repeated and a grade of B- or above must be achieved. If a grade below B- is earned again, the student will then have two grades of below B- and may not continue in the program.

Clinical hours are counted towards the ASHA clinical requirements only when a passing grade has been earned for that practicum. Although passing, a student who earns a B- in Clinical Practicum will not qualify for a more advanced and/or off-campus clinical opportunity. Students whose overall GPA falls below 3.0 may lose their eligibility for an off-campus placement. As with all other required courses, if a student earns a grade below B- in any of the Clinical Methods courses, he or she must repeat this course. (See below under Courses of Study)

General Requirements
- Successful completion of appropriate course work and clinical practica 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 CD 600 (if required), CD 601, CD 602, CD 603, CD 604, CD 609, CD 611, CD 623, CD 635, CD 641, CD 645, CD 650, CD 677, CD 682, CD 684, CD 686, CD 689, CD 690, and CD 692.
- Successful completion of 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 Intersections. 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 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

Clinical Methods courses (CD 600 [if needed], CD 601, CD 602, CD 603, and CD 604) must be taken in sequence. They may not be taken concurrently.

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. For students who are required to enroll in this course, it must be passed before enrolling in CD 601. 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. This course must be passed prior to enrolling in CD 602. (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. This course must be passed prior to enrolling in CD 603. (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, Spring)

**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)

**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 677**
**Voice Disorders**
3 credits
This course addresses the characteristics, etiology, evaluation, 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. (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)
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.

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 lifespan, 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)
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, and teacher, Dr. Kempler is a specialist in acquired neurologically based communicative disorders in adults. His research covers the areas of aphasia, dementia, Parkinson’s disease, aging, and culturally non-biased assessments. Dr. Kempler is 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. 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. He is author of the book Neurocognitive Disorders in Aging.

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 Dysfluency 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., Northwestern 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 Lindsley 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 Throm 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., 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.**

Audiologist, lecturer, and researcher in the application of stem cell technology to the treatment of hearing loss, Dr. Parker has published in the *Journal of Neuroscience Research, Audiology and Neuro-Otology, Experimental Neurology,* and *Drug Discovery Today.* He also holds the position of Associate Research Scientist in the Department of Otology & Laryngology at Harvard Medical School, Children’s Hospital, Laboratory of Cellular and Molecular Hearing Research.

**Marie-Kay Rimshaw, Clinical Instructor in Communication Sciences and Disorders (1998); B.S., M.S., University of Wisconsin-Stevens 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 print, multimedia or broadcast. 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 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 a 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)*

** JR 600 Writing and Reporting Across the News Media 4 credits
** JR 601 News and Society 4 credits
** JR 604 Journalism Law and Ethics 4 credits
** JR 606 News Communication Theory and Research Methods 4 credits

*Students with an undergraduate degree in Journalism may be eligible to waive JR 600 or JR 604 and substitute an elective course(s) if the degree was earned within the last 5 years with a GPA of 3.0 in the major or better. Students who believe they are eligible for a waiver(s) should see the Graduate Program Director in Journalism.

Key Competencies (8 credits)

** JR 610 Advanced Print and Multimedia Reporting 4 credits
** JR 611 Television News Producing 4 credits
** JR 613 Electronic News Gathering / Reporting 4 credits
** JR 640 News Editing and Page Design 4 credits
** JR 648 Interactive News 4 credits

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

** JR 555 Reporting Issues of Cultural Diversity 4 credits
** JR 570 Global Journalism 4 credits
** JR 571 Newsroom Management 4 credits
** JR 574 The Press and Propaganda 4 credits
** JR 694 Journalism Topics 4 credits

Cross-media electives

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

** JR 595 Multimedia Journalism Practicum 4 credits
** JR 608 Interactive News 4 credits
** JR 610 Advanced Print and Multimedia Reporting 4 credits
** JR 611 TV News Producing 4 credits
** JR 613 Electronic News Gathering 4 credits
** JR 640 News Editing and Page Design 4 credits
** JR 660 Feature Writing 4 credits
** JR 664 Specialized Reporting 4 credits
** JR 690 Internship 4 credits
** JR 695 Directed Projects 4 credits
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 broadcast lab producing news for podcasts. During the second half, they participate in a lab that teaches them how to produce news for the Web. (Fall)

**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) (Fall)
Journalism

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 693
Cross-Media Journalism Capstone
4 credits
This portfolio-producing capstone course consists of both individual and group news projects that demonstrate students’ ability to do professional work in reporting, writing, editing, and producing. It is designed to allow each student to develop journalistic work in a cross-media environment. This course encourages students to produce a reporting project using some combination of print, broadcast and online elements. It also gives students the opportunity to demonstrate their competency in an area of specialization in print, broadcast, or online journalism. (Prerequisite: Completion of key competency)

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
2-4 credits
Credits awarded to be determined in consultation with faculty Advisor and Graduate Program Director. (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)

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 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 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)
**JR 571**
*Newsroom Management*

4 credits

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)

**JR 574**
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)

**JR 585**
*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)

**JR 590**
*Online Publishing*

4 credits

Students choose, edit, produce, and post stories to an ongoing journalism news website of their own design. The course wedd challenging puzzles into the long and short form, 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. (Prerequisite: Permission of Instructor) (Spring)

**JR 591**
*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. (Prerequisite: Permission of Instructor) (Summer I)

**JR 592**
*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. (Prerequisite: 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: Permission of Instructor) (Fall)

**Faculty**

**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 Ethic* 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**, Associate 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 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, Assistant Professor (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.

David Overton, 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.

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.
Marketing Communication

School of Communication

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 marketing communication careers 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, research, and politics. 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 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. Graduate 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 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
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<tbody>
<tr>
<td>GM 601</td>
<td>4</td>
<td>Marketing Management in a Global Environment</td>
</tr>
<tr>
<td>GM 603</td>
<td>4</td>
<td>Cultural Foundations of Buyer and Organizational Behavior</td>
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<tr>
<td>GM 604</td>
<td>4</td>
<td>Research Methods for Global Marketing Communication and Advertising</td>
</tr>
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<td>GM 620</td>
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<td>Global Brand Management</td>
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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, and 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 no graduate credit. 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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<td>Applications of Communication</td>
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**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 there is limited enrollment. A maximum of 8 elective credits may be taken at Tufts.

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<tr>
<td>MHTU2</td>
<td>Epidemiology and Biostatistics</td>
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<tr>
<td>OP 640</td>
<td>Organizational Communication</td>
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<td>Introduction to Print and Multimedia Journalism</td>
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<td>JR 603</td>
<td>Introduction to Broadcast Journalism</td>
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<td>JR 611</td>
<td>Television News Producing</td>
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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:

MH 604  Introduction to Research Methods  4 credits
MH 610  Marketing Management  4 credits
MH 617  Consumer Behavior  4 credits
MH 618  Introduction to Integrated Marketing Communication  4 credits
MH 668  Capstone Course in Integrated Marketing Communication  4 credits

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 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.

MH 612  Direct/Database Management  4 credits
GM 612  Global Public Relations  4 credits (limited number of seats available to IMC students)
GM 614  Global Advertising  4 credits (limited number of seats available to IMC students)
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
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, 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 is critical to an organization’s success. Advertising, public relations, publicity, 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 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, which 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) (Fall, 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) (Semester varies)

MH 627
Interactive and e-Communication
4 credits
Students learn how to communicate on the Internet, and to 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
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)  
**Spring**

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 website 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 website 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. (Semester varies)

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 solve an organization’s marketing communication problem or 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 be gaining 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  
Occasionally 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  
2-4 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 (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 in accordance with Program guidelines. 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 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. Only full-time faculty members in the Department of Marketing Communication serve on theses committees. 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, and 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. (Prerequisite: 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 the application of information technology to decision-making in a global business context. (Prerequisite: 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. (Prerequisite: 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. (Prerequisite: Global Marketing Communication and Advertising Students only) (Spring)

GM 607 New Technologies in Global Markets
4 credits
This course concentrates on the organizational and external environments within which global communication strategies 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; choosing an agency for global brands; how to allocate decision responsibilities across a global network; how to localize creative executions; collecting information on foreign buyers and media audiences; and media selection and buying in multiple markets. Many of these topics will flow out of case discussions and student readings and assignments. (Prerequisite: 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. (Prerequisite: 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 then 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. (Prerequisite: 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. (Prerequisite: Global Marketing Communication and Advertising Students only) (Summer)

**Faculty**

**Joann M. Montepare,** Chair of Marketing Communication and Associate Professor of Psychology (1998); 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, nonverbal communication, and face perception. Her research in 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, Science, and Communication Research. She has also contributed to edited volumes such as First Impressions, Ageism: Stereotyping and Prejudice Against Older Persons, The Social Psychology of Stigma, and Evolution and Social Psychology. 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,** Chair of Marketing Communication and Associate Professor of Marketing Communication Program and Professor of Marketing Communication (2002); B.A., Eastern Illinois University, M.A., Purdue University, Ph.D., Purdue University.

Dr. Edgar has taught health communication and research methods at the University of Maryland, the University of Wisconsin, and The 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 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.

Dr. 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 multinational organizations and
Mr. 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 - 1999. He is an active public speaker, panelist, consultant, and is involved in special projects for Internet, advertising and multi media. 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 has worked as Art Director and Creative Director in New York City at Grey Advertising, Lois GGK, J. Walter Thompson and Communication House.


Mr. Anderson brings extensive, high-level experience to his teaching having worked in such organizations as Welch, Currier, Curry, Anderson, and Hill, Holliday, Connors, and Cosmopolous. He has worked on major advertising assignments for brands including Ameritech, and Ocean Spray. At Emerson, Anderson collaborated to develop Marketing Finance for the IMC program and Financial and Strategic Context of Global Market Planning. His reputation for exceptional teaching has made his “Brands” classes very popular.

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

Dr. Bachr is a communication professional, scholar, and corporate leader whose 25+ year career is highlighted by a series of successes 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.

Douglas 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, advertising, public relations, and entertainment marketing. His professional experience includes work with Virgin Records, Hard Rock Café, Rogers and Cowen, Braithwaite and Katz, and the Charles Playhouse. He is on the Board of Directors for the Jennifer Stowers Quintral Education Foundation and is a member of the academic committee for the American Advertising Federation. He is an avid musician and has opened for NoFX, Bad Religion, Rancid, and Blink 182.

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 Curty, 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 of Marketing Communication (2005); B.A., Michigan State University, M.A., Michigan State University, Ph.D., University of Connecticut.

Dr. Sohn comes as an awarding-winning teacher 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 and advanced statistical analyses. His research on the impact of media and body image is distinguished by attention to men’s and women’s body attitudes. His work has been featured in the Journal of Broadcasting and Electronic Media and presented at national and international conferences.

Suzanne Suggs, Assistant Professor of Marketing Communication (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, 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. Dr. Suggs has served as principal and co-investigator on grants submitted to NIH and other national agencies. Her research interests focus on tailoring communication processes and the use of the Internet to gather information and provide interventions related to health problems such as smoking cessation and weight management.
Tracy Worrell, Assistant Professor of Marketing Communication (2005); B.A., Otterbein College, M.A., University of Cincinnati, Ph.D., Michigan State University.

Dr. Worrell is a rising scholar in the area of advertising, media, and health. Her timely work on television portrayals of weight, consumption, physical disability, and media impact has gained attention at national conferences and has been published in Health Communication and the Journal of Creative Communications. 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, it 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.

School of Communication
Organizational and Political Communication

M.A. in Organizational and Corporate Communication
The Master of Arts in Organizational and Corporate Communication prepares students to become leaders and change agents in business, government, non-governmental, and nonprofit organizations. Students develop expertise in analyzing and assessing an organization's structure, communication programs, and campaigns. They learn to create, implement, and evaluate strategic plans to improve information flow, decision-making, and organizational competitiveness. In addition, they develop the communication skills and competencies essential to effective leadership.

Continued technological development and rapidly expanding global markets call for communication specialists who help organizations navigate an increasingly complex world. Today, more than ever, successful organizations must carefully manage communication with key stakeholders. The Organizational and Corporate Communication program prepares professionals who can lead such processes in a coordinated, critical, strategically focused manner.

With close mentoring by a faculty of accomplished academics and experienced practitioners, students conduct research, plan and carry out organizational communication campaigns, develop their communication skills in speaking, listening, writing, and negotiating, and refine their media expertise in working with print, visual, and interactive digital resources. The Organizational and Corporate Communication degree prepares students for such occupations as director of corporation communication, human resources, public affairs, and other senior communications positions. Many graduates work as independent consultants or trainers.

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.

**Capstone**

Students in the Department complete an organization communication project to fulfill the capstone requirement for the program. Most students in the program are expected to take the Capstone Course to fulfill this requirement.

**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 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 with department approval.

### Required Courses

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OP 600</td>
<td>Professional Briefings and Presentations</td>
<td>4</td>
</tr>
<tr>
<td>OP 640</td>
<td>Organizational Communication Dynamics</td>
<td>4</td>
</tr>
<tr>
<td>OP 645</td>
<td>Organizational Communication Research</td>
<td>4</td>
</tr>
<tr>
<td>OP 669</td>
<td>Strategic Planning and the Managerial Process</td>
<td>4</td>
</tr>
<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 Code</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OP 626</td>
<td>Crisis Communication</td>
<td>4</td>
</tr>
<tr>
<td>OP 628</td>
<td>Entrepreneurship and Creative Problem Solving</td>
<td>4</td>
</tr>
<tr>
<td>OP 641</td>
<td>Leadership</td>
<td>4</td>
</tr>
<tr>
<td>OP 650</td>
<td>Negotiation</td>
<td>4</td>
</tr>
<tr>
<td>OP 660</td>
<td>Culture and Diversity</td>
<td>4</td>
</tr>
<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>
</tbody>
</table>

### 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 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 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 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 665 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. (Fall)

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 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. (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. (Prerequisite: Requires department chair approval.) (Fall, Spring)

Faculty
Linda Peek Schacht, Acting Chair (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. She retired as vice president, director of public affairs and communications strategy at the Coca-Cola Company in 2002, after eleven years as the company’s chief communication strategist. 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. As communications director and press secretary for the Carter-Mondale Re-election Campaign, she was the first woman to head a presidential campaign press office. She was a special assistant in the Carter White House office of media liaison, responsible for the President’s twice monthly meetings with journalists from outside Washington. 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 Senior Fellow at the Kennedy School of Government at Harvard from 2002-2006, Ms. Peek Schacht offered workshops on leadership and communication.

Barton Kunstler, Graduate Program Director (2006); B.A., State University of New York at Stony Brook; Ph.D. Boston University.
Dr. Kunstler is the author of The Hothouse Effect: Intensify Creativity in Your Organization Using Secrets from History’s Most Innovative Communities, published by the American Management Association. Dr. Kunstler has published journal articles and book chapters on communication, e-commerce, ancient myth and history, creativity, and education, and presented on these topics at numerous conferences. His poetry has been published in several leading journals, and he has been featured on several TV shows and written a regular column (1999–2002, 2004) about future-oriented issues for The Metrowest Daily News. The Hothouse Effect has garnered attention from organizations world-wide, including the U.S. Army War College, the U.S. embassy in Ankara, Saatchi & Saatchi, various European organizations, The Economist, My Business magazine, the American Red Cross, USA Today, and the U.S. Forest Service.

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.

**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.

**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*.

**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.
School of the Arts
Performing Arts

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 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 complete 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, ten 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.

Core Requirements
All students must complete at least one course in each of the following areas of drama or theatre-related studies:

<table>
<thead>
<tr>
<th>Area</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theatre History, Dramatic Literature, or Playwriting</td>
<td>4 credits</td>
</tr>
<tr>
<td>Acting</td>
<td>4 credits</td>
</tr>
<tr>
<td>Directing</td>
<td>4 credits</td>
</tr>
<tr>
<td>Theatre Design or Technology</td>
<td>4 credits</td>
</tr>
<tr>
<td>Theatre Education/ Theatre for Young Audiences</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

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.

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. Acting classes explore dimensions of actor training with particular resonance for theatre education.

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>TH 611</td>
<td>Seminar in Drama Studies</td>
<td>4</td>
<td>Selected topics in dramatic literature, theatre history and/or criticism are studied and discussed; subject matter varies each semester. (Semester varies)</td>
</tr>
<tr>
<td>TH 621</td>
<td>Topics in Acting</td>
<td>4</td>
<td>This involves intensive explorations of specific topics. (Prerequisite: Placement Audition.) (Fall, Spring)</td>
</tr>
<tr>
<td>TH 622</td>
<td>Principles of Acting</td>
<td>4</td>
<td>This course has the dual objectives of developing students’ abilities as actors and as coaches and teachers of acting in either classroom or rehearsal settings. With topics varying from semester to semester, students will learn skills from a broad range of approaches to acting, including but not limited to the Stanislavski approach, movement-based acting, Viewpoints, Boal technique, Meisner technique, Linklater technique and improvisation. (Semester varies)</td>
</tr>
<tr>
<td>TH 650</td>
<td>Design in Production</td>
<td>4</td>
<td>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)</td>
</tr>
<tr>
<td>TH 660</td>
<td>Drama as Education I</td>
<td>4</td>
<td>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)</td>
</tr>
<tr>
<td>TH 665</td>
<td>Student Teaching Practicum</td>
<td>4</td>
<td>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)</td>
</tr>
<tr>
<td>TH 667</td>
<td>Special Topics in Theatre Education</td>
<td>4</td>
<td>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)</td>
</tr>
<tr>
<td>TH 668</td>
<td>Practicum: Educational Drama</td>
<td>4-8</td>
<td>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)</td>
</tr>
</tbody>
</table>
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. (Fall)

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 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  
2-4 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. (Prerequisite: 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 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 525  
Performance 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  
Performance 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 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 explore 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 579
10K and Under: Writing the Small Arts Grant
4 credits
Students will design grant proposals with a focus on community-based projects, learning grant writing, skill building and developing relationships with local arts funders and community artists successful at grant writing and community-based collaborations. Skills include research budget preparation, developing “boiler plate” data and writing for specific constituencies and potential audiences. (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 opportunity 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
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., 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, Associate 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.

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.E.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 Playwriting and has written and performed her own one-woman shows. From 1990 to 1996 she was Artistic Director for TheatreWorks of Boston, Inc.

Sarah Hickler, Assistant Professor of Performing Arts (2003); B.E.A. in Design, Massachusetts College of Art; M.E.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.E.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...
Scott LaFeber, Associate Professor of Performing Arts (2005); B.A., Colgate University; M.F.A., University of Texas at Austin.

Mr. Scott LaFeber has acted on Broadway, off-Broadway, regionally, in London, and has many television, film, and voice-over credits (including a segment for PBS that received an Emmy Award). He has a long association with The Williamstown Theatre Festival in Massachusetts and has directed across the country for both professional and university theatres. A native of New York, Scott is the artistic director for The New Harmony Theatre, a regional summer theatre in Indiana, and has taught in New York at his Studio for the Working Actor and at the Circle in the Square Theatre School on Broadway. Scott was trained at Circle in the Square and in London and holds degrees from Colgate University and The University of Texas, Austin.

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

Ms. 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 Theatre 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.

Magda Romanska, Assistant Professor of Performing Arts (2006); B.A. Stanford University, M.A., Ph.D., Cornell University.

Dr. Romanska is a theatre scholar whose work draws on a well-integrated interdisciplinary approach that combines theater history with performance and critical theory. Her work is published in Performance Research, Women’s Studies, Toronto Slavic Quarterly, Analecta Husserliana, Theater Magazine, and in the Encyclopedia of Modern Drama and the Dictionary of Film Concepts. She is on the editorial boards of Diacritics, Theater Magazine, the Yale Journal of Law and Humanities, and 2b, An International Journal of Ideas.

Roxanne Schroeder-Arce, Assistant Professor of Performing Arts (2006); B.S., Emerson College, M.F.A., University of Texas at Austin.

Ms. Schroeder-Arce was an Assistant Professor of Theater Arts at California State University at Fresno before coming to Emerson. From 2000-2004 she served as the Artistic Director of Teatro Humanidad in Austin, Texas. Her bilingual play Señora Tortuga has been produced at the Lexington Children’s Theatre and at the Youth Theatre at the U in Salt Lake City, Utah. She has served as Book Review Editor for Youth Theatre Journal and serves on the Board of ASITTEJ/USA.

Scott Wheeler, Associate Professor of Performing Arts (1978); B.A., Amherst College; 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.

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 Theatre Technology (USITT) where he is Chair of Costume Portfolio Reviews. He is also a member of the United Scenic Artist (USA) Chapter 829.

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 Bumppo, 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 two to three courses per term may expect to complete the program in a minimum of four semesters.

Required Courses:

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One additional 600-level studies course from the following: VM 603 Research Methods, VM 630 Media Programming, VM 661 Ethical Issues in Mass Communication, VM 663 Studies in Digital Media and Culture, VM 664 Studies in Documentary History and Theory, and selected offerings of VM 604 Topics in Media Arts. Topics courses must be approved by the Graduate Program Director to fulfill this requirement.

Capstone Options

- Master’s Thesis
- Comprehensive Examinations
- Master’s Project

To register for a Master’s Project, the following requirements must be met:

- Completion of second level production course in the area of project and VM 694 Master’s Project Preproduction with a grade of B+ or better. Second level production courses are VM 612 Sound for Image, VM 621 Documentary Production Workshop, VM 622 Fiction Narrative Workshop, VM 619 New Media Production II, and VM 626 Computer Animation 2.
- Approval of Master’s Project Outline by Graduate Admission and Master’s Project Committee the semester before taking Master’s Project Preproduction.
- Completion of VM 694 Master’s Project Preproduction. Two sections of sixteen students will be offered both Spring and Fall semesters. One will be for linear documentary and fiction narrative projects, the other for nonlinear, interactive, installation, and audio projects.
- VM 698 Master’s Projects will be four credits over one semester or the summer. One requirement of the project is that the students screen a rough cut or beta version for the Master Project Preproduction class. During the summer, other arrangements will be made. Students will select a Project Chair and Second Committee Member from the full-time faculty at large during their proposal stage.

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.

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### Fiction Narrative Video

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

**Spring**
- **VM 619** New Media Production II (4 credits)
- **VM 547** History and Aesthetics of New Media (4 credits)
- **VM 694** Master's Project Preproduction (4 credits)

**Summer**
- **WP 639** Writing the First Screenplay (4 credits)

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

**Spring**
- **4 credits** Elective
- **VM 698** Master's Project (4 credits)

### Audio Production

**Fall**
- **VM 601 Media Theory and Criticism** (4 credits)
- **VM 611 Graduate Audio Production** (4 credits)

**Spring**
- **VM 600-level Studies course**
- **VM 612** Sound for Image (4 credits)
- **VM 694** Master's Project Preproduction (4 credits)

### New Media Production

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

**Spring**
- **VM 618** New Media Production I
- **VM 663** Studies in Digital Media and Culture
- **VM 694** Master's Project Preproduction (4 credits)

### Television

**Fall**
- **VM 601** Media Theory and Criticism (4 credits)
- **VM 613** Foundations of Image and Sound Production
- **VM 694** Master's Project Preproduction (4 credits)

**Spring**
- **VM 614** Graduate Studio Production (4 credits)
- **VM 545** Producing for Television and Non-Broadcast Media (4 credits)

### Media Studies

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

**Spring**
- **VM 663** Studies in Digital Media and Culture
- **VM 503** Aesthetics and History of New Media
- **VM 699** Master's Thesis (2 credits)

**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 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 VM 601 and their 600-level studies elective 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.

Courses of Study

Graduate Courses

VM 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)

VM 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 VM 601 prior to registration for thesis or project credit. (Fall, Spring)

VM 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. (Fall, Spring)

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

VM 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)

VM 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: VM 611.) (Fall)

VM 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 VM 614, VM 621, and VM 622. It is also a prerequisite for VM 618, or may be taken concurrently. Waivers possible with the permission of the Graduate Program Director. (Fall, Spring)

VM 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: VM 613 or Equivalent. See the Graduate Program Director.) (Fall, Spring)

VM 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: VM 613. May be taken concurrently.) (Fall, Spring)

VM 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: VM 618.) (Fall)

VM 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: VM 613 or Equivalent. See the Graduate Program Director.) (Fall)

VM 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: VM 613 or Equivalent. See the Graduate Program Director.) (Spring)

VM 625
Computer Animation 1
4 credits
This is the first 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. (Prerequisite: VM 625 Computer Animation 1 or Permission of Instructor.) (Spring)

VM 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. (Fall)
VM 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)

VM 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)

VM 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: VM 601.) (Spring)

VM 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 internships. This is through the Career Services Office. (Fall, Spring)

VM 694
Master's Project Preproduction
4 credits
Students prepare to produce a documentary, fiction narrative, audio, or new media master's project. They are guided through the research and preproduction stages, producing by semester's end a full Master's Project Proposal. Past Master's Projects are screened and critiqued. (Prerequisite: Project Outline approved by VMA Graduate Admissions and Projects Committee) (Fall, Spring)

VM 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)

VM 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, the Project Committee Chair, and the Second Committee Member to register. A maximum of 4 credits may be counted toward the degree. Performance is recorded as Pass or Fail. (Prerequisite: VM 694 Master's Project Preproduction with a grade of B+ or better) (Fall, Spring)

VM 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

VM 500
Topics in Visual and Media Arts: Studies
4 credits
Topics will explore various aspects of Media Arts history, theory, and criticism. See semester course listings for Prerequisites. (Semester varies)

VM 502
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)

VM 503
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)

VM 509
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
VM 510
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)

VM 511
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)

VM 512
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)

VM 513
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)

VM 514
Public Broadcasting and Educational Telecommunications
4 credits
An investigation of the history, organization, structure, funding, programming, audience, and operations of public television 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)

VM 515
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)

VM 516
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)

VM 518
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)

VM 519
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)

VM 520
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.) (Semester varies)
VM 545
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)

VM 552
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)

VM 555
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)

VM 578
Advanced Cinematography and Videography
4 credits
This course is an advanced level exploration of aesthetics, technology and craft of cinematography and videography. The students will gain a working knowledge of the advanced level of cameras in the department. They will also be expected to design more complex lighting and shot designs. The emphasis in this class will be aesthetic use of the technical elements of motion picture acquisition. Coursework will include reading assignments, preparation for examinations, and production exercises. The course will include significant collaboration with other courses in the curriculum including the Advanced Media Arts Workshop. (Prerequisite: Permission of Instructor.) (Spring semester)

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.

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 recently completed 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.

L. Marc Fields, Associate Professor of Visual and Media Arts (2006); A.B., Princeton University; M.F.A., Tisch School of the Arts, New York University.

Marc Fields previously taught screenwriting and production at NYU’s Tisch School of the Arts, the New School, and Concord Academy. A writer/producer/director of arts and cultural documentaries for PBS, his production credits include four years as arts and cultural documentaries for PBS, Academy. A writer/producer/director of the Arts, the New School, and Concord and production at NYU’s Tisch School of the Arts, the New School, and Concord.

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 Associate 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, Artnet, 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.

Daniel Gaucher, Assistant Professor of Visual and Media Arts (2005); B.A., University of New Hampshire, M.F.A.; Massachusetts College of Art.

Daniel Gaucher established himself in the production world as one of the original editors for the hit series, Blind Date. Since then he’s crafted a series of successes including 5th Wheel, Queer Eye for the Straight Guy, and Extreme Engineering. His work has aired worldwide on NBC, MTV, Bravo, A&E, UPN, Spike, VH-1, TLC, Discovery, PBS and the National Geographic Channel.

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 Analecta Husserliana: The Yearbook of Phenomenological Research, the Journal of American and Comparative Cultures, Visual Resources, and the anthology, Reclaiming the Spiritual in Art: Contemporary Cross-Cultural Perspectives.

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 and 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. Kotz 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.*
School of the Arts
Writing, Literature and Publishing

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, including poetry, drama, fiction (both short story and the novel), nonfiction, screenwriting and playwriting.

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, column writing, book editing, book design and production, and copyediting, as well as in literature and criticism. Students may also take courses in fiction writing, nonfiction writing, and poetry as electives. Internship opportunities are available, for credit, in 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 a nonfiction prose 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, 8 credits of department electives, and 8 credits given for the master’s thesis. Students can write in any of the following genres: poetry, fiction, nonfiction, drama, or screenwriting, but must choose a genre for their thesis after completing 24 credits of course work. 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 is waived, 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 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 Beacon Press, Candlewick Press, Ploughshares, Houghton Mifflin, Little, Brown, Da Capo Press, the Museum of Fine Arts Publications, 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 Freshman Writing 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 applies for 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 two-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 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.

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
This workshop will use student manuscripts as its main texts, supplemented by published stories, to illustrate the fundamental aspects of fiction writing, mainly in the short story form. The course explores the complexities of narration, characterization, scene, dialogue, style, tone, plot, etc. The emphasis will be on the generation of fictional works and on their revision. (Fall, Spring)

WP 607 Advanced Fiction Workshop
4 credits
This course continues to examine the art and craft of short fiction, with an extended focus on narrative technique, aesthetic possibilities, and the process of revision. (Fall, Spring)

WP 610 Form in Poetry
4 credits
This workshop explores how poems are shaped by attention to metrical lineation and rhythm, stanza structure, and the forms of poetry, such as the sonnet, sestina, villanelle, renge, ballade, ghazal, etc. Students are expected to write original poems in forms, as well as to develop their practical knowledge of prosody. (Semester varies)

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 619 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 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. The course explores story premise, stylistic approach, point-of-view system, and other structural parameters, as well as revision. (Fall, Spring)

WP 652 Novel Workshop
4 credits
A workshop for students with novels-in-progress and for writers wishing to start new novels. This course examines the development, organization, and revision of a novel beyond its initial stages. (Fall, Spring)
Writing, Literature and Publishing

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, and prepress and manufacturing. 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
Topics in Book Publishing
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, and prepress and manufacturing. The class will edit, design, and produce a book (content to be decided in class). This is not a computer lab course and assumes students have necessary computer skills. (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*
In this course, through assigned exercises and a final project, students master the page layout and image creation software used in the publishing industry. Students will also learn related computer-based skills, such as type and image sourcing; image acquisition, including scanning; and copyright issues. Although some design issues will be addressed, the primary focus is on software skills. 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**
*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 two-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**
*8 credits*
Individual thesis of creative work to be completed within the college semester designated by the thesis 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)

LI 612
**Topics in Poetry**
*4 credits*
Intensive study of poetry, which may focus on an individual poet, a small group of poets, or a school of poetry, and/or may be defined by a single form, theme, region, or period. Topics have included Bishop and Lowell, American Narrative Poetry, Dickinson and Whitman, modern and contemporary Eastern European Poets, and Visionary Poetry. (Semester varies)

LI 615
**Topics in Multiple Genres and Hybrid Forms**
*4 credits*
Special offerings in topics that range over two or more genres, and/or focus on combining generic forms. Topics have included The Harlem Renaissance, Native American Literature, Writing on War in the Twentieth Century, Literature and Violence, and Hybrid Forms in Literature. (Semester varies)

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, The Absurd and the Avant-Garde, and Drama Criticism. (Semester varies)

LI 617
**Poetry and Poetics**
*4 credits*
A historical survey that looks at influential writings by poets on the art of poetry. The course considers how their ideas and arguments have helped shape key aesthetic movements in English and American poetry. Additional writings by important critics and philosophers may supplement the course texts. (Semester varies)

LI 618
**Topics in Fiction**
*4 credits*
A course that focuses on fictional narrative. Depending on the instructor, the class may examine texts defined by geography, chronology, culture, and genre. Possible topics of discussion include such issues as craft, theory, mechanics, form, aesthetics, literary movements, and themes. Topics have included Latin American Short Fiction, The Writer and the Archive: Diaspora Novelists Between History and Memory, alienation and the Modern European Novel, Salman Rushdie, Toni Morrison, and Novel into Film.
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 637
Construction of Taste
4 credits
A course exploring the problem of aesthetic judgment and the relation between aesthetics, ethics, and politics. Through a series of readings across periods (from the 18th century to today) and across disciplines (from philosophy, to film, to fiction, to poetry, to art), the course will examine what it means to be a member of an aesthetic community, as well as how such communities shape aesthetic values and impact political responsibilities. In other words, the course will look at how taste constructs us as we construct it. (Semester varies)

LI 638
Theory and Aesthetics of Narrative
4 credits
An examination of the art of narrative storytelling from both a practical and theoretical standpoint, with particular attention paid to writers and theorists who discuss mechanics, form, and the overall aesthetic effects of individual genres and sub-genres. The focus of the course may include point of view and focalization, chronology, exposition and other formal questions of what it means to craft a story one way rather than another. Primary works of literature from different periods, genres, and national literatures may be used to illustrate narrative strategies, together with theoretical texts on narrative art. (Semester varies)

LI 650
Seminar in the Novel
4 credits
A course on the history and theory of the novel that focuses on one or more aspects of its development from the Classical Greek Romance through 18th-century realism, and its evolution in the 19th and 20th centuries. The focus may include prose fiction in other non-Western cultures (Japan, China), the Renaissance (Boccaccio), the importance of Cervantes, the rise of manifest fiction in the Enlightenment, or the formalist turn of Modernism. Readings may include theoretical work from Adorno, Kant, Bernstein, Luhrmann, Derrida, and others, and representative readings in fiction from different periods.

LI 651
Seminar in Poetry
4 credits
Analytical and critical study of a variety of poets and/or schools of poetry, modern and contemporary, that explores their approaches to craft, form, and theme, as well as their aesthetic, cultural, and historical assumptions for and about the art.

LI 652
Seminar in Short Fiction
4 credits
Analytical and critical study of a variety of recent American short stories, mostly modern and contemporary, exploring their approaches to form, theme, and technique. (Fall, Spring)

LI 653
Seminar in Nonfiction
4 credits
A literature course that focuses on the nonfiction narrative. We will examine memoir, the personal essay, biography, travel writing, nature writing, and other nonfiction writing from various periods, with particular attention paid to issues of craft and structure, as well as historical and cultural contexts.

LI 657
Topics in 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 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 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, and two edited works, The Book of Irish American Poetry from the Eighteenth Century to the Present, and In a Dynasty of Fire: The Selected Poems of Lola Ridge. A fourth book of poems, Second Things, will appear in 2008. 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 is a publishing industry veteran, working primarily in book design. She began her career at Houghton Mifflin/Trade and later established her own design studio. Her publishing clients have included the Atlantic Monthly; Beacon Press; Boston Common Press; Candlewick Press; HarperCollins; Little, Brown; and the Museum of Fine Arts.
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 Associate 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 three books of poems, Second Sight, Corridor, and Journey to the Lost City. 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.

Bill Beuttler, Instructor (2006); A.B., University of Illinois, Urbana-Champaign; M.S. Columbia University.

Mr. Bill Beuttler is a Boston Globe correspondent whose writing has appeared recently in the Atlantic Online, Best Life, Boston Magazine, and Chicago Magazine, among others. He has worked as an editor for The Discovery Channel, Men’s Journal, Boston Magazine, Down Beat, and American Way magazines.


Ms. Christine Casson’s scholarly interests include Environmental literature, Native American literature, and Modern and Contemporary poetry in English. She has published recent essays on the work of Linda Hogan and Leslie Marmon Silko. Her poetry has appeared in Natural Bridge, South Dakota Review, Alabama Literary Review, Agenda (England), Slant, Fashioned Pleasures (Parallel Press, 2005), and in the anthology Never Before (Four Way Books, 2005).

Cara Crandall, Interim Director, First-Year Writing Program; B.S., Massachusetts College of Liberal Arts; M.F.A., Emerson College.

Ms. Crandall is currently completing a novel, Mission Hill, and a memoir, Accidents of Hope: An Italian-American Daughter’s Story of Duty, Debts, and Deliverance. She is co-author with Lise Haines of The Single-Mom Emergency Manual, or How to Grow Six Arms and Twelve Legs in Your Sleep While Standing Squarely On Your Head. Ms. Crandall has been an educator for twenty years and has taught at Emerson College, Northeastern University, Suffolk University, and Boston College. She is currently completing research that explores intimacy and its role in teaching and the practice of writing.

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.


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.

Maria Flook, Writer-in-Residence (2001); B.A., Roger Williams College; M.F.A., University of Iowa.

Ms. Maria Flook is Distinguished Writer-in-Residence and teaches Fiction Writing in the M.F.A. program at Emerson. Flook is the author of the nonfiction books, My Sister Life: The Story of My Sister’s Disappearance, (Pantheon, 1998) and Invisible Eden: A Story of Love and Murder on Cape Cod (Broadway Books, 2003). Her fiction includes the novels Lux (Little, Brown and Co.), Open Water, Family Night, (Pantheon), which received a PEN American/Ernest Hemingway Foundation Special Citation, and a collection of stories, You Have the Wrong Man (Pantheon, 1996). She has also published two collections of poetry, Sea Room and Reckless Wedding, winner of
Lise Haines, Writer-in-Residence, B.A., Syracuse University; M.F.A., Bennington College.

Lise Haines is the author of the novels, *In My Sister’s Country* (Putnam, ’02 & ’03) and *Small Acts of Sex and Electricity* (Unbridled Books, September, ’06). Her short stories and essays have appeared in journals including: *Ploughshares*, *Agni*, *Crosscurrents*, *Third Rail*, and *Post Road*. She was a finalist for the 2003 Paterson Fiction Prize and the PEN Nelson Algren Fiction Award. Ms. Haines received her B.A. from Syracuse University and her M.F.A. from Bennington College. Her teaching credits include UCLA, UCSD, and Stonecoat. The *Boston Globe* called *In My Sister’s Country* “An authoritative fictional debut.” Ms. Haines grew up in Chicago, lived in California for many years, and now resides in Massachusetts.

DeWitt Henry, 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, Sorrows’ 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.

Richard Hoffman, Writer-in-Residence (2001); B.A. Fordham University; M.F.A. Goddard College.


Roy Kamada, Assistant Professor of Writing, Literature, and Publishing (2006); B.A., University of Oregon; M.F.A., University of Virginia; Ph.D., University of California, Davis.

Dr. Roy Kamada’s work has appeared in *The Diasporic Imagination: Identifying Asian-American Representations in America and Ecological Poetry: A Critical Introduction*. He is currently working on a project tentatively titled, *Postcolonial Romanticisms: Landscape and the Possibilities of Inheritance*. Dr. Kamada is a specialist in British and multi-ethnic American literatures, and his interests include poetry, contemporary poetics and postcolonial and diasporic studies. He has received grants from the James Irvine Foundation, Poets and Writers, the Vermont Studio Center, and Bread Loaf. He has received the Celeste Turner Wright award from the Academy of American Poets and has been the recipient of the David Noel Miller Fellowship at UC Davis and a Henry Hoyns Fellowship at the University of Virgina.

Bill Knott, Associate Professor of Writing, Literature and Publishing (1985); M.F.A., Norwich University.


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.


Ms. Livesey is the author of *Banishing Verona* (2004), *Eva Moves the Furniture* (2001), *The..."
Gian Lombardo, Publisher-in-Residence (2001) and Coordinator of the Certificate in Publishing program; B.A., Trinity College, M.A., Boston University.

Mr. Lombardo has had more than 25 years of experience in a wide range of publishing environments - trade, association, literary and consumer magazines - as well as professional, literary and textbook publishing. His past clients include Reed Business Information, Ploughshares, Agni, Bedford/St. Martin’s, Boston Society of Civil Engineers and Transitions Abroad. He is also the author of Between Islands, a collection of poems and verse translations (Dolphin-Moon Press, 1984); and three collections of prose poetry -- Standing Room, Sky Open Again (Dolphin-Moon Press, 1989 & 1997) and Of All the Corners to Forget (Meeting Eyes Bindery, 2004). He also directs Quale Press, which publishes both literary and technology-oriented works.

Brian Malloy, Lecturer (2006); B.S, M.F.A., University of Minnesota.

Mr. Malloy is the author of the novels The Year of Ice (St. Martin's Press, 2002) and Brendan Wolf (forthcoming from St. Martin's Press). His first novel for young adults, Twelve Long Months, will be published in 2007 by Scholastic. His nonfiction has appeared in the anthology The Man I Might Become: Gay Men Write About Their Fathers (Marlowe & Company, 2002), Minnesota Monthly, Out Magazine, The Reader's Digest, and A View from the Loft. He has received awards and grants from the American Library Association, Vermont Studio Center, Jerome Foundation, and the General Mills Foundation. He has taught fiction at the University of Minnesota and the Loft Literary Center (Minneapolis).

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.

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.

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.


Ms. Strauss was the 2005 Recipient of the Somerville Arts Council Literary Fellowship Award for poetry and the 2003 Recipient of the International Radio and Television Society (IRTS) Foundation Faculty Award. Her short fiction has been published in Solas Literary Journal, and she has written obituaries and on-air promotions for American Movie Classics. Her writing has also appeared in The Hopkins Quarterly, The Writing Center Journal, Through Smoked Glass, Equal Opportunity Magazine, and The Chronicle of Higher Education.

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. She is the author of At Home in Diaspora: Black International Writing.

Mako Yoshikawa, Assistant Professor of Writing, Literature and Publishing (2005); B.A. Columbia University; M.A., Oxford University.

Ms. Yoshikawa is the author of two novels, One Hundred and One Ways, a national bestseller, was published by Bantam in 1999 and has been translated into six languages. Her second novel, Once Removed, was published by Bantam in 2003. Among her awards for writing are fellowships from the Bunting Institute at Harvard University and from the Massachusetts Cultural Council. She holds a Master’s degree in Shakespeare and Renaissance Drama from Lincoln College, Oxford, and is currently finishing a Ph.D. in incest and miscegenation in 20th-century American literature at the University of Michigan. Her publications also include scholarly articles on incest and race in American literature.

Adjunct Faculty

In a long-standing tradition, Emerson brings poets, writers, and publishing professionals 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; Matthew Nash, an artist and publisher of the journal Big RED & Shiny, as well as a contributing editor to Contemporary Magazine; 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 Strempel 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; and Juris Jurjevics, the founder and editor-in-chief of Soho Press and the former editor in chief of the Dial Press.

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 McLarney, 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 Arrows; 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.
Associates Professor Cynthia Bartlett
Institutional Coordinator for Educator Preparation; Title II Coordinator

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 the Subject Matter Test (SMT). Students in Communication Sciences and Disorders also must pass the CLST, but must pass the ASHA national examination in lieu of the Subject Matter Test.

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 also must complete all graduate clinical practica through Emerson.

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.

The Theatre Education faculty offers review sessions for the MTEL exams once each semester. Attendance at one of the review sessions prior to taking the exams is mandatory.

It is recommended that students take the CLST early in their program and take the Theatre SMT near the end of their studies, but prior to graduation.

Students who have successfully completed all their course and practicum requirements and who have passed both parts of the MTEL will be considered program completers and be licensure eligible.

Title II Disclosure

Section 207 of the Higher Education Act mandates that institutions preparing educators for work in schools must disclose the pass rates on state teacher tests for their students during the most recently completed academic year. In Massachusetts this is the two-part Massachusetts Test for Educator Licensure comprising the Communication and Literacy Skills Test (CLST) and the Subject Matter Test (SMT). For the 2004-2005 academic year, Emerson students in programs that will prepare them for classroom teaching (Teacher of Theatre) had a total pass rate of 79% (CLST and SMT). Students in Communication Sciences and Disorders do not take a state-designed subject matter test. Title II data do not include these individuals’ CLST scores, as these individuals are not preparing for classroom work.
Emerson College

External Programs

Los Angeles Center
Qualified graduate students may enroll for a semester of study at the Emerson College Los Angeles Center. The Los Angeles Center is a residential program with a full semester of internship opportunities and course work during the fall and spring semesters, as well as a shortened summer session. Graduate students wishing internships in the greater Los Angeles area may need to participate in segments of the Los Angeles program.

The internship course may be taken for 4 or 8 college credits and requires completion of both academic assignments and a specific number of hours at the intern site. Internships focus on a large variety of fields related specifically to the Hollywood entertainment industry. With over 800 intern sites in film, television, radio, new media, music, management, publicity, marketing, and public relations, the L.A. program offers a broad range of opportunities within this arena. Student interns integrate theory and practice in an atmosphere of "experiential learning" with the goals of self-knowledge, personal growth, and career development. Interning with industry professionals such as film and television producers, studio executives, film editors, casting directors, talent managers, camera technicians, publicity directors, and many others will provide students with an understanding of the industry beyond the classroom.

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 student who participates in the Los Angeles Center program is fully registered in the college and eligible for financial assistance. Students must be registered full-time (8 to 12 credits). Applications should be submitted at least one year in advance of attendance. More information may be found online at http://www.emerson.edu/external_programs/la or by contacting the International Study and External Programs Office, 100 Boylston Street, Suite 702, telephone (617) 824-8567 or via email at la@emerson.edu.

Prague Summer Film Program
This rewarding and unique summer program is offered in Prague, the capital city of the 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. Prague, one of the finest cities in Europe, is rich in history, culture and beauty, and its attractions and landmarks are the classroom for students' learning and experiences.

This 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 Festival. Students will also meet with Czech film industry professionals, such as directors and cinematographers, to discuss their work.

Graduate students must be in good academic standing with a GPA of 3.0 or better. Students' media studies or production background will be considered as well as their academic standing. More information may be found online at http://www.emerson.edu/external_programs/prague or by contacting the Education Abroad and External Programs Office, 80 Boylston Street, First Floor, telephone (617) 824-8567 or via email at prague@emerson.edu.
Visit Emerson

See first-hand how Emerson can help you to achieve your personal, professional, and educational goals by visiting our dynamic city campus on Boston Common. We offer a number of options for your Emerson visit.

Graduate Open House
Attending one of our Open Houses is the best way to experience Emerson’s energy and innovation. At these events, held twice a year in the fall and spring, faculty, staff, and current students share in-depth information about our graduate programs, present admission and financial aid information, and provide a tour of our state-of-the-art facilities.

Campus Visits
Our campus visits, offered year round, are an excellent way to find out more about our professionally focused courses of study. Campus visits are your opportunity to spend time on campus with a member of the graduate admission staff or a current graduate student. A visit schedule and sign-up information can be found on our website, http://admission.emerson.edu/graduate.

Directions
Directions to campus and the Admission Visitor’s Center can be found at http://admission.emerson.edu/graduate.

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 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 above.

Silver Line (Washington Street):
Take the Silver Line to Boylston. Follow the Green Line directions above.

From the Airport:
(1) Board the Silver Line rapid transit bus to South Station. Transfer to the Red Line to Park Street. Follow the Red Line directions above. OR
(2) Board the Massport Bus (outside any terminal) with the Airport Station T Stop destination. Take the Blue Line to Government Center Station. Follow the Blue Line directions 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.
Administrative Staff*

President’s Office

Jacqueline W. Liebergott, B.A., M.S., Ph.D.; President
Marianne Blaney, B.S., Executive Secretary
Anne M. Shaughnessy, A.S., B.A.; Executive Assistant

Academic Affairs

Linda Moore, B.S., M.A., Ph.D.; Vice President
Richard Zauft, M.F.A.; Associate Vice President
Anne Doyle, B.S., M.A.; Assistant Dean
Jill Davidson, B.A.; Executive Secretary
Matthew Finn; Executive Secretary

Graduate Studies

Maria Figueroa, B.A., M.A.; Staff Assistant to the Director of Graduate Studies
Sarah Miles, B.A., M.F.A.; Staff Assistant

Instructional Technology

Kimberly A. Hall, B.A., M.A.; Head, Instructional Technology
Bret Kulakovich, B.F.A.; Applications Specialist
Allison Ruda, M. Ed.; Instructional Designer

Administration and Finance

John Donohoe, B.S., M.S.F.; Associate Vice President, Finance
Linda Cole, B.S., M.A.; Executive Secretary
Antonietta Francis, Executive Secretary

Alumni Relations

Barbara Rutberg, B.S., M.Ed.; Associate Vice President/Director of Alumni Relations
Mary Ann Cicala, B.F.A., Associate Director
Amber Haskins, B.A., Alumni Relations Coordinator
Jaimee Rizzo, B.A.; Event Coordinator

Athletics

Harold (Rudy) Keeling, B.A.; Director
Roger Crosley, B.S., M.S.; NCAA Compliance Coordinator
Corey Dawkins, M.S.; Head Athletic Trainer
Jennifer Dowd, B.S.; Assistant Athletic Trainer
Melissa Hart, B.A., M.S.; Head Coach/ Women’s Basketball
Stanford Nance, B.A.; Assistant Director/ Recruiting Coordinator
Kristen Parnell, B.S.; Associate Director
Henry Smith, Head Coach/Men’s Basketball
Philip McElroy Jr., Head Softball Coach

Auxiliary Services

Andrew J. Mahoney, B.S., B.A.; Director
Karen Dickinson, B.A., M.Ed.; Assistant Director
Thomas Doyle, B.S.; Assistant Director

Career Services

Sheri Ziccardi, M. Ed.; Director
Kenneth Mattsson, M.S.; Career Service Associate
Jessica Gaines, M. Ed.; Career Services Associate

Dorothy Metz, M. Ed.; Career Services Associate
Janet Neely, B.A., M.A., M.Ed.; Career Services Associate
Sandra River, B.A.; Staff Assistant

Center for Diversity

William Smith, B.A., Ed.D; Executive Director

The Center for Health and Wellness

Mary Jane Powers, B.S.N., M.S.N.; Director
Elaine Arnold, M.S.; Nurse Practitioner
Laura Collins, B.A., M.Ed; Wellness Educator
Thelma DaSilva, B.A.; Clinical Coordinator
Robyn Kievit, M.S.N.; Nurse Practitioner

Office of the Controller

April A. Jones, B.S.; Director of Disbursements
Irene Belostotskaya, Data Entry Clerk
Linda Best, Payroll Coordinator
Vanessa Bloodworth, Accounts Payable Clerk
Douglas Jacobberger, B.S.; Assistant Controller
Sandy Li Lu, B.S.; Cashier
Richard Matthews, Payroll Coordinator
Luciano Pacella, B.S.; Assistant Controller
Melanie Zhao Jiang, B.S.; Accounting Supervisor
Artina Young, B.A.; Accounts Payable Clerk

Counseling Center

Cheryl Rosenthal, A.B., Ed.M., Psy.D.; Director
Patricia Challan, B.A., Psy. D, Hsp; Assistant Director
Erica Eckman, M. S.W.; Staff Social Worker
Mark Pooler, M.S.W.; Staff Social Worker
Elise Rockart, Ph.D.; Psychologist

Cutler Majestic Theatre at Emerson College

Gregory Anderson, B.A.; Technical Director
Richard Brenner, B.F.A, M.F.A.; Chief Stage Technician, Audio
Julie Dauber, B.A.; Ticket Seller
Christina Harrington, B.A., M. Ed; Assistant Theatre Manager
Erin Nicole Kindred, B.A.; House Manager
Jeffrey Lanoue, B.A.; Assistant Technical Director
Lance D. Olson, B.A.; M.F.A.; Theatre Manager
Anne Gibbons, B.S.; Associate Ticketing Manager

Dean of Students

Ronald Ludman, B.A., M.S., Ed.S., Ph.D.; Dean of Students
Jill Lagana, B.A.; Staff Assistant

External Programs

David Griffin, B.F.A., M.A.; Assistant Director, External Programs
Olena Tsybulksa, B.A.; Staff Assistant
Government and Community Relations

Margaret Ann Ings, B.F.A., M.S.; Associate Vice President
Joan Kelly, B.A.; Assistant Director
Mary Higgins, B.S.; Staff Assistant

Graduate Admission

Lynn Davis, B.S., M.B.A.; Director
David Cotter, B.A., M.A.; Assistant Director
Laurie Nichols, B.S., M.A.; Assistant Director
Sarah Petros, B.A., M.B.A.; Assistant Director
Nicole Pittman, B.A.; Staff Assistant

Human Resources/Affirmative Action

David Glaser, B.A., M.A.; Director of Human Resources and Affirmative Action
Kristy Nguyen, A.A.; Human Resources Coordinator
Donna Sutherland, B.A.; Associate Director, Benefits
Denise Wholley, A.B., B.S.; Employment Manager
Angel Feng, Human Resources Assistant

Information Technology

Chadrick Bradford, B.A.; Lab Systems Administrator
Moris Castillo, B.A.; Application Developer
Daniel W. Chace, B.S.; Network Technician
Neil Davin, B.S.Sp., M.S.Sp.; Manager of Technology Support
Arnold Ben Denton, Help Desk Coordinator
Richard G. Grossman, B.S.; Director of NET-COMM
Anne Isakson, B.S., M.B.A.; Programmer/Analyst
William Lynch, B.S.; Senior Programmer/Analyst
Michael Marois, Lab Support Technician
Earnest Mazique, B.F.A.; Application Support Specialist
Erin O’Brien, User Services Coordinator
Peter Paradise, B.S.; Technology Support Technician
Margaret Sanford, B.A.; Information Security Coordinator
Alexandria Straiaik, B.F.A.; Technology Support Technician
MengFong Tan, B.S., M.A.; User Services Representative
Derek Thomas, B.S.; Director of Information Systems
Bryce Riner, B.A.; Systems Analyst
Adam Travis, M.F.A.; Software Services Representative
Carly Piscetta, Executive Secretary

Institutional Advancement

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Emily Bersin, B.S.; Annual Fund Coordinator

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Thomas Hanold, B.A.; Director of Corporate Relations
Francis Harrigan, Alumni/Development Operations Manager
Carolyn Jasinski, B.A.; Associate Director, Annual Fund
Amy Meyers, B.A.; Scholarship and Donor Relations
Tasha Murray, B.A.; Staff Assistant
S. Douglas Smith, B.A., M.A.; Associate Director, Foundation Relations
Monique Thorne, Executive Secretary
Daniel Done, B.S.; Operations Assistant

Institutional Research

William Sykes, Director

International Student Affairs

Virga Mohsini, B.A., M.S.W., M.Ed.; Director
Erika Galvis, B.S.; Coordinator of International Students

Learning Assistance Center

Anthony Bashir, B.S., M.S., Ph.D.; Director
Jodi Burrel, B.A., M.A.; Coordinator of Learning Assistance Center
Shun Liang, M.A.; Technology Coordinator
Linda Miller, B.A., M.S.; Coordinator of Academic Services for International Students
Matthew Phelan, B.A., M.A.; Coordinator of Learning Assistance Center
Jacqueline Holland, B.S., M.A.; Staff Assistant

Library

Mickey A. Zemon, B.A., M.A.T., M.S., M.L.S., D.A.; Executive Director
Kerry Adams, B.A., M.L.S.; Head of Information Resources
Daniel Becker, M.A.; Assistant Circulation Manager
Elizabeth Bezera, B.A., M.S.L.S.; Associate Director of Public Services
Barry Blake, B.A., M.F.A.; Information Resources Assistant
James Capobianco, B.A., M.Ed., M.L.S.; Coordinator of Library Web Site
Regina Clark, A.A., B.A., M.A.; Assistant Head of Media Services
Robert Fleming, B.A., M.A.; Assistant Director of Access Services and Archives
Jennifer Hanson, M.L.S.; Coordinator of Instruction
Beth Jores, B.A., M.L.S.; Coordinator of Collection Development
Elbert Lee, B.A.; Classroom Media Manager
Tabitha Lee, B.A.; Inter Library Loan Supervisor
Jennifer Matz, B.A.; Project Archivist
Laura McCune Poplin, B.A.; Library Operations Assistant
Kevin McGowan, B.F.A.; Media Specialist
Thomas Neenan, B.A.; Cataloger/Acquisitionist
Elena O’Malley, B.A., M.L.S.; Head of Library Computer Services
Scott Sand, B.A.; Cataloger/Acquisitionist
Cheryl Schaffer, B.S.; Head of Media Services
Erica Schattle, M.S.; Coordinator of Outreach
Colleen Sexton, B.A.; Acquisitions Manager
Kate Timberlake, B.F.A.; Circulation Manager
Maureen Tripp, B.A., M.Ed.; Media Librarian
Paul Twist, B.A., M.L.S.; Staff Assistant
Los Angeles Center

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Larry Caldwell, M.F.A.; Assistant Internship Coordinator of the Los Angeles Center
Kerry McManus, M.A.; Director Internships and Student Services
Linden Wolbert, B.A.; Residence Director

Ploughshares

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Jeffry Gray, B.A.; Coordinator of Customer Service Management
John Pestana, B.S., M.A.; Associate Director
Alfonso Ragone, Staff Assistant
Tori Weston, B.F.A.; Adult Degree Coordinator

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Rhea Becker, B.A., M.A.; Senior Editor & Writer

Christopher Hennessy, B.A., M.F.A.; Writer & Publicist
Catherine Sheffield, B.A.; Staff Assistant
D. Rand Thomas, B.A.; Web Coordinator

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Alma Pellecer, B.S., M.A.; Staff Assistant

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Kathleen Lovell, B.A.; Purchasing Assistant
Kathleen Duggan, B.S.; Purchasing Assistant

Spiritual Life

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Hannah Bottomy, B.A., M.A.; Staff Assistant

Student Administrative Services

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Noah Bidgood, B.A.; Staff Assistant
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Stephanie Burns, B.A.; Student Services Advisor
Alayne Bushey, Student Accounts Representative
Shannon Glaser, B.A.; Financial Services Advisor
Sonia Guerrero, B.A.; Student Accounts Representative

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Kerri Luca, B.A.; Associate Director
Sujata Puthussery, B.A., M.A.; Associate Director, Accounts Management
Michelle Smith, B.A., M.Ed.; Director of Financial Assistance
Russel Stein, B.S.; Manager, Student Service Center
Wende Wagner, A.S.; Associate Director

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Joyce Andrews, B.A., M.A., M.Ed.; Associate Registrar
Kelly McCabe, B.A.; Assistant Registrar
Daniel O’Driscoll, B.S.; Assistant Registrar
Maribeth Widelbo, B.A.; Assistant Registrar

Television, Radio, and Film

Antonio Ascenso, B.A.; Assistant Manager PPC TV Studios
Paul Beck, B.S.; Manager of Engineering Administration
Bruno Caruso, Cert.; Electronic Maintenance Technician
John Casey, B.A.; General Manager, WERS
David Charles, Electronic Maintenance Technician
Peter Chvany, Digital Post Production Facilities Manager
Robert Cusumano, B.A., M.A.; Assistant Digital Post Production Manager
Alden Fertig, B.A.; Operations Manager
Amy Grill, B.S.; Manager of Emerson Television Channels
Thomas A. Guganig, B.S., M.A.; Television Operations Manager

Suzanne Iacobucci, B.S.; Film Center Manager
Michael Koulalis, Assistant Director, Video & Cable
Lance Kyed, B.S.; Production and Operations Manager
Patrick Labadia, B.A.; Video Center Manager
Timothy S. MacArthur, B.S.; Manager, Journalism Television
Michael Mayo, M.A.; Audio Technical Support Specialist
Timothy McKenna, B.A.; Equipment Distribution Center
Oscar Ormaechea, B.S.; Electronic Maintenance Technician
Casey Quinn, B.A.; Assistant Manager Journalism Television
Jonathan Schwartz, B.A., M.F.A.; Film Post Production Facilities
Allyson Sherlock, M.A.; Digital Facilities Support Specialist
Joseph Sweeney, A.S.; Director of Engineering
April Grivois, B.A.; Staff Assistant

Theatre Operations (Performing Arts)

Keith Cornelius, Technical Director
Ronald DeMarco, B.A.; Shop Supervisor
Richelle Devereau-Murray, Shop Supervisor
Rafael Jean, B.F.A., M.A.; Costume Shop Supervisor
Debra Rogol Krasa, B.S., M.F.A.; Costumer
Steven Yakutis, B.A., M.A.; Admission Coordinator
The School of the Arts

Grafton Nunes, B.A., M.F.A., M.Phil.; Dean
Adam Greenfield, B.A., M.F.A.; Operations Coordinator
Kathleen Connell, Staff Assistant

The Department of Performing Arts
Maureen Shea, B.A., M.A., Ph.D.; Chair and Professor of Performing Arts
Robert Colby, B.A., M.A., Ed.D.; Graduate Program Director, Program Director of Teacher Education, and Associate Professor of Performing Arts
Glenda Sue Chidlovski, B.A., M.A.; Staff Assistant
Bonnie Baggesen, M.F.A.; Director of Production
Jeffrey Haskett, B.A.; Technical Supervisor
Julie Henrikus, B.S.; GM/Director of Marketing
Marlena Yannetti, B.S.; Dance Instructor
Jason Allen, B.A.; Staff Assistant

The Department of Visual and Media Arts
Michael Selig, B.S., M.A., Ph.D.; Chair and Associate Professor of Visual and Media Arts
Jan Roberts-Breslin, B.A., M.F.A.; Graduate Program Director and Associate Professor of Visual and Media Arts
Sean Fisher, B.A.; Staff Assistant
Karen Keating, Staff Assistant
Nicola Mantzaris, M.A.; Staff Assistant

The Department of Writing, Literature, and Publishing
Daniel Tobin, B.A., M.T.S., M.F.A., Ph.D.; Chair and Associate Professor of Writing, Literature and Publishing
Lisa Diercks, B.A.; Graduate Program Director (M.A. Program), and Assistant Professor of Writing, Literature and Publishing
Douglas Whynott, B.A., M.F.A.; Graduate Program Director (M.A. Program), and Assistant Professor of Writing, Literature and Publishing
Emilia Dubicki, B.A., M.F.A.; Staff Assistant
Arlene Lyons, B.A.; Staff Assistant

The Department of Journalism
Emmanuel Paraschos, B.J., M.A., Ph.D.; Graduate Program Director and Professor of Journalism
Jonathan Satriale, B.S.; Technology Manager
Heather Schwartz, B.A.; Staff Assistant

The School of Communication
Diego Salazar, Staff Assistant

The Department of Communication Sciences and Disorders
Daniel Kempler, B.A., M.A., Ph.D.; Chair and Professor of Communication Sciences and Disorders
Cynthia L. Bartlett, A.B., M.A., Ph.D.; Graduate Program Director and Associate Professor of Communication Sciences and Disorders; Coordinator for Educator Preparation
Sandra Cohn Thau, B.S.; M.A.; Director of Clinical Education and Program Director for Teacher Education
Lynn Connors, B.A., M.S.; Clinical Supervisor
Shelley Lipschultz, B.A., M.S.; Clinical Instructor
David Loecke, B.A., Staff Assistant
Phyllis Meyers, Staff Assistant
Betsy Micucci, B.A., M.S.; Clinical Director

The Department of Organizational and Political Communication
Linda Peek Schacht, B.A.; Acting Chair of Organizational and Political Communication
Barton Kunstler, B.A., Ph.D.; Graduate Program Director for the Organizational and Corporate Communication Program
Meghan Stanton, B.S.; Staff Assistant

*as of 4/3/06
Frequently Telephoned Numbers*

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone Number</th>
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<tbody>
<tr>
<td>Alumni Relations</td>
<td>617-824-8535</td>
</tr>
<tr>
<td>Aramark – Dining Services</td>
<td>617-824-8060</td>
</tr>
<tr>
<td>Athletics Office</td>
<td>617-824-8690</td>
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<tr>
<td>Bookstore</td>
<td>617-824-8696</td>
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<tr>
<td>Career Services</td>
<td>617-824-8586</td>
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<tr>
<td>Cashier</td>
<td>617-824-8518</td>
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<tr>
<td>Center for Diversity</td>
<td>617-824-3450</td>
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<td>Center for Health and Wellness</td>
<td>617-824-8666</td>
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<tr>
<td>Center for Spiritual Life</td>
<td>617-824-8036</td>
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<td>Counseling Center</td>
<td>617-824-8595</td>
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<td>Cultural Center</td>
<td>617-824-8439</td>
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<tr>
<td>Dean of Students Office</td>
<td>617-824-8640</td>
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<tr>
<td>Department of Communication Sciences and Disorders</td>
<td>617-824-8730</td>
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<tr>
<td>Department of Journalism</td>
<td>617-824-8805</td>
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<tr>
<td>Department of Marketing Communication</td>
<td>617-824-8746</td>
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<tr>
<td>Department of Organizational and Political Communication</td>
<td>617-824-8737</td>
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<tr>
<td>Department of Performing Arts</td>
<td>617-824-8780</td>
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<tr>
<td>Department of Visual and Media Arts</td>
<td>617-824-8800</td>
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<tr>
<td>Department of Writing, Literature and Publishing</td>
<td>617-824-8750</td>
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<tr>
<td>Disability Services Coordinator</td>
<td>617-824-8415</td>
</tr>
<tr>
<td>Emerson Employment (On-Campus jobs)</td>
<td>617-824-8659</td>
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<tr>
<td>Fitness Center</td>
<td>617-824-8692</td>
</tr>
<tr>
<td>Financial Assistance – Student Administrative Services</td>
<td>617-824-8655</td>
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<tr>
<td>Graduate Admission</td>
<td>617-824-8610</td>
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<tr>
<td>Graduate Studies</td>
<td>617-824-8612</td>
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<tr>
<td>Information Technology – Help Desk</td>
<td>617-824-8080</td>
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<tr>
<td>International Student Affairs</td>
<td>617-824-7858</td>
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<tr>
<td>Learning Assistance Center</td>
<td>617-824-7874</td>
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<tr>
<td>Library</td>
<td>617-824-8668</td>
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<tr>
<td>Mailroom</td>
<td>617-824-8594</td>
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<tr>
<td>Main Number/Switchboard</td>
<td>617-824-8500</td>
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<tr>
<td>Media Services Center</td>
<td>617-824-8676</td>
</tr>
<tr>
<td>Multicultural Student Affairs</td>
<td>617-824-8642</td>
</tr>
<tr>
<td>Off-Campus Student Services</td>
<td>617-824-7863</td>
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<tr>
<td>President’s Office</td>
<td>617-824-8525</td>
</tr>
<tr>
<td>Print and Copy Center</td>
<td>617-824-8593</td>
</tr>
<tr>
<td>Professional Studies and Special Programs</td>
<td>617-824-8280</td>
</tr>
<tr>
<td>PUBLIC SAFETY</td>
<td>617-824-8555</td>
</tr>
<tr>
<td>Registrar – Student Administrative Services</td>
<td>617-824-8655</td>
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<tr>
<td>Student Accounts – Student Administrative Services</td>
<td>617-824-8655</td>
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<tr>
<td>Student Administrative Services</td>
<td>617-824-8655</td>
</tr>
<tr>
<td>WERS-Reception</td>
<td>617-824-8891</td>
</tr>
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</table>

* as of 6/30/06

Board of Trustees*

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kevin Scott Bright, B.A., ’76</td>
<td>Burbank, CA</td>
</tr>
<tr>
<td>Michael Carson, B.S.; Vice President</td>
<td>and General Manager, WHDH-TV, Inc., Boston, MA.</td>
</tr>
<tr>
<td>Ted Cutler, A.B., ’51; Chairman;</td>
<td>President, GWV International, Needham, MA.</td>
</tr>
<tr>
<td>Vincent J. Di Bona, B.S., M.F.A., L.H.D.,</td>
<td>’94; Co-Chairman; Executive Producer, Vin Di Bona</td>
</tr>
<tr>
<td>Tom Freston, B.A., M.B.A.; President and</td>
<td>Productions, Los Angeles, CA.</td>
</tr>
<tr>
<td>Sandra Goldfarb, B.F.A., ’78</td>
<td>Marblehead, MA.</td>
</tr>
<tr>
<td>Tony Goldman, B.S., ’65; Chairman</td>
<td>and Chief Executive Officer, Goldman Properties, New York, NY.</td>
</tr>
<tr>
<td>Jeffrey Greenhawt, B.S.Sp., ’68; Treasurer;</td>
<td>Vice President, Sunshine Wireless Company, Inc., Boca</td>
</tr>
<tr>
<td>Gary Grossman, B.S.Sp., ’70; Executive</td>
<td>Raton, FL.</td>
</tr>
<tr>
<td>Richard Jansson, B.A.; Chief Executive</td>
<td>Officer, Strategic Data Corporation, Santa Monica, CA.</td>
</tr>
<tr>
<td>Jonathan Miller, A.B.; Chairman and Chief</td>
<td>Executive Officer, America Online, Inc., Dulles, VA.</td>
</tr>
<tr>
<td>Max Mutchnick, B.S., ’87; Executive</td>
<td>Producer/Creator Will &amp; Grace, Los Angeles, CA.</td>
</tr>
<tr>
<td>Lawrence Rasky, B.S., ’77; Co-Vice</td>
<td>Chairman; President and Chief Executive Officer, The Rasky/Baerlein Group, Boston, MA.</td>
</tr>
<tr>
<td>Terry Semel, B.S., L.H.D., ’04; Chairman</td>
<td>and Chief Executive Officer, Yahoo, Inc., Sunnyvale, CA.</td>
</tr>
<tr>
<td>Jane Shattuc, B.A., M.A., Ph.D.; Associate</td>
<td>Professor, Emerson College, Boston, MA.</td>
</tr>
<tr>
<td>Peter H. Smyth, B.A.; President and Chief</td>
<td>Executive Officer, Greater Media, Inc., Braintree, MA.</td>
</tr>
<tr>
<td>Marilynn Zacharis, B.A., M.A.; Secretary</td>
<td>Weston, MA.</td>
</tr>
<tr>
<td>Trustees Emeriti</td>
<td></td>
</tr>
<tr>
<td>Justin L. Altshuler, D.M.D.</td>
<td></td>
</tr>
<tr>
<td>Elmer E. Baker, Jr., B.S., ’45, M.S., Ph.D., Litt.D.</td>
<td></td>
</tr>
<tr>
<td>Leo L. Beranek, A.B., M.S., D.S., LL.D.</td>
<td></td>
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<tr>
<td>S. James Coppersmith, B.A., L.L.D.</td>
<td></td>
</tr>
<tr>
<td>Patricia Neighbors (Mrs. Seymour Silverman), B.A., LL.D.</td>
<td></td>
</tr>
<tr>
<td>Helen C. Rose, B.A., L.H.D., ’55</td>
<td></td>
</tr>
</tbody>
</table>

* as of 5/12/06

*as of 6/30/06

* as of 5/12/06
Board of Overseers*

Officer
Linda Schwartz, B.S. ’67, Wayland, MA, Chairperson; President and Chief Executive Officer, Firm Affairs, Inc, Wellesley, MA.

Members
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Ed Baron, B.S. ’70, Brockton, MA, Engineer, WCJB-TV, Boston, MA.
Bill Berman, B.S. ’89, Boston, MA.
Barney T. Bishop, III, B.S. ’73, Tallahassee, FL, President, Associated Industries of Florida, Tallahassee, FL.
Daniel H. Black, P ’07, A.B., J.D., Los Angeles, CA, Shareholder, Greenberg Traurig LLP, Santa Monica, CA.
Kathryn Boutilier, B.S. ’81, Sun Valley, CA, Writing Producer, Los Angeles, CA.
Alicia Denise Brown, B.S. ’76, M.S.Sp. ’80, Bethesda, MD, Senior Business Partner, Unisys, Reston, VA.
Dr. Gayle N. Carson, B.A. ’59, Miami, FL, Director, Carson Research Center, Miami, FL.
Joseph Cronin, P ’98, New York, NY
Rhoda D. Cutler, B.S. ’66, New York, NY
Maria D’Arcangelo-Lapides, B.A. ’85, Encino, CA, President, Lapides Entertainment, Beverly Hills, CA.

Scott Davis, B.S. ’73, Lloyd Harbor, NY, President of Network Services, Ascent Media, Santa Monica, CA.
Don DeMesquita, B.S. ’70, VT.
Ira Harvey Goldstone, B.S. ’71, Manhattan Beach, CA, Vice President/Chief Technology Officer, Tribune Broadcasting Company, Los Angeles, CA.
Jan Greenhawt, B.S. ’69, Boca Raton, FL, Exceptional Student Education Curriculum Development Specialist, Ft. Lauderdale, FL.
Al M. Jaffe, B.S. ’68, Avon, CT, Vice President, Talent Negotiation and Production Recruitment, ESPN Network, Bristol, CT.
Gary Krantz, B.S. ’81, Upper Saddle River, NJ, President, Air America Radio, New York, NY.
Howard Liberman, B.S. ’68, J.D., Washington, D.C., Partner, Drinker Biddle and Reath, Washington, D.C.
Terri A. McGraw, B.S. ’82, Syracuse, NY, Owner, McGraw Media Enterprises, Syracuse, NY.
John P. Mc Govern, B.A., Hon. ’76, Houston TX, President, John P. McGovern Foundation, Houston, TX.
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*as of 6/12/06
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