Graduate Catalogue 2019–2020

School of the Arts
- Creative Writing
- Film and Media Art
- Popular Fiction Writing and Publishing
- Publishing and Writing
- Theatre Education and Applied Theatre
- Writing for Film and Television

School of Communication
- Communication Disorders
- Digital Marketing and Data Analytics
- Journalism
- Media Design
- Public Relations
- Strategic Marketing Communication
Credits

Editors
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President’s Message

I am pleased to welcome you to Emerson College, a distinctive academic institution committed to pursuing the highest standards in teaching and research in communication and the arts and to educating men and women to excel as innovators and leaders in these fields.

The Emerson curriculum balances theory and practice, providing undergraduate and graduate students with extraordinary opportunities for academic and professional development. Students also enjoy access to the vast cultural, educational, and recreational resources of our Boston campus and of our other academic locations and programs across the country and around the world. I am certain that the time you spend here will be one of growth, change, and opportunity.

This catalogue is designed to help you realize your goals at Emerson and provide you with the information you need on our academic programs, courses, faculty, and facilities. I wish you success in all of your endeavors and look forward to sharing the Emerson experience with you.

Sincerely,

M. Lee Pelton

M. Lee Pelton
President
Greetings,

Graduate study at Emerson College is an opportunity to prepare yourself for a career in communication or the arts within a community of scholars, artists, professionals, and like-minded peers. Our dedicated and accomplished faculty will guide your development and encourage you to expand your thinking. As a member of our diverse graduate student body, you will have the opportunity to meet and work with others from around the world who share your passion and commitment. Whether you are studying marketing communication, publishing and writing, popular fiction writing and publishing, journalism, creative writing, theatre education and applied theatre, public relations, communication disorders, writing for film and television, film and media art, or media design, you are part of an exciting community of people who make a difference.

My goal for you is that you grow in your ability to communicate effectively through critical, independent, and ethical thinking and that you apply your knowledge and practice in ways that will define you professionally and contribute meaningfully to society. I am confident that each of you is up to this task. I welcome you to the Emerson community and wish you success in your endeavors.

With warm regards,

Jan Roberts-Breslin
Dean of Graduate and Professional Studies
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The College

College Mission Statement

Emerson College educates students to assume positions of leadership in communication and the arts and to advance scholarship and creative work that brings innovation, depth, and diversity to these disciplines.

This mission is informed by core liberal arts values that seek to promote civic engagement, encourage ethical practices, foster respect for human diversity, and inspire students to create and communicate with clarity, integrity, and conviction.

Institutional Learning Outcomes

Emerson College graduates are socially responsible citizens, clear communicators, creative thinkers, and informed inquirers.

History of the College

Founded in 1880 by Charles Wesley Emerson, noted preacher, orator, and teacher, Emerson College has grown into a comprehensive college enrolling nearly 4,000 undergraduate and graduate students from 49 states and 60 countries. The original concentration on oratory has evolved into specialization in the fields of communication studies; marketing communication; communication sciences and disorders; journalism; performing arts; visual and media arts; and writing, literature and publishing.

Since Emerson's founding, the elements of human communication—the spoken word, the written word, the gesture—have changed in both form and substance, and the media through which they flow have changed and multiplied. Radio, motion pictures, television, and the sciences of speech pathology and audiology have all evolved during the past century.

Throughout its history, Emerson College has shown the capacity to respond to and meet the needs of education in communication and the arts. Emerson was the first college in New England to establish an educational FM radio station (WERS in 1949), one of the first colleges in the nation to establish a program in children's theater (1919), and one of the first colleges in the nation to offer undergraduate programs in broadcasting (1937). Among its other pioneering achievements, Emerson offered professional-level training in speech pathology and audiology (1935); established a closed circuit television broadcast facility, WERS-TV (1955); and created a Bachelor of Fine Arts in film (1972).

Today, Emerson continues this tradition of innovation in communication and the arts. For example, in 1980, the College initiated a comprehensive graduate-level program in professional writing and publishing—the first such program in the nation specifically designed to meet the expressed needs of the publishing industry. The College is organized into two schools and an institute: a School of the Arts, a School of Communication, and an Institute for Liberal Arts and Interdisciplinary Studies.
Concurrent with programmatic evolutions and academic reorganizations, Emerson has continued to upgrade the technology and the facilities necessary to support the curriculum. Emerson’s radio and television stations both offer webcasts in addition to traditional broadcasts, and the state-of-the-art Tufte Performance and Production Center opened in Fall 2003. Since then, Emerson has opened two new residence halls and a campus center. In Spring 2010, the College opened the multi-use Paramount Center, which includes a 596-seat live performance theater, performance development facilities, the Bright Family Screening Room, and a residence hall.

In March 2014, Emerson College Los Angeles celebrated the opening of its new facility in Hollywood. Designed by award-winning architect Thom Mayne, the sustainable 10-story structure can house up to 217 students and includes wired classrooms, an open-air screening and live-performance space, a Dolby Surround 7.1 audio post-production suite, a 4K screening room, computer labs, mixing suites, and a planned green screen motion capture stage.

In Summer 2017, the College opened a new Dining Center and a new residence hall. At more than 18,000 square feet, the multipurpose Dining Center has seating for 530 and provides much needed social spaces for the urban campus, including a performance stage area and a meeting space for faculty and staff. The new 18-story residence hall at 2 Boylston Place houses 375 students.

Emerson’s expansion into Boston’s cultural district has brought it within a few city blocks of the site where the College was first located in 1880. This return to the College’s roots has been accompanied by a renewal of its commitment to foster innovation and excellence in communication and the arts. Emerson College is fully accredited by the New England Association of Schools and College, Inc. and is a member of the Council of Graduate Schools.
Graduate Study at Emerson

Graduate Studies Mission Statement
The mission of graduate education at Emerson College is to prepare communicators and artists to be future leaders in their fields. By providing opportunities for research and professional development, graduates will reflect critically on their work, utilize and understand the power of communication technologies, appreciate the diversity of human cultures, think globally, and practice the highest ethical standards in their professions.

Graduate Study
Emerson's graduate programs are designed to help students develop the professional, research, and artistic skills necessary for leadership in the communication and arts fields. 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. The graduate programs at Emerson College are committed to the discovery of new ideas and knowledge so graduates will realize intellectual and creative fulfillment, personal enrichment, and their 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 professional careers. To assist working professionals and lifelong learners, Emerson offers part-time enrollment in several of its graduate degree programs and some online and hybrid options. Full-time enrollment is required in the on-campus Communication Disorders, Journalism, Film and Media Art, Writing for Film and Television, and Media Design programs.

Office of Graduate Studies
In service to the College's graduate programs, the Office of Graduate Studies provides administrative oversight to the graduate programs. It organizes orientation; publishes policies, requirements, rules, and procedures; reviews and recommends curricular and program changes; approves individual program requirement exceptions; approves master’s theses and projects; coordinates student activities and events with the Graduate Student Association (GSA); helps support graduate student research and professional development opportunities and activities; and helps organize the graduate hooding ceremonies and commencement.

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 make recommendations for program development to the Faculty Assembly, the dean of graduate and professional studies, and the Office of Academic Affairs. The Graduate Council is responsible for the interpretation and application of requirements and regulations. The Graduate Council is made up of the graduate program directors and representatives from the offices of Graduate Admission and the Registrar. The dean of graduate and professional studies is responsible for the interpretation and application of requirements and regulations.
Graduate Program Directors

In each graduate program, a faculty member serves as a graduate program director (GPD). Graduate program directors advise students and represent their programs on the Graduate Council. Each program has a faculty committee that recommends students for admission to its graduate programs, reviews policies, and reviews curriculum and specific degree requirements beyond those established by the Office of Graduate Studies. Graduate program directors coordinate admission, merit awards, and student employment decisions with other campus offices; administer comprehensive exams in programs in which they are required; and consult with program faculty, their department chair, and the Office of Graduate Studies regarding any student requests for changes in their program requirements or timetable.
Admission

Admission into Emerson’s graduate programs is selective and is determined by faculty committees representing individual graduate programs. Undergraduate performance, quality of response to the essay question(s), and GRE or GMAT test scores (if required by program) are all critical factors in the decision. For applicants to the Creative Writing, Film and Media Art, Popular Fiction Writing and Publishing, and Publishing and Writing programs, creative submissions are also key factors in the decision process. Only the Office of Graduate Admission makes offers of admission. Correspondence from faculty or other staff at the College is not a binding offer of admission. Emerson College reserves the right to rescind admission if new information is obtained that would warrant such action.

The following is a list of required materials that are considered in determining qualification for admission. The most up-to-date information can be found on the Graduate Admission website.

1. Completed graduate application and nonrefundable application fee.

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. Letters of recommendation from person(s) qualified to assess academic, professional, and personal qualifications, including motivations, goals, and clinical potential (for Communication Disorders applicants). Personal recommendations from friends and family members will not be accepted.

4. GRE/GMAT Test Scores (if applicable). Standardized test scores may be no more than five years old and must be sent directly to the Office of Graduate Admission from the test provider. Test requirements vary by program. Please see the application to determine which test is appropriate for each program. Applicants who have already earned a master’s degree at a US college or university may request a waiver of the GRE/GMAT requirement. The GRE and GMAT are offered year-round at test centers worldwide. Test sites and registration information can be found at gre.org (GRE) and mba.com (GMAT). It takes a minimum of two weeks from the test date for scores to be sent to the College.

5. Required Essay(s). The application essay(s) enables the Admission Committee to gauge an applicant’s professional goals, relevant experience, knowledge of the field, reasons for seeking a particular degree at Emerson, and the ability to communicate effectively. Essay requirements vary by program.

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

7. Applicants to the Creative Writing, Film and Media Art, Popular Fiction Writing and Publishing, and Publishing and Writing programs must submit samples of creative work. Details and procedures are provided in the application.

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 or Skype interview.

Complete applications to the graduate programs at Emerson College must be submitted electronically on or before the deadlines indicated on the Office of Graduate Admission website. Applicants are responsible for ensuring that their applications are complete. Application fees are nonrefundable, and supporting materials will not be returned.
Applications can be submitted before completion of the undergraduate degree program. A college senior must submit an official transcript of work completed in the first semester as soon as it is available. 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.

**International Applicants**

International applicants must follow the admission procedures required of all students applying to the graduate programs. For international students for whom English is not their first language, pre-college preparations courses and non-credit skills courses during the program of study may be required. This is to test, determine, and improve student proficiency in writing, speaking, and reading skills. The Office of Internationalization and Global Engagement will contact incoming students about the course requirements and schedules. In addition, they must submit the following documentation:

**The Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), Duolingo, or Pearson**

**English Language Proficiency**

Applicants whose native language is not English must provide evidence of English proficiency by submitting official TOEFL, IELTS, Duolingo, or Pearson test results. Scores will be considered on a case-by-case basis and may require additional submissions to demonstrate English proficiency.

Proof of English proficiency is not required of students:

- Whose native language is English;
- Who have a bachelor’s or master’s degree from an institution where the language of instruction was English and where English is the native language (the US and its territories, the United Kingdom and its territories, Australia, New Zealand, and Canada).

Students who attended a US-sponsored undergraduate institution in a country other than the United States, Great Britain and its territories, Australia, New Zealand, or Canada are required to take one of the acceptable tests listed above or request a waiver through Graduate Admission. Scores must be sent directly from the test provider and must meet or exceed the minimum scores posted on the Graduate Admission website.

**ESL: English Proficiency**

An English Proficiency exam report may be required for domestic applicants who studied and earned their post-secondary undergraduate degree at an institution outside the United States where the mode of instruction was not in English.

**Transcripts**

Transcripts from international institutions must receive a course-by-course evaluation and GPA calculation by an approved evaluating service listed on the Graduate Admission website. These are private organizations that charge a fee for their services. Individuals seeking an international transcript evaluation must follow the procedures outlined by the organization providing the evaluation and request that the evaluation be sent directly from the organization to Graduate Admission.

**Proof of Finances**

The US government requires that all international students provide proof of financial ability to pay full tuition and living expenses for one year. More detailed information is available on the Graduate Admission website.
Deferred Admission Status

Requests for deferred admission will be considered only after an offer of admission has been accepted and the nonrefundable enrollment deposit has been paid. Deposited students may request a deferral of their enrollment for up to one year. Requests for deferral should be made in writing to Graduate Admission. Not all requests for deferrals will be approved. Students who have been approved to defer will be required to reconfirm their enrollment and may need to pay an additional tuition deposit fee by February 1 for the Fall semester or by December 1 for the Spring semester. Students who do not enroll during the one-year period will be withdrawn and will need to reapply for admission. In these instances, new credentials will be necessary.
Degree Requirements and Standards

Degree Requirements

The Master of Arts, Master of Science, 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 credit requirements for each program are as follows:

<table>
<thead>
<tr>
<th>Program</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Media Design (MA)</td>
<td>32</td>
</tr>
<tr>
<td>Communication Disorders (MS)</td>
<td>72</td>
</tr>
<tr>
<td>Public Relations (MA)</td>
<td>36</td>
</tr>
<tr>
<td>Journalism (MA)</td>
<td>40</td>
</tr>
<tr>
<td>Digital Marketing and Data Analytics (Online MA)</td>
<td>32</td>
</tr>
<tr>
<td>Strategic Marketing Communication (MA)</td>
<td>40</td>
</tr>
<tr>
<td>Theatre Education and Applied Theatre (MA)</td>
<td>36</td>
</tr>
<tr>
<td>Theatre Education and Applied Theatre (MFA)</td>
<td>48</td>
</tr>
<tr>
<td>Film and Media Art (MFA)</td>
<td>64</td>
</tr>
<tr>
<td>Writing for Film and Television (Low-Residency MFA)</td>
<td>40</td>
</tr>
<tr>
<td>Creative Writing (MFA)</td>
<td>48</td>
</tr>
<tr>
<td>Popular Fiction Writing and Publishing (Online MFA)</td>
<td>36</td>
</tr>
<tr>
<td>Publishing and Writing (MA)</td>
<td>40</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. In most cases, students may not take courses beyond those required for a degree and/or credits over those required for a program.

Limitation of Time

Students must complete all degree requirements within five years of their date of matriculation. 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. Students must be registered for a minimum of 1 credit during the term in which they complete their degree requirements. Leaves do not stop the clock for the completion of degree.

Transfer Credits

At the discretion of the graduate program director of each program and the dean of graduate and professional studies at Emerson College, a student may be permitted to transfer up to 8 credits of comparable graduate coursework from a regionally accredited institution (6 credits or two full graduate-level courses in the Communication Disorders program) or up to 12 credits of graduate courses taken at Emerson before matriculation into the current program, provided the applicant has received a grade of B or better and the course was taken within the last five years. To transfer Emerson courses, fill out a Course Credit Consolidation Form available from the Office of Graduate Studies’ website: www2.emerson.edu/graduate-studies/academics/academic-forms. 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 Credit Form available from the Office of Graduate Studies and must be documented by an official transcript.

**Capstone Experience**
For many programs, the final project or culminating experience is a capstone course. A capstone course must be taken in the last semester of study unless permission is given by the graduate program director.

**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 program.

**Master’s Project or MFA Thesis Project**
The master’s project or MFA thesis 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 a film, screenplay, or multimedia production. The written sections of master’s projects must consistently follow one of the MLA, APA, or Chicago style manuals (latest editions), as well as the latest version of the master’s thesis/project guidelines, which is available online from the Office of Graduate Studies website. It is the student’s responsibility to acquire these materials.

Master’s projects and MFA thesis projects must be submitted and approved according to the deadlines established by their program and the Academic Calendar. One electronic copy of the approved thesis must be submitted to Canvas no later than the date specified in the Academic Calendar. Editorial changes are not allowed after the approved Master’s Project or MFA Thesis Project is submitted to Canvas. The Master’s Thesis/Project Approval Page must be signed and dated by all committee members, including the project chair, the graduate program director, and the dean of graduate and professional studies. Final approval of the project rests with the dean of graduate and professional studies.

**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. Work on the thesis is supervised by a thesis chair and thesis committee. Theses must follow one of the MLA, APA, or Chicago style manuals (latest editions), as well as the latest version of the master’s thesis/project guidelines, which is available from the Office of Graduate Studies. Students must follow program guidelines for thesis work.

Theses must be submitted and approved according to the deadlines established by their program and the Academic Calendar. One electronic copy of the approved thesis must be submitted to Canvas no later than the date specified in the Academic Calendar. Editorial changes are not allowed after the approved Master’s Thesis is submitted to Canvas. The Master’s Thesis/Project Approval Page must be signed and dated by all committee members, including the thesis chair, the graduate program director, and the dean of graduate and professional studies. Final approval of the thesis rests with the dean of graduate and professional studies.

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

**Graduate Hooding Ceremonies**

In addition to Commencement, students are invited to these special academic ceremonies, which offer members of the community the opportunity to celebrate the achievements of each graduate within their school, in the company of fellow students, graduate faculty, staff, friends, and family on Emerson's campus. The ceremonies feature remarks by the dean of graduate and professional studies and the provost, a graduate student speaker, as well as a presentation of the Graduate Dean’s Award. Each graduate is invited on stage to receive a diploma cover given by the School dean and a hood presented by the provost.

**Graduation**

Degrees are awarded on August 30, December 30, and at commencement in May. Degree candidates must apply for graduation at the Office of the Registrar 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 1 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 August, students must be registered during Summer 1 or 2; 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 the approved thesis or project to the Office of Graduate Studies no later than the last day of classes of the term in which they complete their degree requirements.

Students planning to complete their degree requirements by August 30 may participate in the College’s preceding 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 indicate his or her intent to participate in commencement online at ecommon.emerson.edu by the dates stated in the Academic Calendar.
3. The student must register and pay for the final summer 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 grade point average in order to remain in good academic standing. A student whose cumulative 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. In the Communication Disorders program, 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. Students who are academically withdrawn from the College may not reapply.

Some programs may require additional Standards of Work. Please check the appropriate program section of this catalogue under Degree Requirements.

All courses taken at Emerson College for graduate credit must be at the 500- or 600-level or above. Many programs only accept 600-level courses. Limits to the number of 500-level courses that may be applied to a student’s degree vary by program. Please consult the degree requirements for individual programs for more information.

Students may take no more than 12 credits in directed study and internship courses combined. Check with individual departments for any additional limits on credits.

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 in which:

- 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-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 Office of the Registrar 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 grade is not changed by the end of 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 Office of the Registrar. 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 Add/Drop period) students may not drop a course, except through a petition approved by the dean of graduate and professional studies; however, they may withdraw from a course. Students who wish to withdraw from a course must obtain a Course Withdrawal Form online at emerson.edu/registrar 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 Registrar 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. The grade WF means the student was failing the course at the time of withdrawal. A grade of WP or WF does not affect the student’s grade point average. No refund is given to students who withdraw from a course.

Academic Warnings: Students who fail to remain in good academic standing (please see Standards of Work) will receive an academic warning letter via email from the Office of Graduate Studies at the end of the term notifying them of their changed academic standing, what they must do to return to good academic standing, and the consequences if they do not.

Grade Dispute or Grievance Process

Initial Process
A student can initiate an academic grievance when a dispute arises between the student and an instructor over a grade or some other academic requirement in a course. Before a student initiates an academic grievance, he or she should follow the initial process to resolve the dispute, as follows.

Note: Students should begin at Step 1 for grade disputes. All other grievances should begin at Step 2.

1. The student should schedule an appointment with the faculty member concerned and discuss the problem as soon as possible after the occurrence of the alleged incident or dispute. If this does not resolve the situation, move to Step 2.

2. The student should consult their graduate program director. If this does not result in a satisfactory resolution, move to Step 3.

3. The student may appeal to the department chair.

4. If a student is not comfortable meeting with the faculty member, GPD, or chair, they can meet with the dean of graduate and professional studies, who will attempt to resolve the dispute.

Formal Process
Students who feel their grievance has not been resolved through this initial process may request a formal hearing by the Graduate Grievance Committee through the formal process. This must be done within 10 days after the initial process has concluded.

1. The student must file a written statement explaining the alleged grievance with the Graduate Grievance Committee chair. Copies of this statement will be distributed to all involved in the hearing. The student must submit all documentation he or she has regarding the claim with the Graduate Grievance Committee chair within seven days of submitting the written statement.

2. The Graduate Grievance Committee will meet in a timely fashion and examine all relevant material. The committee reserves the right to contact or solicit information from any person whom it feels would be helpful to understanding or resolving the grievance. The committee’s findings will be submitted to the student, faculty members, and other involved parties.
Graduate Grievance Committee
Grievance procedures are intended to support a fair hearing of any student with an unresolved academic grievance issue. When convened to hear a student academic grievance, the Graduate Grievance Committee will consist of four members: the dean of graduate and professional studies, who chairs the committee; a department chair from a non–involved academic department, who is appointed by the chief academic officer of the College; a faculty member who is also appointed by the chief academic officer; and the Registrar.

Students who believe they have been unfairly and/or improperly treated or have any other complaints regarding academic matters should report their issues to the Office of Graduate Studies, which will attempt to resolve the issue or begin the formal grievance process. Students must first follow the initial process for academic grievance.

Community Standards Violations
Any person with a good faith reason to believe an Emerson student has violated the Student Code may initiate a report by submitting the following information, in writing, to the Office of Community Standards and Student Conduct (OCSSC) or the Emerson College Police Department (ECPD):

1. Name(s) of the student(s) reported to have violated the College’s Community Standards
2. Clear explanation of the nature of the incident
3. The names and contact information of any witnesses

An individual may submit a report directly to the OCSSC by filling out an incident report on the OCSSC website at emerson.edu/reportaconcern or contacting the OCSSC directly. An individual wishing to submit a report to ECPD must contact the ECPD.

When reporting an incident, the reporting party is not required to provide their name or contact information; however, it is recommended in the event that clarifying information is needed by the OCSSC or ECPD. The failure of a reporting party to produce their name and contact information may impair the ability of the College to process the report. Should the reporting party provide their name and contact information, the information will be handled in compliance with the Federal Educational Rights and Privacy Act (FERPA).

The Student Code applies on and off campus, including at all College study away locations and online, to all students (including graduate students) beginning at the time of application until the actual awarding of a degree or when a student withdraws or is dismissed from the College. This includes during College break periods, student leaves of absence, and periods of suspension.

*A graduate student reported to have violated any of Emerson College's Community Standards may be referred to the Student Conduct Process as outlined in the Code of Community Standards. Emerson’s Student Code can be found at emerson.edu/code-community-standards.
Registration

Newly admitted students who have been accepted and have paid a tuition deposit will be advised and registered by email or by telephone through their graduate program director (GPD).

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 ecommon.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 Load

Students should discuss their course load with their graduate program director 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. The following chart displays status as it relates to credits.

<table>
<thead>
<tr>
<th>Status</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Status</td>
<td>8 or more credits</td>
</tr>
<tr>
<td>3/4-Time Status</td>
<td>6–7.99 credits</td>
</tr>
<tr>
<td>1/2-Time Status</td>
<td>4–5.99 credits</td>
</tr>
<tr>
<td>Less than 1/2-Time</td>
<td>1–3.99 credits</td>
</tr>
</tbody>
</table>

With the exception of students in the Communication Disorders program, students must have the permission of the graduate program director to register for more than three courses per semester.

Change of Address

The Office of the Registrar maintains local and permanent mailing addresses for each student. It is important that students update their addresses online at ecommon.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 Office of the Registrar 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

Only students in good academic standing and good standing with the College may apply for a leave of absence. In order to apply for a leave, students need to go to the Office of Student Success (150 Boylston Street, Second Floor). Leaves of absence are granted up to one year and are renewable up to 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 dean of graduate and professional studies at least 30 days (domestic students) and 90 days (international students) prior to the start of the semester in which they plan to return. Students taking leaves of absence will not have an extension of the limitation of time for degree completion (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 catalogue, 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 "Tuition Insurance Plan" listed in the Expenses section.

Withdrawals
A student who wishes to terminate his or her degree program must complete the Emerson College Request for a Leave of Absence or Withdrawal: Graduate Student Form and submit the form to the Office of Student Success (150 Boylston Street, Second Floor). Withdrawal becomes effective as of the date the completed form is signed by all designated parties.

Continuing Student Status
Unless granted a leave of absence by the dean of graduate and professional studies, graduate students are required to be enrolled for a minimum of 1 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 1 credit during one of the summer sessions. Students who have not been granted a leave of absence by the dean of graduate and professional studies and who do not wish to register for a course, master’s project credit, or master’s thesis credit must register for 1 credit of Continuing Student Status.

Continuing Student Status credits 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 readmission and to graduate.

Students who do not obtain an official leave of absence and fail to register for at least 1 credit will no longer be considered degree candidates. If they wish to resume candidacy, they must apply for readmission 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 dean of graduate and professional studies grants a petition stating otherwise, time spent on a leave will be counted toward the regular time limits for degree completion. Information is available in the Office of Graduate Studies, and the forms are available online at www2.emerson.edu/graduate-studies/academics/academic-forms. 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 readmission.

Change of Degree Program
A student who wishes to transfer from one degree program to another must submit a general petition form and supporting materials to the dean of graduate and professional studies. The general petition form must be first endorsed by both graduate program directors of the respective degree programs. Some programs may not permit transfer. Some programs may require a formal admission process. The dean of graduate and professional studies will make the final decision after consultation with the graduate program directors of the degree programs concerned.
**Course Numbering System**

At Emerson, courses numbered 500–599 are for both bachelor's and master’s degree candidates; courses numbered 600–699 are for master’s degree candidates. 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 $30 per credit for a graduate student who is also enrolled for at least 4 full-tuition credits. Departments may determine the courses that can be audited. If a student enrolls for fewer than the 4 full-tuition credits, the audit charge is $1,276 per credit.

**Adding and Dropping Courses**

Any schedule change made after students have registered may be made online at ecommon.emerson.edu. After the fifth day of classes, students must have the instructor’s consent to add a class. 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 10th day of classes, no course can be added except through the approval of the instructor and, if applicable, the Office of Financial Aid. Such approved petitions are assessed a $50 late registration fee. Dropping a course after the 10th day of classes is not permitted except through a petition approved by the dean of graduate and professional 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 ecommon.emerson.edu. Students must use their Emerson email username and password to access the web portal.

**Academic Transcripts**

Students may request official transcripts online at emerson.edu/registrar. Three to five business 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.
Expenses

**Tuition and Fees**

Application (nonrefundable)
- Domestic Students: $60
- International Students: $75
- Tuition Deposit: $400

This deposit confirms a student's place after acceptance and is deducted from the first billing. Deposits are nonrefundable.

- Tuition: $1,276 per credit
- Course Audit: $30 per credit
  for students enrolled
  for at least 4 full-tuition
  credits
- Graduate Student Services Fee (full-time);
  (Campus-Based Programs): $320 per semester
  $122 per semester (half-time)
- Graduate Student Services Fee
  (Online/Low-Residency Programs): $35 per semester
- Health Insurance: $3,055 (annual policy)
  $1,785 Spring Premium (for students entering in Spring only)
- Late Registration: $50

The Late Registration Fee is required of all continuing students who do not preregister on dates listed in the course schedules and Academic Calendar.

**Graduate Student Services Fee**

The Graduate Student Services Fee is a consolidation of campus-required fees that support several College services including Student Services, the Graduate Student Association, and Health Services. All campus-based graduate students matriculated in a master's program at Emerson College pay the comprehensive fee.

**Student Services**

The Student Services Fee supports all departments that provide student-oriented services and activities on campus, such as the Office of the Registrar, Student Life, Graduate Studies, and the Commencement Office.

**Graduate Student Association Fee**

The Graduate Student Association Fee is charged to each on-campus student to support research activities, professional opportunities, and graduate student organization activities.

**Health Services Fee**

The Health Services Fee enables students to access the College's Counseling and Psychological Services and the Center for Health and Wellness during the fall and spring terms. This portion of the Student Services Fee may be waived when students waive the Health Insurance. The 2019–2020 amount for the Health Services portion of the Student Services Fee is $198.

**Health Services and Health Insurance**

All students enrolled for 6 credits or more and attending any on-campus classes are required to submit medical history information, a TB risk assessment questionnaire, and immunizations. Information must be submitted online through a secure online student health (OSH) portal. Access to the OSH will be provided on the accepted student webpage and the Center for Health and Wellness website in early June 2019. Massachusetts state law mandates that all college students have certain immunizations valid and current as a condition of enrollment. Students who do not meet compliance with the entrance health requirements will not be allowed to attend classes.
Detailed information on requirements and acceptable dosing intervals are provided on the Entrance Health Form. The form is available for download from emerson.edu/admissions-aid/graduate-admission/accepted-students.

**Emerson College Pre-Entrance Health Requirements Policy**

For immunizations requiring multiple doses of vaccines, dates must be current and up to date. The Center for Health and Wellness (CHW) will provide an extension to the due date for the next dose in the series.

A guide to the immunization requirements including acceptable documentation of eligibility for medical or religious exemption can be found below. All students must meet compliance with Emerson College health requirements and Commonwealth of Massachusetts immunizations as a condition of enrollment. Students who fail to demonstrate compliance with all pre-entrance health requirements will not be allowed to begin classes.

The information below is due to the CHW no sooner than June 1 and no later than July 15 for fall enrollment and no sooner than October 15 or later than January 4 for spring enrollment. A Health Hold will remain on a student’s record until full compliance is met. Students must:

1. Provide certification of immunization as specified by the Commonwealth of Massachusetts regulation (105 CMR 220.600);
2. Complete/submit the online medical history; and
3. Complete/submit the online TB risk assessment questionnaire. If responses indicate TB risk, a TB skin test or blood test will be required.

The following Emerson students are subject to the pre-entrance health requirements policy:

1. Full-time undergraduate and graduate students
2. Part-time undergraduate and graduate students enrolled in the Communication Sciences and Disorders program
3. Any full- or part-time student on a student or other visa

**Exemptions**

The Commonwealth of Massachusetts allows for the following exemptions to the immunization regulation:

1. Students with a medical condition preventing immunization must have their clinician complete the medical exemption form.
2. Students with a religious belief that conflicts with immunization must complete the Religious Exemption Form.

Please note: In situations when one or more cases of a vaccine-preventable or any other communicable disease are present in a school, all students without evidence of immunity including those with medical or religious exemptions are subject to exclusion as described in the Reportable Diseases and Isolation and Quarantine Requirements (105 CMR 300.000). The exemption form can be found at emerson.edu/center-health-wellness/immunizations. For questions, call the Center for Health and Wellness at 617-824-8666.

To be eligible to receive care at the Center for Health and Wellness and Emerson Counseling and Psychological Services (ECAPS), students must pay the comprehensive Graduate Student Services Fee. This fee helps cover the cost of maintaining ECAPS and the Center for Health and Wellness facilities, services, and programs. A description of the services provided by the CHW and ECAPS can be found on their respective websites: emerson.edu/health-center and emerson.edu/counseling-center.
Insurance
Massachusetts law also requires all graduate students enrolled at least ¾ time (6 credits or more) and attending any on-campus classes to be covered by a qualified health insurance program. Graduate students enrolled for fewer than 6 credits must contact the Office of Student Accounts if they wish to be enrolled. The College automatically provides a health insurance policy for all matriculating students. The premium for the 2019–2020 Graduate Student Health Insurance Plan is $3,055 for 12-month coverage, and the Health Services Fee for the academic year is included in the comprehensive Graduate Student Services Fee. The Emerson College health insurance policy is not available separately from the overall health services program. The Health Services Fee enables students to access ECAPS and the Center for Health and Wellness during the fall and spring terms.

The student health insurance premium may be waived annually by providing proof of enrollment in comparable coverage by another qualified health insurance program. Students must complete the waiver form online at emerson.edu/billing by the end of the second week of classes each year to be exempt from the Emerson College insurance program. In order to be considered comparable, the insurance program must provide for the following:

1. The health benefit plan provides the student, throughout the school year, with reasonably comprehensive coverage of health services, including preventive care, emergency services, surgical services, hospitalization benefits, ambulatory patient services, and mental health services; and
2. The services covered under the health benefit plan are reasonably accessible to the student in the area where he or she attends school.

Please check with your insurance provider for any specific restrictions or requirements that it may impose for you as a covered student.

The Office of Student Accounts sends all eligible students information on the College insurance program and premium fee prior to the tuition payment date. Students are automatically enrolled in the College-sponsored plan. Those who meet the insurance waiver criteria must submit an insurance waiver form annually to the Office of Student Accounts by the waiver due date. Those students without a waiver will be enrolled in the College insurance program and billed for the annual premium.

Students enrolled in the College’s health insurance program are expected to be familiar with the plan benefits and requirements for coverage. Enrolled students are not required to obtain a referral from the CHW to obtain care from an outside clinician or specialist in order for care to be covered under the provisions/limits of the policy. Choosing an in-network provider will generally result in lower co-payments and out-of-pocket costs. The Center for Health and Wellness maintains a listing of local resources and specialists.

The student health insurance policy is designed to offer protection against unexpected and potentially heavy expenses for accidents or illnesses. Information and fees for the Health Service Program and insurance is sent from the Office of Student Accounts with the tuition statement. For complete details on the Blue Cross Blue Shield policy, visit the University Health Plans website at universityhealthplans.com/letters/letter.cgi?group_id=395. Please refer to this document for specific coverage requirements and benefits.

Insurance Regulations for Students Who Experience a Loss of Coverage Midyear
Massachusetts state law requires all students participating in at least 75 percent 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 Student Accounts to enroll in the College-sponsored insurance plan or update his or her insurance waiver card with the pertinent information regarding his or her new qualifying alternate plan. There is a prorated 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 United States, including coverage by foreign national health service 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 plan.

Billing and Payment
Graduate students pay the full semester’s costs as billed prior to the beginning of the semester (August 1, 2019, and December 14, 2019). 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 and cancellation of registration.

The Office of Student Accounts generates electronic tuition statements once a semester for the fall and spring semesters. Payment for the summer term is due at the time of enrollment. Electronic statements are not created for this term. Statements can be viewed through TouchNet by logging in as a student through eCommon, or as an Authorized User. Email notifications will be sent to students and their Authorized Users each time a new tuition statement has been uploaded.

- Fall semester statements are available in late June and are due August 1.
- Spring semester statements are available in mid-November and are due December 14.

Payments can be made online, via mail, in person, and by wire transfer (for international students). In addition to electronic checking and savings payments, the College accepts MasterCard, VISA, and American Express cards. A 2.75% convenience fee will be charged for any payments made via credit card for tuition and fees.

The College Trustees reserve the right to change tuition rates or fees at their discretion, whenever it is determined advisable.

Monthly Payment Plans
Student accounts are payable to the College prior to the beginning of each semester, as billed. Students wishing to pay their accounts in monthly installments may do so by participating in the monthly payment plan. Arrangements must be completed prior to the payment deadline. Visit emerson.edu/billing/payments-refunds/special-billing-arrangements for more information or to enroll.

Credit Balances on Student Accounts
Credit balance refunds are available to students who have overpaid their accounts. To request a credit balance refund, log onto ecommon.emerson.edu. 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. The Office of Student Accounts will process credit balance refunds within two Fridays.
from the date on which the request is received. Financial aid will not be disbursed until enrollment can be verified (after Add/Drop) each semester.

The Department of Education regulations state that students who receive federal financial aid totaling more than the amount of their mandatory charges are entitled to receive an automatic refund of any overpayments on their student account. Automatic refund checks will be made payable to the student and will be available at the Office of Student Accounts for pickup. Automatic refund checks do not have to be requested as they are automatically generated. This process occurs following the end of the Add/Drop period each semester. For more information and to determine if you are eligible for an automatic refund, please see emerson.edu/billing.

**Refund Policy**

Tuition refunds are made to students who have officially filed for a leave of absence or withdrawal from the College during the fall or spring term as follows:

- 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

Students in all programs except Speech@Emerson may drop summer courses online for a full refund prior to the first day of class. If the summer session has started but the course has not met yet, students cannot drop the course online but may drop the course for a full refund by visiting the Registrar’s Office or emailing registrar@emerson.edu. If the course has met once, students are eligible for a 75% refund. If the course has met twice, students are eligible for a 50% refund. If a course has met three times or more, students must withdraw from the course and no refund will be made. Online courses without a set schedule are assumed to follow a Tuesday/Thursday 6:00 pm schedule for refund policy purposes.

Students in the Speech@Emerson program should consult with their Student Success advisor about the program’s summer refund schedule.

No tuition refund is made when College authorities require the withdrawal of a student or when a student withdraws from a course with a WP or WF grade. Other institutional fees are nonrefundable.

**Withdrawal and Leave of Absence for Students Receiving Title IV Federal Assistance**

All students are eligible to receive full credit of their tuition and fees, excluding nonrefundable deposits, if they withdraw or take a leave of absence before the first day of classes. Students receiving financial aid who withdraw or take a leave of absence 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.

**Collection Policy**

Outstanding balances not covered by financial aid or an approved deferred payment plan will result in the monthly assessment of a finance charge on the unpaid balance. Students with unpaid balances at the end of the second week of classes face possible financial withdrawal and referral to an outside collection agency. Students referred to an outside collection agency will be responsible for all collection costs and interest charges.
Note: All delinquent accounts are subject to credit bureau reporting.

**Graduation Policy**

Students must fulfill all financial obligations to the College in order to receive a diploma. A student’s account balance that is a result of direct charges (tuition, room and board, fees, residence hall or disciplinary fines and any outstanding payments on established monthly plans), must be paid in full prior to the last day of class in that semester.

If a student has met all academic requirements but has not settled the account balance prior to the last day of class, Emerson cannot guarantee the student’s ability to receive their diploma or academic transcripts. To guarantee receipt of their diploma, and access to their transcripts, a student must meet all financial obligations.

Once all financial obligations are fulfilled, the Office of the Registrar will be contacted in order for the diploma to be released to the graduate.

**Loan Exit Counseling**

If a student has participated in a federal student loan program (Federal Perkins Loan and Federal Direct Loan), mandatory exit counseling requirements must be completed before the last day of the semester. Borrowers required to participate will receive notice in the spring prior to their graduation.

**Tuition Insurance Plan**

Elective insurance is available from the Dewar Tuition Refund Plan to enhance the existing refund policy of the College. This insurance provides coverage for withdrawals or leaves of absence not covered by the College policy due to date of the withdrawal or the nature of the charges. This plan would provide 80 percent protection for withdrawals as a result of injury, sickness, or mental health concerns. This charge will be automatically included in your bill. If you wish to waive the insurance you can go to [emerson.edu/billing/resources/tuition-insurance](http://emerson.edu/billing/resources/tuition-insurance).
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 Office of Student Accounts regarding our available payment plan or visit emerson.edu/financial-aid/international-student/alternative-loans to view possible alternative loan options.

Summer Financial Assistance

Graduate students interested in summer financial assistance should contact the Office of Financial Aid at 617-824-8655 or email finaid@emerson.edu. Eligible graduate students can apply for any type of aid that is available during the regular academic year. However, incoming graduate students for the fall semester are not eligible for summer aid for prerequisite coursework.

Federal Direct Unsubsidized Loan

Interest accumulates on the Direct Unsubsidized Loan. Borrowers have the option of having that interest accumulate while enrolled or paying the interest in quarterly payments while in school. In most instances, a full-time student will be eligible to borrow up to $20,500 per academic year through a Federal Direct Unsubsidized Loan. The annual award must not exceed the student’s cost of attendance minus any other financial assistance received. Students who apply for a Federal Direct Unsubsidized Loan must be matriculated (financial need has no bearing on admission to the College), degree-seeking students enrolled at least half time (4 credits per term). Federal regulations specify that federal financial aid recipients must be US citizens, US nationals, or eligible non-citizens. Repayment of principal and interest begins six months after the student ceases to be enrolled on at least a half-time basis. For details on interest rates, loan fees, and repayment options, please visit our website at emerson.edu/financial-aid/graduate-student.

The total debt a graduate student may have outstanding from all Direct Loans and FFEL Program Stafford Loans combined is $138,500. This graduate debt limit includes all Direct and FFEL Program Stafford Loans received for undergraduate study.

Emerson Employment

This is an institutional employment program open to all part-time and full-time Emerson College students. The number of hours a student may work and the hourly wage is determined by the College and limited per 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. Graduate students must be enrolled in at least 4 credits to work through student employment programs. Emerson Employment opportunities are posted on ecommon.emerson.edu.

How to Apply for Graduate Need–Based Financial Assistance

For the current process, downloadable forms, and financial aid policies, visit the Office of Financial Aid website at emerson.edu/financial-aid/graduate-student.

Students intending to apply for financial aid should do so no later than one month prior to the start of term. Applications will still be processed after that time, but financial aid eligibility and corresponding aid may not be determined by the billing due date. Therefore, it is important to complete the process as soon as possible to ensure that financial aid is considered as an anticipated payment.

Fall Term

Start Date September 4, 2019
Preferred FAFSA August 2, 2019
Financial Assistance

Spring Term
Start Date       January 14, 2020
Preferred FAFSA December 11, 2019

Summer Term
Start Date       May 18, 2020
Preferred FAFSA April 1, 2020

*Federal assistance funds are provided by the federal government in the form of loans. Deadlines for fellowships are different. Please contact Graduate Admission for more details.

Satisfactory Academic Progress

To be eligible for financial aid, all students must satisfy Satisfactory Academic Progress (SAP), which is required by federal law. SAP measures a student’s completion of coursework toward a degree. Emerson College evaluates SAP at the end of each semester, including summer, for each student. Students who do not meet all SAP criteria may lose their eligibility to receive all types of financial aid (e.g., federal, state, private, institutional and other aid). Students will be notified of the decision by email.

Maximum Time Frame Criteria

Completion of undergraduate or graduate programs cannot exceed 150 percent of the published length of the program measured in credit hours attempted as determined by the student’s program requirements.

Pace Measure of Academic Progress

Criteria

- Students must complete 75 percent of overall attempted; see table below.
- This percentage includes all credit hours attempted regardless of whether or not financial aid was received.
- The overall pace measurement is calculated by dividing the cumulative number of hours that the student has successfully completed by the cumulative number of hours that the student has attempted.
- The term pace measurement is calculated by dividing the number of hours that the student has successfully completed in the term by the number of hours that the student has attempted.
- Credits attempted are defined as all classes for which a student receives a grade. Grades or recorded symbols of F, WF, WP, and I are not considered as successfully completing a course. Depending on the program, additional grades are considered as not successful.
- All transfer credit hours accepted from another institution toward the student’s educational program at Emerson College will be counted as both attempted and completed hours.
- The student’s GPA and pace of completion are negatively impacted by course incompletes, withdrawals, failures, or repetitions (incompletes, failures, and withdrawals count in attempted credits, but not completed).

Grade Point Average Criteria

- All undergraduate and graduate students must maintain a minimum Grade Point Average (GPA).
- The student’s cumulative GPA for financial aid eligibility must be calculated on all grades received.
- In addition, any student who completes two consecutive semesters with a semester GPA below 2.0, regardless of cumulative GPA, may lose financial assistance eligibility.

All students, regardless of their enrollment status (i.e., full or part time), must meet the following minimum academic standards to remain eligible for financial aid.

<table>
<thead>
<tr>
<th>Total Credit Hours Attempted</th>
<th>Minimum Cumulative Pace</th>
<th>Minimum Semester and Cumulative GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 or higher</td>
<td>75%</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Note: Graduate programs will cause SAP failure if one to two individual course grades fall below a B–.
Warning Period
Students who fail to meet SAP criteria will be placed on financial aid warning for one academic semester. Students remain eligible for financial aid during the warning term. If SAP criteria are not satisfied at the end of the warning semester, the student will be ineligible for financial aid. Students on warning should meet with an academic counselor to create an academic plan if they choose to pursue an appeal.

Ineligible for Financial Aid Period
Students who fail to meet SAP criteria after the warning period are ineligible for financial aid. If the student does not have an approved appeal, the student is no longer eligible for financial aid. Students may continue to take courses without financial aid to reestablish SAP standards; however, a payment plan must be established for the tuition and applicable fees associated with the course(s). Once students meet Emerson's minimum SAP standards, they may regain financial aid eligibility. Students who are interested in re-establishing aid eligibility should meet with an academic counselor to determine what they would need to do to meet Emerson's minimum SAP standards.

Appeal Process
If extenuating circumstances impacted successful adherence to SAP criteria, the student may pursue an appeal. The appeal will require the student to indicate why they did not make SAP and what has changed in the student's situation that will allow the student to demonstrate SAP by the next semester. Circumstances and required documentation are illustrated below. The appeal process begins with the student meeting with the dean of graduate and professional studies and then with their graduate program director to determine an academic plan. The proposed plan must be submitted to the director of enrollment support services in the Office of Financial Aid. Appeals must include complete documentation and are reviewed during the warning period; incomplete appeals will be denied. Appeal decisions are final. Students will be notified of the decision both verbally and in writing. This notification will take place after final grades are reviewed for the warning period.

The following is a list of appealable circumstances and associated documentation to support the appeal process. If the particular circumstance is not listed and the student would like to apply, it is up to the appeal committee's professional judgment to consider the appeal.

<table>
<thead>
<tr>
<th>Circumstance</th>
<th>Required Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student's own mental or physical illness or injury or condition</td>
<td>Provide documentation (e.g., a physician's statement; police report; or documentation from a third-party professional, such as a hospital bill)</td>
</tr>
<tr>
<td>Death of a family member or significant person in the student's life</td>
<td>Provide a copy of a death certificate</td>
</tr>
<tr>
<td>Illness, accident, or injury of a significant person in the student's life</td>
<td>Provide documentation (e.g., a physician's statement; police report; or documentation from a third-party professional, such as a hospital bill) related to the individual for whom the student provided care or support</td>
</tr>
<tr>
<td>The student’s own divorce or separation or the divorce or separation of the student's parent(s)</td>
<td>Provide an attorney’s letter on a law firm's letterhead, petition for dissolution or copy of divorce decree</td>
</tr>
<tr>
<td>Natural disaster</td>
<td>Provide a written statement and/or supporting documentation</td>
</tr>
<tr>
<td>Military deployment</td>
<td>Provide active duty service orders</td>
</tr>
</tbody>
</table>
Probationary Period
If an appeal is approved, the student will be placed on a Financial Aid Probation, which is a status assigned by Emerson College to a student who fails to make SAP and who has successfully appealed and has had eligibility for financial aid reinstated. To continue receiving financial aid, the student will need to satisfy both the academic plan as outlined in their appeal and the SAP criteria.

Grad PLUS Loan
The Grad PLUS Loan is a federal loan that is offered to graduate students who have the need for additional funding beyond their financial aid award. This loan program serves the function of a private loan, and it also has the benefits of a federal loan program, such as deferment, forbearance, consolidation, and death and disability cancellation. The student must have approved credit and will need to complete a master promissory note (MPN) and online entrance interview to receive the loan funds.

Students must apply for the annual loan maximum eligibility under the Federal Direct Unsubsidized Loan Program before applying for a Grad PLUS Loan and eligibility may be limited due to cost of attendance, financial aid received, and other factors. For details on interest rates, loan fees, and repayment options, please visit emerson.edu/financial-aid/graduate-student.

Alternative Educational Loan Programs
Alternative, private loans also assist students in need of financial resources. Please visit emerson.edu/financial-aid/graduate-student/types-aid/graduate-loans/alternative-loans to view a list of available loan options. Emerson does not refer or recommend alternative loan lenders to students and/or parents. While we understand that you may have questions, we believe you have the right and ability to seek the education loan provider of your choice. It is recommended that students utilize their full Unsubsidized Direct Loan eligibility before using alternative or private loans. Please contact the Office of Financial Aid if you have any questions or concerns.

Institutional Fellowships
Each year, Emerson College awards fellowships to a limited number of applicants who have demonstrated past successes, professional promise, and are deemed exceptional candidates for their program of study.

Applicants seeking fellowships or financial assistance should complete the application for admission as early as possible and before the priority fellowship deadlines outlined on the application for admission. There is no separate application to be considered for fellowships. Decisions are based on the materials submitted with the regular application for admission. Both domestic and international students are eligible for fellowships. Fellowship offers cannot be deferred until a later semester. Continuing students are not eligible for additional fellowship awards and fellowships are only awarded at time of entry into Emerson College.

Students receiving fellowship awards must maintain satisfactory academic progress each semester. Award recipients should be aware that being awarded a fellowship or any outside aid could affect federal loan...
eligibility. Recipients must contact the Office of Graduate Admission if they have concerns about meeting eligibility requirements. Renewal requirements must be met in order to retain fellowships beyond initial award term. Fellowships will not be awarded for a value that is higher than the cost of tuition. Please refer to the initial fellowship award letter for specific requirements.
Scholarships

Please note that you do not have to apply for each scholarship individually. They are awarded to students who match criteria.

Bookbuilders of Boston Scholarship
This scholarship is awarded each spring to students in the Publishing and Writing program. Successful applicants will demonstrate a strong career interest in book publishing through past or current coursework, projects, employment, or extracurricular activities. 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 outstanding graduate students with financial need who are enrolled in the Communication Disorders program. The grant program is currently funded through the generosity of the Rowe Foundation.

Naomi Stroh Janover Scholarship
The award was established in 1992 and funded by an endowment from the estate of Mrs. Naomi Stroh Janover for graduate students in Communication Disorders who wish to work with young deaf and hard-of-hearing children. Each year, two incoming graduate students receive partial funding for their fall and spring semesters and are selected based upon the strength of their academic records. Also, two returning graduate students receive partial funding for their summer, fall, and spring semesters and are selected based upon their strong clinical and academic performance during their first year of graduate school. All students receiving this award must provide clinical services to the deaf and hard-of-hearing children and their families served by the Thayer Lindsley Program.

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.

Dr. Shelley Martin Scholarship
Established in 2007 in memory of Shelley Martin who had received a Master of Arts from Emerson in 2001. The $1,000 scholarship is awarded to a full-time graduate student who is a candidate for a Master of Fine Arts in Creative Writing and has financial need.

MFA in Writing Scholarship
Established in 2003 through the generosity of an anonymous funder, the scholarship is 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 in political communication. The one-year nonrenewable award is granted to an incoming graduate student in the School of 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 Writing, Literature and Publishing based on financial need and high academic standing.

Barbara S. Rutberg Graduate Scholarship in Fiction
Established in 2006 by alumna Barbara S. Rutberg ‘68 to recognize the creative writing of a full-time Master of Fine Arts candidate.

C. Marcia Wood Scholarship
Established in 2000 by a bequest from C. Marcia Wood ‘49, the award is 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. The 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 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 offer year-round events in hockey, basketball, baseball, football, and tennis.

172 Tremont Street and the Max Mutchnick Campus Center

172 Tremont Street is where collaboration meets community. It’s a destination where Emersonians come together for work and play, to share moments that contribute to the collective Emerson experience, and to be themselves. Located within 172 Tremont Street are: meeting and study spaces; the Multipurpose Room; “The Hub” social lounge; a Community Kitchen; the Cultural Center; the Center for Spiritual Life, including the Reflection Room and an ablution and private prayer space; and a service desk. Spaces within 172 Tremont can be booked through the service desk located on the main level or online through SpaceBook (events.emerson.edu/reserve). The Campus Center is used as a central place to study, socialize, or relax between classes.

The Max Mutchnick Campus Center, located at 150 Boylston Street, is home to several social spaces and amenities that serve the campus community, particularly students. Within the Campus Center the following are also located: the Office of Student Success, 150 Café, the Student Lounge, and the Quiet Study Lounge, as well as lockers that can be rented per semester upon request through the service desk at 172 Tremont.

The Cabaret and Owens Multipurpose Room (MPR)

Managed by Student Engagement and Leadership, the Cabaret and Owens Multipurpose Room (MPR) are function and performance venues available for use by SGA- and GSA-recognized organizations, as well as College departments on a space-available basis. The Cabaret, located at 52 Summer Street, is an appropriate venue for rehearsals, dramatic performances, comedy shows, concerts, performance-based spoken word events, receptions, workshops, or other social events. The MPR, located on the lower level of 172 Tremont Street, is an ideal venue for presentations, mid-sized meetings, or small receptions. These spaces can be booked through the service desk at 172 Tremont beginning on the first day of classes each semester or online through SpaceBook (events.emerson.edu/reserve). Other community members may request these spaces after priority bookings have been completed.

Off-Campus Student Services

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 well as being 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. One of the programs offered by the OCSS is the Massachusetts Bay Transit Authority (MBTA) discount pass program. In conjunction with the MBTA, Emerson offers a program in which subway, bus, and combo passes are available for purchase at a discount (currently 11 percent, 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 for information about rental housing options, roommate searches, or local realtors who work with Emerson students. OCSS can be reached at ocss@emerson.edu and 617-824-7863. Additionally, there are several helpful resources on the OCSS website (emerson.edu/ocss), including a database filled with available housing options and other students looking for roommates.

**Meals**

Graduate students are eligible to participate in the College's commuter meal plan. Information regarding the plan and charges can be obtained from the Office of Business Services. Commuter meal plans are only good for the academic year they were purchased. Unused meals and Board Bucks do not carry over to the next academic year.

Individual meals may also be purchased on a walk-in basis at any of the College's dining facilities.

**Center for Health and Wellness (CHW)**

The Center for Health and Wellness provides primary care and episodic illness/injury treatment for eligible graduate students. Graduate students who are enrolled in the College-sponsored insurance program and/or those who elect to pay the Health Fee are eligible for on-campus services.

The CHW offers general medical care, including GYN exams, immunizations, emergency contraception, PrEP, STD screening/testing, nutrition consultation, 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 CHW. Staff include nurse practitioners, a registered dietitian, a health and wellness educator, and a consulting general medicine physician.

All graduate students enrolled in the College insurance program will be assessed the health fee. Please review the insurance benefit and waiver information at universityhealthplans.com/emerson. You will be automatically enrolled in the College's insurance program unless an annual waiver is submitted by the waiver deadline.

The CHW is open Monday through Friday during the academic year. The center is closed on weekends, holidays, and school breaks. Emerson College is situated within two miles of five major hospital emergency rooms. 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 criteria below are required to submit medical history, a TB risk assessment questionnaire, and immunization verification.

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

Students can access the secure online student Health Portal at emerson.medicateconnect.com.

The following immunizations/screenings are required to be eligible to begin classes (July 15 deadline for fall enrollment and January 5 deadline for spring enrollment):
• Two doses of measles, mumps, and rubella vaccine(s). Generally, this is administered as a combination MMR vaccine given at least one month apart beginning at or after 12 months of age;
• Tdap, combined tetanus, diphtheria, and pertussis: one dose within the last 10 years; and
• Three doses of hepatitis B vaccine. This series may take up to six months to complete. If you are not immunized, you should begin the series as soon as possible. Details for dosing intervals are listed on the health form.
• Varicella (Chickenpox) Two doses; if given before age 13 at least three months apart. If given after age 13, two doses at least 30 days apart, or verification by documented laboratory test of immunity to varicella. If born in the United States before 1980, verification/immunization is not required except for Communication Disorder majors.
• TB Risk Assessment Questionnaire (Cannot be completed earlier than three months prior to start of classes.) If there is a YES response on the risk assessment, a TB skin test or blood test for tuberculosis must be submitted. Do not have TB skin test if you have had prior positive interpretation. Have the clinician complete the verification form.

Updated Immunization Requirements as of 2018–2019

• Meningococcal Vaccine (MCV-4) for all students under age 21 regardless of residence status.

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. There is a section on the Entrance Health Form for the clinician to document the reason for the medical exemption. Students who have not been immunized due to their religious belief may request a copy of the religious exemption form from the Center for Health and Wellness. In the event of an outbreak of a communicable infection, students with medical or religious exemptions will be excluded from participating in campus activities, internships, or other College functions until the local board of health determines the end of the quarantine period. (105CMR300.000), or
• 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, varicella, and hepatitis B, the student presents laboratory evidence of immunity. Documentation must be provided in English.
• The student reviews and submits the Massachusetts Department of Public Health Meningococcal Waiver form in lieu of the Meningitis vaccine.

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 by July 15 (fall enrollment) or January 5 (spring enrollment), a Health Hold will be placed on your registration and you will not be permitted to attend classes or register for additional classes at Emerson College until the requirements are met.

The information and access to the online student health portal will be available in early June at emerson.edu/admissions-aid/graduate-admission/accepted-students. You will use your Emerson ID and password to access the secure portal.

Health Insurance

State law mandates that all students enrolled at least ¾ time (6 graduate credits or more) must be continuously enrolled in a qualified insurance plan. Students will be automatically enrolled in the College-sponsored program unless they provide insurance information and submit an insurance waiver annually. Information on plan benefits and waiver requirements can be found at universityhealthplans.com/emerson.
Because Massachusetts state law requires any student participating in at least 75 percent of the full-time curriculum to have continuous medical insurance, Emerson is responsible for ensuring its students have continuous medical coverage.

If a student waives insurance at the beginning of an academic year, then loses coverage, he or she must notify University Health Plans at info@univhealthplans.com or 800-437-6448 to purchase health insurance through Emerson. Prorated plans are available.

Wellness Education
The Center for Health and Wellness coordinates programming on topics such as alcohol, marijuana, 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.

Graduate students with an interest in health advocacy may apply to be a member of the Student Health Advisory Board.

Counseling and Psychological Services
Emerson Counseling and Psychological Services (ECAPS) is an excellent place for Emerson students to begin looking for help with personal concerns, family problems, or other psychological issues. ECAPS serves as a resource to help students develop tools to succeed academically and socially and to assist with mental health concerns.

Location: 216 Tremont Street (Union Bank Building) on the second floor
Hours: Monday–Friday, 8:45 am–5:00 pm; evening hours on Tuesday and Wednesday until 7:00 pm.

Phone: 617-824-8595
For more information, visit emerson.edu/counseling-center.

Counseling provides the following services:

- Short-term counseling and psychotherapy
- Support and therapy groups
- Urgent Care hours: Monday–Friday, 2:00–3:30 pm
- Crisis intervention
- Psychiatric consultation for students in therapy at ECAPS
- Referrals to outside agencies, private psychotherapists, and psychiatrists
- After-hours crisis line: Graduate students can call 617-824-8595 and select to talk to a live therapist when ECAPS is closed evenings and weekends.

ECAPS’s facilities and services are available to all graduate students who choose to pay the health services fee. It 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. 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.

Student Accessibility Services
Emerson College is committed to providing access to its academic programs and social activities for all qualified students with disabilities. While upholding this commitment, we maintain the high standards of achievement that are essential to the College’s programs and services. In advancing these dual aims, we ensure that the College’s policies, practices, and procedures conform to federal and state statutes and regulations. Our philosophy is that students are independent and self-determined and that students with disabilities—just like all students—have control over their lives here at Emerson and are ultimately responsible for making their own decisions.
Emerson offers services through its Student Accessibility Services Office to students with documented physical, medical, visual, hearing, learning, and psychiatric disabilities. Any student with a disability who is seeking accommodations or who has specific questions about services at Emerson should contact the Student Accessibility Services Office by email at sas@emerson.edu or telephone at 617-824-8592, or see emerson.edu/student-accessibility-services. The Student Accessibility Services Office is located at 216 Tremont Street on the fifth floor.

Office of Intercultural Student Affairs

Intercultural Student Affairs (Intercultural) at Emerson centers humanity, compassion, and education at the forefront of everything we do; we honor, celebrate, and validate the narratives of marginalized voices, and, in turn, support community-based advocacy, reflection, and action. In short, we want to create and hold space for people to be who they are. Intercultural Student Affairs advises many student cultural organizations and supports all student organizations whose missions focus on topics in close alignment with the mission of the department. Additionally, Intercultural presents a variety of programs throughout the academic year.

Cultural Center

The Cultural Center was established to enhance the educational, cultural, and social needs of the campus community. It hosts a variety of formal and informal events for students, faculty, and staff. The Cultural Center is open Monday through Friday, 10:00 am to 5:00 pm as a drop-in lounge for the entire Emerson community. After 5:00 pm, the space is reserved exclusively for cultural organizations’ weekly meetings. Student organizations whose missions align with the work of the Cultural Center and Intercultural Student Affairs may request to use the Cultural Center for their weekly meetings. Approval is contingent upon availability. The facility can also be reserved for special intercultural events and meetings. Reservations can be requested online via Spacebook. Approval is contingent upon availability.

Office of International Student Affairs

In the International Student Affairs Office, students can find support and resource referrals for most situations they would encounter on campus. The Office of International Student Affairs strives to provide relevant, up-to-date information on F-1 student visa issues. Staff are available to process immigration forms; provide advice regarding I-20s; and help provide practical training and programming in conjunction with other on campus offices, including discussing issues related to academics and adjustment to the United States. The director plans orientation, informational meetings, and social programs for international students. The Office of International Student Affairs is located on the 10th floor of 120 Boylston Street and can be reached at 617-824-7858; its website is found at emerson.edu/international-student-affairs.

Optional Practical Training

Optional practical training (OPT) is a type of work authorization benefit available to most F-1 students. OPT is available for a total of 12 months during or after completion of studies. Students may choose to do some, all, or none of the optional training before graduation, but most students choose to take their 12 months of OPT after graduation. Students are eligible to apply for post-completion OPT no earlier than 90 days prior to the last day of the graduating semester and no later than 14 days prior to the last day of the graduating semester. Students are encouraged to plan ahead and apply early to avoid any delay or problem in the application process.
Center for Spiritual Life

The Center for Spiritual Life is an inclusive, multifaith hub for religious and spiritual programming, support, and education for the Emerson community. Its services and goals include:

- Supporting the role of religion and spirituality within the context of higher education and the Emerson community;
- Offering opportunities for religious and spiritual practice, learning, dialogue, service, and holiday observance;
- Programming across departments and disciplines to foster religious literacy and connection on campus;
- Providing one-on-one spiritual counseling to help Emerson community members cope, make meaning, and thrive amid struggle and loss, spiritual exploration, and life milestones;
- Bearing witness to injustice and oppression, and modeling good stewardship of the earth; and
- Advocating for the needs of underrepresented groups.

The office encourages people of all faiths, as well as secularists, humanists, atheists, and agnostics to take part in CSL events. Student groups include the Muslim Student Association; Catholic Newman Club; Hillel; Emerson Christian Fellowship; a multifaith zine called Kindling; and Mystic, for students interested in pagan and nature-based spirituality. Please visit emerson.edu/spiritual-life to learn more.

Reflection Room

The Reflection Room offers a quiet, peaceful space for spiritual and religious practices. The room is regularly used for events such as guided meditations, praise and worship, and Bible study. Prayer rugs, ablution materials, and a Qibla sign indicating the direction of Mecca are also provided to support Muslims in prayer. Requests to reserve the Reflection Room can be made by Emerson community members. For additional information, visit emerson.edu/spiritual-life.

Athletics and Recreation

The Department of Athletics coordinates the College’s varsity, intramural, and recreational sports programs. Athletics at Emerson is an opportunity for student-athletes to bring out their best through competition and to learn valuable lessons on and off the field that will stay with them throughout their lives. Lessons about teamwork, self-discipline, accountability, and effort help shape a well-rounded individual.

Emerson College is a Division III member of the National Collegiate Athletic Association (NCAA), the Eastern College Athletic Conference (ECAC), and the New England Women’s and Men’s Athletic Conference (NEWMAC).

A student-athlete who is enrolled in a graduate or professional school of the college or university that he or she previously attended as an undergraduate student may participate in intercollegiate athletics, provided he or she has eligibility remaining and within the first 10 full-time semesters of collegiate enrollment for Division III. Students who attended Emerson as undergraduates should contact the Athletics Department about interest and potential participation.

Fitness Center

The Emerson College Fitness Center (ECFC) 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. At no cost to the Emerson community, the ECFC provides state-of-the-art strength training, cardiovascular and free weight equipment, and a studio where a daily schedule of aerobic, dance, yoga, and conditioning classes are offered.
Social Justice Center

The Social Justice Center works with and supports individuals and communities through advocacy, support, and radical care. Our community and organizing work is informed by Black feminist theory, Decolonization, Critical Trans Politics, Abolition, Healing Justice, and Transformative Justice. We believe in the power of individual and community self-determination and engage in an ongoing practice of praxis—reflection and action. We seek to deepen our own liberatory practices and work to create liberatory spaces for others.

Please feel free to visit us in the Social Justice Center at 120 Boylston Street, 10th Floor; the Elma Lewis Center at 148 Boylston Street; Healing and Advocacy Collective at 180 Tremont Street, 3rd Floor; and Title IX Access and Equity in the Transportation Building, 8 Park Plaza, 2nd Floor. For more information, please visit emerson.edu/social-justice-center or like us at facebook.com/SocialJusticeCtr.

Healing and Advocacy Collective

No one should make you feel like you can’t be yourself or that decisions are not consensual. If you are feeling:

- Anxious or panicked
- Sad or depressed
- Checked out or disinterested
- Unsure or overwhelmed
- Numb, unreal, or out of body
- Run down, sick, or tired
- Not hungry

Your feelings make sense and are valid.

It’s not your fault. These things are rooted in power and control, take choices away from survivors, and make consent impossible:

- Emotional Abuse
- Threats & Intimidation
- Verbal Abuse
- Sexual Assault
- Physical Harm
- Cultural Abuse

We believe you.

We’re Here. Connect with Greta and Melanie, free and confidential counselor/advocates. Call, email, or stop by, no appointment necessary:

- 617-824-8857
- Ansin Building, 180 Tremont Street, Rooms 303–304
- advocate@emerson.edu
- emerson.edu/healing
- facebook.com/HealingandAdvocacyCollective
- twitter.com/HealingAdvocacy
- instagram.com/HealingandAdvocacyCollective
- instagram.com/TrumanTales

We can:
- Provide ongoing trauma-informed support;
- Request No Contact Orders and academic accommodations;
- Go to Title IX meetings as your advocate;
- And more…

You get to pick what works for you.

We recognize that people of any race, ethnicity, gender identity, gender expression, sexual orientation, faith, socioeconomic status, age, ability, veteran status, and citizenship status can be impacted by power-based interpersonal violence and we’re here to support Emerson students (domestic, international, undergraduate, graduate); faculty; and staff.

Healing & Advocacy envisions a world where all communities are committed to community-building, radical care, and justice—a world where violence does
not seem inevitable. We are all accountable to interrupt the norms and behaviors that reinforce harm and oppression. It is not only up to survivors to change things. It requires social change, and we’re all a part of that. Everyone can do something. Here are some ideas about how to get involved throughout the year:

• Participate in an active bystander intervention workshop
• Try out our trauma-informed yoga
• Follow us on Instagram and Facebook
• Consult with us on a class paper, project, thesis, or capstone
• Connect with us for student organization meetings, events, and additional activities
• Visit with Truman the therapy dog

Title IX Access & Equity

The Office of Title IX Access & Equity coordinates Emerson’s compliance with Title IX, VAWA, Clery, and the College’s Sexual Misconduct Policy. Coordination includes in part, receiving complaints, providing support to students, monitoring the investigation process, post investigation and sanction process, monitoring outcomes, identifying and addressing patterns, assessing the effect on campus climate, and providing institutional oversight and Title IX training.

The office works to promote a culture where members of the College community feel heard, safe, and respected. It recognizes that interpersonal violence undermines the ability of members of our community to thrive. Therefore, when community members are impacted by interpersonal violence, the office will work with them to provide interim measures, protective measures, and accommodations. Title IX Access & Equity works continuously to protect the rights of all community members and provide a fair process for all parties.

Title IX Access & Equity values an inclusive, diverse, and respectful learning, living, and working environment and it continually works to ensure that no person in the Emerson community is denied this opportunity because of discrimination or harassment based on sex or gender, including gender identity and gender expression. The office believes that equal access and full participation as an Emerson community member is critical to individual success and to Emerson’s vision as an intellectual and creative community in which teaching, learning, scholarship and creative work are accomplished at the highest levels.

If you have questions about Title IX, VAWA, Clery, or the process for responding to interpersonal violence please call, email, or stop by the office at: The State Transportation Building (also known as City Place Food Court), 8 Park Plaza, Room 230 Boston, MA 02116 Email: titleix@emerson.edu Phone: 617-824-8999 emerson.edu/titleix
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 opportunities for social interaction and professional contacts. The GSA sponsors and helps support the professional programming and social activities of the approved graduate student organizations (GSOs). The GSA also provides support for individual graduate student research and professional development projects and activities such as travel, conference attendance, site research, and other research expenses. The GSA works with the Office of Graduate Studies.

Graduate Student Organizations

CSD Connections

The purpose of CSD Connections is to provide Communication Sciences and Disorders graduate students with a base for social and professional interaction, to encourage and promote CSD graduate student activities, to provide effective channels for expression concerning all aspects of department and College life, to sponsor educational lectures featuring scholars and professionals in the CSD field, to encourage and promote professional development through the sponsorship of grants, and to recognize outstanding CSD graduate students.

Graduate Reading Series

The Graduate Reading Series provides a platform for all graduate students at Emerson College to share their work in a public forum. It provides a location, food, beverages, and an environment in which anyone can be comfortable reading any kind of writing. Especially for writing-focused graduate students, opportunities to read their work in a public setting are absolutely necessary. This GSO provides graduate students with experience in public speaking, feedback on their work, and the chance to meet and form lasting connections with other students interested in writing.

Graduate Students for Journalism

The purpose of Graduate Students for Journalism is to provide Journalism graduate students with a base for social and professional interaction, to encourage and promote Journalism graduate student activities, to provide effective channels for expression concerning all aspects of department and College life, to sponsor educational lectures featuring scholars and professionals in the Journalism field, to encourage and promote professional development through the sponsorship of grants, and to recognize outstanding Journalism graduate students.

Graduate Students for Publishing

The mission of Graduate Students for Publishing is to create networking opportunities and professional relationships centered within the publishing industry. Their creative learning projects will incorporate career advancement strategies, interactive opportunities, and bridge the gap between various student groups at Emerson interested in publishing. The purpose of this organization is to provide graduate students interested in publishing with a base for social and professional interaction; to encourage and promote Writing, Literature and Publishing (WLP) graduate student activities; to provide effective channels for expression; to sponsor educational lectures featuring scholars and professionals in the WLP field; and to encourage and promote professional development.

Graduate Students for Strategic Marketing Communication

Graduate Students for Strategic Marketing Communication (GSSMC) exists to promote the idea of strategic marketing communication and its purpose in business environments through
career-focused events and discussions. GSSMC also works to help graduate students of the Strategic Marketing Communication program to make connections with the marketing communication world and professionals in fields such as marketing, advertising, media, and public relations. In the past, it has brought in guests for discussions from organizations such as the American Marketing Association, the Massachusetts Interactive Media Council, Collective Next, and Ms. Mannersmith. This organization’s goal is to help nurture future pioneers and leaders of integrated marketing communication.

**International Graduate Student Organization**
The International Graduate Student Organization (IGSO) is dedicated to enhancing the campus experience for international graduate students and serving their specific needs. The IGSO provides a base for social interaction and networking opportunities such as festivals, food fests, workshops, and meetings. Bridging the gap between international and domestic students, and promoting conversation between these two communities, are also major goals of the IGSO.

**Media Design Consortium**
The purpose of Media Design Consortium is to provide Emerson graduate students with a base for professional interaction and social connection; to encourage and promote the values of the Media Design program; to provide effective channels for supporting civic engagement in the local Boston community; to connect Emerson graduate students with projects and learning experiences of the Emerson Engagement Lab; to sponsor educational lectures featuring scholars and professionals in the areas of civic media, visual media art, civic engagement, and game design; to encourage and promote professional development through the sponsorship of grants; and to recognize outstanding Media Design graduate students. Media Design Consortium membership will expose members to speakers, activities, and events dealing with government, international aid organizations and community-based organizations, preparing them for a variety of roles as creative leaders, makers, and thinkers.

**MFA Production Collaborative (Film and Media Art)**
The purpose of the MFA Production Collaborative is to provide Visual and Media Arts (VMA) graduate students with a base for social and professional interaction, to encourage and promote VMA graduate student activities, to provide effective channels for expression concerning all aspects of department and College life, to sponsor educational lectures featuring scholars and professionals in the VMA field or any other field that will provide the VMA graduate student a strong professional background, to encourage and promote professional development through the sponsorship of grants, and to recognize outstanding VMA graduate students.

**New England Graduate Media Symposium (NEGMS) Committee**
The purpose of the NEGMS Committee is to organize a yearly event, New England Graduate Media Symposium, hosted by the Visual and Media Arts Department. The purpose of this symposium is to create an occasion for graduate students to formally present media-based work to each other, faculty members, and professional colleagues. The symposium intends to foster the spirit and practice of exchange, collaboration, and intellectual community among members of the area’s various graduate programs and to function as a springboard for future projects.

**PRGrads**
PRGrads provides Public Relations graduate students with a base for social and professional interaction. The group encourages and promotes Public Relations graduate student activities, provides effective channels for expression concerning all aspects of
department and College life, sponsors educational lectures featuring scholars and professionals in the Public Relations field, encourages and promotes professional development through the sponsorship of grants, and recognizes outstanding Public Relations graduate students.

Redivider

*Redivider* is Emerson’s graduate student–run, nationally acclaimed literary magazine. A journal of new literature, *Redivider* publishes work by emerging and established writers in all genres including poetry, fiction, creative nonfiction, and graphic narrative. *Redivider* also runs the Beacon Street Prize in poetry, fiction, and nonfiction, as well as the Blurred Genre Contest. Newly online, and published twice annually, new issues appear each winter and spring. Submissions are welcome year-round.

Theatre Education Graduate Association

The Theatre Education Graduate Association (TEGA) is dedicated to providing networking and professional development events for its graduate students, as well as building a strong Theatre Education graduate community. Annual events include a cabaret, guest speakers, theater game swaps, workshops, a TEGA production, and an end-of-the-year celebration.

Writers of Color

The purpose of Writers of Color at Emerson is to create a space for graduate students to meet to discuss their experiences in the classroom and to collaborate on their creative pursuits. Writers of Color at Emerson actively engages the broader literary community; supports and nurtures community in our pages and beyond; and welcomes and serves historically underrepresented voices, including those marginalized due to class, gender, race, and sexuality.

Other Emerson Student Organizations

Undergraduate student organizations are recognized and supported by the Office of Student Engagement and Leadership (SEAL). You can find information about all of Emerson’s undergraduate organizations on EmConnect at emconnect.emerson.edu.
Student Awards

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.

Dean of Graduate Studies Award
The Dean of Graduate Studies Award is given to an individual or group of graduate students in recognition of outstanding service to the College or the community.

The Graduate Program Awards
The Graduate Program Awards are given to a graduating student in each of the graduate programs for significant scholarly or artistic achievement in his or her program. Criteria are set and awardees are selected and recognized by their program faculty.

The Betsy Carpenter Playwriting Award
Established in 2005, the award honors Betsy Carpenter, the nationally renowned director and dramaturge who was a long-time instructor of playwriting at Emerson College. The award is to further the career of a playwright by helping to defray the costs of production or reading of a full-length play (excluding musicals) at a professional theater company. The hope is for winners to use the prize to introduce themselves to regional theater companies, acting talent suitable for roles in the play, and established directors. Graduate students in their final year of study are eligible. Applicants graduating at any point in that academic year will be eligible for consideration.

Evelyn Horowitz Video Poetry Prize
An annual award for the best original video based on a poem written by a contemporary poet (one that is living and still writing). The award will be given to a student or group of students who are enrolled in an undergraduate or graduate program at the time the video was made. The award will not be given to the same person two years in succession. Criteria will be literacy of the poem, oral interpretation of the poem, and video interpretation of the poem. An award committee consisting of the chairs of the departments of Communication Studies; Visual and Media Arts; and Writing, Literature, and Publishing; or the chair’s designee will select the recipient.

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 and commitment to writing plays for the stage.

The Robbins Center Award for Clinical Excellence
The Robbins Center Award for Clinical Excellence is presented to a graduating master’s student in the speech-language pathology program who has consistently demonstrated outstanding clinical performance.

Cecil and Helen Rose Ethics in Communication Award
Established in 1994 by Emerson alumna and Trustee Emerita Helen Rose, this award is for a student in the School of Communication with an interest in ethics in political communication/advocacy. The selection committee for this award includes the School dean and, at the dean’s discretion, department chairs or other members of the faculty.
Iwasaki Library

The Iwasaki Library supports teaching, learning, research, and creative work at Emerson College by facilitating access to resources; providing a welcoming, flexible learning environment; and creating opportunities for discovery and connection. With approximately 140,000 books; 170,000 e-books; 20,000 media items; 381 serial subscriptions; and access to 60,000 electronic journals, the collections supports graduate-level research in the School of Communication and the School of the Arts. In addition, the library retains copies of Emerson graduate theses. The College Archives houses materials on the history and development of the College (including photograph and video collections), Emerson publications, and special collections, including the American Comedy Archives.

Many collections and services are available to graduate students 24 hours a day via the library’s website at emerson.edu/library. The website provides access to the library catalog, more than 100 databases, full-text journal articles, and research guides. The library offers a variety of study spaces ranging from armchairs to carrels to tables and small group study rooms. Computers include 6 library-use laptops, 3 iPads, 23 Mac computer workstations, an adaptive technology workstation, 2 scanners, and a classroom with 20 dual-boot Macs. Ten media viewing rooms are equipped with wall-mounted LCD panel displays that can be used for collaborative work.

Library staff answer questions in person, by phone, email, chat, and text message. Graduate students who are working on a thesis, creative work, or research-intensive project can meet with librarians for in-depth help by contacting the library or booking an in-person research consultation. Throughout the year, librarians conduct course-integrated instruction sessions in several graduate courses.

As a member of the Fenway Library Organization (FLO), the library shares an online catalog with—and has access to the materials of—Emmanuel College, Lesley University, Massachusetts College of Art and Design, Massachusetts College of Pharmacy and Allied Health Sciences, Museum of Fine Arts, New England College of Optometry, New England Conservatory of Music, and Wentworth Institute of Technology. Emerson students, faculty, and staff also have access to materials from Simmons College, Suffolk University, and the University of Massachusetts Boston through FLO.

For more information about the Iwasaki Library, please consult the website, emerson.edu/library, call 617-824-8668, or email reference@emerson.edu.

Information Technology

Emerson IT strives to be a trusted and collaborative partner in the development of innovative and sustainable technology solutions. Its mission is to foster creativity and learning across the College’s global campus.

Our Boston campus features lab and classroom spaces with more than 500 computer workstations providing a variety of software to support students’ academic needs and creative pursuits. Industry-standard applications are available, including Adobe Creative Cloud, Autodesk Maya, Avid Media Composer, Final Cut Pro X, and Unity Pro. Students are provided network storage space for real-time and collaborative video editing. Enrollment in the relevant coursework grants access to specialty labs featuring large-format photo printing, 3D printing, color-calibrated monitors, graphics tablets, and film and photo scanners.

Each student’s Emerson account includes secure access to email, online storage, lab workstations, and high-speed internet. Using their Emerson email, students can also download Adobe Creative Cloud and Microsoft Office onto their personal laptops for
free. Academic resources include G Suite for Education, Canvas for online course management, video hosting, and Box for secure cloud storage of data. Emerson students receive free access to LinkedInLearning.com, an online training library with thousands of video tutorials and practice files.

Media Services, located on the fourth floor of the Ansin Building, circulates video equipment for non-production classes, including digital cameras, tripods, and audio recorders. Students enrolled in specific Visual and Media Arts or Writing, Literature and Publishing courses can borrow iPads and e-readers from Media Services. Media Services also circulates laptop computers and audiovisual presentation equipment. Other services include classroom and event audiovisual support, and facilitating videoconferencing.

The IT Help Desk, located on the fourth floor of the Walker Building, offers assistance to all students, faculty, and staff with any technology-related questions. During the academic year, the Help Desk and labs are open seven days a week and most nights until 10:00 pm. Students can also visit the IT website it.emerson.edu to access step-by-step guides or submit a help request online.

**Career Development Center**

Emerson’s Career Development Center is committed to assisting graduate students in planning for the future by promoting the skills needed for long-term career management. This includes developing sound career planning and management strategies, as well as assisting with internships (credit bearing or not) during their academic program and job search skills that they will be able to use during their Emerson experience and throughout their careers.

The office’s many offerings include the following:

- Individual assistance with self-assessment, career exploration, career decision making, internship/job searching, résumé/cover letter writing, and other career-related issues
- Extensive resources of communication- and arts-related career exploration materials, industry guides, trade publications, career education for international students, and professional development guides
- Career- and industry-related speakers, panels, and events such as the Boston Experience
- Résumé writing, interview preparation, and other career-related education
- Assistance with internship search including options for academic credit
- Job search preparation, including networking and mentoring opportunities with alumni and other industry professionals
- Online job and internship listings, internship fairs, and much more

**emersonNEXT**

emersonNEXT is a professional development program that prepares Emerson graduate students for the “next” step of their career paths through skill and career preparation workshops, guest speakers, and networking opportunities. The program, which is a joint effort of the Career Development Center, the Office of Graduate Studies, and Alumni Relations, coordinates opportunities that allow students to explore their potential beyond the classroom and see how their Emerson education can translate into the workforce and field of their choice.

**English Language Learning Initiatives**

All Emerson English Language Learning (ELL) initiatives are dedicated to helping students whose native language is not English and would benefit from further academic English language support. The purpose of these initiatives is to advance academic communication as well as the personal and professional development of Emerson’s international and non-native English language speakers’ community. Through assessments, referrals, and self-advocacy from the student, these initiatives
provide students with the resources to enhance the skills they currently have to further their success at Emerson. Academic support and coursework are designed to help students gain knowledge, increase confidence, and acclimate to the United States and the US system of higher education.

Emerson ELL programming offers free English language courses, housed within the Office of Internationalization and Global Engagement (IGE), in speaking; writing; professional communication; public speaking; and how to communicate effectively with administrators, professors, and fellow students. These courses are designed for graduate students, with undergraduate students having the option to participate, and focus on preparing students for academic success, a deeper understanding of American culture, and professional careers beyond Emerson College. All courses are taught by professional ELL instructors with years of teaching experience.

Internationalization and Global Engagement

The Office of Internationalization and Global Engagement (IGE) is charged with utilizing Emerson’s collective talent, energy, and human and financial resources to support compelling transformation and change in international education across disciplines and around the world. IGE plays a central role in helping students realize their leadership potential with the full understanding of this country's role in international affairs and national civic improvements.

In this regard, IGE provides leadership in comprehensive internationalization and assists the College in realizing its goal of being the world's leading institution of higher education in arts and communication.

To support this intent, the following seven initiatives frame the work of IGE:

1. Develop deep and strategic global partnerships
2. Provide students with unique and excellent global learning experiences
3. Internationalize the curriculum
4. Recruit and support international students and short-term summer program participants
5. Provide Emerson faculty with international and development opportunities
6. Explore and implement additional "global portals" to create new flexible models for providing an Emerson education to undergraduate students around the world.
7. Fully utilize the Boston, Los Angeles, and the Netherlands campuses to support internationalization and global engagement.

Dr. Anthony Pinder in IGE also acts as the institutional representative in several fellowships available for graduate students, such as the Fulbright Program, Point Scholarship, Marshall Scholarship, Rhodes Scholarship, and others.

Internationalization and Global Engagement

Lacerte Family Writing and Academic Resource Center (WARC)

The Lacerte Family Writing and Academic Resource Center (WARC) offers a variety of academic support services to all Emerson students. The center provides individualized consultations on all phases of the writing process. In addition, the center offers support in study strategies, including time management. For international students who are non-native English speakers, appointments focused on language and grammar development are also available. The WARC works with graduate programs to provide academic support. Professional academic support specialists are on staff to assist students with specific needs and requests. The WARC's goal is to help students develop strategies and skills necessary for academic success.
Office of Alumni Engagement

The Office of Alumni Engagement supports alumni as they connect with each other and the College for life. Working closely with the Alumni Board of Directors, the Engagement Office encourages alumni to engage with each other and the life of the school today by joining and leading alumni chapters; attending on-campus events, including our flagship event, Alumni Weekend; staying informed about College by reading our communications; and by supporting the College financially through the Annual Fund.

The office encourages alumni to stay informed by reading our printed magazine, Expression, which is mailed to all alumni three times a year; by engaging with our regional and affinity groups online as well as our official social media channels; and by reading our monthly e-newsletter.

Office of Research and Creative Scholarship

The Office of Research and Creative Scholarship (ORCS) works to advance the College’s mission by assisting faculty, staff, and students with bringing in external funding (grants) to support their scholarly efforts and creative work. ORCS also manages the application process and management of numerous internal funding initiatives. With regard to graduate students, the office assists students with identifying and applying for grant-funded research assistantships and fellowships.
Policy Statements

The following is a partial list and description of selected policies relevant to graduate study. For up-to-date and additional College policies, visit emerson.edu/policy.

Accreditation

Emerson College is accredited by the New England Association of Schools and Colleges, Inc., a nongovernmental, 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 that 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: New England Association of Schools and Colleges, The Sanborn House, 15 High Street, Winchester, MA, 01890; 617-729-6762.

Policy Against Discrimination, Harassment, and Retaliation

Policy Statement:
All forms of unlawful discrimination, harassment, and retaliation are prohibited at Emerson College.

Reason for the Policy:
The purpose of this policy is to comply with all applicable laws surrounding policies related to discrimination, harassment, and retaliation.

Statements of Elaboration of Policy, if any.

Emerson College Policy Against Discrimination, Harassment, and Retaliation

Emerson’s Commitment to Nondiscrimination
Emerson College ("Emerson" or “the College”) is committed to fostering an environment of mutual respect among its students, staff, and faculty, as well as others who participate in the College’s programs and activities. As part of this commitment, Emerson seeks to protect the rights

Notice Regarding the Contents of this Catalogue

Emerson College attempts to ensure that the material published in this catalogue is accurate at the time of publication. However, the information contained in this catalogue does not constitute a contract between the College and its students. Emerson College reserves the right to correct or change any provision or requirement in this catalogue at any time. The College specifically reserves the right to change its tuition rates and other financial charges. The College also specifically reserves the right to rearrange its courses and class hours, to drop courses for which registration falls below the required minimum enrollment, and to change teaching assignments.

For further information, contact:
Office of Graduate Studies
Emerson College
120 Boylston Street
Boston, MA 02116-4624
617-824-8612
emerson.edu
GradStudies@emerson.edu
of all members of the College community and any other persons having dealings with the College, and prohibits discrimination and harassment on the basis of gender or sex (including pregnancy), gender identity or expression, race, color, religion or religious creed, sexual orientation, national origin, ancestry, disability or handicap, age, genetics, marital status, veteran status, and any other category protected by law (“protected characteristics”).

Emerson expects that its students, faculty, staff, vendors, contractors, alumni, and guests will conduct themselves appropriately and refrain from behavior that violates this and other College policies. Accordingly, individuals who discriminate against or harass others in violation of this policy, regardless of whether such conduct rises to the level of unlawful discrimination or harassment, may be subject to disciplinary action up to, and including, immediate termination of employment, association with Emerson, or dismissal from Emerson.

Individuals Covered Under This Policy
This policy applies to all members of the Emerson College community, including students, employees, and Emerson-affiliated third parties.

For the purposes of this policy, employees include students, part-time and full-time faculty, and all members of Emerson’s staff.

Emerson–affiliated third parties may include, but are not limited to, independent contractors, volunteers who perform work for the College, vendors, alumni, and guests or visitors of the College.

Coordination of the Policy Against Discrimination, Harassment, and Retaliation and Sexual Misconduct Policy
Emerson recognizes that discrimination or harassment prohibited by this policy can occur in conjunction with discrimination or harassment prohibited by the Sexual Misconduct Policy. Targeting individuals on the basis of any protected characteristics violates Emerson’s community standards and College Policy. When misconduct relates solely to an individual’s sex, gender identity, or gender expression (referred to collectively as “gender-related status”), the College may address such conduct pursuant to the processes described in the Sexual Misconduct Policy. When the College receives a report that a community member has engaged in misconduct related to a person’s gender-related status and other protected characteristics, the College has discretion to decide under which policy or policies to address the report and will coordinate the investigation and resolution efforts.

Reservation of Rights
Emerson recognizes that reports of violations of this policy can occur in conjunction with reports of conduct which may constitute a violation of other College policies. When a member of the Emerson community is reported to have engaged in conduct violating this policy and others (excluding Sexual Misconduct), the College will ordinarily review the reported violations collectively pursuant to the Process for Resolving Reports of Conduct in Violation of This Policy, set forth below. The Chief Human Resources Officer (“CHRO”), or designee, will generally investigate the reported misconduct and reach conclusions concerning all policy violations. If the CHRO, or designee, concludes that there has been a violation(s) of this policy and any other College policies, the CHRO, or designee, will determine the responsive action for all misconduct. If the CHRO, or designee, concludes that there is insufficient evidence to support a violation of this Policy, but that there is sufficient evidence to support a violation of other policies, the CHRO, or designee, may determine the responsive action for the other misconduct, or may refer the other violations for resolution by other College administrators, as deemed appropriate by the CHRO, or designee, in his or her discretion and may consult with other College officials to make this determination.
Definitions
Discrimination is unfavorable, unfair, or inequitable treatment of a person or a “class” of people based on protected characteristic(s) such as gender or sex (including pregnancy), gender identity or expression, race, color, religion or religious creed, sexual orientation, national origin, ancestry, disability or handicap, age, genetics, marital status, veteran status, or any other category protected by law. Examples of discrimination may include, but are not limited to, denying an individual a job or a promotion, or denying a student the opportunity to participate in an educational activity because of his or her protected characteristic(s).

Discriminatory harassment is harassment based on an individual’s protected characteristic(s). Discriminatory harassment is conduct that degrades or shows hostility toward an individual because of his or her protected characteristic(s) and which: (1) has the intent or effect of unreasonably interfering with the individual’s employment or enrollment, or (2) has the purpose or effect of creating a hostile, intimidating or offensive working, living, or learning environment (“hostile environment”).

Sexual harassment is a form of sex discrimination, and includes harassing, or otherwise abusing, an individual based on the individual’s sex, gender, or gender identity or expression. Sexual harassment violates both this policy and Emerson’s Sexual Misconduct Policy.

A person may be found to have engaged in sexual harassment if the person makes unwelcome sexual advances or requests for sexual favors, or engages in other verbal or physical conduct of a sexual nature where: (1) submission to such advances, requests, or conduct by an employee or student is made either explicitly or implicitly a term or condition of his or her employment or educational experience (“quid pro quo” harassment); or (2) such advances, requests, or conduct have the purpose or effect of unreasonably interfering with an employee or student’s professional or educational performance by creating an intimidating, hostile, humiliating, or sexually offensive work or educational environment (“hostile environment” harassment) or impacts participation in College-related programs or activities.

All persons, regardless of gender, can be perpetrators of, or subject to, of sexual harassment. Sexual harassment may involve conduct toward members of the same or opposite sex as the harasser. Whether unwelcome sexual conduct rises to the level of sexual harassment depends on the severity or pervasiveness of the conduct. Sexual harassment may include, but is not limited to, the following:

- Unwelcome physical touching of a sexual nature that include lewd, obscene, or sexually suggestive displays or sex-based or gender-based remarks;
- Unwelcome verbal comments of a sexual nature (lewd jokes; sexual inquiries or comments about individuals’ bodies; repeated requests for dates; or comments about one’s sexual activity, deficiencies, or prowess);
- Displaying or distributing sexually suggestive objects, pictures, cartoons, graffiti, drawings, media, or written materials;
- Physical contact, such as touching, hugging, kissing, patting, or pinching, that is uninvited and unwanted or unwelcome by the other person;
- Acts of sexual violence including rape, sexual assault, battery, and coercion; and/or
- Repeated unwelcome social invitations, sexual flirtations, advances, propositions, or unwanted requests for sexual favors.

Sexual harassment refers to behavior that is not welcome and can occur in a variety of situations, which share a common element: the unwelcome introduction of sexual activities or comments into the work or academic environment on the basis of sex. Harassing conduct need not be motivated by sexual desire in order to constitute unlawful sexual harassment.
Sexual harassment often involves relationships of unequal power. Such situations may contain elements of coercion, such as when compliance with requests for sexual favors becomes a condition for granting privileges or favorable treatment on the job or in the classroom. However, sexual harassment may also involve relationships among persons of equal authority or power, such as when repeated unwelcome advances or demeaning verbal comments by staff, faculty, student, or affiliate toward another staff, faculty, student, or affiliate unreasonably interferes with a person’s ability to perform his or her work or enjoy an academic environment free of harassment. Sexual harassment can also involve behavior directed to and/or by students of the College, as well as staff, faculty, and non-employee of the College.

Retaliation is taking a materially adverse action(s) against someone because the individual has in good faith reported a possible violation of this policy or participated in the College’s review or investigation of a reported violation of this policy. For example, terminating or expelling an individual because the individual has in good faith reported conduct in violation of this policy may constitute retaliation. Retaliation is strictly prohibited by the College.

Examples of Conduct that Constitutes Discrimination or Harassment in Violation of this Policy
Depending upon the circumstances and how they impact the workplace, educational programs, activities, or the academic environment, examples of discrimination or harassment in violation of this policy may include, but are not limited to, the following types of conduct:

- Making decisions about a person’s employment, compensation, or education based upon or motivated by the person’s protected characteristic(s);
- Verbal or physical abuse, offensive innuendo or derogatory words, epithets, or comments concerning, based on, or motivated by a person’s protected characteristic(s);
- A display of objects, pictures, or other media that creates a hostile working/learning environment based on or motivated by a person’s protected characteristic(s); or
- Failure to provide religious or disability-related accommodations when required by applicable law.

Consensual Relationships
See the Policy for Consensual Relations: Staff at emerson.edu/policy/consensual-relations-staff and the Policy for Consensual Relations: Faculty at emerson.edu/policy/consensual-relations-faculty.

Responsibilities of College Community Members
Each member of the College community is personally responsible for adhering to this policy and may not discriminate against or harass anyone in the College community. College community members are also expected to cooperate in any investigation of alleged harassment or discrimination, if requested to do so by the College. Failure to cooperate in an investigation of a report of harassment or discrimination, including, but not limited to, failure to meet with College administrators concerning the report, may lead to corrective action, up to, and including, dismissal, termination of employment, association with Emerson, or dismissal from Emerson.

Any person who observes an incident that may constitute a violation of this policy or who otherwise becomes aware of such an incident is strongly encouraged to immediately notify one of the listed officers below. Individuals in supervisory capacities who observe an incident that may constitute a violation of this policy or who otherwise become aware of such an incident must immediately notify one of the listed officers below.

In the educational setting within the College, there exists latitude for a faculty member’s professional judgment in determining the appropriate content
and presentation of academic material. Academic curriculum and pedagogical goals that serve legitimate and reasonable educational purposes may not, in and of themselves, constitute sexual harassment or other unlawful discrimination. However, those participating in the educational setting bear a responsibility to balance their professional academic responsibilities and academic freedoms with consideration of the reasonable sensitivities of other participants. Nothing contained in this policy shall be construed to limit the legitimate and reasonable academic responsibilities and academic freedoms of the College’s professional educators.

**Report Process**

**Reporting an Incident of Discrimination or Harassment**

If any member of the Emerson College community has witnessed or been subjected to discrimination or harassment prohibited by this policy, whether by a supervisor, a co-worker, faculty member, student, vendor, contractor, or any other person with whom the individual has come in contact at the College, the individual is strongly encouraged to (or, in the case of supervisors, must) report the incident promptly to any of the following persons:

- Chief Human Resources Officer (“CHRO”), 617-824-8133
- Dean of Campus Life, 617-824-8640
- VP, General Counsel, 617-824-8908

**Note:** Emerson College Police should be immediately notified of harassment, stalking, threats, assault, or other acts of violence at 617-824-8555.

Any person who receives a report of harassment or discrimination from a student, faculty, staff, or other College community member, or who otherwise knows or has reason to believe that a student, faculty, staff, or other College community member has been subjected to harassment or discrimination, must report the information promptly.

The only exception to the reporting requirement is that persons designated by Emerson as “confidential” reporting options need not share information that they receive in confidence, except if they are required to do so under law, such as the obligation to report knowledge of child abuse or belief that a person poses an imminent and ongoing threat of harm to a person or persons. Information concerning the contact information for confidential resources and support options is available in the Sexual Misconduct Policy in Section V, Part C.

Except for employees designated as confidential resources (see Sexual Misconduct Policy, Resources, in Section V, Part C), all Emerson employees and Emerson-affiliated third parties are required to promptly inform the CHRO about incidents of sexual harassment reported to have been committed by Emerson community members. Similarly, except for employees designated as confidential resources (see Sexual Misconduct Policy, Resources, in Section V, Part C), all Emerson employees and Emerson-affiliated third parties must report to the CHRO any conduct of which they have direct knowledge, and which they in good faith believe constitutes sexual harassment in violation of this policy.

**Timeliness in Reporting**

The College encourages the prompt reporting of information concerning a possible violation of this policy so that timely and effective action can be taken. Prompt reporting of incidents of discrimination or harassment allows the College to investigate while the memories of the individuals involved are fresh. Early reporting and intervention is the most effective method for resolving reports of discrimination and harassment.
Corrective Action
If the College’s investigation concludes that a member of the Emerson community has engaged in misconduct constituting discrimination, harassment, or retaliation in violation of this policy, the College may take prompt corrective action to eliminate the misconduct and to put measures in place to prevent its recurrence and correct its effects, including, where appropriate, imposing discipline on the offender. Such disciplinary action may include but is not limited to the following:

For Employees and Emerson–Affiliated Third Parties
Reprimand, change in work assignment, loss of privileges, mandatory training or suspension and/or immediate termination, or end of contractual or business relationship with the College.

For Students
Censure, disciplinary probation, loss of privileges, educational assignment, counseling, deferred suspension, suspension and/or dismissal.

Confidentiality
All actions taken to investigate and resolve reports of violations of this policy shall be conducted with privacy to the extent possible without compromising the thoroughness and fairness of the investigation and in accordance with applicable law. To conduct a thorough investigation, the CHRO or designee may discuss the report with witnesses and other individuals involved in or affected by the report, and with persons necessary to assist in the investigation or to implement appropriate corrective actions, as appropriate in the discretion of the CHRO or designee. Therefore, the College cannot make promises of confidentiality.

Protection Against Retaliation
Retaliation against an individual for reporting discrimination or harassment or assisting in providing information relevant to a report of discrimination or harassment is strictly prohibited by Emerson and constitutes a violation of this policy. If the College concludes that any member of the College community has engaged in retaliation in violation of this policy, including, but not limited to, by intimidating, threatening, or taking adverse actions against someone for bringing forward a good faith complaint of discrimination or harassment, or attempting such actions, that individual will be subject to disciplinary action, including, but not limited to, censure/reprimand, change in work assignment, loss of privileges, disciplinary probation, mandatory training, deferred suspension or suspension, and/or dismissal/termination or end of contractual or business relationship with the College.

Sexual Misconduct Policy
Sexual assault, sexual harassment, dating violence, domestic violence, stalking, and all forms of discrimination relating to one’s sex or gender identity (hereinafter referred to in this Policy as “prohibited conduct” or “sexual misconduct”) violate the rights and dignity of those subjected to the prohibited conduct. When any member of our community engages in any form of sexual misconduct, that person exhibits a fundamental failure to act with integrity and to recognize and respect the intrinsic worth of another. Acts of sexual misconduct, as defined in section IV of this Policy, are contrary to the
College's educational mission and values, are harmful to others, and will not be tolerated at Emerson College ("Emerson" or the College).

All members of the Emerson community should be free from sexual misconduct in the classroom; the social, recreational, and residential environment; and the workplace. The College seeks to foster a climate free from sexual misconduct through a coordinated education and prevention program and the promulgation of clear and effective policies, as well as investigative and grievance procedures that are prompt, equitable, and accessible to all. In response to any report that a member of the Emerson community has engaged in sexual misconduct, Emerson will take all appropriate steps to eliminate the misconduct, prevent its recurrence, and address its effects.

To promote a culture where members of the College community respect themselves and one another, and to provide for the safety and security of our community, the College expects all community members to avoid engaging in any sexual misconduct and to act to prevent others from engaging in such misconduct. Creating a safe campus environment is the responsibility of all members of the College community, both individually and collectively.

To encourage reporting of sexual misconduct, and to support individuals impacted by sexual misconduct, the College will actively educate its community about available resources, respond to all reports promptly, provide interim measures to address safety and emotional well-being, and act in a manner that recognizes the dignity of the individuals involved.

To achieve equitable results, the College will carefully review and/or investigate all reports and complaints of sexual misconduct with an earnest intent to understand the perspective and experiences of each individual involved, and provide for fair and impartial evaluation and resolution.

The entire policy can be found at emerson.edu/titleix. The following person has been designated by Emerson to respond to inquiries regarding the Sexual Misconduct Policy:

Pamela White
Associate Vice President
Title IX and Clery Coordinator
120 Boylston Street
Boston, MA 02116-4624
titleix@emerson.edu
617-824-8999

State and Federal Agencies
In addition to or in lieu of filing an internal complaint with Emerson College, employees, students, or Emerson-affiliated third parties who believe that they have been subjected to unlawful discrimination, harassment, or retaliation may file a formal complaint with the government agencies that are identified below. Using the College’s report process does not prohibit an employee from filing a complaint with these agencies.

Massachusetts Commission Against Discrimination (MCAD)
One Ashburton Place, Room 601
Boston, MA 02108
617-994-6000
mass.gov/mcad/

California Department of Fair Employment and Housing (DFEH)
800-884-1684; TTY: 800-700-2320; videophone for hearing impaired: 916-226-5285
Contact.center@dfeh.ca.gov or dfeh.ca.gov

United States Equal Employment Opportunity Commission (EEOC)
John F. Kennedy Federal Building
Government Center Room 475
Boston, MA 02203-0506
800-669-4000
eeo.c.gov
Conclusion
Emerson strives to provide a campus environment free from discrimination and harassment. Any employee who has questions or concerns about this policy should speak with the chief human resource officer or the vice president and general counsel.

As part of its efforts to provide a campus that is free from discrimination or harassment, the College requires all employees to undergo mandatory nondiscrimination training at their time of hire and every two years thereafter.

Cross References to Related Policies:
Sexual Misconduct Policy
Policy for Consensual Relationships: Staff
Policy for Consensual Relationships: Faculty

Responsible Officer:
Maureen Murphy, Vice President, Administration and Finance

Key Offices to Contact Regarding the Policy and Its Implementation:
Office of Human Resources
Dean of Campus Life
VP, General Counsel

Links to Procedures or Forms:
emerson.edu/policy/discrimination-harassment-retaliation

Students’ Right to Privacy (FERPA)
The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law governing access to student educational records. FERPA requires that, with certain exceptions set forth in the statute, the College must maintain the confidentiality of student educational records. In addition, FERPA requires the College to have a written institutional policy governing educational records and to make available to students the College’s statement of adopted procedures concerning the privacy of students’ educational records. FERPA further requires that the College permit students access to their own educational records in accordance with law.

As of January 3, 2012, the U.S. Department of Education’s FERPA regulations expand the circumstances under which a student’s education records and personally identifiable information (PII) contained in such records—including the student’s Social Security Number, grades, or other private information—may be accessed without the student’s consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities (“Federal and State Authorities”) may allow access to a student’s records and PII without that student’s consent to any third party designated by a federal or state authority to evaluate a federal– or state–supported education program. The evaluation may relate to any program that is “principally engaged in the provision of education,” such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, federal and state authorities may allow access to a student’s education records and PII without that student’s consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such
research. Federal and state authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive students’ PII, but the authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, state authorities may collect, compile, permanently retain, and share without students’ consent PII from education records, and they may track students’ participation in education and other programs by linking such PII to other personal information about students that they obtain from other federal or state data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

FERPA Definition of Records
FERPA defines education records as any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche that contains information directly related to a student and that are maintained by Emerson College or a person acting for the College. A student is any individual who is or has been in attendance at the College. A student’s attendance commences upon the individual’s acceptance of admission and payment of the required deposit. The term “education record” does not include:

- Records of instructional, supervisory, and administrative personnel, and educational personnel ancillary thereto that are in the sole possession of the maker thereof and that are not accessible or revealed to any other person except a substitute;
- Records concerning a student who is 18 years of age or older that are created or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in a professional or paraprofessional capacity, or assisting in that capacity and in connection with the provision of treatment to the student, and are not available to anyone other than persons providing such treatment, provided, however, that such records can be personally reviewed by a physician or other appropriate professional of the student’s choice;
- Records of students as employees unless the employment results from the employee’s status as a student; and
- Alumni records (records that are created or received by the College after an individual is no longer a student and that are not directly related to the individual’s attendance as a student).

Access to Records
FERPA permits Emerson to disclose students’ educational records without their consent under a limited number of circumstances, including, but not limited to, disclosing such records to College officials with legitimate educational interests, persons or organizations providing students financial aid, accrediting agencies carrying out their accrediting function, parents of a student who is their “dependent” for federal tax purposes, and persons in connection with a health or safety emergency. However, although the College “may” release educational records under such FERPA exceptions, the College’s decision to release information that is covered by a FERPA exception is discretionary with the College.

Emerson College will release FERPA-protected information when necessary to comply with a valid and binding judicial order or lawfully issued subpoena. However, unless Emerson is legally prohibited from providing a student with notice of the subpoena or order, the College will make a reasonable attempt to notify the student whose records were requested of the order or subpoena before producing FERPA records in response to a legal order or subpoena, so that the student may, if he or she objects to the production of records, seek to intervene in the legal matter and file his or her objection.
A "school official" is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted as its agent to provide a service instead of using College employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a "legitimate educational interest" if the official needs to review an education record in order to fulfill his or her professional responsibilities for the College.

As required by federal law, the College may also respond to requests for information under the Solomon Amendment, the USA Patriot Act, and the Violent Crime Control and Law Enforcement Act of 1994 by disclosing education records to parties authorized to collect such information under those laws.

Disclosure of Education Records with Student's Consent
The College will disclose a student's education records at a student's request when the College receives a signed and dated written consent from the student that specifies (i) the records that may be disclosed; (ii) the purpose for which they may be disclosed; and (iii) the persons or classes of persons to whom they may be disclosed. The College will comply with requests only after using reasonable methods to identify and authenticate the identity of the student and the designated recipients of the education records.

Directory Information
FERPA defines "Directory Information" to include a student's: Name, Local Address, Dates of Attendance, Degrees Earned, Dates of Degrees, Awards/Honors/Scholarships, Majors, Sports and Activities, Height and Weight of Members of Athletic Teams, Advisor, Minors, photographs and recorded images, and Computer User Name. The College retains the right to choose whether or not to release students' directory information, and careful consideration is given to all requests in an effort to prevent such information from being released injudiciously. If a student would prefer that the College maintain his or her Directory Information as non-public information, a student may notify the Office of the Registrar in writing that he or she wishes for his or her Directory Information to remain private. Requests for non-disclosure will be honored by the institution until and unless the student submits a new written request to the Office of the Registrar revoking the earlier request that his or her Directory Information be treated as non-public information.

Review Rights and Process
Students have the right under FERPA to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the decisions of the hearing panel are unacceptable. The College has designated to the Office of the Registrar the responsibility of coordinating the inspection and review procedures for student education records. Students wishing to review their education records must submit a written request to the Registrar listing the item or items of interest. Records covered by FERPA will be made available to the student for inspection within 45 days of the request. All documents will be reviewed in the presence of a designated official. Students may obtain copies of documents contained in the College education records unless a financial hold exists, the documents include non-public information concerning another person, or the student has waived his or her right to access. Copies will be provided at the student's expense. If a College record contains both FERPA information about a student that he or she is entitled
to review and also information he or she is not authorized to review, the College may redact the documents to the extent necessary to preserve the rights and privacy of other parties.

**Restricted Information**

As outlined by FERPA, a student may not inspect and review the following: financial information submitted by parent(s)/guardian(s); letters of recommendation to which the student has waived the rights of inspection and review; records upon which admission decisions were made; or education records containing information about more than one student, in which case the institution will permit access only to the part of the record that pertains to the inquiring student. The institution is not required to permit a student to inspect and review confidential letters and recommendations placed in the files prior to January 1, 1975, provided the letters were collected under established policies of confidentiality and were used only for the purposes for which they were collected.

**Challenge Procedures**

A student who believes that his or her education records contain information that is inaccurate or misleading or otherwise in violation of his or her privacy or other rights may discuss the problem informally with the Registrar. If the Registrar agrees that the records should be modified, appropriate adjustments to the records in dispute will be made. If the Registrar determines that the records should not be adjusted, the student will be so notified and will simultaneously be informed of the right to a formal hearing. A request for a formal hearing must be made in writing to the Registrar who, within a reasonable period of time after receiving such request, will inform the student of the date, place, and time of the hearing. The student may present evidence relevant to the issues related to the student’s request for modification and may be assisted or represented by a person of the student’s choice. A hearing panel will consist of the chief academic officer, the Registrar, two faculty members selected by the Faculty Assembly, and two student members selected by the Student Government. No member of the hearing panel may have a direct interest in the outcome of the hearing.

Decisions of the hearing panel will be based solely on the evidence presented at the hearing, and will consist of written statements summarizing the evidence and stating the reasons for the decisions. The panel will provide copies of its determinations to all parties involved. Decisions of the panel are final and may not be appealed. If the panel decides in favor of the student’s request, the education records will be corrected or amended accordingly. If the panel decides in favor of the office whose records are disputed, the student may place with the education record statements addressing the disputed information in the records or statements setting forth any reasons for the student’s disagreement with the panel’s determinations. Such statements will be placed in the education record, maintained as a part of the student record, and released whenever the record in question is disclosed.

A student has the right to submit a written complaint to the Family Policy Compliance Office, U.S. Department of Education, Washington, DC 20202-4605, if the student believes that the College has violated the student’s right under the Family Education Rights and Privacy Act. Additionally, the Family Compliance Office (FPCO) may, on its own initiative, investigate a potential FERPA violation “when no complaint has been filed or a complaint has been withdrawn.” Investigative and Enforcement Provisions (34 C.F.R. 99.62-99.67)

Revisions, clarification, and changes to this policy may be made, at any time, in the discretion of the College and without prior notice.
Annual Notification
Students will be notified of their FERPA rights annually by publication in the Graduate Student Handbook, Graduate Catalogue, and the Registrar website: emerson.edu/registrar.

Types, Locations, and Custodians of Education Records
Following is an illustrative, but not exclusive, list of the types of FERPA-protected records that the College maintains, their locations, and their custodians.

Admission Records
Office of Graduate Admission
120 Boylston Street, 5th Floor
Custodian: Vice President for Enrollment

Cumulative Academic Records
Office of the Registrar
180 Tremont Street, 4th Floor
Custodian: Registrar

Health Records
Center for Health and Wellness
216 Tremont Street, 3rd Floor
Custodian: Director of the Center for Health and Wellness

Financial Aid Records
Financial Aid Office
216 Tremont Street, 4th Floor
Custodian: Director of Financial Aid

Financial Records
Student Accounts Office
216 Tremont Street, 4th Floor
Custodian: Director of Student Accounts

Placement Records
Career Development Center
216 Tremont Street, 6th Floor
Custodian: Director of Career Development Center

Progress Records or Advising Records
Individual Graduate Program Director Offices
Custodian: Graduate Program Directors

Disciplinary Records
Office of the Vice President and Dean of Campus Life
Walker Building
120 Boylston Street, 4th Floor
Custodian: Dean of Campus Life

Policy, Practices, and Procedures Regarding Students with Disabilities
Emerson College is committed to providing access to its academic programs and social activities for all qualified students with disabilities. While upholding this commitment, we maintain the high standards of achievement that are essential to the College’s programs and services. In advancing these dual aims, we ensure that the College’s policies, practices, and procedures conform to federal and state statutes and regulations. Our philosophy is that students are independent and self-determined and that students with disabilities—just like all students—have control over their lives here at Emerson and are ultimately responsible for making their own decisions.

Governing Law
Emerson College fully complies with all applicable federal and state laws that concern the rights of qualified individuals with disabilities to attend Emerson College and fully participate in the College’s programs. For instance, two federal statutes govern the rights of individuals with disabilities and apply to students with disabilities attending Emerson College. Section 504 of the Rehabilitation Act of 1973 states
that no “otherwise qualified person” with a disability may be excluded from, denied the benefits of, or be subjected to discrimination under any program or activity within an institution that receives federal financial aid. The Americans with Disabilities Act, as amended in 2009 (ADA), defines a person with a disability as any individual who (1) has a physical or mental impairment that substantially limits one or more major life activities, (2) has a record of such an impairment, or (3) is perceived by others as having such an impairment. The ADA applies to Emerson College, both as a place of public accommodation and as an employer. Taken together, Section 504 and the ADA require institutions of higher education to provide equal access to educational opportunities to otherwise qualified persons with disabilities.

Rights and Responsibilities of Students with Disabilities
Emerson students with disabilities (as defined under the ADA) have the right to the following:

- Access to the College’s programs, activities, and services
- Reasonable accommodations, academic adjustments, and/or auxiliary aids and services that they may need to have access to the College’s programs, activities, and services
- Appropriate confidentiality of information concerning their disability as required by federal and state law
- Reasonably accessible and available information concerning the College’s disability services

Emerson students with disabilities have the responsibility to do the following:

- Meet the College’s qualifications and maintain essential technical, academic, and institutional standards
- Inform the College’s Student Accessibility Services Office (SAS) if they require an accommodation to have access to any of the College’s programs, activities, or services

- Provide the SAS with appropriate documentation indicating how their disability limits their participation in any of the College’s programs, activities, and services
- Follow the SAS’s procedures for requesting and obtaining reasonable accommodations, academic adjustments, and/or auxiliary aids and services

Rights and Responsibilities of the College
Emerson College has the right to do the following:

- Maintain the College’s academic standards
- Enforce the College’s Code of Conduct
- Request and receive appropriate documentation supporting students’ requests for accommodation, academic adjustments, and/or auxiliary aids and services
- Defer action on a student’s request for accommodation until the student provides appropriate documentation supporting the requested accommodation(s)
- Offer students the most cost-effective accommodations, academic adjustments, and/or auxiliary aids and services that are responsive to their particular needs
- Decline to provide an accommodation that would require a waiver or alteration of an essential element of a course or program, provided that the appropriate academic officer or department chair first identifies the course or program’s essential elements and concludes that the requested accommodation is incompatible with the essential elements of the course or program
- Refuse to provide a requested accommodation, adjustment, and/or auxiliary aid and service, if providing the requested accommodation would impose an undue burden on the College

Emerson College has the responsibility to do the following:

- Provide information to students concerning the resources and services available for students with disabilities and provide that information in accessible formats upon request
- Ensure that the College’s programs, activities, and services, when viewed in their entirety, are accessible
to qualified students with disabilities in an integrated and appropriate setting

- Work with students who request accommodations to identify reasonable and effective accommodations for each student's needs within the context of a particular course, service, or program's essential elements
- Respond to all requests for accommodation in a timely manner
- Provide reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids for students with disabilities
- Maintain appropriate confidentiality of the student's documentation, records, and communications in accordance with federal and state law

Process for Students Making Accommodation Requests

Emerson’s Student Accessibility Services Office offers services to qualified students with documented physical, medical, visual, hearing, learning, or psychiatric disabilities. The director of student accessibility services is the College's primary contact person for all students with disabilities.

Although the College does not require Emerson students with disabilities to register with the SAS, students must contact the SAS if they choose to request an accommodation or if they would like to take advantage of the SAS's services. When making requests for accommodations, students should remember that it takes time for the College to arrange accommodations, and that accommodations cannot be made retroactively. If a student's requests are not made in a timely manner, the College cannot guarantee that accommodations will be provided when needed. For example, the College requires sufficient time to arrange for accommodations such as sign language interpreters and texts in alternate formats. When requesting extended time for examinations, students should note that professors often need to know about the need for test accommodations early in the semester so alternate arrangements can be made in advance of any exams.

Students who request accommodations will be asked to provide the SAS with recent and sufficient documentation of their disability and the reason(s) their requested accommodation is necessary. A qualified professional must prepare the documentation. Specific guidelines for preparing and submitting appropriate documentation can be found at emerson.edu/student-accessibility-services. The College reserves the right to determine the adequacy of the documentation and may request additional assessments. SAS staff will engage in an interactive process with the student to gather information relevant to the request. The student's completed request, including interview notes and all information provided, may be reviewed by SAS staff and staff in Counseling and Psychological Services and/or the Center for Health and Wellness, in order to assess the reasonableness and feasibility of the request. Students will have an opportunity to meet with SAS staff to obtain the outcome of the review and discuss their accommodations, and they will be informed in writing of the decision, as well as of their right to appeal the decision. Policies, procedures, and responsibilities for the SAS and for the student will be clarified.

Location and Contact Information

The Student Accessibility Services Office is located at 216 Tremont Street on the fifth floor. The director of student accessibility services can be reached by email at sas@emerson.edu or by telephone at 617-824-8592. The mailing address is Student Accessibility Services Office, Emerson College, 120 Boylston Street, Boston, MA 02116. Additional information concerning the philosophy, policies, and procedures pertinent to disability services can be found at emerson.edu/student-accessibility-services. Students should contact the SAS with any and all questions or concerns.
Clery Disclosure

Each year, Emerson publishes a campus security report for each of its three campuses (Boston; Los Angeles; and Kasteel Well, Netherlands) in compliance with a federal law known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, or “Clery Act.” The Clery Act requires institutions to publish an annual security report (“Clery Report”) that includes crime statistics for the prior three years, policy statements regarding safety and security measures, campus crime prevention program descriptions, and procedures to be followed by the College when sex offenses are reported to the College. The Clery Act also requires universities to keep an up-to-date crime log, in order to keep accurate crime statistics and to issue timely warnings in the event a crime or incident threatens the College community.

The Clery Reports for all of Emerson’s campuses are available online at emerson.edu/clery-report. Paper copies of these reports are available upon request from the College’s Police Department.

Policy Regarding VA Benefits

Students that are a covered individual1 are able to attend or participate in their course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility2 for entitlement to educational assistance under chapter 31 or 33 and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

Emerson College will not impose any penalty including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual’s inability to meet their financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33. Covered individuals are responsible for any amount not covered by the VA.

1 A covered individual is defined as any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill benefits.
2 A certificate of eligibility can also include a “Statement of Benefits” obtained from the Department of Veterans Affairs’ (VA) website (eBenefits) or a VAF-28-1905 form for chapter 31 authorization purposes.
Media Design Master of Arts Degree

The master’s program in Media Design is a 32-credit, 12-month intensive, cohort-based residential program. It is a cross-department, cross-school, interdisciplinary program.

Media Design incorporates media production, applied research, and project-based inquiry. Students will be required to take 12 credits in the fall, 12 in the spring, and 8 in the summer. The program is designed as a competency-based curriculum with two anchor classes—a seminar and studio practicum—that will ground students in applied research, community partnerships, art and design production, and theoretical connections to project-based work.

Following are the Student Learning Outcomes (SLOs) for the Media Design program:

- Through blog posts and scholarly papers, students will articulate a sophisticated understanding of contemporary issues in media, art and design, communication, and technology that impact civic life, including internet infrastructure, data and algorithms, media distribution, privacy, and online participation and collaboration.
- Students will use a variety of participatory design and research approaches and methodologies, including human-centered design and participatory action research to co-produce creative works.
- Students will employ the appropriate strategies to effectively communicate and work with at-risk and underserved communities and groups.
- Students address, in classes and projects, the major scholarly debates regarding the interplay of new technologies, art, and civic and political life.
- Students will discuss, write about, and design projects around the global scope of civic media and be able to situate local problems within a global context.

Admission Requirements

Applicants must have a bachelor’s degree from an accredited college or university. Factors considered in the application review process include experience in working in media, communication, nonprofits, corporations, city offices, or similar fields. Interests in innovation, community engagement, capacity building, and social impact are preferred. Background in art, design, media practice, or media studies is helpful but is in no way required.

Degree Requirements

Students must complete a minimum of 32 graduate credits in order to obtain a Master of Arts. When a student earns a grade of below B– in any course, this course must be repeated and a grade of B– or above must be achieved. Students must successfully complete courses in civic media theory and methods and a yearlong design studio, in addition to three electives and a master’s thesis. Students will successfully complete a master’s thesis that includes both written and produced components.

Fall Required Courses (12 credits)

- MD 600 Foundations in Civic Media Seminar
  4 credits
- MD 620 Media Design Studio I
  4 credits
- MD 622 Participatory Design Methods
  4 credits

Spring Required Courses (12 credits)

- MD 610 Media Design Colloquium
  4 credits
- MD 621 Media Design Studio II
  4 credits

And one elective to be selected from Elective Courses available for Spring 2020.

Summer Required Courses (8 credits)

- MD 699 Master’s Thesis
  4 credits
Choose one of the following:
MD 640  Salzburg Academy on
4 credits  Media and Global Change
or
MD 625  Media Design Studio III
4 credits
or

A 4-credit graduate-level elective course offered from Emerson College in Summer Session 1 or 2.

Elective Courses
Students are required to complete 8–12 credits of electives chosen from Journalism, Public Relations, Strategic Marketing Communication, Theatre Education and Applied Theatre, or Film and Media Art. Offerings alternate between fall and spring and are approved by the Media Design faculty. Note: Prerequisite courses may apply. See program sections for possible courses and descriptions.

Media Design Courses of Study

MD 600  Foundations in Civic Media Seminar
4 credits
The core seminar course is required in the fall semester and introduces students to such core theoretical principles of civic media as critical media studies, public and political art, theories of democracy, social movements, and governance. In addition to understanding the primary theoretical debates, students learn methodological approaches such as participatory action research, grounded theory, design research, ethnography, content analysis, and social network analysis. (Fall)

MD 610  Media Design Colloquium
4 credits
This class is based on the premise that Media Design students are designers and artists, and working to develop portfolios to position their work as such. This colloquium facilitates individual Media Design projects, offering a means for students to present and receive feedback on their work and critique the work of their peers. Work may be related or unrelated to thesis work. The course requires a project to be developed with tangible outcomes. Students develop work plans with research/production goals for their projects and detailed reading lists to support their work. At three points during the semester, students present work in various formats and engage in critique with peers. Students focus on critique as an emphasis for the workshop. To complement the presentations and student projects, the course invites guest speakers engaged in this work and covers seminars on topics related to media design and student projects (i.e., critique, funding, project development and management, business creation). Students keep directed study journal entries to document their inquiries and research/production processes. (Spring)

MD 620 and MD 621  Media Design Studio I and II
4 credits each
This two-class sequence introduces concepts, methods, and practices of media design. The studio provides opportunity for students to make media in expressive or design modalities and to develop skills in working with partners. The studio provides a guided space in which to critically evaluate case studies in media design and develop production, project management, and evaluation skills. Students hone collaborative development and production skills that correspond with their project. (Fall, Spring)

MD 622  Participatory Design Methods
4 credits
This core course is required in the fall semester and explores the methods that inform media design and participatory research and practice. The course uses action research as our frame of inquiry and specifically looks at participatory research
methodologies and qualitative methods, including focus groups, ethnography, observation, narrative inquiry, systems analysis, cultural artifacts, in-depth interviews, and more. Students learn how to design a qualitative research study (including process and outcomes evaluations), how to write funding proposals, and how to build participatory research processes into an intervention. Students investigate participatory media research case studies and examine how to best understand their value and impact. Students complete a series of assignments and write a final paper on qualitative research, including understanding how to pick the appropriate methods for the thesis evaluation. (Fall)

**MD 625**
*Media Design Studio III*
*4 credits*
Offered for those continuing to build and scale their thesis and will function as a hands-on practicum to scope and finalize students’ prototypes for their master’s thesis. (Summer)

**MD 630**
*Topics in Media Design*
*4 credits*
This special topics course builds from the yearlong theory course to hone in on specific topics and concepts that students select as deep dives. (Summer)

**MD 640**
*Salzburg Academy on Media and Global Change*
*4 credits*
The Salzburg Academy gathers a truly dynamic global cohort of 75 fellow university students from 15 partner institutions and 30 nationalities around the world to build digital stories, business plans, and content that helps provide innovative insights into the role of media, technology, and activism in changing societies across borders, across cultures, and across divides. Specifically, the course examines how distinctive global media shape views of politics, culture, and society within nations, across regions, and internationally. Media Design students participate in the capacity of teaching fellows. (Summer)

**MD 697**
*Directed Study*
*1–4 credits*
Students interested in completing independent projects in their areas of study can do so through this option. Students must collaborate with a full-time faculty member in the Media Design program 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 Media Design program. Students must secure the commitment of a full-time faculty member and their signature along with the approvals and signatures of the graduate program director and school dean. (Semester varies)

**MD 699**
*Master’s Thesis*
*4 credits*
The Media Design master’s thesis includes both written and production components. Successful theses include a literature review and theoretical justification, creative portfolio, the design of a creative work or program scaled for implementation, and evaluation of initial sketch or intervention, as well as a plan to continue work with the partner. By the end of the program, each student thesis is in the form of a creative work or program situated within a theoretical context and an executable research and evaluation plan. Final theses are in the form of design
books to be reviewed by a faculty chair and small review committee, which is intended to be part of the responsibility of the Engagement Lab Fellows. An external reviewer for the final thesis may also be included, which would bring in practitioners or scholars from the Boston community, incentivized by small honoraria. (Summer)

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**Media Design Faculty**

**Paul Mihailidis**, Graduate Program Director for Media Design and Associate Professor of Journalism (2011); BA, University of Massachusetts; MPhil, Stirling University; PhD, University of Maryland.

**Lina Maria Giraldo**, Journalist-in-Residence, Journalism (2016); BFA, Massachusetts College of Art and Design; MPS, Interactive Technologies, New York University.

**Eric Gordon**, Professor of Visual and Media Arts (2004); BA, California State University, Santa Cruz; PhD, University of Southern California's School of Cinema-Television.

**Elisa Hamilton**, Engagement Lab (2019); BA, Long Island University Post; MA, Massachusetts College of Art and Design.

**Moses Shumow**, Associate Professor of Journalism (2019); BA, New Mexico State University; MA, Emerson College; PhD, University of Miami.

For a complete listing of Media Design Faculty biographies, visit emerson.edu/academics/cross-departmental-programs/media-design.
School of Communication

Communication Disorders Master of Science Degree

The master’s programs in Communication Disorders focus on the prevention, assessment, and treatment of speech, language, cognitive, and swallowing disorders. Students completing the programs are eligible to complete the requirements for national certification and state licensure to practice clinical speech-language pathology. The master’s program exists in two modalities: as a full-time on-campus program and online (full-time or part-time) as the Speech@Emerson program. The master’s program is a 72-credit-hour program, consisting of foundational courses (18 credit hours) and applied graduate coursework (54 credit hours of academic and clinical courses). Based on a review of their academic records, students could be waived from up to 18 credit hours.

The Communication Disorders master’s degree programs are grounded on the premise that human communication and its disorders involve complex interactions of biological, psychological, and sociocultural factors. The programs emphasize the scientific method in scholarship and clinical application. Academic and clinical experiences focus on case-based learning, family-centered intervention, and reflective practice. Diverse curricular, research, and applied opportunities across the lifespan ensure that our graduates have the knowledge and skills needed to engage competently and ethically in the professional workplace. Coursework explores speech, language, voice, fluency, social-communication, cognitive-linguistic, swallowing, and hearing impairments resulting from developmental delays, neuropathologies, learning disabilities, craniofacial anomalies, hearing loss, and trauma.

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 the American Speech-Language-Hearing Association (ASHA).

The facilities of the Department of Communication Sciences and Disorders are equipped with the latest technology to support academics, research, and clinical learning. Emerson’s location in Boston and proximity to public transportation provides students with access to community-based practica in a wide variety of clinical settings and with the opportunity to work with children and adults with a range of communication disorders. On-campus clinical experiences begin in the Robbins Speech, Language, and Hearing Center and its specialty programs, including the Thayer Lindsley Family-Centered Program for Deaf and Hard of Hearing Children, the Program for Acquired Communication Disorders, the Program for Developmental Communication Disorders, the Program for Speech Improvement, and the Group Language Therapy Program. All are located in the same building as the department.

After successful completion of an initial practicum within the Robbins Speech, Language, and Hearing Center, on-campus master’s students may be assigned to a clinical experience in an external facility. More than 100 off-campus practicum sites include public and private schools, early intervention programs, private practices, acute care, rehabilitation, and skilled nursing facilities. Speech@Emerson students participate in a Virtual Placement experience as their first clinical placement. Following successful completion of the Virtual Placement, students participate in clinical placements arranged in locations within 75 miles of where they live. Throughout both the on-campus and Speech@Emerson graduate programs, students work closely with clinical faculty to perform evaluations and to design and implement intervention programs.

Both the on-campus and the Speech@Emerson master’s programs are accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association. Accreditation ensures that students who graduate from the programs are eligible for the Clinical Fellowship (CF).
experience prior to applying for the Certificate of Clinical Competence.

Following are the Student Learning Outcomes (SLOs) for the Communication Disorders programs:

• Students will understand the theories underlying typical and atypical speech, language, cognition, and swallowing processes.
• Students will demonstrate clinical skills to assess, diagnose, and treat communication and swallowing disorders across the lifespan within the context of family-centered practice.
• Students will integrate theoretical knowledge with clinical experience and critically evaluate research literature in their clinical practice to problem solve clinical cases.
• Students will demonstrate the ability to collaborate with peers and colleagues.

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 (GRE) scores. For the on-campus program, highly qualified candidates will be invited to interview with the faculty (either in person or via video conference) in late February. For the Speech@Emerson program, students complete recorded interviews as part of the application process.

Students in Communication 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 must have completed foundational courses (or their equivalent at another institution) with a grade of B or better within five years of matriculation before enrolling in applied courses. Foundational courses include CD 625, CD 626, CD 627, CD 628, CD 629, and CD 630. On-campus students may complete foundational courses online at Emerson during the summer prior to beginning graduate work. Speech@Emerson students can complete foundational courses as part of the program during the terms prior to beginning applied graduate work. Students must earn a B or better in foundational courses before progressing to enroll in other graduate coursework. If students fail to earn a B or better in foundational courses, they will be required to retake these courses. For any questions about foundational courses, students should contact the graduate program director.

Students applying for ASHA certification must complete undergraduate-level general education courses with a passing grade of C– or better in biological science, physics or chemistry, statistics, and behavioral/social science. If these courses were not completed during an undergraduate program, they must be completed before the completion of the first year of graduate school. General education courses are counted toward the credits required for the master’s degree.

Degree Requirements
Students must complete a minimum of 54 graduate credits (and a potential maximum of 72 credit hours depending on students’ need for foundational coursework) in order to complete the Master of Science in Communication Disorders. On-campus students earn the majority of these credits during fall and spring semesters over a two-year period. The remaining credits are earned in summer and intersession courses. Speech@Emerson students determine a full-time or part-time plan of study with their Student Success advisor; the course sequence is the same as in the on-campus program. Speech@Emerson coursework occurs during fall, spring, and summer semesters with two weekend Immersions. To continue graduate study in Communication 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 C+ or below in any two courses, irrespective of the number of course credits involved or of the overall GPA.
When a student earns a grade of C+ or below in any course, this course must be repeated and a grade of B– or above must be achieved. A student with a GPA below 3.0 is placed on academic probation and has one semester to raise the GPA to 3.0 or better.

Clinical hours are earned each semester within a clinical placement and a student is graded for each clinical experience. A student who earns a B– (although it is a passing grade) in Clinical Practicum may not qualify for a more advanced and/or external clinical experience until a grade of B or above is earned. In addition, students whose overall GPA falls below 3.0 may lose their eligibility for an external placement.

Students must successfully complete at least five semesters of clinical practicum while enrolled in the program. Students must also fulfill the ASHA requirement to accumulate a minimum of 375 supervised clinical hours during the graduate program. Clinical Practicum placements and Clinical Methods courses are designed to parallel and support students’ development as clinicians.

Students must successfully complete three 1-credit seminars. The graduate curriculum includes these seminars in order to ensure that students have the opportunity to study areas of interest in greater depth. For the on-campus program, seminars are scheduled during winter and spring intersessions. Speech@Emerson students take seminars as part of their two Immersion experiences. Students should plan their personal schedules with the awareness that completion of the degree requires completion of these seminars outside the regular semester time periods.

On-campus students must successfully complete a comprehensive examination or a master’s thesis. On-campus students who elect to complete a master’s thesis are not required to take the comprehensive examination. However, they are required to register for 3 credits of thesis and to audit one of the 3-credit courses in their second year.

Students auditing a course are expected to do the work as if enrolled in the class for credit.

Speech@Emerson students are required to complete comprehensive examinations and do not have a thesis option. For on-campus students, the comprehensive examination is administered twice a year, in January and in May; Speech@Emerson students take comprehensive examinations in their last term. If students fail any portion of the comprehensive examination at the regular administration time, they take a “rewrite” exam scheduled for five weeks after the original administration date. Students who are unable to complete a comprehensive examination at the expected time due to illness or unforeseen circumstances are required to take the exam at the next administration date. In some cases, this may delay graduation, resulting in a fee for students to enroll as a Continuing Student. Specific comprehensive exam rules and procedures that apply to the administration of the exam are discussed with all students prior to the exam date, are included in the Guide to the Communication Disorders Master’s Program, are available to on-campus students on the program’s WordPress site, and are available to Speech@Emerson students on their Orientation site. Students who fail to pass either of the Comprehensive Exam questions (after Oral meeting and Remediation assignments) will be offered the opportunity to retake the exam two times (the original writing plus two additional times). Students are permitted to take Comprehensive Exams a maximum of three times within the five-year graduate degree time limit. Students must successfully pass all components of the comprehensive exam within the five-year graduate degree time limit.

Students must successfully complete appropriate coursework and clinical practica to meet the current academic and clinical requirements of ASHA for the Certificate of Clinical Competence in Speech-Language Pathology.
Required Applied Courses

CD 600   Intro to Clinical Methods (for on-campus students only)  
1 credit  (non-tuition)

CD 601   Clinical Methods I  
1 credit

CD 602   Clinical Methods II  
1 credit

CD 603   Clinical Methods III  
1 credit

CD 604   Clinical Methods IV  
1 credit

CD 605   Clinical Practicum (for on-campus students only) (Five semesters)  
1 credit

CD 609   Research Methods and Measurements  
3 credits

CD 611   Clinical Practicum 1: Virtual Placement (SAE students only)  
1 credit

CD 612   Clinical Practicum 2 (SAE students only)  
1 credit

CD 613   Clinical Practicum 3 (SAE students only)  
1 credit

CD 614   Clinical Practicum 4 (SAE students only)  
1 credit

CD 615   Clinical Practicum 5 (SAE students only)  
1 credit

CD 614   Fluency Disorders  
3 credits

CD 635   Speech Sound Disorders  
3 credits

CD 641   Dysphagia  
3 credits

CD 642   Autism: Social Communication Development and Disorder  
3 credits

CD 645   Language and Literacy Disabilities  
3 credits

CD 650   Motor Speech Disorders  
3 credits

CD 677   Voice Disorders  
3 credits

CD 680   Neurologic Bases of Communication  
3 credits

CD 684   Augmentative and Alternative Communication  
3 credits

CD 686   Preschool Language Disorders  
3 credits

CD 689   Aural Rehabilitation for the Speech-Language Pathologist  
3 credits

CD 690   Aphasia  
3 credits

CD 692   Cognitive Communication Disorders  
3 credits

Elective Courses (for on-campus students only)

CD 699   Master’s Thesis  
3 credits

Master’s Thesis (for on-campus students only)

Students who wish to complete a master’s thesis must maintain a 3.7 GPA in their first year of the program and obtain approval of a thesis proposal by their thesis committee. If approved, students must successfully complete 3 credits of thesis work. To keep the total number of credit hours equivalent and to ensure that students learn all necessary content, master’s thesis students are required to audit one 3-credit class in their second year of the graduate program. In the course they are auditing, students must complete all required assignments with a passing grade to demonstrate competency in this area.

Communication Disorders Courses of Study

Clinical Methods courses must be taken in sequence:
CD 600 (if needed), CD 601, CD 602, CD 603, and CD 604.

CD 600
Intro to Clinical Methods  
1 credit, non-tuition
Required for graduate students from undergraduate fields other than communication disorders and provides an introduction to clinical practice. Through class discussion, required observation of clinical work,
and community screenings, students begin to understand the dynamic interactions between clients and clinicians.

**CD 601**  
**Clinical Methods I**  
1 credit  
Following the completion of observation hours, students learn beginning assessment procedures, treatment strategies, and clinical writing skills. The course covers policies and procedures pertinent to general clinical performance with a focus on infant, toddler, and preschool assessment and treatment experiences. This course must be passed prior to enrolling in CD 602.

**CD 602**  
**Clinical Methods II**  
1 credit  
Students learn assessment, intervention, and documentation for communication disorders often seen in the school-aged population (grades kindergarten through high school). Pertinent public policies related to work within a school setting are integrated into course material. This course must be passed prior to enrolling in CD 603.

**CD 603**  
**Clinical Methods III**  
1 credit  
Students learn about assessment, intervention, and documentation with various communication disorders associated with adults and aging. Additional topics include health care reimbursement, public policy, health literacy, and the role of other team members in adult settings.

**CD 604**  
**Clinical Methods IV**  
1 credit  
Focuses on the transition from graduate school to professional practice. Topics include prevention of communication disorders across the lifespan, resume writing, interviewing skills, supervision, career settings, and professional issues.

**CD 605**  
**Clinical Practicum (on-campus students only)**  
1 credit  
As students progress through the program, they are assigned to a variety of clinical opportunities both on and off campus. Students enroll in CD 605 for a minimum of five semesters.

**CD 609**  
**Research Methods and Measurements**  
3 credits  
Teaches students how to use various pieces of research (potentially complex or even contradictory) to guide evidence-based clinical practice. Students learn how to formulate relevant clinical research questions, what prior research is appropriate to answer those questions, and how to find and interpret the relevant literature. Finally, students become proficient in identifying applications and limitations of that literature for clinical decision-making. An emphasis is placed on critical thinking, synthesis of information, and clear written and oral expression.

**CD 611**  
**Clinical Practicum: Virtual Placement**  
1 credit  
Topics covered include effective chart reviewing, assessment planning and result interpretation, client goal and objective setting, development and implementation of a treatment plan, providing cueing and feedback, data collecting and reporting, interacting with client's families, and development of self-reflection skills. Accompanying clinical writing skills for documentation, including treatment plans, SOAP notes, and summary reports, will also be target skills.

**CD 612, 613, 614, 615 (Speech@Emerson students only)**  
**Clinical Practicum**  
1 credit  
As students progress through the program, they are assigned to a variety of clinical opportunities nearby their communities.
CD 623
Fluency Disorders
3 credits
Explores the nature of stuttering from theoretical and empirical perspectives. Cluttering and neurogenic and psychogenic stuttering are also examined. Procedures for evaluating and treating/managing stuttering among children and adults are emphasized.

CD 625
Structures and Functions for Speech, Hearing, and Swallowing
3 credits
Students study the critical structures and functions of the biological systems that underlie speech, hearing, and swallowing with an emphasis on the processes of respiration, phonation, resonance, and articulation as well as neural bases for these processes. Clinical disorders are used to elucidate dysfunction of these normal processes as substrates for human communication. (Foundational Course)

CD 626
Language Development
3 credits
Explores the theoretical and practical aspects of the language learning process and its relation to other aspects of cognitive and social development. The course covers the development of language skills throughout the lifespan, from birth to adulthood. (Foundational Course)

CD 627
Survey of Communication Disorders Across the Lifespan
3 credits
Designed to introduce students to communication disorders encountered by speech language pathologists across a variety of work settings in which they are employed. Students learn about the etiologies, symptoms, and treatment of speech and language disorders seen in children and adults. The course introduces students to clinical services performed by these professionals. (Foundational Course)

CD 628
Clinical Observations and Foundations
3 credits
Helps students gain the requisite number of observation hours needed to begin clinical practice during graduate school. Through observation of clinical work, class discussion, and introduction to speech/language and oral mechanism screening, students begin to understand the dynamic interactions between clients and their clinicians. (Foundational Course)

CD 629
Speech Sounds: Phonetics and Acoustics
3 credits
Covers fundamental concepts in articulatory and acoustic phonetics/speech acoustics. Articulatory phonetics content includes (broad) phonetic transcription and articulatory criteria to describe and classify vowels and consonants. Acoustic phonetics includes core concepts pertaining to the physics of sound, acoustic features of phonation and resonance, and inferences of acoustic properties of voicing and resonance from spectrograms of speech sounds. (Foundational Course)

CD 630
Foundations of Audiology
3 credits
Provides students with an introduction to the field of audiology and how the hearing system functions. It includes a review of basic anatomy and physiology of the ear, with an overview of the physics of sound. Course discussions and activities cover hearing assessments (including pure tone and speech audiometry), audiogram interpretation, and identification of common disorders of the ear. In addition, students are introduced to current medical and clinical management of hearing loss. Overall, the course covers the foundations of what speech
language pathologists should know in collaborating with an audiologist and working with individuals with hearing loss. (Foundational Course)

**CD 635**
**Speech Sound Disorders**
**3 credits**
Presents normative and theoretical perspectives on speech sound development as well as assessment and treatment of the disorders of articulation and phonology. General treatment strategies and specific treatment programs are emphasized. Research in evidence-based practice is highlighted.

**CD 641**
**Dysphagia**
**3 credits**
Presents a survey of swallowing and swallowing disorders that occur from infancy through adulthood and old age. Feeding and swallowing mechanisms and processes are addressed as well as an overview of assessment procedures and management options.

**CD 642**
**Autism: Social Communication Development and Disorder**
**3 credits**
Introduces students to the development of social communication skills in children, as well as the presentation, diagnosis, and treatment of autism spectrum disorder. Covers theories of social communication development, and the timing of related milestones in childhood and adolescence. The impact of social communication deficits on language, cognition, and peer relationships across the lifespan are discussed. Finally, the course reviews empirically supported treatments for autism and related disorders.

**CD 645**
**Language and Literacy Disabilities**
**3 credits**
Focuses on the relationship between spoken and written language and its role in language-based learning disabilities in school-age students. It addresses the characteristics of language, reading, and spelling impairments; the subtypes of these disorders; and the different intervention approaches used with them. Various models of language and reading development and their disorders are reviewed.

**CD 650**
**Motor Speech Disorders**
**3 credits**
Students learn the etiology, assessment, differential 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.

**CD 652**
**Craniofacial Anomalies**
**1 credit**
This seminar reviews failures in craniofacial growth and development and the subsequent associated speech and language disorders. Communication and speech issues related to cleft lip and palate, dental malocclusions, and neuromuscular dysfunctions of the head and face are included. The role of speech-language pathologists in diagnosis and treatment within interdisciplinary models of case management is emphasized.

**CD 653**
**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. Exploration of strategies for assessing and working with the family system are also included.
CD 654  
**Early Intervention**  
1 credit  
This seminar provides information regarding early intervention context. Emphasis is placed on understanding this population, the service delivery system, its consumers, and their special needs. The speech-language pathologist's role in providing direct assessment, treatment, and advocacy for children and their families is integrated into each topic area.

CD 659  
**Special Topic Seminars**  
1 credit  
A range of current topics in the field are selected and scheduled. (Intersession and Immersion)

CD 670  
**Advanced Dysphagia**  
1 credit  
Explores critical thinking skills in special populations with swallowing disorders through problem solving, evidence-based review, case study analyses, review, and presentation. Learners perform feeding and swallowing analyses, use evidence-based tools, develop and document a plan of care, and present their findings to colleagues in the class. Prerequisite: CD 641.

CD 671  
**Practicing Speech-Language Pathology in Medical Settings**  
1 credit  
There are multiple topics critical to SLP practice in medical settings that are not typically covered elsewhere in the graduate curriculum. Without classroom exposure to current health care issues and related-discipline information (GI, ENT, pulmonary, laboratory), new graduates can find themselves at a disadvantage. The purpose of this course is to introduce students to these issues in order to better prepare them for future clinical work in these environments. Recommended prior coursework is an Aphasia and/or Dysphagia course.

CD 672  
**Progressive Neurodegenerative Disorders**  
1 credit  
This seminar offers an overview of specialized intervention provided by speech-language pathologists for adults with progressive neurological disorders, a population increasingly receiving complex medical multidisciplinary rehabilitation services across the lifespan post diagnosis. Topics include identifying, recognizing, and classifying various progressive neurodegenerative disorders, including disorders of the central nervous system (e.g., MS, PD, ALS, dementia), genetic/metabolic disorders (e.g., Huntington's, MD), and neoplastic/neurotoxic disorders. Participants learn how speech-language pathologists participate within interdisciplinary medical teams and how SLPs intervene with clients in domains of communication, cognition, and swallowing.

CD 673  
**Practical Approaches to Fluency Treatment**  
1 credit  
This seminar provides an overview of integrated fluency therapy with an emphasis on experiential exercises to practice procedures involved in the evaluation and treatment of children and adults who stutter. The seminar involves lectures, class discussions, use of videotaped speech samples, experiential exercises to practice the skills involved in evaluation and treatment of stuttering, and a brief review of counseling strategies and resources for people who stutter, their families, and clinicians.

CD 677  
**Voice Disorders**  
3 credits  
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.
CD 680  
**Neurologic Bases of Communication**  
3 credits  
Outlines the anatomy and functional neurophysiology of human communication and provides an overview of neurodevelopment and its processes and disorders. Although the organization of the human nervous system is presented, emphasis is placed on the relationship of this organization to the components of the various communicative, cognitive, linguistic, sensory, and motor processes that are central to human communication and to the treatment of its disorders.

CD 684  
**Augmentative and Alternative Communication**  
3 credits  
Provides an overview of augmentative and alternative communication systems (AAC) and the process of selecting and implementing these systems for children and adults. The first section of the course concerns the basic processes of AAC: messages, symbols, alternative access, assessment, and intervention planning. The second section describes issues related to people with developmental disabilities who require AAC services. The third section focuses on AAC for people with acquired communication disabilities.

CD 686  
**Preschool Language Disorders**  
3 credits  
Focuses on the study of language disorders from infancy through the preschool years. Consideration is given to signs and symptoms, etiology, clinical course, and developmental-academic-social impact. Assessment and intervention are highlighted using principles of evidence-based practice. Discussion of language and culture and the diverse roles played by speech-language pathologists are integrated throughout the course.

CD 689  
**Aural Rehabilitation for the Speech-Language Pathologist**  
3 credits  
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.

CD 690  
**Aphasia**  
3 credits  
Pathophysiology, epidemiology, and prevention of aphasia, its nature, assessment, diagnostic procedures, and approaches to intervention are presented. Issues surrounding recovery and prognosis, and treatment efficacy are also included. Information is presented with reference to the current literature in the field and to its clinical application.

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.

CD 698  
**Independent Study**  
1-3 credits  
Independent work in communication disorders includes, but is not limited to, readings and a critical review of the literature in a particular area and a small data-based study or project resulting in a diagnostic protocol, treatment program, or videotape. An independent study is carried out with the permission and supervision of one faculty member. This independent project can substitute for one to three of the seminars. Prerequisite: permission of instructor.
CD 699
Master’s Thesis
3 credits
The master’s thesis involves an investigation of a problem in speech, language, voice, hearing, or swallowing. Students must present the thesis in a public forum and may also complete a defense meeting administered by the thesis committee. Students who complete the master’s thesis are exempt from taking the comprehensive exam. Performance for the thesis is recorded as Pass/Fail. This course is for on-campus students only.

Additional Program Information

Advising
Academic and clinical faculty members serve as advisors to students in the program.

Clinical Practica
Clinical placements in the Communication Disorders program are arranged by the Clinical Placement Team, which includes the director of clinical education and the director of clinical placements.

Course Withdrawal Policy and Procedure
A graduate student may withdraw only one time from Clinical Practicum course (CD 605, CD 611, CD 612, CD 613, CD 614, CD 615) for any reason, provided that he or she first discusses the situation with the clinical supervisor(s), the director of clinical education, and the graduate program director. Official withdrawal paperwork must be signed by the director of clinical education and submitted to the Registrar.

If a student who has already withdrawn one time from CD 605 Clinical Practicum wishes to withdraw from CD 605 a subsequent time, he or she must submit a written petition to the Clinical Review Board (consisting of the graduate program director, director of clinical programs, and director of clinical education) stating his or her reasons for seeking to withdraw.

In exercising its discretion to grant or deny such petitions, the Board will consider both whether the student has shown a compelling reason for withdrawal that he or she could not have foreseen prior to the start of the semester as well as the impact that the student’s withdrawal might have upon clients.

The Board will not deem a student’s desire to avoid receiving a failing grade to be a compelling reason for his or her withdrawal. Accordingly, absent extraordinary circumstances, the Board will deny petitions from students who are not earning a grade of B– or better at the time they petition to withdraw from clinic.

Licenses and Certifications
See the Educator Preparation and Licensure Programs section in the back of this catalogue for information regarding licensure to work in the public schools in Massachusetts.

Communication Disorders Faculty

Ruth B. Grossman, Chair and Associate Professor of Communication Sciences and Disorders (2009); BS, MS, PhD, Boston University. CCC in Speech-Language Pathology, American Speech-Language-Hearing Association.

Patti (Luongo) Nelson, MS CCC-SLP, Graduate Program Director for the Communication Disorders Program and Scholar-in-Residence, Communication Sciences and Disorders (2019); BGS, Salem State College; MS, Boston University.

Amit Bajaj, Associate Professor of Communication Sciences and Disorders (2001); BA, MA, University of Delhi, India; PhD, Wichita State University. CCC in Speech-Language Pathology, American Speech-Language-Hearing Association.
Lauren M. Unflat Berry, Clinical Instructor in Communication Sciences and Disorders (2018); BS, MS, Nazareth College of Rochester; Specialty certificate, National Technical Institute for the Deaf. CCC in Speech-Language Pathology, American Speech-Language-Hearing Association.

Jena Castro-Casbon, Clinical Instructor in Communication Sciences and Disorders (2009); BA, Loyola University; MA, Emerson College.

Lynn M. Conners, Director of Clinical Programs, Clinical Instructor in Communication Sciences and Disorders (2000); BA, University of Connecticut; MS, Emerson College. CCC in Speech-Language Pathology, American Speech-Language-Hearing Association.

Laura Glufling-Tham, Director of Clinical Education, Clinical Instructor in Communication Sciences and Disorders (1997); BS, MS, Northeastern University. CCC in Speech-Language Pathology, American Speech-Language-Hearing Association.

Joanne Lasker, Associate Professor of Communication Sciences and Disorders (2012); Graduate Program Director for the Communication Disorders and Speech@Emerson Programs; BA, Wesleyan University; MA, University of Massachusetts Amherst; PhD, University of Nebraska.

Jocelyne Leger, Clinical Instructor in Communication Sciences and Disorders (2017); BSc, Universite de Moncton; PhD, University of Ottawa; MS, Emerson College. CCC in Speech-Language Pathology, American Speech-Language-Hearing Association.

Rhiannon Luyster, Associate Professor of Communication Sciences and Disorders (2012); BA, Wesleyan University; MEd, Boston College; PhD, University of Michigan.

Marie-Kay Rimshaw, Clinical Instructor in Communication Sciences and Disorders (1998); BS, MS, University of Wisconsin-Stevens Point. CCC in Speech-Language Pathology, Life Member of the American Speech-Language-Hearing Association.


Alisa R. Ruggiero, Senior Faculty-in-Residence in Communication Sciences and Disorders (2009); BS, University of Massachusetts Amherst; MS, University of Wisconsin–Madison; PhD, University of Kansas–Lawrence; Post-doctoral Fellowship, Harold Goodglass Aphasia Research Center, Boston.

Joanne Lasker, Associate Professor of Communication Sciences and Disorders (2012); Graduate Program Director for the Communication Disorders and Speech@Emerson Programs; BA, Wesleyan University; MA, University of Massachusetts Amherst; PhD, University of Nebraska.

Maryam Salehomoum, Scholar-in-Residence in Communication Sciences and Disorders; BA, MA, California State University Long Beach; PhD, University of California Berkeley and San Francisco State University (2018); CCC in Speech-Language Pathology, American Speech-Language-Hearing Association.

Lisa Wisman Weil, Scholar-in-Residence, Communication Sciences and Disorders (2017); BA, MA, Case Western Reserve University; PhD, Purdue University. CCC in Speech-Language Pathology, American Speech-Language-Hearing Association.

Barbara F. Worth, Clinical Instructor in Communication Sciences and Disorders (2018); B.Music, Catholic University of America; MS, Northeastern University. CCC in Speech-Language Pathology, American Speech-Language-Hearing Association.

For a complete listing of Communication Sciences and Disorders faculty biographies, visit emerson.edu/academics/academic-departments/communication-sciences-disorders/faculty.
School of Communication

Public Relations Master of Arts Degree

The Public Relations Master of Arts degree program provides students with the cutting-edge knowledge, theory, and skills necessary to design, manage, and execute strategic communication plans in a contemporary society where communication technology, especially social media, is critical to all local and global organizations.

The innovative program provides a synthesis of traditional communication principles with understanding how to reach audiences, consumers, and users by applying concepts of user experience design to websites, apps, online content, videos, and mobile communication. The speed, scale, and mobility of information access facilitated by internet technologies makes communication professionals in demand worldwide.

Communication professionals are essential for business, governmental, nonprofit, political, and advocacy organizations. Based on Emerson’s tradition of excellence in oral and written communication, this program provides students with tools to assess the needs of a particular audience, design powerful messages with the appropriate appeals and cultural understanding to be effective in persuading a targeted audience, and the ability to decide which communication channel(s) should be used to achieve strategic communication campaign objectives.

In addition to honing speaking, writing, listening, and negotiating skills, the Public Relations Master of Arts degree program teaches communication professionals how to utilize social media platforms and web analytics, as well as mobile applications, in order to provide competitive advantages for future employers or clients. Students learn to develop engaging online content through digital storytelling to support core messaging strategies. Students also develop skills in using many communication vehicles including speeches, press releases, and podcasts to engage audiences.

The program includes three tracks: (1) Strategic Public Relations; (2) Political Communication; and (3) Sports Communication. The Strategic Public Relations track is intended for professionals who manage communication for organization settings and must be able to bring a coherent message to a complex combination of internal and external publics. The Political Communication track is designed for practicing professionals in the local, national, and international field of politics, advocacy, public affairs, and public diplomacy. The Sports Communication track is recommended for individuals interested in working as communication practitioners in sports industries.

All tracks are aimed at those who desire to be leaders in crafting, producing, and delivering effective communication messaging to targeted publics in various types of businesses, organizations, advocacy, and electoral campaigns as well as various corporate and NGO efforts. In order to respond immediately concerning significant events that have impact on people, students learn to apply crisis communication strategies and messaging to maintain positive relationships between organizations, governments, NGO, and publics.

Tracks

1. Strategic Public Relations

The strategic public relations track provides a holistic approach to creating comprehensive communication plans for private and public-sector organizations. Managing identity and reputation in multi-channel communication strategy takes a depth of knowledge in constructing meaningful messages for diverse audiences. Core public relations principles such as attention, trust, and credibility are translated into online strategies to bolster brand recognition and credibility. Students learn to match strategies and tactics with audiences and their preferred media channels.
2. Political Communication

The political communication track provides students with skills in electoral politics and public diplomacy in the local, national, and international field of politics, advocacy, public affairs, and public diplomacy. The emphasis is on campaign leadership in strategic messaging through internal and external strategic communication, with a special emphasis on polling, focus group, and survey research in formulating and delivering political narratives utilizing traditional and emerging social media. The courses explore the importance of campaign strategies and tactics as these pertain to specific publics.

3. Sports Communication

The sports communication track provides communication and leadership skills necessary for a successful career in local, national, and international sports industries. Knowledge and skills central to managing communication for sports organizations that the student will gain include digital sports media management, sports analytics, facility and event management, sports law and ethics, sports culture, online fandom, speech writing, social media policies, and media coaching for athletes.

Admission Requirements

Students in the Public Relations program come from diverse educational and professional backgrounds. The admission committee considers previous academic records, 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.

Advanced Standing

Students with three to five years of appropriate professional experience can apply to the graduate program director to be awarded Advanced Standing in the program, equivalent to up to 8 credits toward the Public Relations degree. A portfolio submitted by the accepted student will be evaluated by departmental graduate faculty on the basis of communication, management, and knowledge skills. Each skills area is divided into smaller units for criteria assessment. Students should consult the graduate program director for portfolio guidelines. Portfolios must be submitted within the first 30 days of a student’s first semester in the program; however, submission before the start of classes is strongly encouraged. If advanced standing is awarded, the student needs to complete a petition to have any appropriate required courses waived. The form is available on the Graduate Studies website.

Blanquerna Program

This Accelerated Second Master’s Program allows students from both the Master of Arts in Public Relations program at Emerson College and the Master of Arts in Strategic Communication and International Relations program at Blanquerna to earn two master’s degrees in a condensed amount of time. Both schools allow advanced standing into their program for students who successfully complete the degree program at the other institution, thus decreasing the number of courses needed to earn the second degree. The Advanced Standing for this specific program is based upon analysis of the skills and capacities gained by students as a result of their professional experience and successful completion of their first master’s degree. Blanquerna students will be allowed 12 credits of advanced standing. Emerson students will be placed in the second module of the Blanquerna program.

4+1 Program

A limited number of top-performing departmental undergraduate majors may be admitted into the MA Public Relations program with one year of study beyond their undergraduate studies by applying for the 4+1 Program. Students must apply to the 4+1 Program before the beginning of their junior year although earlier conversations with their advisor is recommended.
Requirements for 4+1 Program
• Students must fulfill the requirements for one of the three department majors (Communication Studies, Political Communication, or Sports Communication).
• Students should apply during their second semester sophomore year so that as juniors they can apply to take graduate-level courses as seniors.
• Students must have at least an overall 3.3 GPA and a major GPA of 3.6.
• During their senior year, students must take three graduate-level courses: CC 652 Emerging Communication Technologies, CC 645 Public Opinion Research and Practice, and CC 608 Public Affairs. These three graduate courses will replace three undergraduate courses, which consist of two requirements and an elective. The required courses are undergraduate classes: CC 303 Public Opinion Research or CC 305 Communication Research Methods, CC 304 Strategic Digital Communication, CC 308 Online Content and Strategy, or CC 360 Social Media and Politics. The elective courses are: CC 361 Public Diplomacy or CC 345 Public Affairs.

Degree Requirements
The Master of Arts degree program in Public Relations (PR) requires successful completion of 36 credits.

Core Requirements

<table>
<thead>
<tr>
<th>Core</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CC 608</td>
<td>4</td>
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<td>CC 645</td>
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<td>CC 652</td>
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<tr>
<td>CC 692</td>
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<tr>
<td>CC 699</td>
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Three Tracks: Students select one track and complete two courses:

Strategic Public Relations
- CC 647 Organizational Communication 4 credits
- CC 648 Public Relations 4 credits

Political Communication
- CC 609 Political Communication 4 credits
- CC 623 Public Diplomacy 4 credits

Sports Communication
- CC 630 Sports Communication 4 credits
- CC 631 Sports Management 4 credits

Electives
- CC 604 Strategic Planning and the Managerial Process 4 credits
- CC 621 Speech Writing and Online Content Development 4 credits
- CC 624 Campaign Management 4 credits
- CC 626 Crisis Communication 4 credits
- CC 628 Entrepreneurship and Creative Problem Solving 4 credits
- CC 636 Negotiation and Group Process 4 credits
- CC 640 User Experience Design 4 credits
- CC 643 Global Communication 4 credits
- CC 651 Persuasion and Propaganda 4 credits
- CC 655 Project Management and Communication 4 credits
- CC 690 Internship in Public Relations 4 credits
- CC 695 Seminar in Public Relations 4 credits
With the approval of the Public Relations graduate program director, one course from another Emerson College graduate program may be taken as an elective.

**Public Relations Courses of Study**

**CC 604**  
*Strategic Planning and the Managerial Process*  
4 credits  
Focuses on how organizations function as systems with special emphasis placed on the basic principles of management, strategic planning, decision making, and implementation. Concepts covered include vision, mission, goals, objectives, strategies, tactics, and operations. Organizational communication, the humanistic perspective, ethics, and productivity, in both for-profit and nonprofit environments, are continuing themes throughout this course. (Semester varies)

**CC 608**  
*Public Affairs*  
4 credits  
Students gain the knowledge and skills necessary to identify, analyze, and communicate with internal and external stakeholder groups for the purpose of persuasion. Rhetorical strategies are developed for ethical, effective issue advocacy campaigns and campaigns to build identity and enhance and protect the reputation of individuals and organizations. New media developments, diverse and global stakeholder groups, and the 24/7 media environment are addressed. Students design and produce at least one original communication campaign for a client in the private or public sector. (Fall)

**CC 609**  
*Political Communication*  
4 credits  
Explores fundamental theories, such as agenda setting, framing, and branding. The balancing of ethical implications confronting many political communication situations is discussed through case studies. Practical communication strategy is evaluated, looking at how the media works in general, including the news (hard and soft), entertainment programs, and advertising, in order to shape political perceptions, change attitudes, and effect behavior. Students are introduced to the latest in grassroots activism and mobilization efforts including mobile and online communication techniques to better shape civic life, elections, and policy decisions. (Fall)

**CC 621**  
*Speech Writing and Online Content Development*  
4 credits  
Persuasive online content, whether in written, visual, and oral communication formats, can motivate audiences and communities to take action. As active audiences and community members, people engage in social advocacy, form opinions, consume products, and motivate others to participate in collective action. Understanding the role of creating effective speeches and web-based content for persuasive and strategic communication requires knowledge and proficiency in speech writing, presentation skills, and audience analysis, as well as matching audiences, writing styles, and digital storytelling to the most suitable social media platforms. (Semester varies)

**CC 623**  
*Public Diplomacy*  
4 credits  
Public diplomacy is an instrument used by states and non-state actors to understand others’ cultures, attitudes, and behavior; build and manage relationships; and influence thoughts and actions to advance their interests and values. Drawing on the experiences of diplomats—both state and public—and a growing academic literature, this seminar-style course covers how public diplomacy’s changing actors, techniques, and practice affect the issues, methods, and mediated environments of diplomacy.
in the 21st century. Case studies highlight the strengths and challenges of this type of soft power influence. (Spring)

**CC 624**

**Campaign Management**

4 credits

Provides individuals with practical skills for participation in local, state, federal, and global campaigns. Students learn the phases of an advocacy effort including how to test the political waters, the nominating process, primary elections, general elections, and constituents' services for governing. Aspects of the campaign process that are addressed are fundraising, ballot access (signature gathering), measuring public opinion, opposition research, district analysis, media relations, development of message strategy for voter or targeted public persuasion, identification, and mobilization along with “get out the vote” efforts. Lectures and campaign simulations are used to develop and refine students’ ability to coordinate a successful political campaign. This course has general application for students in public relations, public diplomacy, and health communication who have an interest in internal and external campaign management dynamics. (Semester varies)

**CC 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)

**CC 628**

**Entrepreneurship and Creative Problem Solving**

4 credits

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

**CC 630**

**Sports Communication**

4 credits

Presents an overview of the sports communication mosaic focusing on the following areas: public relations, advertising, marketing, management, coaching, sports punditry, group and team dynamics, crisis management, media relations, sports advocacy, and celebrity and spectacle in sport, as well as sports as soft power in public diplomacy at the local, national, and global level. Complementing the readings and case studies in the aforementioned areas, the course includes guest lectures from leaders in the emerging sports communication fields, thereby providing students a first-hand understanding of the challenges faced by those participating and working in this area. (Fall)

**CC 631**

**Sports Management**

4 credits

Provides analysis of real-world behavior and infrastructure of the sports management hierarchy via leadership style and communication. Through case studies focusing on sports and entertainment, students discuss, define, and create models that allow for thoughtful discussion and insightful learning that
take lessons from the past in an effort to better understand and prepare for the future in an industry that changes rapidly with time and technology. Emphasis is placed on how the application of analytics has altered the decision-making processes of sports organizations. Students examine marketing techniques and activities used to advertise and promote sports events and undertake a comprehensive survey and analysis of the state of digital media and marketing in sports today. (Spring)

**CC 636**
**Negotiation and Group Process**
**4 credits**
Students learn negotiation strategies in personal and organizational contexts. Students apply negotiation strategies, including third-party conflict resolution, union-management settings, and other conflict management efforts to practical settings, and also utilize role-plays. (Semester varies)

**CC 640**
**User Experience Design**
**4 credits**
Investigates the development and strategic management of web-based information using a user-centered design approach. Students learn to produce information design structures for websites and mobile devices that maximize user experience. Key audience segments are explored using methods such as audience analysis and persona development. The course examines the internal workings of information architecture to develop recognizable patterns that improve interaction design and ultimately online communication effectiveness. Students also learn usability testing strategies to determine website functionality from a communication outcome perspective. (Semester varies)

**CC 643**
**Global Communication**
**4 credits**
Focuses on the management of communication with stakeholders in a world defined by globalization.

Case studies, role-play workshops, and ethnographic inquiry are employed to enhance and update the student’s knowledge and awareness of best-practices in contemporary business negotiations and transactions, public diplomacy initiatives, and cross-sector partnerships. Examples from small business to multinationals and from local nonprofits to global NGOs are used. (Semester varies)

**CC 645**
**Public Opinion Research and Practice**
**4 credits**
Students engage in applied research for public relations and political communication. Students develop skills in assessing and formulating problems; designing research; gathering, synthesizing, analyzing, and interpreting data; and applying the results to comprehensive communication strategies. Students learn to apply the most appropriate quantitative and qualitative research methods to particular research problems in an effort to effectively address stakeholder audiences, oversee information management systems, and cultivate and manage intellectual capital. Students gain experience in surveys, polling, focus groups, interviews, communication audits, and learn how to optimize research conducted through the internet-based research. (Spring)

**CC 647**
**Organizational Communication**
**4 credits**
Presents a survey of organizational communication theories along with knowledge and skills necessary for effective applications. Students gain the ability to recognize, access, and when necessary, improve communication within an organization. Special emphasis is given to both the individual as a communicator and the entire organization as a communicating entity. (Fall)
CC 648
Public Relations
4 credits
Addresses in-depth the development of stakeholder relations and communication in the public, private, and nonprofit sectors. Topics covered include corporate relations, reputation management, grassroots organizing, public policy and the media, political communication, social advocacy campaigns, and public diplomacy. Case studies of communication campaigns at the local, state, regional, national, and international levels are used. Students produce and present at least one communication campaign to affect behavior in diverse stakeholder groups. (Spring)

CC 651
Persuasion and Propaganda
4 credits
Examines how communicators in businesses, nonprofits, and government employ principles and techniques of persuasion to serve organizational goals. Uses persuasion theory, both classical and modern, to illuminate how strategic messages, both within organizations and to external stakeholders, are planned, composed, delivered, and evaluated. Surveys different forms and contexts of strategic communication and illustrates them with case studies. Includes analyses of historical and contemporary uses of propaganda and their ethical and practical implications. (Semester varies)

CC 652
Emerging Communication Technologies
4 credits
Surveys the political and social trends of the effects and uses of web-based communication, especially social media, in the shaping and reshaping of institutions. Students develop knowledge and skills in assessing and developing communication strategies for how to best reach multiple stakeholders and audiences with an emphasis on online communication. Through readings, exercises, and projects such as social media audits, students engage in strategic communication planning to best develop every aspect of an institution's public relations—from the narrowest internal communication to the broadest public communication campaigns. (Fall)

CC 655
Project Management and Communication
4 credits
Develops skills in understanding, applying, and assessing the process known as project management in a variety of environments. This is accomplished by introducing and applying the following: systems theory and its philosophical underpinnings; project management theories, methods, vocabularies, and skills; organizational communication theories; team building theory, application, and trends; and global workplace implications and trends. (Semester varies)

CC 680
Rosarito Public Diplomacy Workshop
4 credits
Provides students the opportunity to study immigration and border issues in a public diplomacy workshop in Rosarito Beach, Baja, Mexico. Students meet with change agents and organizations who have successfully engineered grassroots efforts to bridge cultural and political divides between the US and Mexico. Special attention is focused on diverse communication challenges and how politics, economics, and culture influence such efforts. This year's workshop focuses on border and immigration issues from the Mexican and US perspectives, with visits with leaders in government, business, NGOs, students, and citizens in Mexico and the US. Students stay at the gated and historic Rosarito Beach Hotel in Rosarito Beach, Baja California. (Semester varies)

CC 690
Internship in Public Relations
2–4 credits
Requires students to secure positions in organizations where they will gain experience in public relations. 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, through the Career Development Center. Students may take up to 8 internship credits. (Semester varies)

CC 692
Capstone Course in Public Relations
4 credits
Students synthesize prior coursework and new learnings to address an important need in public or organizational life. Calling upon competencies in strategic communication planning and design, students produce and present a final professional-level project as the culmination of their course of study. Readings, case studies, and in-class activities support continued inquiry into the most current theoretical dimensions of the discipline. Capstone must be taken in the student’s final year. (Fall, Spring)

CC 695
Seminar Topics in Public Relations
4 credits
Students have the opportunity to enroll in special topics courses that are offered by the Department of Communication Studies 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)

CC 697
Directed Study
1–4 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 Communication Studies 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 Communication Studies. Students must secure the commitment of a full-time faculty member and their signature along with the approvals and signatures of the graduate program director and the department chair. (Semester varies)

CC 699
Master’s Thesis
4 credits
Students must identify full-time faculty members in the Department of Communication Studies to serve on their thesis committee. The committee and the graduate program director must approve a research prospectus before a student may enroll for thesis credit. Students must complete 8 credits to fulfill the thesis requirement. Students cannot enroll in more than 4 credits of CC 699 in one semester. Students must get permission from the department before enrolling for the second 4 credits. (Fall, Spring)

Language Learning Courses
The Department of Communication Studies offers all international graduate students the opportunity to take free 2-credit, non-tuition classes to develop their academic and professional communication skills. These courses focus on preparing students for academic success, a deeper understanding of American culture, and professional careers beyond Emerson College. These classes do not apply toward any major or degree. Students must contact the ELL coordinator to register for ELL courses. The courses below are offered in the fall and spring semesters.
CC 610
ELL Seminar in Pronunciation, Basic Public Speaking, and American Culture
2 non-tuition credits
Students develop, learn, and practice correct American English pronunciation skills while learning basic presentation techniques and American culture. (Fall, Spring)

CC 611
ELL Dialogues on Global Issues
2 non-tuition credits
Develops confidence in public speaking through leading class dialogues on current events, conducting a speech, and working in groups to create broadcast news stories. The class offers practical and theoretical approaches to evaluate and improve English language use. (Fall)

CC 612
Academic Writing for International Students
2 non-tuition credits
Students investigate the grammar, organization, and goals of academic and professional English writing. Students have the opportunity to use their own professional and academic written materials from their courses for critical analysis and understanding Western methods of professional and academic written communication. (Fall, Spring)

CC 613
ELL Seminar in Leadership and Business English
2 non-tuition credits
Students learn and practice advanced business and academic language skills most commonly used in the US. Emphasis is on improving presentation and discussion facilitation skills. (Fall, Spring)

CC 615
Exploration of American Culture and Academics
4 non-tuition credits
Integrates necessary key academic skills applied in an existing graduate course and introduces students to American and Boston culture: skills focus includes academic reading, writing, and speaking. Reading comprehension breaks down the structure and organization of assigned texts, unpacks vocabulary associated with the reading, and offers reading comprehension strategies. The writing/speaking section focuses on building comprehension of the critical analysis essay form, content, and organizational strategy, with a speaking component to get students used to engaging in and leading class discussions. Cultural and academic topics are used to build these skills.

Additional Departmental Information
Advising
The graduate program director serves as an academic advisor to students in the PR 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 their program. During these internships, students receive expert guidance in applying the skills, techniques, and theories they have learned. Students have served as interns at Arnold Communications, the Weber Group, Universal Studios, Porter-Novelli, Virgin Records, Veterans Administration Hospitals, and Pfizer. Students need the permission of the graduate program director and the department chair to register for internship credits.
Public Relations Faculty

**J. Gregory Payne**, Chair and Associate Professor of Communication Studies (1983); BA, MA, PhD, University of Illinois; MPA, Harvard University.

**Linda Gallant**, Graduate Program Director and Associate Professor of Communication Studies (2007); BSJ, MA, Suffolk University; PhD, University of Nebraska–Lincoln.

**Owen Eagan**, Senior Lecturer, Communication Studies (2014); BA, Clark University; MA, Emerson College; MBA, Pepperdine University.

**Cathryn Cushner Edelstein**, Senior Executive-in-Residence, Communication Studies; BS, Boston University; MA, New York University.

**Phillip Glenn**, Professor of Communication Studies (2001); BA, The University of Texas at Austin; MA, University of North Carolina at Greensboro; PhD, The University of Texas at Austin.

**Deion Hawkins**, Lecturer/Director of Forensics (2018); BA, The Ohio State University; MA, Marshall University; PhD, George Mason University.

**Spencer Kimball**, Assistant Professor of Communication Studies (2012); BA, MA, University of Hartford; MS, Suffolk University; JD, Massachusetts School of Law.

**Michael K. Park**, Assistant Professor of Communication Studies (2018); BA, University of Southern California; JD, University of California-Hastings; PhD, University of Southern California.

**Vincent Raynauld**, Assistant Professor of Communication Studies (2014); BS, Université de Montréal; MA, Université Laval; PhD, Carleton University.

**Raul Reis**, Dean of the School of Communication and Professor of Communication Studies (2016); BA, Universidade Federal do Para, Belém, Brazil; MS, Kansas State University; PhD, University of Oregon.

**Maria Scott**, Assistant Professor of Communication Studies (2018); BS, University of Florida; MA, West Chester University; EdD, United States Sports Academy.

**Mary Anne Taylor**, Assistant Professor of Communication Studies (2018); BA, The University of Alabama; MP. Aff., The LBJ School of Public Affairs; PhD, The University of Texas at Austin.

**Richard West**, Professor of Communication Studies (2008); BA, MA, Illinois State University; PhD, Ohio University.

For a complete listing of Public Relations faculty biographies, visit emerson.edu/academics/academic-departments/communication-studies/faculty.
School of Communication

Journalism Master of Arts Degree

Emerson College’s graduate Journalism program educates professionals regarding how to find and tell the truth, empower the voices of citizens, and serve as a watchdog to those in power. Good journalism can catalyze civic engagement by broadening access to a forum of ideas. To do this, journalists must adapt to changing media environments while staying rooted in the profession’s core values and practices: gathering information, making sense of it, and telling fair, accurate, and compelling stories.

Emerson’s program design provides the skillsets and values for students to practice their craft inside and outside the newsroom. Students develop an innovator’s mindset, learning to tell multimedia stories about people and communities struggling to be heard. As they practice their craft, students produce and publish their work on professional websites and news outlets on radio, television, and the web as part of class projects. We emphasize an experiential approach that values storytelling for diverse audiences. All students graduate with a multimedia portfolio that serves as a professional clip file.

The department’s core curriculum teaches students to:

• Identify and report on under-covered communities. One student might choose to cover an emerging immigrant group. A second might explore the culture of aging bikers and their machines. A third might look at the growing community of families with gay, lesbian, or transgender parents. We prize student-driven story pitches and help sharpen angles, suggest resources, and guide access to relevant materials.

• Listen to the cultural critiques of community members to gain an understanding of what it means to represent people fairly and fully.

• Build a reputation for reporting and storytelling using best practices in social media.

• Examine new outlets for competitive ideas, from the Kaiser Health News network, which partners with NPR, to nongovernmental organizations and think tanks that increasingly produce independent journalism.

• Apply their skills in emerging story forms and at new digital news outlets through expanded internship opportunities.

• Build methodically on new skills over 14 months to produce crisp, concise, and compelling news reports across platforms to more in-depth research for longer-form journalism.

Journalism emphasizes the importance of keeping current. An evolving curriculum offers courses in emerging areas of journalism such as data visualization, which turns mountains of data into accessible graphics-dominant stories. Students complete their studies by participating in a rigorous, portfolio-based capstone course in which they produce a body of professional-level work. Developing a resume and hunting for an internship provide the professional experience that employers demand.

Emerson journalism remains grounded in the foundations of history, law, ethics, and research that inform all intelligent, contextual news. The program focuses on how new technologies change and expand the capabilities and expectations of journalism. While students may graduate with a passion for television or radio news or web producing or long-form storytelling, they also graduate with the dexterity to adapt as digital mediums continue to change.

The following Student Learning Outcomes (SLOs) drive the Journalism curriculum:

• Students will develop a commitment to journalism that serves and empowers the public, helping audiences understand the connections among local, national, and global issues.

• Students will understand the role of journalism in a democratic society, from its historical foundations to the revolutionary changes in digital media.

• Students will find, assess, and analyze different modes of information: from statistics and government reports to public regulations and legislation.
• Students will write stories with precision, clarity, and fairness.
• Students will master storytelling across a variety of platforms.
• Students will interact respectfully with a variety of diverse communities to contextualize their racial, cultural, linguistic, and economic makeup.

Admission Requirements
Applicants must meet the College’s admission standards, including TOEFL scores if applicable, official transcripts, two letters of recommendation, an essay, a professional résumé, and examples of written/published work.

Degree Requirements
The Master of Arts degree in Journalism is an accelerated 14-month program. It requires the completion of 40 credit hours, including a 4-credit capstone class and an internship. Students must be in good academic standing to graduate (see “Standards of Work” in the Registration section of the catalogue).

Program Requirements

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>JR 602</td>
<td>Critical Perspectives</td>
<td>4</td>
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<tr>
<td>JR 607*</td>
<td>Reporting and Writing</td>
<td>4</td>
</tr>
<tr>
<td>JR 609</td>
<td>Visual Storytelling and Reporting</td>
<td>4</td>
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<tr>
<td>JR 612</td>
<td>Advanced Multimedia Reporting</td>
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<tr>
<td>JR 623</td>
<td>Data Visualization</td>
<td>4</td>
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<td>JR 628</td>
<td>Law and Public Policy for Journalists</td>
<td>4</td>
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<tr>
<td>JR 632</td>
<td>Long-Form Multimedia</td>
<td>4</td>
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<tr>
<td>JR 637</td>
<td>Editing and Web Producing</td>
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<tr>
<td>JR 688</td>
<td>Capstone</td>
<td>4</td>
</tr>
<tr>
<td>JR 690</td>
<td>Internship</td>
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* Students with an undergraduate degree in Journalism may be eligible to waive JR 607 Reporting and Writing if the degree was earned within the last five years with a GPA of 3.0 or higher in the major. Students who believe they are eligible for this waiver should discuss it with the graduate program director. Waiving this course does not change the total number of degree credits required.

Journalism Courses of Study

JR 602
Critical Perspectives
4 credits
Reflects on the shifting state of journalism and its ethical challenges. Historical examples show how journalists have facilitated and contributed to civic life and change. Students explore how journalists have helped build a more just society and reflect on how they might reinvent and reinvigorate journalism's role in society. (Online, 6 weeks beginning in Summer)

JR 607
Reporting and Writing
4 credits
Teaches students how to think and act like a journalist, developing the mindset, skillset, and toolset. Students practice reporting and writing skills to cover and produce stories in all media. They cultivate fundamental research and interviewing skills so that their stories are focused, adequately sourced, accurate, and thorough. Students learn to report stories quickly and ethically. (Online, 6 weeks beginning in Summer)

JR 609
Visual Storytelling and Reporting
4 credits
Students develop an ability to tell stories in a visual language by studying and producing multimedia stories. They start by identifying a story focus and capturing it in a photograph. They then progress to
slideshows, audio, video, and interactive works. This course discusses the rights and responsibilities of visual journalists and the emerging philosophies transforming digital media. Students build their social media audience and create an e-portfolio that is developed throughout the master's program. (Spring)

JR 612
Advanced Multimedia Reporting
4 credits
Students cover communities bound by geography or common interest. Emphasis is on gaining a deeper understanding of groups largely neglected by traditional media. Students report and produce stories about issues, concerns, and events important to the communities. They build relationships and gather or analyze data about their communities. A panel of community members will give feedback on the students' journalism. (Spring)

JR 623
Data Visualization
4 credits
Students organize information from existing databases and their own data collection to create graphics that help citizens explore their community, nation, and world with new depth. Using graphics software and basic programming code, students create both static and animated graphics that show proportions, visualize relationships, or display trends over time. (Spring)

JR 628
Law and Public Policy for Journalists
4 credits
Enables students to find, investigate, and navigate through government and research documents, court decisions and documents, and laws and regulations. Students examine the historic reasoning and debate relating to today's laws and regulations. They develop an understanding of the impact of law and public policy in society and within specific communities to inform their journalism. (Fall)

JR 632
Long-Form Multimedia Storytelling
4 credits
Students learn how to plan, report, draft, and revise long-form journalism that allows text or visuals/video to serve as the dominant or primary medium in a web-based/multimedia presentation. It emphasizes establishing focus, planning, researching, reporting and sourcing, collecting project assets, and organizing and presenting those story elements to craft a professional-level piece or series of pieces. This course is the foundation for the capstone experience and for other depth reporting classes. (Fall)

JR 637
Editing and Web Producing
4 credits
Students learn to use language with precision and economy in journalism. A variety of stories are edited for accuracy, grammar, style, organization, fairness, and legal issues. Students work as web producers, editing copy, writing headlines and summaries, and editing photos and writing captions. (Fall)

JR 688
Capstone
4 credits
The capstone experience provides master's degree students with the opportunity to demonstrate: (1) reporting, writing, and multimedia producing skills developed throughout the program; and (2) the ability to practice journalism that enables a vibrant discussion of ideas and encourages civic engagement. (Summer)

JR 690
Internship
4 credits
Students gain hands-on field experience at a broadcast station, newspaper, magazine, online publication, or other media company. Students are required to have completed JR 607 and JR 609 before doing an internship. In addition to the
internship site work, students may be expected to write papers and journals relating to the internship, participate in class meetings and discussions, put together a portfolio of their professional-quality internship work, and/or other relevant assignments. All students must participate in a mandatory internship orientation through the Career Development Center the semester before the internship. (Summer)

**JR 695**
*Directed Project*
4 credits
Students participate in special learning opportunities designed to allow them to work closely with a faculty member on a project not realizable through existing courses. The College cannot guarantee logistical support for such projects, and equipment and facilities may need to be procured at the student’s expense. Prerequisite: permission of instructor and graduate program director. (Fall, Spring)

**JR 697**
*Directed Study*
1–4 credits
Students participate in special learning opportunities designed to work closely with a faculty member on a scholarly project. Credits awarded to be determined in consultation with the graduate program director. (Fall, Spring)

**Additional Departmental Information**

**Advising**
The graduate program director serves as advisor to students in the program. The graduate advisor helps students plan their courses of study based on specific program requirements.

**Internships**
Students should contact the Career Development Center for information.

**Journalism Faculty**

**Janet Kolodzy**, Chair and Professor of Journalism (1999); BSJ, MSJ, Northwestern University.

**Tim Riley**, Graduate Program Director and Associate Professor of Journalism (2009); BA/BM, Oberlin College/Conservatory; MM, Eastman School of Music, University of Rochester.

**Paul Mihailidis**, Graduate Program Director for Media Design and Associate Professor of Journalism (2011); BA, University of Massachusetts; MPhil, Stirling University; PhD, University of Maryland.

**Gino Canella**, Assistant Professor of Community Multimedia Journalism (2018); BA, Duquesne University; MA, Temple University; PhD, University of Colorado Boulder.

**Marsha Della-Giustina**, Associate Professor of Journalism (1977); BA, Russell Sage College; MS, EdD, Boston University.

**Aaron Goodman**, Assistant Professor of Journalism (2018); BA, MJ, University of British Columbia; PhD candidate, Concordia University.

**Mark Leccese**, Associate Professor of Journalism (2003); BA, University of Massachusetts Amherst; MA, Boston College.

**Paul Niwa**, Associate Chair and Associate Professor of Journalism (2001); BA, University of California, Riverside; MS, Columbia University.

**Cheryl Owsley-Jackson**, Journalist-in-Residence (2018); BA, MA, Indiana University Bloomington.
Cindy Rodríguez, Senior Journalist-in-Residence (2011); BA, City College of New York; MS, Columbia University.

Doug Struck, Senior Journalist-in-Residence (2009); BA, Pennsylvania State University; MA, Harvard University. Postgraduate fellowship at the George Washington University Elliott School of International Affairs and Nieman Journalism Fellowship at Harvard University.

For a complete listing of Journalism faculty biographies, visit emerson.edu/academics/academic-departments/journalism/faculty.
Digital Marketing and Data Analytics (DMDA) Online Master of Arts Degree

The Digital Marketing and Data Analytics (DMDA) online master’s program equips working professionals with critical, in-demand skills to advance their careers in marketing and analytics. With a balanced curriculum of digital-centric marketing and omni-channel customer analytics courses, graduates of this program develop digital and analytic skills that are necessary to compete in today’s dynamic insight-driven marketing environment.

Students can complete the 32 credit program entirely online. The program curriculum requirements include four classes (16 credits) in Digital Marketing and four classes (16 credits) in Data Analytics. The online environment provides the flexibility to meet the needs of busy working professionals. Students can choose to take between one and three classes a semester and can complete the program in as little as one year with our accelerated option.

Certificates: The MA in Digital Marketing and Data Analytics can also be completed as individual certificate programs. Students have the opportunity to develop critical skills through our 16-credit graduate certificates in Digital Marketing or Data Analytics for Marketing. Upon completion of a certificate, students have the option to apply to continue and complete the full degree program. The certificate program is made up of the four Digital Marketing or Data Analytics courses.

The student learning outcomes of the DMDA program balance the priorities of both digital marketing and data analytics. Students will be able to:

- Develop targeted, customer-centric digital marketing campaigns across a range of digital interfaces;
- Design marketing programs that account for the unique user experience needs of mobile consumers;
- Implement digital storytelling and content marketing strategies that connect consumers with brands across all major social media platforms;
- Use their knowledge of digital consumer behaviors and trends to design marketing programs that motivate consumers to engage and remain loyal to a brand;
- Develop consumer personas and segments that provide the framework to deploy targeted and personalized marketing treatments;
- Build predictive models that forecast individual consumer behaviors and enable proactive marketing communications;
- Use web and social media analytic tools to evaluate online interactions and identify new opportunities to generate consumer leads and build stronger customer relationships; and
- Incorporate best practice digital campaign testing and measurement approaches that accurately assess the ROI of marketing investments.

Admission Requirements

Students in the DMDA program come from diverse educational and professional backgrounds. The admission committee considers previous academic work, prior employment experiences, and a number of other key factors to make its decisions. Applicants must meet the College’s admission standards, including TOEFL scores if applicable, official transcripts, three letters of recommendation, an essay, and a professional résumé.

Degree Requirements

The Master of Arts in Digital Marketing and Data Analytics requires the successful completion of 32 credit hours. It offers the flexibility to structure the program based on your schedule. Courses do not have prerequisites, allowing you to take courses in any order. You can choose to take one, two, or three 4-credit courses during the fall or spring semesters.
Over the summer, you can take one 4-credit course during either (or both) sessions. The degree consists of 32 credits split between the areas of Digital Marketing and Data Analytics.

**Required Courses**

**Digital Marketing**
- DD 600 Digital Marketing and Campaigns
  - 4 credits
- DD 601 Digital Storytelling and Branding
  - 4 credits
- DD 602 Online Consumer Behavior
  - 4 credits
- DD 603 Social and Mobile Marketing
  - 4 credits

**Data Analytics**
- DD 620 Customer Segmentation and Descriptive Analytics
  - 4 credits
- DD 621 Predictive Analytics
  - 4 credits
- DD 622 Web Analytics
  - 4 credits
- DD 623 Social Media and VOC Analytics
  - 4 credits

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**Digital Marketing and Data Analytics Courses of Study**

**DD 600**
**Digital Marketing and Campaigns**
- 4 credits
Equips students to engage in digital-centric thinking, planning, and implementation of a comprehensive marketing campaign. Students learn how different roles on a digital marketing team work in unison to develop online content and programs that result in exceptional user experiences. The goal of the course is to introduce digital best practices and to leverage these approaches in the development of a customer-centric digital marketing campaign that targets specific consumer segments through one or more digital interfaces.

**DD 601**
**Digital Storytelling and Branding**
- 4 credits
Storytelling in the digital environment differs from how it is approached and executed in traditional marketing. Research and data collection, story conceptualization, and reporting methods are studied within a primarily digital communication strategy. Students understand how to set message goals, evaluate various storytelling techniques, and produce stories relevant to different digital devices, audiences, and brand strategies.

**DD 602**
**Online Consumer Behavior**
- 4 credits
Consumers behave and make purchase decisions online in a process unique from traditional marketing. The emphasis of this course is to learn how to identify processes and trends in online consumer behavior and influence that behavior. Students understand how to bridge the connection between online and offline consumer behavior. Consumers’ goals and fears are examined to find psychological, emotional, logical, and sociological explanations of behavior. Additionally, consumers’ online search intentions and search engine optimization (SEO) are examined and applied.

**DD 603**
**Social and Mobile Marketing**
- 4 credits
Marketing through the rapidly evolving network of new media devices and platforms requires a continuously adaptive skillset. Students learn how to determine which new media selections best fulfill a marketing strategy. The unique advantages and challenges of the major social networks are analyzed. Students develop expertise in marketing through mobile devices with an emphasis on engaging specific target groups.
DD 620
Customer Segmentation and Descriptive Analytics
4 credits
Presents a variety of customer segmentation techniques that provide the framework to design and deploy highly targeted, insight-driven marketing campaigns. Students use cutting-edge analytics software to develop segmentation solutions that support many facets of today's marketing and sales operations. Students also learn how to perform and interpret the results of other commonly used descriptive analytic approaches, such as exploratory data analysis and market basket analysis.

DD 621
Predictive Analytics
4 credits
Introduces students to predictive analytics and the broad set of business applications these predictive tools support. Students use data mining platforms to build predictive models that address a variety of sales and marketing needs, such as identifying the best targets for campaigns, highlighting customers most at risk of churning, and optimizing the allocation of marketing spend across media and channels. Several different modeling techniques are covered in the course including linear regression, logistic regression, and decision tree analysis.

DD 622
Web Analytics
4 credits
Introduces students to a broad array of website analytic techniques. Students will use the Google Analytics platform to identify visitor profiles and segments, study website usage patterns and content viewing behaviors, and pinpoint channels that drive the greatest desktop and mobile visitor traffic to company's websites. The insights obtained through web analytics have become an essential input in the development of digital marketing strategies that incorporate highly targeted paid (advertising), owned (web properties), and earned (social sharing) media components.

DD 623
Social Media and VOC Analytics
4 credits
Provides an in-depth understanding of how social media analytics and voice of the customer (VOC) analytics are used by today's modern marketer. Students utilize a leading social media listening and analytics platform to develop a "hands-on" understanding of how social media data is captured, analyzed, and ultimately turned into actionable information. Students also learn how companies are transforming their outdated customer feedback data collection practices into enterprise-wide VOC programs that generate timely insights and help companies create better customer experiences and greater brand loyalty.

Additional Departmental Information

Advising
The graduate program director serves as advisor to students in the program. The graduate advisor helps students plan their courses of study based on specific program requirements.

Online Learning
Online courses require the same amount of time and effort as face-to-face courses. During a typical week, students will spend approximately one to two hours per week reading and/or viewing videos, two hours participating in online discussions, and three to four hours completing assignments. Virtual office hours, library services, writing center services, and accessibility services are also available to students.
School of Communication

Strategic Marketing Communication
Master of Arts Degree

The Strategic Marketing Communication program prepares students for a diverse range of careers in marketing and communications. The program offers two primary tracks of concentration: Planning/Managing Market Communication and Creating Market Communication. Students can customize their individual program experience by selecting elective courses to match career interests and career path choices in planning and managing the marketing communication function or to focus on developing and implementing creative communications. The 40-credit program allows for maximum flexibility related to time and structure, and lets students complete the program within a two-year, three-semester and part-time option, as well as a one-year intensive cohort experience.

Following are the Student Learning Outcomes (SLOs) for the Strategic Marketing Communication program:

- Students will learn to create cohesive communication plans for a business with positioning that resonates with their customers
- Students will be equipped with a deep knowledge of evolving strategies and media that can be used together to tell the stories of organizations operating in a global marketplace
- Students will learn to be marketing communication professionals who are not only great storytellers, but are also innovative problem solvers who can command today’s tools and technology and seamlessly adapt to those of tomorrow
- Students will learn to conduct research and analyze data to identify marketing challenges and opportunities
- Students will learn to develop marketing and communication plans that connect to measurable business objectives and integrate elements of digital advertising, social media, PR, promotion, branding, direct marketing, and more

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
Students choose between one of two tracks in our 40-credit graduate program: Planning Market Communication, which emphasizes overall strategy and planning, and Creating Market Communication, which focuses on content and implementation. The program can be completed full time in two years or in one year as part of the accelerated Cohort option. The program consists of three core courses, three required track courses, and four electives. Part-time enrollment is also an option.

With the program electives, students will have the opportunity to focus in consumer research/behavior, global brand management, digital marketing, or managing the creative process.

Separately, students can elect to enroll in the one-year Intensive Cohort option. Under this option, the course schedule is fixed and includes a selection of course from both the Planning Market Communication and Creating Market Communication tracks.
Required Courses

Required Core Courses for all tracks
(Three Courses, 12 Credits)
MK 601  Planning Seminar: Markets and
4 credits  Communication
MK 667  Integrated Strategies
4 credits
MK 668  Capstone
4 credits

Required Planning Market Communication
Track Courses (Three Courses, 12 Credits)
MK 604  Market Research & Account Planning
4 credits
MK 610  Marketing/Brand Management
4 credits
MK 661  Strategic Planning and Market
4 credits  Communication

Planning Market Communication Track
Electives (Four Courses, 16 Credits)
MK 649  Managing Investments in Marketing
4 credits
MK 650  Market Planning Customer, Collaborator,
4 credits  and Company
MK 651  Descriptive Analytics & Predictive Models
4 credits
MK 669  Behavioral Economics
4 credits
MK 670  Organizational Behavior
4 credits
MK 672  Topics in Planning Market
4 credits  Communication
MK 673  Topics in Marketing Communication
4 credits
MK 690  Internship 4 credits
MK 697  Directed Study

Required Creating Market Communication
Track Courses (Three Courses, 12 Credits)
MK 636  Creative Thinking & Problem Solving
4 credits
MK 664  Ethnographies, Customer Journeys
4 credits
MK 665  Global Cultures/Applied Anthropology
4 credits  and Sociology

Creating Market Communication Track
Electives (Four Courses, 16 Credits)
MK 620  PR, Event, and Direct Market Strategies
4 credits
MK 621  Creative Writing & Story Creation
4 credits
MK 627  Digital Communication Strategies &
4 credits  Implementation
MK 630  Communication Strategies for
4 credits  Advertising & Sales Promotion
MK 648  Media Management Strategies
4 credits
MK 662  Content Marketing Strategies
4 credits
MK 663  Design in Communication Strategies &
4 credits  Tactics
MK 671  Topics in Creating Market
4 credits  Communication
MK 673  Topics in Marketing Communication
4 credits
MK 690  Internship
4 credits
MK 697  Directed Study

Students may enroll in the accelerated, one-year
cohort option. With this option, students will
complete the required core courses and a balanced
curriculum of requirements, culminating with the
Capstone.

Degree Requirements for the
One-Year Cohort Track: All courses are required
MK 601  Planning Seminar: Markets and
4 credits  Communication
MK 604  Market Research & Account Planning  
4 credits  
MK 610  Marketing/Brand Management  
4 credits  
MK 621  Creative Writing and Story Creation  
4 credits  
MK 636  Creative Thinking & Problem Solving  
4 credits  
MK 650  Marketing Planning Customer,  
4 credits  
MK 651  Descriptive Analytics & Predictive Models  
4 credits  
MK 665  Global Cultures/Applied Anthropology &  
4 credits  
MK 650  Collaborator, and Company  
MK 667  Integrated Strategies  
4 credits  
MK 668  Capstone  
4 credits

**Strategic Marketing Communication Courses of Study**

**MK 601**  
Planning Seminar: Markets and Communication  
4 credits  
Introduces students to the flow of ideas, materials, and communication through inception in the corporate/marketing center to final execution and implementation for audience consumption. The seminar provides primary focus to the issues that are brought to life in the communication of the marketing disciplines and make final impact in the eyes and ears of the market. This seminar invokes the idea that while the work of marketing is pervasive throughout an organization and the market, its primary contribution to the organization is through the creation of intangible assets and to the market through storytelling that builds trust and loyalty. The seminar considers the issue of corporate, collaborator, and customer needs and explores the communication opportunities to engage and support markets. (Semester varies)

**MK 604**  
Market Research and Account Planning  
4 credits  
Introduces the fundamentals of problem definition, hypotheses development, and data gathering from primary and secondary sources. Covers research methods including research options, formulating research problems, designs, and data collection methods. The use of both qualitative and quantitative methods are covered. The organizational structures for the research function are described together with an in-depth analysis of the role of the account planning in marketing communication across the spectrum of organizations that initiate, develop, and implement communication programs. (Semester varies)

**MK 610**  
Marketing/Brand Management  
4 credits  
Introduces the marketing management process with emphasis on the communication discipline embedded within organizations. Focus is concentrated on making decisions about products, brands, pricing, distribution channels, and communication plans to deliver value to consumers. Stresses the importance of the role of brand in IMC strategies. Students learn why brands are important, what they represent to consumers, and what should be done by organizations to manage them properly. Students learn how brand equity can be created, how to measure brand equity, and how to use brand equity to expand global business opportunities. Brand simulations, readings, and discussions facilitate learning. (Semester varies)

**MK 620**  
PR, Event Planning, and Direct Market Strategies  
4 credits  
Explores the role of public relations and direct communication initiatives. Students learn how to construct public relations and support plans by
analyzing and interpreting public opinion, event opportunities, and sector concerns (e.g., financial, media, or government relations). The course provides knowledge of how to detail a budget and describe evaluation techniques for measuring impact.

Students develop all aspects of the plan, including constructing press releases and collateral materials such as public service announcements using case studies or field applications. Prerequisites: MK 601 and MK 636, MK 664 or MK 665. (Semester varies)

**MK 621**  
Creative Writing and Story Creation  
4 credits  
Exposes students to understand the nature of storytelling from a personal, historical, and market perspective. Students learn how to develop and refine their writing in order to develop stories that resonate with others. Students analyze fiction, nonfiction, and consumer-generated stories to learn how character development and story arcs relate to market-focused communication such as blogs, advertisements, commercials, news releases, brochures, speeches, and public service announcements. Intensive writing exercises are employed to help students achieve their goals. Prerequisites: MK 601 and MK 636, MK 664 or MK 665. (Semester varies)

**MK 627**  
Digital Communication Strategies and Implementation  
4 credits  
Students explore how to develop effective strategies for the digital communication environment using integrated communication programs consisting of social network marketing, electronic branding, e-commerce, search and display advertising, and loyalty and content marketing. Students analyze best practices and learn where, how, and why paid and earned social media influences human behavior in digital media. Prerequisites: MK 601 and MK 636, MK 664 or MK 665. (Semester varies)

**MK 630**  
Communication Strategies for Advertising and Sales Promotion  
4 credits  
Explores the roles of advertising and sales promotion and publicity in all communication channels. Students learn to develop, manage, and evaluate advertising campaigns. In addition, they investigate how to use sales promotion to bring about behavioral change in the contexts of consumer and trade promotion. Further, they learn how to generate and manage publicity. Students evaluate the legal and ethical issues surrounding these marketing communication efforts. Prerequisites: MK 601 and MK 636, MK 664 or MK 665. (Semester varies)

**MK 636**  
Creative Thinking and Problem Solving  
4 credits  
Consumers have an abundance of product and service options, so companies must use creativity to develop differentiated and relevant communications plans. Creativity and innovation are cornerstones of business and qualities that managers expect from their employees. This course explores the nature of creativity, creative thinking, and problem solving. Interactive exercises, case analyses, discussions, and projects foster and enhance creativity. (Semester varies)

**MK 648**  
Media Management Strategies  
4 credits  
Offers an introduction to strategic decision making in advertising media planning. Provides an understanding of the challenges involved in making media decisions and executing media plans. Students are introduced to media planning tools and study the impact of changing media trends. Prerequisites: MK 601 and MK 636, MK 664 or MK 665. (Semester varies)
MK 649  
Managing Investments in Marketing  
4 credits
An important function of the IMC manager is to optimize investments across different aspects of the marketing and communication mix. This course reviews fundamental tools of analysis used by managers, such as budgeting, forecasting demand, market and segmentation analysis, return-on-investment valuations, media expenditure planning, and evaluation of marketing communication efforts. Exercises, cases, and readings are used to provide students with exposure to the concepts and practice in applying them. Prerequisites: MK 601 and MK 604, MK 610 or MK 661. (Semester varies)

MK 650  
Market Planning: Customer, Collaborator, and Company  
4 credits
Customers live in a complex world and are subject to myriad influences and requirements related to satisfaction and ultimate loyalty to a brand, a company, a product, or a service. This class focuses on market planning that addresses the needs of the various stakeholders that are primary players in determining availability of solutions to the market needs and wants. Areas of consideration are corporate objectives and strategies and distribution channel needs from sales organizations to retailers/resellers, the media, advocacy groups, and other important influencers. The stress is on the practical needs of the ecosystem and the communication influences each group may have on ultimate customer loyalties. Prerequisites: MK 601 and MK 604, MK 610 or MK 661. (Semester varies)

MK 651  
Descriptive Analytics and Predictive Models  
4 credits
Explores the use of descriptive and predictive analytic solutions that enable the development of timely and highly relevant marketing communications across the customer lifecycle. Students utilize SAS analytical software to conduct a variety of descriptive and predictive analyses on a broad set of customer data sources. They develop customer segmentation schemes and predictive behavior models and learn how to apply these analytical tools to improve marketing performance as well as the customer experience. The course is supplemented with data analysis that directly addresses the goal of building intangible assets through the development of loyalty and the projection of future streams of revenue. Prerequisites: MK 601 and MK 604, MK 610 or MK 661. (Semester varies)

MK 661  
Strategic Planning and Market Communication  
4 credits
Introduces the concept of strategic planning for organizations and highlights the role of marketing and communication as primary disciplines to create and implement integrated strategic plans. The course begins with the overall strategic business plan and continues through the hierarchy of individual department and functional strategic plans. The course highlights how the marketing and communication plans are designed to support and achieve overall organizational goals and the specific goals of the marketing and communication functions. Describes strategic role of all communication tools, including advertising, public relations, sales promotion, direct marketing, e-commerce, event planning, sponsorships, and others. Reviews strategic planning issues and institutions in the practice of these disciplines in multinational organizations. (Semester varies)

MK 662  
Content Marketing Strategies  
4 credits
Markets think and act in the context of cultural values and contemporary events. Content marketing is the presentation of values of a provider that understands that acceptance or rejection is based, in large part, on
the provider’s understanding and empathy for the market’s needs and hopes. Content marketing envelops and expands the concept of the value proposition and sets the stage for the creation of all the elements of the communication plan.
Prerequisites: MK 601 and MK 636, MK 664 or MK 665. (Semester varies)

**MK 663**  
*Design As Communication: Strategies and Tactics*  
*4 credits*  
Design is no longer limited to products. Students explore design and design thinking as tools that reflect global cultures. They investigate how design enhances and interconnects with traditional communication tools such as writing and visual design. Additionally, they learn how user-centered design processes and design help communicate with audiences and construct meaning in verbal and visual language. Prerequisites: MK 601 and MK 636, MK 664 or MK 665. (Semester varies)

**MK 664**  
*Ethnographies, Customer Journeys*  
*4 credits*  
Drawing from the traditions of participant observation in the fields of anthropology, sociology, psychology, and market research, the course applies ethnographic methods to the analysis of subcultures and behavioral minorities as well as transnational marketing communication. The focus throughout is on how to fathom the cultural differences that inform and impact consumer decision-making and marketing communication campaigns.  
(Semester varies)

**MK 665**  
*Global Cultures/Applied Anthropology and Sociology*  
*4 credits*  
Understanding markets and consumers is the essence of the marketing and communication disciplines, and much of what can be learned about human behavior is through tailored classes on the “ologies,” especially anthropology and sociology. Focuses on the nature of human cultures, beliefs, practices, values, and ideas and how humans use culture to adapt and transform the world they live in. Addresses issues of cultural translation and cross-cultural knowledge. (Semester varies)

**MK 667**  
*Integrated Strategies*  
*4 credits*  
Blends the disciplines learned in the Planning/Managing and Creating Market Communication tracks. A cross-functional process, beginning with a focus on the communication segment of the overall marketing function and ending with the abilities to create stories that resonate with markets and build long-term satisfaction, directs the focus of this redesigned course. Students learn to integrate communication elements (e.g., advertising, public relations, publicity, sales promotion, event marketing, direct marketing, e-communication, and selling) to advance an organization’s success and consumer loyalty through value creation. Prerequisites: MK 601 and (MK 604, MK 610, and MK 661) or (MK 636, MK 664, or MK 665). (Semester varies)

**MK 668**  
*Capstone*  
*4 credits*  
Students develop an IMC plan for an organization as the culminating experience in the SCM program. Students demonstrate their knowledge and work in teams to solve an organization’s marketing communication problem or help the organization pursue an opportunity through the implementation of an IMC strategy. Students must demonstrate competencies in market research, market analysis, strategy development, communications and media planning, and IMC program development and evaluation. Prerequisites: MK 601 and (MK 604, MK 610, and MK 661) or (MK 636, MK 664, or MK 665) and must complete at least 28 credits before registering for MK 668 Capstone. (Semester varies)
MK 669
Behavioral Economics
4 credits
Grounded in theories of behavioral economics, this course examines human and consumer behavior within cultures, how members of diverse cultures differ, and the criteria upon which cultural members can and cannot be compared. Cultural value systems are highlighted as they provide insight into the impact of cultural differences on individual and group processes such as decision-making, verbal and nonverbal communications styles, and organizational structure. Models of decision-making and information processing are also explored. Prerequisites: MK 601 and MK 604, MK 610 or MK 661. (Semester varies)

MK 670
Organizational Behavior
4 credits
Success of marketing and communication plans and programs is directly dependent on the acceptance and support of the organization that would sponsor the efforts. This class is developed on the scientific principles of organizational psychology and the attempt at mastering the ability to work with non-aligned interests to promote the overall successes of all stakeholders within an organization. Concentration is on developing tools to understand the needs and motivations of all departments and functions so that benefits can be aligned with responsibilities. Prerequisites: MK 601 and MK 604, MK 610 or MK 661. (Semester varies)

MK 671
Topics in Creating Market Communication
4 credits
Special offerings in the area of creating market communications. Prerequisites: MK 601 and MK 636, MK 664 or MK 665. (Semester varies)

MK 672
Topics in Planning Market Communication
4 credits
Special offerings in the area of planning market communications. Prerequisites: MK 601 and MK 604, MK 610 or MK 661. (Semester varies)

MK 673
Topics in Marketing Communication
4 credits
Special offerings in various areas of marketing communication. Prerequisites: MK 601 and MK 604, MK 610, MK 636, MK 661, MK 664 or MK 665. (Semester varies)

MK 690
Internship in Strategic Marketing Communication
1–4 credits
Graduate students may participate in internships offered in Boston and other international and national locations. The 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 at the Career Development Center the semester before the internship. Students may take a maximum of 4 credits of internships. Prerequisites: MK 601 and (MK 604, MK 610, and MK 661) or (MK 636, MK 664 or MK 665). (Semester varies)

MK 697
Directed Study
1–4 credits
Students work on an independent research project supervised by a full-time faculty member. Students are expected to give an oral presentation of their
written research paper to faculty and students at the end of the semester. Directed studies may not fulfill a course requirement and require a proposal that identifies learning objectives and outcomes, justifies the study, describes the design of instruction, and presents a bibliography. Proposals are submitted by the end of the semester preceding the semester in which the study is completed. Students must secure signatures of the faculty supervisor, graduate program director, and department chair. Prerequisites: MK 601 and (MK 604, MK 610, and MK 661) or (MK 636, MK 664 or MK 665).

(To be arranged)

**Program Timing and Planning**

Our program is flexible in both content and program format, offering our students the option of completing the program in either an accelerated one-year format, traditional full-time two-year format, or taking classes part-time. Our classes are offered in the evening, allowing working professionals to participate in our program and leaving time for students to participate in internship and networking opportunities.

**Additional Departmental Information**

**Advising**

The graduate program director serves as advisor to students in the program. The graduate advisor helps students plan their courses of study based on specific program requirements.

**Marketing Communication Faculty**

**Brent Smith**, Chair and Professor of Marketing Communication (2019); BA, BS, Xavier University of Louisiana; MBA, Tulane University; PhD, Drexel University.

**Mike McGuirk**, Graduate Program Director for the Digital Marketing and Data Analytics Program and Senior Executive-in-Residence, Marketing Communication (2016); BA, University of Maine; MBA, Bentley University.

**Douglas Quintal**, Graduate Program Director for the Strategic Marketing Communication Program and Senior Executive-in-Residence, Marketing Communication (2000); BA, Bates College; MA, Emerson College.

**Agaptus Anaele**, Assistant Professor of Marketing Communication (2015); BA, University of Port Harcourt, Nigeria; MA, Ohio University; PhD, Purdue University.


**Naa Ampomsah Dodoo**, Assistant Professor of Marketing Communication (2017); BA, University of Ghana; MA, Marquette University; PhD, University of Florida, Gainesville.

**Sereikhuoch Eng**, Assistant Professor of Marketing Communication (2018); BA, University of Canberra; MBA, Rensselaer Polytechnic Institute; PhD, University of Rhode Island.

**Wesley Jackson**, Executive-in-Residence, Marketing Communication (2018); BA, University of Virginia; MA, The New School; MFA, Yale School of Drama.
Kristin Lieb, Associate Professor of Marketing Communication (2007); BA, Syracuse University; MBA, Northeastern University; PhD, Syracuse University.

Anthony Lowrie, Associate Professor of Marketing Communication (2012); DipM, Chartered Institute of Marketing; BA, MA, Trinity College, Dublin; MBA, Oxford Brookes University, Oxford; PhD, Judge Business School, University of Cambridge.

Roxana Maiorescu, Associate Professor of Marketing Communication (2013); BA, Babes Bolyai University; MA, Virginia Polytechnic Institute; PhD, Purdue University.

Brenna McCormick, Senior Executive-in-Residence, Marketing Communication (2016), BA, Boston University; MA, Emerson College.

Stanley Miller, Executive-in-Residence, Marketing Communication; BA, University of Massachusetts Amherst; MS, University of Pennsylvania.

Walter Mills, Executive-in-Residence, Marketing Communication (2017); BA, Framingham State University; MBA, Babson College.

Roxana Murphy, Associate Professor of Marketing Communication (2013); BA, Babes Bolyai University; MA, Virginia Polytechnic Institute; PhD, Purdue University.

Nejem Raheem, Associate Professor of Marketing and Economics (2009); BA, Bennington College; MA, PhD, University of New Mexico.

Lu Ann Reeb, Program Director, Business Studies and Entrepreneurship, and Senior Executive-in-Residence, Marketing Communication (2012); BA, University of Louisville; MBA, Suffolk University.

Michael Tucker, Executive-in-Residence and Internship Coordinator of Marketing Communication (2018); BA, State University of New York, Binghamton; MBA, Argosy University; Advanced Professional Graduate Business Certificate, Argosy University.

Thomas Vogel, Professor of Marketing Communication (2002); BS, University of Applied Sciences for the Printing and Media Industries, Stuttgart; BFA, MFA, Academy of Fine Arts, Stuttgart.

Seounmi Han Youn, Associate Professor of Marketing Communication (2003); BS, MA, Korea University; PhD, University of Minnesota, Minneapolis.

For a complete listing of Marketing Communication faculty biographies, visit emerson.edu/academics/academic-departments/marketing-communication/faculty.
School of the Arts

Theatre Education and Applied Theatre
Master of Arts Degree

The Department of Performing Arts offers the Master of Arts degree in Theatre Education and Applied Theatre. This program is 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 those working toward a terminal degree in theatre, education, or related fields. The graduate program is designed with two course tracks, the Theatre Educator track and the Applied Theatre track, each of which includes foundational and core courses, with additional work in areas of special interest to students, in order to support a broad range of individual career goals.

The Theatre Educator track is primarily for those students who plan to teach theatre and drama to children, adolescents, or adults within schools, theatres, or similar institutional settings (many of whom earn initial licensure in Massachusetts as a teacher of theatre, all levels). Applied Theatre, the second track, is for students primarily interested in the uses of theatre in a variety of community settings. This track’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. Either track can be appropriate for students who wish to continue their graduate studies, pursue a Master of Fine Arts or doctorate in the field of theatre, and teach at the college level.

Students in both tracks complete a set of foundational and core requirements 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/evening 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.

The Theatre Education and Applied Theatre program is reviewed and accredited by the Massachusetts Department of Elementary and Secondary Education. For students in the licensure track, permission to proceed to the student teaching practicum is required and based upon the successful completion of coursework and field experience. A portfolio review for these same students is required at the end of their student teaching practicum. These students must also pass the Massachusetts Tests for Educator Licensure in order to receive their initial license.

Following are the Student Learning Outcomes (SLOs) for the Theatre Education and Applied Theatre program:

- Students will assess learning needs, develop appropriate educational goals and objectives, and design and implement drama/theatre teaching strategies based on understandings of the theoretical and historical foundations of drama/theatre education and the practices of applied drama and theatre.
- Students will demonstrate skills for creating theatre in and with a variety of communities based on the understanding of the relationships between theatre and culture as informed by economics, history, sociology, cultural studies, politics, and performance theory.
- Students will develop their individual potentials and interests in performance, production, theatre education, applied theatre, and related fields as demonstrated by portfolios, theses, or capstone projects.
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 may submit the results of the Graduate Record Examination (GRE) as an optional component of their application.

Degree Requirements
The Master of Arts degree requires the successful completion of 36 credit hours, including 24 credits of foundation and core course requirements. In addition, students must complete 4 credits of either a master’s thesis or capstone project. Students may fulfill the remaining credit requirements by taking electives approved by their advisors.

Track 1: Theatre Educator
The Theatre Educator track is primarily for those students who plan to teach theatre and drama to children, adolescents, or adults within schools, theatres, or similar institutional settings (many of whom earn initial licensure in Massachusetts as a teacher of theatre, all levels).

All students must complete the following three foundational courses:

Foundation Requirements, 12 credits
TH 625 Theatre and Community: Stories of Us
4 credits
TH 660 Drama as Education I
4 credits
TH 661 Drama as Education II
4 credits

Core Requirements, 12 credits
Students must take one 4-credit course in any three of the following areas for a total of 12 credits:

Acting
TH 521 Ensemble Workshop Topics
4 credits
TH 621 Special Topics in Acting
4 credits
TH 622 Principles of Acting
4 credits
TH 642 Viewpoints
4 credits

Directing
TH 521 Ensemble Workshop Topics
4 credits
TH 584 Directing the Musical
4 credits
TH 680 Directing: Theory and Practice
4 credits
TH 681 Special Topics in Directing
4 credits

Playwriting/Devising
TH 521 Ensemble Workshop Topics
4 credits
TH 589 Playwriting Workshop
4 credits
TH 641 Theatre of the Oppressed
4 credits
TH 662 Playmaking
4 credits

Dramatic Literature/Theatre History
TH 562 Theatre for Young Audiences
4 credits
TH 611 Seminar in Dramatic Literature
4 credits
TH 614 Theatre Studies Seminar
4 credits

Theatre Design/Technology
TH 540 Puppetry
4 credits
TH 640 Special Topics in Design and Technical Theatre
4 credits
TH 650 Design in Production
4 credits
**Master's Capstone Project or Elective**

TH 663/ TH 665  
Student Teaching (must be taken for licensure)  
4 credits

or

TH 696  Capstone Project  
4 credits

or

TH 699  Master's Thesis (permission required)  
4 credits

or

an elective if continuing on to the MFA

**Electives, 8 Credits**

Either TH 668 Multicultural Education or TH 669 Contemporary Issues in Education is required for licensure.

**Track 2: Applied Theatre**

Applied Theatre, the second track, is for students primarily interested in the uses of theatre in a variety of community settings. This track'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.

All students must complete the following three foundational courses:

**Foundation Requirements, 12 credits**

TH 625  Theatre and Community: Stories of Us  
4 credits

TH 629  Community Engagement From the Stage  
4 credits

TH 660  Drama as Education I  
4 credits

**Core Requirements, 12 credits**

Students must take one 4-credit course in any three of the following areas for a total of 12 credits:

**Acting**

TH 521  Ensemble Workshop Topics  
4 credits

TH 621  Special Topics in Acting  
4 credits

TH 622  Principles of Acting  
4 credits

TH 642  Viewpoints  
4 credits

**Directing**

TH 521  Ensemble Workshop Topics  
4 credits

TH 584  Directing the Musical  
4 credits

TH 680  Directing: Theory and Practice  
4 credits

TH 681  Special Topics in Directing  
4 credits

**Playwriting/Devising**

TH 521  Ensemble Workshop Topics  
4 credits

TH 589  Playwriting Workshop  
4 credits

TH 641  Theatre of the Oppressed  
4 credits

TH 662  Playmaking  
4 credits

**Dramatic Literature/Theatre History**

TH 562  Theatre for Young Audiences  
4 credits

TH 611  Seminar in Dramatic Literature  
4 credits

TH 614  Theatre Studies Seminar  
4 credits

**Theatre Design/Technology**

TH 540  Puppetry  
4 credits

TH 640  Special Topics in Design and Technical Theatre  
4 credits
TH 645    Qualitative Research
4 credits
TH 650    Design in Production
4 credits

**Capstone Project or Elective, 4 credits**
TH 696    Capstone Project
4 credits
or
TH 699    Master’s Thesis (permission required)
4 credits
or
TH 633/   Student Teaching (if pursuing licensure)
TH 665    4 credits
or
an elective if continuing on to the MFA

**Electives, 8 credits**
Either TH 668 Multicultural Education or TH 669 Contemporary Issues in Education is required for licensure.

**Master’s Thesis or Capstone Project**
In lieu of 4 credits of coursework, a student may, with permission, elect to complete a master’s thesis or capstone project. Performing Arts faculty must approve a thesis or capstone proposal before the student can begin work. The student must defend the thesis or capstone in an oral examination administered by the thesis or capstone committee.
Theatre Education and Applied Theatre
Master of Fine Arts Degree

The Department of Performing Arts offers the Master of Fine Arts degree in Theatre Education and Applied Theatre. This program is 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. Completion of the 48-credit MFA also opens the door to teaching full-time in colleges and universities for those interested in a career in higher education. This graduate program is designed with two tracks, the Theatre Educator track and the Applied Theatre track, each of which include foundational and core courses, with additional work in areas of special interest to students, in order to support a broad range of individual career goals.

The Theatre Educator track is primarily for those students who plan to teach theatre and drama to children, adolescents, or adults within schools, theatres, or similar institutional settings (many of whom earn initial licensure in Massachusetts as a teacher of theatre, all levels). Applied Theatre, the second track, is for students primarily interested in the uses of theatre in a variety of community settings. This track’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. Either track can be appropriate for students who wish to pursue a terminal degree in the field of theatre, and teach at the college level.

Students in both tracks complete a set of foundational and core requirements 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/evening 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 an 18-month to 2.5-year period.

The Theatre Education and Applied Theatre program is reviewed and accredited by the Massachusetts Department of Elementary and Secondary Education. For students in the licensure track, permission to proceed to the student teaching practicum is required and based upon the successful completion of coursework and field experience. A portfolio review for these same students is required at the end of their student teaching practicum. These students must also pass the Massachusetts Tests for Educator Licensure in order to receive their initial license.

Following are the Student Learning Outcomes (SLOs) for the Theatre Education and Applied Theatre program:

- Students will assess learning needs, develop appropriate educational goals and objectives, and design and implement drama/theatre teaching strategies based on understandings of the theoretical and historical foundations of drama/theatre education and the practices of applied drama and theatre.
- Students will demonstrate skills for creating theatre in and with a variety of communities based on the understanding of the relationships between theatre and culture as informed by economics, history, sociology, cultural studies, politics, and performance theory.
- Students will develop their individual potentials and interests in performance, production, theatre education, applied theatre, and related fields as demonstrated by portfolios, theses, or capstone projects.
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 may submit the results of the Graduate Record Examination (GRE) as an optional component of their application.

Degree Requirements
The Master of Fine Arts degree requires the successful completion of 48 credit hours, including 24 credits of foundation and core course requirements. In addition, students must complete courses in Advanced Studio or Theory, Qualitative Research, 4 credits of an MFA Thesis Project, and participate in the MFA Colloquium. Students may fulfill the remaining credit requirements by taking electives approved by their advisors.

Track 1: Theatre Educator
The Theatre Educator track is primarily for those students who plan to teach theatre and drama to children, adolescents, or adults within schools, theatres, or similar institutional settings (many of whom earn initial licensure in Massachusetts as a teacher of theatre, all levels).

All students must complete the following foundational courses:

Foundation Requirements, 12 credits
TH 660 Drama as Education I
4 credits
TH 661 Drama as Education II
4 credits
TH 625 Theatre and Community: Stories of Us
4 credits

Core Requirements, 12 credits
Students must take one 4-credit course from any three of the following areas for a total of 12 credits:

Acting
Directing
Playwriting/Devising
Dramatic Literature/Theatre History
Theatre Design/Technology
Theatre Management/Grant Writing

Advanced Studio or Theory, 4 credits
Qualitative Research, 4 credits
Colloquium, 0 credits (meets once per semester)

Master’s Capstone Project or Elective
TH 699 MFA Thesis Project (normally 2 credits in 4 credits each of the final 2 semesters)

Electives, 12 Credits
Either TH 668 Multicultural Education or TH 669 Contemporary Issues in Education is required for licensure, as well as TH 663/TH 665 Student Teaching.

Track 2: Applied Theatre
Applied Theatre, the second track, is for students primarily interested in the uses of theatre in a variety of community settings. This track’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.

Foundation Requirements, 12 credits
TH 625 Theatre and Community: Stories of Us
4 credits
TH 629 Community Engagement From the Stage
4 credits
TH 660 Drama as Education I
4 credits
Core Requirements, 12 credits
Students must take one 4-credit course from any three of the following areas for a total of 12 credits:

Acting
Directing
Playwriting/Devising
Dramatic Literature/Theatre History
Theatre Design/Technology
Theatre Management/Grant Writing

Advanced Studio or Theory, 4 credits
Qualitative Research, 4 credits
Colloquium, 0 credits (meets once per semester)

Master’s Capstone Project or Elective
TH 699 MFA Thesis Project
4 credits

Electives, 12 Credits
Either TH 668 Multicultural Education or TH 669 Contemporary Issues in Education is required for licensure, as well as TH 661 Drama as Education II and TH 663/TH 665 Student Teaching.

MFA Colloquium
The MFA Colloquium meets at the beginning of each semester and summer and is a non-credit bearing, but required, experience designed to establish our shared goals related to social justice.

Master’s Thesis or Capstone Project
In lieu of 4 credits of coursework, a student may, with permission, elect to complete a master’s thesis or capstone project. Performing Arts faculty must approve a thesis or capstone proposal before the student can begin work. On completion, the student must defend the thesis or capstone orally to the thesis or capstone committee in order to submit it for credit.

Theatre Education Courses of Study

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

TH 614
Theatre Studies Seminar
4 credits
Examination and exploration of various topics in theatre studies, including but not limited to the areas of theatre history, criticism, theory, aesthetics, performance studies, and dramatic literature. Can be repeated if topics differ. (Semester varies)

TH 621
Special Topics in Acting
4 credits
Involves intensive explorations of specific topics. (Semester varies)

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

TH 623
Shakespeare Workshop
4 credits
This intensive workshop focuses on the context, textual analysis, and performance of Shakespeare with attention to methods of working with poetic text.
Students are introduced to the Linklater voice technique, learn methods of close textual analysis, how to scan verse, and what poetic figures of speech in the language tell actors about choices in performance.

TH 625
Theatre and Community: Stories of Us
4 credits
What are the benefits and risks of using performance practices to facilitate community collaboration, engagement, and/or health? What is at stake—aesthetically, politically, and ethically—in arts-based community collaborations? And how do we navigate questions of identity, power, and privilege? This course explores the theory, practice, and politics of community-engaged performance and civic engagement through the arts. Through consideration of case studies and exploration of methodologies, students become familiar with creative strategies as well as ethical and political considerations central to the field (formerly TH 625 Theatre and Community I). (Fall)

TH 629
Community Engagement from the Stage
4 credits
Explores the community engagement efforts of professional theaters. Students learn about initiatives from a diversity of theaters, discuss various goals and pedagogical approaches, and explore the politics of community engagement through the arts. The course has a significant focus on the Boston area and includes discussions with guests from local theaters. Students put their learning into practice by assisting on community engagement initiatives at ArtsEmerson and devising and implementing projects for Emerson Stage. (Spring)

TH 640
Special Topics in Design and Technical Theatre
2 or 4 credits
Students are placed in undergraduate design or technical theatre classes at an appropriate skill level, and also attend a bi-weekly graduate seminar. Coursework includes scene design, scene painting, scene and property construction, model building, television design, costume design, costume construction, lighting, technical theatre, audio design, and puppetry. Students are expected to provide appropriate materials as needed. (Semester varies)

TH 641
Theatre of the Oppressed
4 credits
Provides an introduction to some of the techniques that make up the arsenal of the Theatre of the Oppressed. Pioneered by Brazilian artist and activist Augusto Boal, these forms were inspired by the pedagogical theories of Paulo Freire and political theater of Bertolt Brecht. Now they are used internationally and have been developed and adapted to countless settings around the world. This introductory level course engages students with some of the foundational theories and interactive exercises that form the foundation of this work. All students do embodied and performance work but no performance experience is necessary. (Semester varies)

TH 642
Viewpoints
4 credits
Introduces students to the training and performance-building method inspired by Mary Overlie, devised by Anne Bogart, and used by the SITI Company. The Viewpoints provide a framework for collaboration and play while facilitating group improvisations that are highly attuned and surprisingly bold. It is a method that gives performers and their collaborators (directors, designers, composers, etc.) a shared
vocabulary for and understanding of the core elements of live performance. Over the course of the semester, students explore the nuances of ensemble-building, examine the viewpoints in depth, apply their knowledge through composition work, and reflect on ways to teach and/or adapt the method in various settings. They also consider the lessons to be gleaned from the practice of ensemble-building in the studio for the practice of community-building in our lives. This is a highly physical class for actors and non-actors. No movement experience is necessary. (Spring)

**TH 645**

**Qualitative Research in Theatre Education and Applied Theatre**

4 credits

An introduction to the various approaches used in designing and conducting arts-based qualitative research projects in educational and applied theatre settings. Students gain hands-on experience in various qualitative methods, analysis techniques, and writing exercises, while formulating a research project related to their areas of interest. The focus of this course is on the identification and creation of hypothetical research questions, the development of designs, data collection methods, and analysis procedures to address those questions. (Semester varies)

**TH 650**

**Design in Production**

4 credits

This course is a comprehensive survey of scene, lighting, and costume design as they relate to the work of the non-design specialist. Emphasis is placed on the interconnection among the various design areas and their function in the process of making theatre. Students are expected to supply appropriate materials. (Semester varies)

**TH 660**

**Drama as Education I**

4 credits

Students examine the philosophical foundations of theatre, speech, and the use of drama as an educational tool. They 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 the Initial License in Massachusetts as a Teacher of Theatre (pre-K through grade 12). Readings, class participation, and participation in laboratory teaching sessions are required. (Fall)

**TH 661**

**Drama as Education II**

4 credits

Students explore the principles of educational drama and the teaching of drama and speech. A survey of various educational resources available to drama and speech teachers is included. The role of drama and speech within the wider context of the arts in education is discussed. This course is required for students seeking the Initial License in Massachusetts as a Teacher of Theatre (pre-K through grade 12). Prerequisite: TH 660. (Spring)

**TH 662**

**Playmaking**

4 credits

This course is designed to provide an intensive introduction and exploration of playmaking with young people, ages 8–21. The course offers a variety of approaches to developing original material with students and identifies strategies for exploring social justice issues and personal development, and integrating curriculum topics through playmaking. (Summer)
TH 663
Student Teaching Seminar
2 credits
Students concurrently enrolled in TH 665 Student Teaching Practicum also attend this weekly seminar to explore issues, resources, questions, problems, and solutions to the teaching/learning challenges they are facing in their practicum experience. Topics pertinent to beginning teachers, including classroom management strategies, curriculum and lesson plan development, and ESL/ELL teaching approaches are explored. Students reflect on their teaching experiences and critically examine their current and future roles as classroom instructors. Students will understand the need for a community of teachers and gain a sense of confidence about their teaching skills. Prerequisite: permission of the Theatre Education program director. Co-requisite: TH 665. (Semester varies)

TH 665
Student Teaching Practicum
2 credits
This 8- to 14-week practicum provides supervised teaching activities at either the elementary, middle, or high school level. Students practice teaching in a school system that permits them to interact with students and teachers in their area of concentration. Working closely with the on-site supervising 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. Co-requisite: TH 663. (Semester varies)

TH 667
Special Topics in Theatre Education
4 credits
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. May be repeated for credit. (Semester varies)

TH 668
Practicum: Multicultural Education
4-8 credits
Introduces students to a variety of perspectives and approaches to solving the “problem” of multicultural education. Includes an exploration of the range of issues involved in this complex topic, such as curricular and teaching issues, social and behavioral issues, bilingual education, testing systems, tracking, and cultural and ethnic power dynamics. Also focuses on the ways in which drama and theatre can facilitate change in these areas. (Summer)

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 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
Performing Arts

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

TH 681
Special Topics in Directing
4 credits
Focuses on project work in directing supplemented by readings and discussion. Consideration is given to advanced directorial problems of planning and rehearsal, and to strategies for dealing with casting, characterization, language, physicalization, and actor-director relations. (Semester varies)

TH 690
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 through the Career Development Center the semester before the internship. Prerequisites: department permission prior to the beginning of the internship and completion of approved work. (Fall, Spring)

TH 696
Theatre Education Capstone Project
4 credits
Students prepare and present a graduate project related to educational theater. The project is to be completed independently but under the supervision of the project supervisor. The performance is recorded as Pass/Fail at the completion of the project. Prerequisite: departmental permission.

TH 697
Directed Study
1–4 credits
Individually selected research or creative projects are conducted on or off campus under faculty supervision. This course may be taken more than once for credit, but not more than twice in the same subject area, and for no more than a total of 12 credits. Prerequisites: permission of instructor and approval of the graduate program director. (Fall, Spring)

TH 699
MFA Thesis Project
4 credits
Individual conferences with the student’s thesis supervisor are held for planning, organizing, writing, and completing this MFA Thesis Project. The performance is recorded as Pass/Fail at the completion of the thesis. Prerequisite: departmental 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 the areas of theatre history, criticism, theory, aesthetics, performance studies, and dramatic literature. May be repeated for credit if topics differ. (Semester varies)
**TH 521**  
**Ensemble Workshop Topics**  
*4 credits*  
Students create a workshop production focused on a collective approach to theatrical collaboration. Research and in-depth study of the chosen source material accompanies practical application and approaches to working in an ensemble, leading to a public showing of the work of the group. Prerequisite: permission of instructor.

(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 in the construction of puppets for in-class presentations. Students are expected to provide appropriate materials as needed.

(Semester varies)

**TH 562**  
**Theatre for Young Audiences**  
*4 credits*  
Students are introduced to the scope, purposes, and history of theatre experiences for children and adolescents. Topics include play reading and analysis, the examination of formal and participatory theatre, and theatre-in-education techniques. (Fall)

**TH 579**  
**10K and Under: Writing the Small Arts Grant**  
*4 credits*  
Students 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**  
*4 credits*  
Building on the experience of one directing class, students are instructed in the particular challenges of directing a musical theatre production: from coaching singing and acting performance to staging complex scenes that involve music and dance, from learning the skills needed to create a collaborative atmosphere to understanding the communication skills needed to work well with designers, technicians, stage managers, and all other personnel involved in the production of musical theatre. Prerequisites: Performing Arts majors who have completed one directing course and permission of instructor. (Fall)

**TH 589**  
**Playwriting Workshop**  
*4 credits*  
Provides students with the ability to experience exercises designed to generate ideas, develop playwriting technique, and explore the theatrical realization of text. (Semester varies)

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**Additional Departmental Information**

**Advising**

Graduate students will be assigned a faculty member in the Graduate Program to serve as their advisor.

**Internships**

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 through the Career Development Center the semester before the internship.

Production Opportunities
The department’s major performance spaces include the Paramount Center, which houses a 590-seat art deco theatre, a 125-seat black box theatre, a state-of-the-art screening room, a scene shop, rehearsal studios, practice rooms, and a residence hall; the Cutler Majestic Theatre, a 1,200-seat proscenium house located in the heart of Boston’s Theatre District; and the Tufte Performance and Production Center, which encompasses the Semel and Greene theaters, a makeup studio, and costume design labs.

The Semel Theater is a 218-seat thrust, and the Greene Theater is a 108-seat end-stage theatre. Emerson Stage, the department’s production unit, presents many student-created events annually in a variety of theatrical genres and events directed by faculty, professional guest artists, and students. Through productions at the Paramount Center, Majestic, and Tufte Performance and Production Center, students are exposed to a wide range of performance and production opportunities.

During the academic year, eight major productions are fully mounted at the Paramount, Majestic, and Tufte Center. Additional workshop projects offer student actors, directors, dramaturgs, 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 ’51. It includes workshop productions and staged readings of new work written by students and directed by faculty and guest professionals.

Performing Arts Faculty
Robert Colby, Chair, Program Director of Teacher Education, and Professor of Performing Arts (1977); BA, University of Michigan; MA, Eastern Michigan University; Advanced Diploma in Drama in Education, University of Newcastle-upon-Tyne, England; EdD, Harvard University Graduate School of Education.

Bethany Nelson, Graduate Program Director and Assistant Professor of Performing Arts (2010); Clinical Educator (1996); BS, Emerson College; MEd, Harvard University Graduate School of Education; PhD, University of Warwick.

Lindsay Beamish, Assistant Professor of Performing Arts (2015); BA, University of California, Santa Cruz; MFA, University of Wyoming; MFA, University of California, Davis.


Lizzy Cooper Davis, Assistant Professor of Applied Theater (2017); BA, Brown University; MA, New York University; AM, PhD, Harvard University.

Diane DiCroce, Assistant Professor of Performing Arts (2016); BA, Pennsylvania State University; MM, Boston Conservatory.

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

Sariva Goetz, Assistant Professor of Performing Arts (2017); BA, University of Arizona; MA, New York University.
Melissa Baroni Healey, Senior Artist-in-Residence, Performing Arts (2010); BS, Skidmore College; MA, Lesley University.

Sarah Hickler, Associate Professor of Performing Arts (1999); BFA in Design, Massachusetts College of Art; MFA, Boston University.

Joseph Keener, Artist-in-Residence, Performing Arts (2014); BFA, Florida State University; MFA, University of Connecticut.

Scott LaFeber, Associate Professor of Performing Arts and Head of Musical Theatre (2005); BA, Colgate University; MFA, University of Texas, Austin.

Craig Mathers, Associate Professor of Performing Arts (2007); BA, Bates College; MFA, Yale School of Drama.

Scott Pinkney, Professor of Performing Arts (2004); BFA, Boston University; MA, Emerson College.

Sarah Ploskina, Artist-in-Residence, Performing Arts (2018); BA, Manhattanville College; MA, Emerson College.

Joshua Polster, Associate Professor of Performing Arts (2007); BA, MA, Ohio University; PhD, University of Washington.

Magda Romanska, Associate Professor of Performing Arts (2006); BA, Stanford University; MA, PhD, Cornell University.

Maureen Shea, Professor of Performing Arts (1988); BA, Clark University; MA, University of Connecticut; PhD, Ohio State University.

Luciana Steconci, Assistant Professor of Performing Arts (2018); Scenography & Licentiate in Theatre Arts University of El Salvador; MFA, Brandeis University.

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

Debra Acquavella, Senior Artist-in-Residence, Head of BFA Stage/Production Management Program, Performing Arts (2007); BFA, Adelphi University.

Amelia Broome Silberman, Senior Artist-in-Residence, Performing Arts (2002); BA, University of West Florida; MFA, Boston University.

David Colfer, General Manager for the Department of Performing Arts and Emerson Stage (2011); BS, Boston University.

Jonathan Goldberg, Senior Artist-in-Residence, Performing Arts (2010); BA, Brandeis University.

A W Nadine Grant, Artist-in-Residence, Performing Arts (2016); BA, Bethel University; MS, Niagara University; MFA, University of Kansas City-Missouri.

Ted Hewlett, Senior Artist-in-Residence, Performing Arts (2004); BA, University of California, Irvine; MFA, Brandeis University.

For a complete listing of Performing Arts faculty biographies, visit emerson.edu/academics/academic-departments/performing-arts/faculty.

**Technical Staff**

School of the Arts

Film and Media Art Master of Fine Arts Degree

The Department of Visual and Media Arts offers the Master of Fine Arts degree in Film and Media Art. This program provides students with the opportunity to develop as creative professionals and media artists, working with image and sound to entertain, inform, persuade, and challenge, using both traditional and emergent media forms. Students develop an understanding of the disciplines of film, video, audio, and interactive and multimedia production, bringing this understanding to bear on works of film and media art. Students study the history, theory, and critical discourse that provide the foundation of their work, so as to understand the context of their creative output and be able to evaluate its effectiveness. Students have the opportunity to acquire specialized skills, demanded by the collaborative nature of much production work. Cultivating the creative vision of each student is the primary focus of the program.

The MFA in Film and Media Art is a terminal degree for students who wish to pursue careers as media production professionals and artists, and/or who want to teach at the college or university level. Students are able to explore a variety of media production genres—narrative fiction, documentary, experimental, web-based interactive, multimedia installations—with a degree program that provides foundational knowledge in the use of media technologies, criticism and theory, and in media business, while offering a set of courses of advanced training and mentorship in their specific area of interest.

Following are the Student Learning Outcomes (SLOs) for the Film and Media Art program:

- Students will demonstrate, through the work or their articulation of its context, an understanding of the theoretical and historical context in which their work exists.
- Students will demonstrate, through the work or their articulation of its context, an understanding and willingness to embrace the convergent reality of the media art field.

MFA portfolio reviews are required in the first and second years and will be evaluated by the faculty according to the rubric developed from the outcomes.

Admission Requirements

Admission to the MFA program is selective. A committee of departmental faculty members will make all admission decisions. The ideal candidate will have a proven track record of high-quality creative work and a strong academic record, though not necessarily in media production. The candidate needs to show evidence of high motivation, artistic promise, and the ability to work independently.

The following are required for admission:

- Portfolio of media or other creative work (e.g., films, videos, interactive works, music performance and/or composition, painting, sculpture, photography, theatre design are preferred; other supplemental materials might include screenplays or other substantive creative writing samples or scholarly work). Additional material may be requested.
- A baccalaureate degree or equivalent for international students. Transcript required.
- An undergraduate GPA of 3.0 or higher.
- TOEFL scores of at least 95, for those students whose first language is not English.
- A statement describing the applicant’s creative process and the expected trajectory of her or his artistic work.
- At least three letters of recommendation. Letters should refer to creative and academic abilities and be from individuals whose expertise qualifies them to recommend to a terminal degree program.
After the admission dossier is reviewed, an applicant with a BFA in media production, a previous graduate degree in a related field, or significant professional experience may be admitted with Advanced Standing in the program.

Degree Requirements
The Master of Fine Arts in Film and Media Art requires the successful completion of 64 credit hours, including 8 credit hours for completion of the MFA thesis project. Students must matriculate full time. The expected schedule is 12 credits per semester for the first four semesters and 8 credits in the fifth and sixth semesters. Students are expected to complete the degree requirements within three years. Students may not extend their matriculation in the MFA program past five years.

The MFA Colloquium meets three times each semester and all matriculating MFA students are required to attend.

Required Courses
VM 600 Producing Strategies for Modern Media
4 credits
VM 613 Foundations of Image and Sound Production
4 credits
VM 641 Introduction to Theory
4 credits

Choose two of the following:
VM 610 Media Pedagogy
4 credits
VM 655 Topics in Media Studies
4 credits
VM 664 Studies in Documentary History and Theory
4 credits

Choose one of the following:
VM 605 Graduate Writing the Short Subject
4 credits
or
VM 606 Writing for Interactive Media
4 credits
VM 640 MFA Production Workshop (Must take twice for 8 credits)
4 credits
VM 640 MFA Production Workshop (May take for an additional 4 credits as an elective)
4 credits
VM 698 MFA Thesis Project
8 credits

In addition, students are required to attend the MFA Colloquium regularly each semester. All students in their first and second years must present their work for portfolio reviews that typically take place at the end of the spring semester. Students admitted with Advanced Standing must present their work for portfolio review at the end of their first year only.

MFA Thesis Project
The MFA thesis project is required for graduation. Students will earn 8 credits for the MFA thesis project, typically 4 credits during the fifth or next-to-last semester and 4 credits during their sixth or final semester.

Each student will present an MFA thesis project proposal to be reviewed and approved by the student's thesis project committee. The MFA thesis project proposal must be approved by the end of the fourth semester.

Each student will choose an MFA thesis project committee in consultation with the graduate program director. An MFA thesis project committee will be
composed of two faculty members (one serving as chair and primary advisor to the thesis project). The student must consult regularly with the committee throughout the thesis project’s production.

Upon completing the MFA thesis project, the student will participate in a review by their faculty committee (analogous to a dissertation defense). This review will determine if the student’s work meets the standards originally set forth in the student’s approved MFA thesis project proposal, and if not, what actions need to be taken to complete the MFA thesis project as proposed.

Upon final completion of the MFA thesis project, a public screening of MFA works for the year will be held with a question and answer session. The public screening will be the last requirement for the MFA thesis project and will serve as a celebration of the students’ achievements.

Film and Media Art Courses of Study

**VM 600**
Producing Strategies for Modern Media
4 credits
Covers all aspects of producing as it may apply to the production of a feature, student thesis, or short media project—business affairs (contracts, crew deal memos, actor contracts); crew management, casting, and other customary production issues are covered and adapted to fit low budgets and tight schedules. Issues regarding diversity within all aspects of production and casting are explored in order to better understand preexisting bias and how we may improve our projects by actively pursuing diversity. Students use the programming software of Movie Magic Budgeting and Scheduling in hands-on, in-class sessions to create budgets and schedules from sample scripts. In addition to examining best practices and techniques for production, students explore story development (written and in-class pitching), festivals, and marketing/distribution.

**VM 604**
Topics in Media Production
4 credits
Special offerings in the area of production.
(Semester varies)

**VM 605**
Graduate Writing the Short Subject
4 credits
Introduces the three genres of short form—fiction, nonfiction, and experimental. Students learn the differences and components of each genre and acquire an understanding of the art, craft, and discipline of each process from a writer’s point of view. Emphasis is on developing the writer’s individual personal vision. (Fall)

**VM 606**
Writing for Interactive Media
4 credits
Explores the fundamentals of writing for the interactive screen. Examines narrative, non-text, web, and multi-user game contexts as the student works from the ideation phase through completed works made ready for production. (Spring)

**VM 607**
Fiction Film Directing
4 credits
Provides an overview of the role of the fiction film director from script development through post-production. Examines each phase of the director’s process with emphasis on the methodologies necessary to realize the dramatic
possibilities of a cinematic story. Students create several short exercises and analyze the works of master directors. Prerequisite: VM 613 Foundations of Image and Sound Production, Advanced Standing, or waiver from the graduate program director. (Fall)

**VM 610**  
**Media Pedagogy**  
**4 credits**  
Explores approaches to teaching and learning in college level media production courses. Reviews key components of academia and an academic career: types of institutions, rank, tenure, teaching, service, scholarship, professional organizations, and compensation. Students analyze and design media production courses and investigate components of effective lecture, discussion, demonstration, and critique sessions as well as investigate ethical issues related to teaching. Each student leads a class session and produces a statement of his/her teaching philosophy. (Fall)

**VM 611**  
**Principles of Sound Production**  
**4 credits**  
An introductory course in audio physics, sound principles, and the theory and practice of audio recording and mixing. Emphasis is also placed on concept development within sound production concurrent to the study of signal routing and the mixer console, analog and digital audio recording and editing techniques. Prerequisite: VM 613 Foundations of Image and Sound Production, Advanced Standing, or permission of the instructor. (Fall)

**VM 612**  
**Graduate Sound Design**  
**4 credits**  
An introductory course on the art of the sound designer and the processes and theories applied to composing and editing sound tracks for visual media such as film, video, computer animation, and websites. Areas of focus are in audio postproduction techniques and in the roles of the supervising sound editor and the sound designer. Postproduction techniques include dialog correction and automated dialog replacement (ADR), Foley session recording, sound effects acquisition and editing, and the mixing and localization theories and practices for stereo and surround-sound. The theoretical focus of the course is on the voice in film and visual media, as speech, as song, and everything that remains afterward with an ongoing theoretic investigation into the relationship between sound and image. Prerequisite: VM 611 Principles of Sound Production or permission of instructor. (Semester varies)

**VM 613**  
**Foundations of Image and Sound Production**  
**4 credits**  
Introduces 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 create projects using digital still photography and video. Not required for students entering with Advanced Standing; waivers are possible for students with extensive previous production experience with the permission of the graduate program director. (Fall)

**VM 618**  
**Interactive Media**  
**4 credits**  
Provides an introduction to the theory and practice of interactive media production. Stresses the conceptual, aesthetic, and technical concerns of interactive digital media, emphasizing creativity and familiarity with the material. Areas include introductions to web-based interaction, user input, animation, design and development, as well as project management, interface design, and user experience. Students produce creative works based on instruction in the technical aspects of the material. Prerequisite: VM 613 Foundations of Image and Sound, Advanced Standing, or waiver from the graduate program director. (Semester varies)
### VM 621
**Graduate Documentary Production**
*4 credits*
Introduces the practice of documentary video production. Emphasizes documentary strategies, research, budgeting, production, and postproduction. Students produce a documentary short. Prerequisite: VM 613 Foundations of Image and Sound Production, Advanced Standing, or waiver from the graduate program director. (Spring)

### VM 623
**Advanced Documentary Production**
*4 credits*
Affords student documentarians the opportunity to examine in depth a broad array of “voices” or approaches to the documentary while developing their own voice through the production of a 20–25 minute project. In addition to the training on documentary production, students have the opportunity to develop substantive research and fundraising skills and deepen their understanding of the historical, social, and aesthetic framework within which documentary work is created. Prerequisite: VM 621 Graduate Documentary Production or permission of instructor. (Semester varies)

### VM 624
**Graduate Directing Actors for the Screen**
*4 credits*
This workshop-style class focuses on the director-actor interaction. John Cassavetes said that acting is the essential discipline for moviemakers, and in this intensive course, students learn the language of acting and the techniques of directing actors in dramatic productions. Prerequisite: VM 613 Foundations of Image and Sound Production, Advanced Standing, or waiver from the graduate program director. (Spring)

### VM 625
**Computer Animation**
*4 credits*
Introduces students to the fundamentals of three-dimensional modeling. Students learn to develop concepts, produce storyboards, model, texture objects, compose and light scenes, animate, and add dynamics. Finally, they learn to render their animations into movies and to composite movies, audio, titles, and credits in postproduction. In addition to these production skills, students develop their conceptual understanding as well as their critical and creative thinking about the practice of computer animation. (Semester varies)

### VM 627
**Advanced Directing Fiction Narrative**
*4 credits*
Skills learned in previous courses and Graduate Directing Actors for the Screen are applied to the production of a single project of approximately 27 minutes in length. Emphasis is on writing, preproduction, and design, with students concentrating on the discrete roles of screenwriter, producer, director, designer, D.P., editor, etc. Students are expected to produce industry standard budgets, hold professional style auditions, create a comprehensive shooting schedule, and rigorously plan and execute all aspects of rehearsal, shooting, and postproduction. Work produced in this class should be of festival standard or suitable to be used as a pitch to a television company. Prerequisite: VM 624 Graduate Directing Actors for the Screen or permission of the instructor. (Semester varies)

### VM 628
**Experimental Media Production**
*4 credits*
This is a project-based course for students who are interested in experimental analog and digital media. Along with project assignments open to a wide range of processes in various media, students examine ways that audiovisual media can be used to question mainstream genres, either through the invention of
new forms or by subverting and hybridizing those forms. Students also look at how alternative venues and audiences shift the meaning and orientation of production. Technical topics include innovative uses of film, video, audio, and software, for example, direct animation or contact recording. Other topics include: the medium as metaphor, alternative representations of politicized subject matters, ordering systems other than the narrative, non-camera-based visual production, installation art and media as object, media’s use of performance and anti-performance, image appropriation, the macro and the miniature within the frame, the long take, repetition and feedback loops, and other generative strategies for media makers. Prerequisite: VM 613 Foundations of Image and Sound Production, Advanced Standing, or waiver from the graduate program director. (Semester varies)

VM 629
Motion Graphics
4 credits
This is an intermediate course in the practice and art of motion graphics and visual effects. The design process, artistic concepts, and technologies involved in the creation of motion graphics range from title sequences for film to compositing of real and virtual worlds and myriad digital time-based art forms. Students make a series of projects using post-production and compositing software. (Semester varies)

VM 631
Graduate Cinematography
4 credits
Introduces the art of cinematography on both an aesthetic and technical level. Students learn how to shoot on both film and digital formats. They also learn fundamental lighting skills using an array of professional lighting units. Emphasizes the learning of creative techniques for visualizing narrative scripts and exploring the emotional subtext of the cinematic image. Prerequisite: VM 613 Foundations of Image and Sound Production, Advanced Standing, or permission of the instructor. (Fall, Spring)

VM 632
Advanced Editing
4 credits
Provides a framework for advanced digital editing skills such as large-scale media management, off-beat and innovative cutting techniques, emerging individual editing styles, and cutting long-form projects. Prerequisite: VM 613 Foundations of Image and Sound Production, Advanced Standing, or waiver from the graduate program director. (Semester varies)

VM 637
Space, Place, Image, Sound
4 credits
Examines the development of image-and-sound-based installation art from the late 20th century through the contemporary period. Multimedia installation—expressed in site-specific public works, artist films, single and multichannel video, sculpture and performance, and new media and interactive forms—has become a vital art form in the 21st century. Students produce multimedia installed works of their own design and are introduced to the unique properties and parameters of the form. The culmination of the course is a collaborative multi-site presentation of the work created in class, staged as a 21st-century "Happening." Prerequisite: VM 613 Foundations of Image and Sound Production, Advanced Standing, or waiver from the graduate program director. (Spring)

VM 640
MFA Production Workshop
4 credits
This is an intensive workshop for second- and third-year MFA students to concentrate on the main body of their artistic output. Students develop their thesis projects, present their own work and critique the work of others, as well as work on their current projects. Centered on the self-directed production schedule and the collaborative nature of critique in an MFA program, this course prepares
students to become lifelong artists. Course to be repeated two times during matriculation, with a third semester optional. Prerequisites: second-year standing in program and completion of one second-level production course, or Advanced Standing. (Fall, Spring)

VM 641
Introduction to Theory
4 credits
Explores theoretical and critical approaches to the study of photography, film, television and video, audio, and digital culture. Theories and methods examine issues relating to production and authorship in the media arts, audience reception and effects, political ideology, ethics, aesthetics, cultural diversity, and schools of thought within the liberal arts. Extensive critical writing and reading in media criticism and theory. (Fall, Spring)

VM 655
Topics in Media Studies
4 credits
Special offerings in the area of media studies. Fulfills the Studies Elective requirement. Prerequisite: VM 641 Introduction to Theory, Advanced Standing, or waiver from the graduate program director. (Semester varies)

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 641 Introduction to Theory, Advanced Standing, or waiver from the graduate program director. (Semester varies)

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 are 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 64-credit graduation requirement. All students must participate in a mandatory internship orientation the semester before the internship. This is through the Career Development Center. (Fall, Spring, Summer)

VM 697
Directed Study
1–4 credits
Credits awarded for a student-designed course to be determined in consultation with faculty instructor, the department chair, and the graduate program director. (Fall, Spring, Summer)

VM 698
MFA Thesis Project
8 credits
Individual media project produced over two semesters of 4 credits each for a total of 8 credits counting toward the degree. Thesis projects will be supervised by a committee of two faculty members. Students must have a proposal approved by the MFA thesis project committee in order to register for thesis credit. The completed MFA project must be presented to the student’s MFA committee for a formal thesis project defense. Projects are evaluated Pass/Fail. (Fall, Spring, Summer)
**Additional Departmental Information**

**Advising**
The graduate program director serves as advisor to students in the program. The graduate advisor helps students plan their courses of study based on specific program requirements and the students’ professional goals.

**Internships**
Students may pursue internships in Boston, usually after the first semester. Internships must be approved by the department internship coordinator and the graduate program director. A maximum of 4 credits of internship may count toward the MFA. Participation in the Los Angeles internship is possible with careful course planning.

**Transfer Credits**
Students who have completed relevant graduate work at another institution may transfer up to 8 credits, subject to approval of the graduate program director and the Office of Graduate Studies. Graduate credits earned as part of a completed graduate degree program from another institution may not be transferred.

**Teaching Opportunities**
A limited number of teaching opportunities in undergraduate courses are available to students of the program. Any teaching assignments are subject to the approval of the chair of Visual and Media Arts. No teaching assignments are guaranteed for students while in the MFA program, but MFA graduates may be hired to teach after graduating.

For research and teaching assistantships, MFA students should apply through Emerson Student Employment. Assistantships are assigned by the graduate program director on a per-semester basis.

**Portfolio Review**
At the end of the first and second years of the program, each student will participate in a formal portfolio review by the graduate program director and a committee of additional department faculty members. Any interested students and faculty members may attend and participate. Students will present works completed in the past year and/or works in progress.

**Possible Courses of Study**
Students will be able to produce media arts projects in:

- Fiction narrative
- Documentary
- Interactive media
- Computer animation
- Experimental media
- Sound art
- Installations and site-based media

Taking courses in multiple areas is possible and encouraged.
Writing for Film and Television
Master of Fine Arts Degree

The Department of Visual and Media Arts offers the low-residency Master of Fine Arts degree in Writing for Film and Television, designed to bring together a community of students for focused, rigorous, on-campus residencies; intensive online courses; and workshops engaged in writing for the screen. Studies in history and theory are designed to provide the framework for an aesthetic discourse that encompasses a global perspective and supports screenwriting as a creative and artistic endeavor. The program provides a personalized course of study for each student, emphasizing practice in film and television writing as well as innovative writing for other emergent forms of media.

Each semester begins with an on-campus residency followed by online and independent study. Residencies are required and alternate between the Emerson College campus in Boston and Emerson Los Angeles.

During the residencies, students will take classes, seminars, and workshops in writing for film and television, accompanied by visits to working studios and television stations (pending availability), staged readings, and screenings. Each residency will feature the Semel Chair, a noted guest writer who will conduct master classes or workshops and a presentation of his or her work.

In the first year, students will be paired with the graduate program director for advising. For the second year, students will work with a thesis chair and will choose a second committee member with whom they will work for the duration of the degree program. Together, they will create a highly individualized program of study. Throughout the program, students will be assigned to peer groups where they will read each other’s work and offer critiques of that work. All writing will be constructively assessed in a safe, nurturing atmosphere by the advisor of the thesis committee and the students in the peer advising groups.

Following are the Student Learning Outcomes (SLOs) for the Writing for Film and Television program:

- Students will develop the ability to write across the platforms of film and television (short and long form).
- Students will engage in creative risk-taking, expanding one’s artistic potential and pushing beyond formula.
- Students will hone critical skills, participating in intelligent, multifaceted, aesthetic discourse about their own work, as well as material written by others in the group.
- Students will explore ethical awareness for the artist in today’s society.
- Students will navigate the changing face of the film and television industry.

Admission Requirements

Admission to the MFA program is selective. A committee of departmental faculty members will make all admission decisions. The ideal candidate will have a high–quality writing sample and a strong academic record, though not necessarily in writing for media. The candidate needs to show evidence of high motivation and the ability to work both independently and collaboratively.

The following are required for admission:

- Portfolio of writing samples comprising screenwriting; additional material may be requested.
- A baccalaureate degree or equivalent for international students; a transcript is required.
- An undergraduate GPA of 3.0 or higher.
- TOEFL scores of at least 90 for those students whose first language is not English.
- A statement describing the applicant’s creative process and the expected trajectory of their artistic work.
- At least three letters of recommendation; letters should refer to creative and academic abilities and be from individuals whose expertise qualifies them to recommend to a terminal degree program.
Degree Requirements
The Master of Fine Arts in Writing for Film and Television requires the successful completion of 40 credit hours, 8 of which will be composed of the four residencies; 28 credits for self-study, online courses, and peer workshops; and a 4-credit MFA Thesis Project. Students must matriculate full time and attend all four residencies. Students will complete the degree requirements within two years. Any extensions past two years must be petitioned to the graduate program director. Students may not extend their matriculation in the MFA program past five years.

Program Overview

Year One
Residency I: Focus on introduction to story, story genres, and writing short scripts. Semester requirements include: critical theory paper, three short screenplays with revisions, readings, screenings, and online advisor and peer group meetings.

Residency II: Focus on writing series television. Semester requirements include: one spec script for an existing television show, an original pilot, readings, screenings, and online advisor and peer group meetings.

Year Two
Residency III: Focus on long-form writing (features, cable movies, mini-series). This semester also includes part two of the study of genres. Semester requirements include: first draft of a feature screenplay, writing exercises, readings, screenings, critical theory paper, and online advisor and peer group meetings.

Residency IV: Focus on the business aspects of screenwriting. Semester requirements include: cable, streaming, or television pilot(s) or second feature script, writing exercises, treatments, loglines, formalized pitch session readings, screenings, and online advisor and peer group meetings.

Required Courses
SW 611 Residency I: Storytelling and Writing Short Scripts (Boston) 2 credits
SW 612 Residency II: Series Television Writing (Los Angeles) 2 credits
SW 613 Residency III: Long-Form Writing (Boston) 2 credits
SW 614 Residency IV: The Business of Screenwriting (Los Angeles) 2 credits
SW 621 Film Genres 4 credits
SW 622 The Writer’s Room 4 credits
SW 623 Television Genres 4 credits
SW 624 Writers in Development 4 credits
SW 631 Writing for Short-Form Media 4 credits
SW 632 Writing Series Television 4 credits
SW 633 Feature Film Screenwriting 4 credits
SW 698 MFA Thesis Project (with Workshop component) 4 credits

Writing for Film and Television Courses of Study

Residency Requirement
(One residency is required per semester)

SW 611 Residency I: Storytelling and Writing Short Scripts (Boston) 2 credits

The initial residency comprises an orientation and welcome, master classes, seminars, intensive workshops, one-on-one advisory meetings, screenings, and lectures on various craft, history, and
theory topics related to creating story and writing short scripts and webisodes. During the residency, students meet with online faculty and their advisors to form the work plan for the semester following the residency.

**SW 612**  
**Residency II: Series Television Writing (Los Angeles)**  
**2 credits**  
Areas of study for the second residency include drama and comedy writing, scripting for existing shows, and children's and reality television. The residency consists of master classes, workshops, screenings, and lectures on various craft, history, and theory topics related to writing cable or streaming or television series. During the residency, students meet with online faculty and advisors to form the work plan for the semester. The residency in Los Angeles also offers site visits pending availability to various television industry studios and show sets.

**SW 613**  
**Residency III: Long-Form Writing (Boston)**  
**2 credits**  
Features, cable movies, and miniseries are the focus of the third residency, with emphasis on story progression and sustainability. The residency consists of master classes, workshops, screenings, and lectures on various craft, history, and theory topics related to writing long-form. The study of genre continues during this semester. During the residency, students meet with online faculty and advisors to form the work plan for the semester.

**SW 614**  
**Residency IV: The Business of Screenwriting (Los Angeles)**  
**2 credits**  
The final residency focuses on the business side of screenwriting, including rewriting and script coverage. The residency comprises master classes, workshops, screenings, lectures, and advising group workshops, screenings, and lectures on various craft, history, and theory topics related to writing and the business of screenwriting, including gaining knowledge of managers, agents, and legal practices. During the residency, students meet with online faculty and advisors to form the work plan for the semester. Students may have the opportunity to take group trips to industry sites.

**Writing Workshop Requirement**  
(One workshop is required per semester)

**SW 631**  
**Writing Workshop I: Writing for Short-Form Media**  
**4 credits**  
The short script is an art form of its own, often dominating film and video festivals. Short scripts also often present in-roads to a career in television or film. In this dynamic workshop course, students progress through writing a series of short scripts of varying lengths and following the parameters laid out by the instructor. This workshop emphasizes the role of story and the narrative and visual world with less focus on dialogue and a greater focus on story and the visual language of screenwriting. Students explore aesthetic theory as discussed in the online course modules. Pacing, tension, and timelines are also explored. This course has three components: independent writing and reading, asynchronous and synchronous group workshops, and individual meetings with the workshop instructor.

**SW 632**  
**Writing Workshop II: Writing Series Television**  
**4 credits**  
With the quantity of TV programming exploding over multiple platforms—network stations, cable stations, and streaming video services—the demand for TV content has never been higher. In this workshop, students learn writing original TV pilots and spec scripts for existing cable/streaming/television shows—and decide which to pursue and complete...
from outline to final draft. They learn how to best position themselves in this expanding, but still extremely competitive market. Each student completes two drafts of a script with the final draft worthy of submitting to script competitions, national television writing workshops, and a growing number of television festivals. This workshop has three components: independent writing and reading, advisory meetings, and asynchronous and synchronous group workshops with peer critiques.

**SW 633**

**Writing Workshop III – Feature Film Screenwriting**

**4 credits**

The advent of online video streaming production companies, along with the regeneration of cable movies and miniseries, have opened up exciting new avenues for long-form writing. Working from step outlines developed in Residency III, students write the first draft of a feature-length screenplay. They are also responsible for writing critical analyses of each other’s work and engaging in discussion of genre, aesthetics, craft, and form. Students are expected to understand potential markets and venues for their work. This workshop has three components: independent writing and reading, asynchronous and synchronous group workshops and peer critiques, and advisory meetings.

**SW 698**

**MFA Thesis Project**

**4 credits**

A feature-length screenplay or a cable/streaming/television pilot(s) equivalent for 4 credits counted toward the degree and taken during the final semester. Thesis projects will be supervised by a faculty member in the course who acts as chairperson and a second committee member will serve as reader. The reader is chosen by the student. Students must have a proposal approved by the MFA thesis project committee prior to the final spring semester. Projects are evaluated Pass/Fail.

**Online Topics Classes**

(Online topics class may include the following:)

**SW 621**

**Film Genres**

**4 credits**

Provides an introduction to the historical study of film through the lens of genre. This course highlights popular Hollywood media and endeavors to raise questions of film and media history while acknowledging that American genres have connections to other national media outputs. Genre study is one entry point into a discussion about film and media and how it has been written, produced, directed, and consumed through time and in place. There are many other ways to study media, but for the purposes of this course, genre will be the organizing principle. Special attention is paid to the evolution of genres from classical to modern, to anti-genre and genre across borders.

**SW 622**

**The Writer’s Room**

**4 credits**

This course is designed to give hands-on, professional experience that will help students find their seat at the table. The first job for the student and his/her team of writers is to put together a plan for a season’s main story arc, all character arcs, and an episode plan. It’s a huge job, so creating and fostering a creative, cooperative, supportive and well-functioning creative team is the only way to do it well. Students are divided into several Writer’s Room teams and each team works on a different show. Each member of each team is required to “Run the Room,” leading their team through multiple parts of the process of season building, episodic story construction, beat sheets, outlines, script drafts, and revisions. As in a real Writer’s Room, nobody moves forward without the rest of the team. Students should be prepared to contribute to the success of everybody’s episode, and at the same time the team works with the student to
improve his or her story and script. By the end of the semester, every student will have completed a spec script of an existing and ongoing TV series.

SW 623
Television Genres
4 credits
How can we define television today? Is television dead or in a new “golden age”? Can both statements be true? How can we account for both change and continuity of the business and art of television after the introduction of “new media” technologies from cable to the Internet? This course focuses on theories of televusual change and explores the production, financing, storytelling, representation, audiences, and distribution of Post-Network and Platform Television. The goal of this course is a deeper understanding of the complexity and dynamic nature of a media business and cultural form in transition, especially as it relates to television genres. Television is arguably America’s most powerful medium, foundational to America’s socio-economic and cultural development since the post-WWII era. This course examines the transition from the Network Era, an era of tightly regulated and controlled mass culture, to the Post-Network and Platforms or Portals Era, an era of audience and content fragmentation. The history and evolution of television genres (sitcom, drama, reality) provides a lens through which to examine technological, industrial, and audience practices in the Post-Network and Platform Television era. This seminar encourages students to question how changes in television technology, production, distribution, and reception practices affects genre, programming, and the politics of television.

SW 624
Writers in Development
4 credits
This course closely examines our ability as writers to effectively communicate and describe our own writing within industry standards, as well as to evaluate work by other writers. Students create log lines and premise paragraphs for projects, examine screenplays and write script coverage, and engage in the ‘notes process” akin to what would transpire between producers and writers, and directors and writers.

Additional Departmental Information
Advising
The graduate program director serves as advisor to students in the program. The graduate advisor helps students plan their courses of study based on specific program requirements.

Portfolio Review
Students’ writing portfolios will be reviewed semester by semester by the faculty advisor. During the final semester of the two-year program, students will submit their final portfolio of creative work.

Possible Courses of Study
Students will specialize in writing for film and television including feature screenplays, episodic television and pilots, cable and streaming series, movies, miniseries, and webisodes.

Visual and Media Arts Faculty
Brooke Knight, Chair and Professor of Visual and Media Arts (2002); BA, Davidson College; MFA, California Institute of the Arts.

Jim Lane, Graduate Program Director of the Writing for Film and Television Program and Senior Scholar-in-Residence, Visual and Media Arts (1995); AB, Harvard University; MA, University of California, Los Angeles; PhD, University of California, Los Angeles.

Michael Selig, Graduate Program Director of the Film and Media Art Program and Associate Professor of Visual and Media Arts (1986); BS, MA, University of Texas; PhD, Northwestern University.
Maria Agui Carter, Assistant Professor of Visual and Media Arts (2015); BA, Harvard University.

Pierre Archambault, Associate Professor of Visual and Media Arts (2002); BFA, Tufts University; MFA, The School of the Art Institute of Chicago.

Manny Basanese, Assistant Professor of Visual and Media Arts (2014); BS, Emerson College; MFA, UCLA.

Anya Belkina, Associate Professor of Visual and Media Arts (2007); BFA, Rhode Island School of Design; MFA, University of California, San Diego.

Harlan Bosmajian, Associate Professor of Visual and Media Arts (2009); BA, Western Washington University; MA, New York University.

Shaun Clarke, Assistant Professor (2012) of Visual and Media Arts (2012); BFA, New York University; MFA, Emerson College.

Martie Cook, Professor of Visual and Media Arts (2002); BS, MFA, Emerson College.

Thomas Cooper, Professor of Visual and Media Arts (1983); BA, Harvard University; MA, PhD, University of Toronto.

Maria Corrigan, Assistant Professor of Visual and Media Arts (2018); BA, MA, Emory University; PhD, University of California, Santa Barbara.

Cristina Kotz Cornejo, Professor and Associate Chair of Visual and Media Arts (2001); BA, University of Southern California; MA, Antioch College; MFA, New York University.

Elizabeth Fausak, Assistant Professor of Visual and Media Arts (2014); BS, Texas A&M University; MM, New York University.

Kenneth Feil, Assistant Professor of Visual and Media Arts (2018) and Senior Scholar-in-Residence (1995); BS, Emerson College; MA, Emerson College; PhD, University of Texas at Austin.

L. Marc Fields, Associate Professor of Visual and Media Arts (2006); AB, Princeton University; MFA, New York University.

Peter Flynn, Senior Scholar-in-Residence, Visual and Media Arts (1998); BA, Dublin City University; MA, University College, Dublin; PhD, University of Massachusetts Amherst.

John Craig Freeman, Professor of Visual and Media Arts (2002); BA, University of California, San Diego; MFA, University of Colorado, Boulder.

Donald Fry, Associate Professor of Visual and Media Arts (1986); BA, MA, Bowling Green State University; PhD, Ohio State University.

Daniel Gaucher, Professor of Visual and Media Arts (2005); BA, University of New Hampshire; MFA, Massachusetts College of Art.

John Gianvito, Professor of Visual and Media Arts (2003); BFA, California Institute of the Arts; MS, Massachusetts Institute of Technology.

Eric Gordon, Professor of Visual and Media Arts (2004); BA, California State University, Santa Cruz; PhD, University of Southern California’s School of Cinema-Television.

Julia Halperin, Assistant Professor of Visual and Media Arts (2017); BA, Hunter College, City University of New York; MFA, University of Texas at Austin.

Hassan Ildari, Associate Professor of Visual and Media Arts (2009); BFA, Bridgeport University.
Nathaniel Justiniano, Assistant Professor of Visual and Media Arts (2018); BFA, Chapman University; MFA, Dell’Arte International School of Physical Theatre.

Bavand Karim, Assistant Professor of Visual and Media Arts (2015); BA, University of Texas, Dallas; MFA. Southern Methodist University.

Tom Kingdon, Assistant Dean of the School of the Arts and Professor of Visual and Media Arts (1994); MA, University of Birmingham, England.

Cher Knight, Professor of Visual and Media Arts (2002); BA, Rutgers University; MA, City College, The City University of New York; PhD, Temple University.

Diane Lake, Associate Professor of Visual and Media Arts (2006); BFA, Drake University; MA, University of Massachusetts Amherst.

De-nin Lee, Associate Professor of Visual and Media Arts (2012); BA, University of California, Berkeley; MA, Williams College; PhD, Stanford University.

Ed Lee, Assistant Professor of Visual and Media Arts (2017); BA, Wesleyan University; MFA. American Film Institute.

Theodore R. Life Jr., Distinguished Director-in-Residence, Visual and Media Arts (2011); BA, Tufts University; PGD, University of Ibadan; MFA, New York University.

Weiko Lin, Associate Professor of Visual and Media Arts (2014); BA, MFA, University of California, Los Angeles.

Korbett Matthews, Assistant Professor of Visual and Media Arts; MFA, Concordia University, Montreal; BFA, Carleton University, Montreal.

Charles E. McCarry, Senior Production Designer-in-Residence, Visual and Media Arts (2013); BS, Temple University; MFA, Yale School of Drama.

Leslie McCleave, Assistant Professor of Visual and Media Arts (2017); BA, Boston College; MFA, Tisch School of the Arts.

Maurice Methot, Associate Professor of Visual and Media Arts (2000); MA, Brown University.

Aida Morena, Distinguished Artist-in-Residence, Visual and Media Arts (2019).

Vinicius Navarro, Assistant Professor of Visual and Media Arts (2014); BA, Universidade Federal Da Paraiba; MA, PhD, New York University.

Ougie Pak, Assistant Professor of Visual and Media Arts (2018); BA, U.C. Berkeley; MFA, City College of New York.

Robert Patton-Spruill, Senior Director-in-Residence, Visual and Media Arts (2007); BA, MS, Boston University.

Kathryn Ramey, Professor and Associate Chair of Visual and Media Arts (2004); BA, Evergreen State College; MFA, PhD, Temple University.

Camilo Ramirez, Associate Professor of Visual and Media Arts; AA, International Fine Arts College; AA, Miami Dade Community College; BFA, Florida International University; MFA, Massachusetts College of Art and Design.

Linda Reisman, Senior Distinguished Producer-in-Residence, Visual and Media Arts (2010); BFA, Antioch College; MFA, San Francisco Art Institute.
Jan Roberts-Breslin, Dean of Graduate and Professional Studies and Professor of Visual and Media Arts (1990); BA, University of Delaware; MFA, Temple University.

Mike S. Ryan, Assistant Professor of Visual and Media Arts (2017); BA, Colby College; MFA, New York University.

Robert Sabal, Dean of the School of the Arts and Professor of Visual and Media Arts (1997); BS, MFA, Northwestern University.

Mark Saraceni, Assistant Professor of Visual and Media Arts (2018); BS, Syracuse University.

Eric Schaefer, Professor of Visual and Media Arts (1992); BA, Webster University; MA, PhD, The University of Texas at Austin.

Jane Shattuc, Professor of Visual and Media Arts (1989); BA, Indiana University; MA, PhD, University of Wisconsin–Madison.

Lauren Shaw, Professor of Visual and Media Arts (1972); BVA Georgia State University; MFA. Rhode Island School of Design.

Nicole Rae Shaw, Assistant Professor of Visual and Media Arts (2018); BA, University of Chicago; MFA, University of Miami.

James Sheldon, Associate Professor of Visual and Media Arts (1996); BA, Cornell University; MS, Massachusetts Institute of Technology.

Paul Turano, Associate Professor of Visual and Media Arts (2012); BA Hampshire College, MFA Massachusetts College of Art.

Shujen Wang, Professor and Associate Chair of Visual and Media Arts (1998); BA, Chinese Culture University; MS, Indiana University; PhD, University of Maryland.

Sarah Zaidan, Assistant Professor of Visual and Media Arts (2014); BFA, Savannah College of Art and Design; MA, PhD, Kingston University, London.

For a complete listing of Visual and Media Arts faculty biographies, visit emerson.edu/academics/academic-departments/visual-media-arts/faculty.
Creative Writing
Master of Fine Arts Degree

Emerson’s Creative Writing MFA is a residency program that culminates with a creative thesis in fiction, creative nonfiction, or poetry. As one of the longest running creative writing MFA programs in the country, Emerson’s Department of Writing, Literature and Publishing has attracted faculty members who are diverse in their capacities and adept in their fields. Nonfiction professors practice and teach the literary essay, memoir, biography, long-form narrative journalism, and opinion and arts commentary, making Emerson’s one of the most varied and challenging nonfiction programs nationwide. The fiction faculty is distinguished in all forms: the novel, novella, short story, and the short-short story. Our poetry faculty includes formalists as well as free-verse poets, with courses in the forms of poetry, translation, and the poetic sequence. A distinguishing feature of our MFA is the opportunity for students to have a translation/global engagement focus within their degree. MFA students can count on the mentoring of our faculty members during and after completing the program.

Following is the Student Learning Outcome (SLO) for the Creative Writing program:

Students will develop and revise their creative writing, improve their critical thinking skills, and demonstrate knowledge of the literature of their chosen genre as they create a body of original work of publishable quality.

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. Students may also submit Graduate Record Examination (GRE) general test scores, but they are not required. Applicants for admission to the MFA in Creative Writing may have majored in a field other than undergraduate writing or English.

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

Degree Requirements
Students are admitted into the program in a particular genre: poetry, nonfiction, or fiction. The MFA program requires 48 credit hours, including a minimum of 20 credits of writing workshop courses, 12 credits of literature courses, 12 credits of department electives, and 4 credits for the master’s thesis. MFA students must complete at least 16 credits (four courses) of their required 20 credits of workshops in the genre of the thesis. At the conclusion of their coursework, students submit and defend a manuscript in one genre to be approved by a thesis committee. Students are expected to complete the degree requirements within seven years.

Students can take courses in any of the following areas: poetry, nonfiction, or fiction, but may not take more than one workshop in a given genre in a single semester. Students may explore other genres by using their remaining 4-credit required workshop and elective credits.

Required Courses
Poetry students are required to take 16 credits in any of the following workshops:
WR 605 Poetry Workshop
4 credits
WR 610 Form in Poetry
4 credits
Nonfiction students are required to take 16 credits in any of the following workshops:

WR 613  Nonfiction Workshop  
4 credits  
WR 655  Writing the Nonfiction Book  
4 credits  
PB 676  Magazine Writing  
4 credits  
PB 687  Column Writing  
4 credits  
WR 515  Topics in Nonfiction  
4 credits  (summer offering)

Fiction students are required to take 16 credits in any of the following workshops:

WR 606  Fiction Workshop  
4 credits  
WR 608  Special Topics in Fiction  
4 credits  
WR 652  Novel Workshop  
4 credits

**MFA Thesis**

WR 699  MFA Thesis  
4 credits

**MFA Thesis**

For completion of the MFA degree, students are required to write an original thesis of publishable quality. The thesis may consist of a collection of poems, short stories, essays; a novel or novel excerpt; or a nonfiction book or excerpt. Minimum required lengths for MFA theses vary according to genre. When nearing completion of the program, a student applies for a thesis committee and works closely with the chair of that committee to develop the final manuscript and schedule a thesis defense.

**Optional Focus in Translation/Global Engagement**

Within this focus, apart from fulfilling their workshop requirements, students in the MFA in Creative Writing program can fulfill their elective requirements by taking two classes from the following options:

- a class offered at the Emerson campus, such as the Translation Seminar or the Translating Cultures course (both listed under the Topics LI 615 number);
- a course from one of the Global Pathways Programs; or
- a directed study. Students will complete a required translation project as part of this focus; they can do so as part of the work in one of the classes and options listed above. This focus must be approved by the graduate program director.
Publishing and Writing
Master of Arts Degree

The Master of Arts in Publishing and Writing program offers courses in book, magazine, and electronic publishing, covering a full range of publishing and writing-related fields, as well as 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 firms, with magazines, and at literary agencies. 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.

Following are the Student Learning Outcomes (SLOs) for the Publishing and Writing program:

- Students will develop and demonstrate publishing skills in writing, editing, production, marketing, sales, and distribution as they relate to publishing documents in print and digital environments.
- Students will demonstrate critical thinking skills and knowledge about publishing history, business models, professional ethics, and new technologies.

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. Students may also submit Graduate Record Examination (GRE) general test scores, but they are not required. Applicants for admission to the MA in Publishing and Writing program may have majored in a field other than undergraduate writing or English.

MA program applicants are required to submit a nonfiction writing sample (maximum 5 double-spaced pages). The quality of the writing sample, as judged by the faculty, will be a primary factor in determining admission. The sample should not be an academic paper, but one that reflects work done in campus publications or in a professional context.

Degree Requirements
The MA in Publishing and Writing requires 40 credit hours: 24 credits of Publishing (PB) courses (including the three required overviews, PB 680, PB 683, and PB 692, and the option to do a 4-credit master’s project) and 16 credits of department elective courses from Writing, Publishing, and Literature.

Required Courses
PB 680  Magazine Publishing  4 credits
PB 683  Book Publishing Overview  4 credits
PB 692  Electronic Publishing  4 credits
PB 698  MA Project  4 credits

or

4-credit
Publishing (PB) course

MA Project or Course Option
Students in the MA in Publishing and Writing program may choose to submit a project showing a professional level of accomplishment in publishing. The MA project can be a traditional thesis-type project that explores an editorial or publishing issue in depth by doing appropriate research and analysis. Alternately, it can be a project such as a magazine prototype, a book design project, a website, a book translation, or any other publishing project in which the student exhibits expertise in at least two areas within the publishing industry. To register for a
Writing, Literature and Publishing

Courses of Study

Writing Courses

WR 600
Teaching College Composition
4 credits
Introduction to composition history, theory, and pedagogy that prepares students to teach college writing courses. Examines debates and practices in college composition and their conceptual foundations and introduces rhetoric as a productive art and means of analysis. In preparation to teach writing, students learn how to design writing assignments, to run writing workshops, to respond to and evaluate student writing, and to produce a syllabus for a first-year composition course. (Fall, Spring)

WR 605
Poetry Workshop
4 credits
In-class discussions of original poems aim to help students learn strategies for generating and revising work. The workshop asks students to consider their work in light of the essential issues of the poet’s craft, and to articulate their individual sensibilities as poets. (Fall, Spring)

WR 606
Fiction Workshop
4 credits
Uses student manuscripts as its main texts, supplemented by published stories, to illustrate the fundamental aspects of fiction, mainly in the short story form. Explores the complexities of narration, characterization, scene, dialogue, style, tone, plot, etc. Emphasis is on the generation of fictional works and on their revision. (Fall, Spring)

project, students must write a two-page prospectus in the semester before registering, which must be approved by the project committee chair. Students may complete a 4-credit Publishing (PB) course in place of the project.

4+1 MA Option
Current Emerson students working toward a BA in WLP may apply for the 4+1 program at the beginning of the first semester of their junior year. Applications will be evaluated by the MA graduate program director and faculty of the department. Students will be notified of acceptance at the start of the second semester of their junior year. The 4+1 MA in Publishing and Writing will require students to take eight graduate-level publishing courses (32 credits), including the MA Project (PB 698), in their senior and fifth years. A maximum of four graduate courses (16 credits) may be taken in the senior year. These classes will count as electives toward the undergraduate degree and toward the master’s degree. Students in the program cannot count any graduate overview courses, PB 680 Magazine Publishing, PB 683 Book Publishing, PB 692 Electronic Publishing, or PB 688 Copyediting, and PB 691 Applications for Print Publishing toward the MA.

Students must complete all requirements for the BA degree by the end of their senior year and are required to complete the following courses as part of their degree: PB 203 Introduction to Electronic Publishing, PB 302 Copyediting, PB 380 Magazine Publishing, PB 383 Book Publishing, PB 395 Applications for Print Publishing.

Students must complete the courses required for the MA in Publishing and Writing as well as the MA Project (PB 698).
WR 608  
**Special Topics in Fiction Workshop**  
**4 credits**  
This course continues to examine the art and craft of short fiction by focusing on special topics such as revision, microfiction, and linked stories.  
(Semester varies)

WR 610  
**Form in Poetry**  
**4 credits**  
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, renga, ballade, and ghazal. Students are expected to write original poems in forms as well as develop their practical knowledge of prosody. Restricted to first-year poetry MFA students. Requires permission of MFA graduate program director.  
(Semester varies)

WR 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 reading assignments of relevant texts.  
(Fall, Spring)

WR 650  
**Community Writing: Theory and Practice**  
**4 credits**  
Introduces community literacy theories and writing pedagogies with the practical aim of preparing students for work in community writing centers. Students read and explore writing center theory and tutoring pedagogy to gain practice-based knowledge for assessing student writing across multiple disciplines and knowledge levels, utilizing various tutoring strategies, and working with multilingual writers. In addition, the course examines the challenges and benefits involved in community writing projects, from both logistical and philosophical standpoints, by considering definitions of “community” and “literacy” and exploring what is “exchanged” in these collaborative partnerships. Students participate in and reflect on weekly tutoring assignments at targeted community partners.  
(Semester varies)

WR 652  
**Novel Workshop**  
**4 credits**  
A workshop in structuring and writing the opening chapters of a novel. Explores story premise, stylistic approach, point-of-view, and other structural parameters, as well as revision.  
(Fall, Spring)

WR 655  
**Writing the Nonfiction Book**  
**4 credits**  
Workshop on the extended narrative, with discussions of organizing research, developing an outline and devising a structure, carrying out the plan, and writing the book proposal. Students submit their own work and also examine various approaches of nonfiction books.  
(Fall, Spring)

WR 697  
**Directed Study**  
**1–4 credits**  
Individual writing projects planned in collaboration with the instructor to meet the student’s specific area of creative work and professional interests. Prerequisite: permission of department chair and instructor.  
(Fall, Spring)

WR 699  
**MFA Thesis**  
**4 credits**  
Individual thesis of creative work to be completed within the college semester designated by the thesis advisor. Students need consent of the graduate program director to register for the course. Performance is recorded as Pass/Fail.  
(Fall, Spring)
Publishing Courses

PB 620
Metadata
4 credits
Explores the role of metadata in the evolving information ecosystems within various publishing ecosystems. The course examines the use of specific metadata schemes within the book and digital publishing industries. Topics covered include: metadata models, ontologies, metadata generation and preservation, digital rights management, text analytics, and search optimization. Coursework includes creation of metadata in the common schemas (XML, Dublin Core, EAD, CDWA, VRA, ONIX) and projects designed to provide hands-on practice.

PB 621
Fundamentals of Content Strategy
4 credits
Content Strategy is about developing content as a business asset, using it to achieve specific business goals. This course is designed to help you plan and execute an effective content strategy to build an audience. It is conducted as a dynamic live project, where students work alone and in groups to get experience in all the facets of content strategy. Students devise a strategy, set goals, create a project plan, and conduct basic research to test their assumptions. Students create, publish, and propagate regular content to meet the needs of the audience you define. They learn how to organize and optimize content for maximum impact and how to set metrics, measure results, and iterate.

PB 670
Topics in Community Publishing
4 credits
This project-based course enables students to collaborate with community partners on publishable projects. Students learn professional writing and publishing skills in an experiential setting as they research, design, and produce tangible publications for use in the local community. Through the process, students also gain knowledge of fast-paced working environments, professional relationships, deadlines, and project management.

PB 675
Publishing Management and Innovation
4 credits
Examines the skills needed to be a successful publishing manager in a changing industry. Covers new business models, new revenue streams, strategic planning, leadership, organization, finance, personnel, and more. Addresses book, magazine, and electronic publishing.

PB 676
Magazine Writing
4 credits
Gives students experience in developing magazine feature stories. Students brainstorm, report, and write their own magazine-style stories, with emphasis on the shaping and editing stage. They also read and discuss published work by professionals. Class is conducted as a writing workshop in a style that mimics a magazine atmosphere. This course may count for 1 workshop credit for nonfiction students. Prerequisite: PB 680 or permission of instructor. (Fall)

PB 678
Magazine Editing
4 credits
Course about the magazine editing process. Covers topics ranging from focus, direction, topicality, structure, sense of audience, and voice, and explores the practical application of editing skills as well as historic examples of editors and their magazines. Prerequisite: PB 680 or permission of instructor. (Spring)
PB 679
The Editor/Writer Relationship
4 credits
Examines the magazine writing and editing process, and covers topics ranging from idea generation and story selection to the mechanics of editing and how the editorial process works. Prerequisite: PB 680 or permission of instructor. (Fall)

PB 680
Magazine Publishing Overview
4 credits
Examines the magazine field from the perspective of writers and editors, and covers the editorial and business operations of magazines, the editorial mix, and magazine geography. (Fall, Spring)

PB 681
Magazine Publishing: Rotating Topics
4 credits
Special offerings in magazine publishing topics, including editorial positioning, marketing strategies, idea generation and development, and prospectus development for new magazines. Some topics require completion of PB 680 Magazine Publishing Overview or permission of the instructor as a prerequisite. (Semester varies)

PB 682
Magazine Design and Production
4 credits
Covers magazine design fundamentals: design, typography, image research and assignment, and prepress and manufacturing. Students produce sample magazines through a workshop process of presentations and revisions. Course assumes students have necessary computer skills. (Fall)

PB 683
Book Publishing Overview
4 credits
Introduction to the book publishing industry, including a detailed examination of the editorial, marketing, and design and production stages of the book publishing process. Course also looks at important developments and issues within the field, such as online publishing, and at various jobs in book publishing. (Fall, Spring)

PB 684
Book Publishing: Rotating Topics
4 credits
Special offerings in book publishing topics, including literary publishing, entrepreneurial publishing, and genre publishing. Some topics require completion of PB 683 Book Publishing Overview or permission of the instructor as a prerequisite. (Semester varies)

PB 685
Book Editing
4 credits
Considers book editing skills, tasks, and responsibilities from initial review and acquisition of a book manuscript through project development. Emphasizes trade book editing but also considers editorial work at scholarly and professional presses. Prerequisite: PB 683 or permission of instructor. (Semester varies)

PB 686
Book Design and Production
4 credits
Covers book and book jacket design fundamentals: design, typography, image research and assignment, and prepress and manufacturing. Students design a book through a workshop process of presentations and revisions. Course assumes students have necessary computer skills. (Spring)
PB 687
Column Writing
4 credits
Magazine publishing course explores the process of researching, writing, and revising magazine columns, and examines the importance of audience. This course may count for one workshop requirement for nonfiction students. (Fall, Spring)

PB 688
Copyediting
4 credits
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)

PB 689
Book Publicity
4 credits
Familiarizes students with trade book promotion to the media. Begins with an overview of book publicity and then covers the publicity process, the type of freelance help available, crafting press material, the author/publicist dynamic, how to secure and promote bookstore events, the art of the interview, and the art of the pitch. All assignments and classroom activities are based on real-world publishing tasks so that students leave the class thoroughly prepared to promote their book or someone else’s. Prerequisite: PB 683 or permission of instructor. (Semester varies)

PB 690
Internship
4-8 credits
Involves 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 8 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. Course cannot be added after the regular registration period; please consult the Academic Calendar for registration deadlines. (Fall, Spring)

PB 691
Applications for Print Publishing
4 credits
Students master the page layout and image creation software used in the print publishing industry. Some design issues are addressed, but the primary focus is on software skills. Course assumes the student has basic Macintosh skills. (Fall, Spring)

PB 692
Electronic Publishing Overview
4 credits
Introduces electronic and new media publishing formats, including but not limited to the web, online publishing, CD-ROM, and DVD. Course assumes the student has basic computer skills. (Fall, Spring)

PB 693
Book Marketing and Sales
4 credits
Designed as an extension of the Book Publishing Overview course for students who want to further explore the sales and marketing sides of business: where marketing and sales fit into the life of a book; the differences between the two areas; and the distinct effect that each, done well or badly, has on a book’s success. It then tracks the marketing and sales process through a book’s publication with specific assignments at each stage based on real-world publication tasks from sales forecasting to planning...
(and budgeting for) marketing campaigns to sales calls and the retailers’ buying processes. Prerequisite: PB 683. (Semester varies)

PB 694
Topics in Writing and Publishing
4 credits
Special offerings in writing and publishing topics including legal issues, literary editing, book reviews and criticism, sales and distribution, and online writing. Some topics may require a prerequisite or permission from the instructor. (Semester varies)

PB 695
Creating Electronic Publications for the Web and E-Readers
4 credits
Focuses on the creation and design of complete texts in a variety of e-formats. Students produce complete texts using the extensible Markup Language (XML) and .epub formats. The course covers the current trends and tools of the industry and explores how e-texts are created for e-readers and tablets. Prerequisite: PB 692. (Semester varies)

PB 696
Web Development for Electronic Publishing
4 credits
Focuses on the design and format of text and images for the computer and mobile phone screen. Students create sites using HTML and CSS. Topics covered include: content evaluation, usability standards, design aesthetics, user experience, JavaScript, and hosting solutions. Prerequisite: PB 692. (Semester varies)

PB 697
Directed Study
1–4 credits
Individual publishing projects planned in collaboration with the instructor to meet the student’s specific area of creative work and professional interests. Prerequisite: permission of department chair and instructor. (Fall, Spring)

PB 698
MA 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. Students need consent of the graduate program director to register for the course. Performance is recorded as Pass/Fail. (Fall, Spring)

Literature Courses

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 20th Century, Literature and Violence, the Writer in the Archive, and Hybrid Forms in Literature. (Semester varies)

LI 617
Poetry and Poetics
4 credits
Historical survey that looks at influential writings by poets on the art of poetry. 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 625  
Topics in Fiction  
4 credits  
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, Diaspora Novelists Between History and Memory, Alienation and the Modern European Novel, Salman Rushdie, Toni Morrison, and Novel into Film. (Semester varies)

LI 635  
Travel Literature  
4 credits  
Home and away, placement and displacement, and location and dislocation are all themes that abound not only in contemporary literature in all its forms (fiction, nonfiction, poetry, drama) but also in contemporary literary and cultural criticism. This course explores the theme of travel in literature across its historical terrain in order to understand not only the evolution of its forms but also its role in the construction of identities, familiar and foreign. (Semester varies)

LI 636  
Literary Theory and Criticism  
4 credits  
Surveys the dominant theoretical and critical approaches to the study of literature. Working with the genealogical model, the course traces the main arguments found in these approaches and develops a sense of what it means to consume and produce literature today. (Semester varies)

LI 637  
Construction of Taste  
4 credits  
Explores 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 examines what it means to be a member of an aesthetic community, as well as how such communities shape aesthetic values and impact political responsibilities. Looks at how taste constructs us as we construct it. (Semester varies)

LI 638  
Theory of the Novel  
4 credits  
Studies the novel from a theoretical and philosophical perspective. Course might look at a particular aspect of the art of the novel, a subgenre (romance, gothic, etc.), historical period (ancient, Modernist, etc.), national tradition, or at the relationship of the novel at a particular time to movements like existentialism, postmodernism, or changes in contemporary language philosophy. Examines primary works of literature together with theoretical texts on narrative art. (Semester varies)

LI 650  
Seminar in the Novel  
4 credits  
Examines particular narrative strategies in storytelling. Students examine such practices as multiple points of view, chronology, indirect discourse, focalization, etc., as well as historical and cultural contexts. Reading might include works by Nabokov, Proust, Woolf, Faulkner, Sterne, Bernhard, Bowles, among others. (Semester varies)
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. (Semester varies)

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. (Semester varies)

LI 653
Seminar in Nonfiction
4 credits
Focuses on the nonfiction narrative, including memoir, 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. (Semester varies)

LI 687
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 include the Twentieth Century in the First Person, Latin American Women’s Autobiography, and The Literary Essay. (Semester varies)

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 department chair and instructor. (Fall, Spring)

Joint Undergraduate/Graduate Courses

LI 526
L.A. Stories
4 credits
Los Angeles has inspired writers and communicators like few other cities. This course explores a variety of narrative representations of Los Angeles across different media and genres and offers students a chance to create and workshop their own L.A. story—be it in fiction, the essay, literary journalism, or its video equivalent. By reading or viewing and then discussing the works of Nathaniel West, Joan Didion, Roman Polanski, and many others, students develop not only a deeper knowledge of the city in which they now find themselves, but also learn about the creative processes and the themes and theses through which L.A. has come to be most widely understood. Offered by the Los Angeles Program only.

WR 515
Topics in Nonfiction
4 credits
Various topics, approaches, and styles of life studies—the art of portraying fact and the art of portraying self—are explored in reading, practiced in writing, and addressed in group discussions and private conferences. Each student produces a 30-page portfolio of nonfiction. Offered in Summer Sessions only.
Popular Fiction Writing and Publishing Online
Master of Fine Arts Degree

The MFA in Popular Fiction Writing and Publishing is a fully online terminal degree for students who wish to focus on writing and publishing creative work in genres typical of “commercial” trade publishing (fantasy, science-fiction, horror, mystery, thrillers, and young adult). This program offers students the chance to workshop their fiction, study the history of the genres, and learn about the publishing processes.

Graduates of the MFA in Popular Fiction Writing and Publishing will exhibit the following Student Learning Outcomes (SLOs):

- Students will develop their creative writing skills as they create, revise, and collaborate on manuscripts.
- Students will read and analyze literature with the goal of gaining an understanding of the history of various genres of popular fiction, in addition to their context within the fields of literature and creative writing.
- Students will explore the variety of opportunities for publication and understand the benefits and limitations of each for the contemporary writer.
- Students will demonstrate the ability to produce and market a body of writing that reflects an understanding of the literature and the marketplace.
- Students will collaborate with one another to edit and help develop their creative work.

Admission Requirements

Students must hold a bachelor’s degree from an accredited institution or equivalent. In addition, they must submit two letters of recommendation. Applicants for admission to the Online MFA in Popular Fiction Writing and Publishing program may have a bachelor’s degree in a field other than writing or English.

MFA program applicants are required to submit a personal statement of 2–4 pages and a brief writing sample of their fiction (maximum 15 pages). The quality of the writing sample, as judged by the faculty, will be the primary factor in determining admission.

Degree Requirements

The MFA in Popular Fiction Writing and Publishing requires 36 credit hours of online courses, including 16 credits of writing workshop courses, 8 credits of literature courses, 8 credits of publishing courses, and 4 credits for the master’s thesis. At the conclusion of their coursework, students submit and defend a manuscript of a novel or excerpt of a novel to a thesis committee for approval. Students are expected to complete the degree requirements within five years.

Required Courses

Students are required to complete 16 credits in PF 610 Writing Workshop in Popular Fiction.

PF 610 Writing Workshop in Popular Fiction
16 credits (Must be taken four times for 16 credits)

Students are also required to complete 8 credits, in any combination, from the following literature courses:

PF 615 Seminar in Popular Fiction
4 credits
PF 616 Topics in the History of Popular Forms
4 credits

Students are also required to complete the following publishing courses for a total of 8 credits:

PF 630 Introduction to the Publishing Process for Writers
4 credits
PF 631 Topics in Writing and Publishing
4 credits
Students are required to complete the MFA Thesis:

PF 699 MFA Thesis
4 credits

**MFA Thesis**
For completion of the MFA degree, students are required to submit a polished long-form narrative of publishable or near-publishable quality. The thesis will consist of a novel or a novel excerpt that is a minimum of 100 pages with a three- to five-page synopsis. When nearing completion of the program, a student applies for a thesis committee and works closely with the committee chair to develop the final manuscript and schedule an online defense of the thesis.

**Popular Fiction Courses of Study**
All PF courses are restricted to Popular Fiction Writing and Publishing students only.

**Writing Courses**

PF 610 Writing Workshop in Popular Fiction
4 credits
Uses student manuscripts as its main texts, supplemented by published stories and novels, to illustrate the fundamental aspects of popular fiction. Explores the conventions and complexities of narration, characterization, scene, dialogue, style, tone, plot, etc. Emphasis is on the generation and revision of original work. (Fall, Spring, Summer)

PF 699 MFA Thesis
4 credits
Individual thesis of creative work to be completed within the college semester designated by the thesis advisor. Students need consent of the graduate program director to register for the course. Performance is recorded as Pass/Fail. (Fall, Spring Summer)

**Literature Electives**
All PF courses are restricted to Popular Fiction Writing and Publishing students only.

PF 615 Seminar in Popular Fiction
4 credits
Analytical and critical study of a variety of recent popular fiction, mostly modern and contemporary, exploring their approaches to form, theme, and technique. (Summer, Fall)

PF 616 Topics in the History of Popular Forms
4 credits
Special offerings in topics that cover the historic development of genres within popular fiction. Topics could include American gothic, monster literature, dystopian future, steampunk, supernatural horror, and other speculative fictions. (Summer, Fall)

**Publishing Electives**
All PF courses are restricted to Popular Fiction Writing and Publishing students only.

PF 630 Introduction to the Publishing Process for Writers
4 credits
An overview of core publishing processes: editorial, marketing, and design and production. The course covers how traditional and independent publishers turn a manuscript into a finished book. It also looks at the role of the literary agent and how to manage a book project. (Fall, Spring, Summer)

PF 631 Topics in Writing and Publishing
4 credits
Topics may include offerings in marketing and publicity, building an author’s platform, creating and selling e-books through online distributors,
alternative publishing models, and online editing, among others. Some topics may require a prerequisite or permission of instructor. (Fall, Spring, Summer)

**Additional Departmental Information**

**Advising**
The graduate program director serves as advisor to students in the program. The graduate advisor helps students plan their courses of study based on specific program requirements.

**Internships**
Numerous internships are available through Emerson in Boston and around the country. During the internships, students receive professional training in books, magazines, journals, 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; Fast Company; Natural Health; and Boston Magazine; among others. Students may take up to 8 internship credits.

**Teaching Appointments**
Students enrolled in the MFA in Creative Writing or MA in Publishing and Writing programs who are interested in teaching at the college level are encouraged to enroll in WR 600 Teaching College Composition. The director of the Writing Studies Program and other faculty interview students who have completed the course and who want to be considered for part-time faculty positions. Successful completion of WR 600 does not guarantee a teaching appointment, but the course is a prerequisite for teaching composition at Emerson.

Students enrolled in the MFA in Popular Fiction who are interested in teaching at the college level and who live near Boston may request enrollment in WR 600 Teaching College Composition. The course must be taken in-person and would substitute for 4 credits of literature. Decisions will be made on a case-by-case basis. Students should discuss with the graduate program director.

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

**WLP Class Enrollment Policy**
Students who do not attend classes during 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 absent. Students who are registered for a course and must miss the first week’s class(es) for reasons such as illness should notify the instructor. Students are responsible for the work and assignments of the first week. Students are not permitted to enroll concurrently in two workshops in the same genre.

**WLP Change of Degree Policy**
A graduate student from within or from outside the department who wishes to transfer into a WLP graduate program (Publishing and Writing or Creative Writing) must satisfy the Admission Requirements for the particular program.

**Writing, Literature and Publishing Faculty**

**Roy Kamada**, Chair and Associate Professor of Writing, Literature and Publishing (2006); BA, University of Oregon; MFA, University of Virginia; PhD, University of California, Davis.

**Jabari Asim**, Graduate Program Director for the Creative Writing Program and Associate Professor of Writing, Literature and Publishing (2010).
Kim McLarin, Graduate Program Director for the Popular Fiction Writing and Publishing Program and Associate Professor of Writing, Literature and Publishing (2003); BA, Duke University.

John Rodzvilla, Graduate Program Director for the Publishing and Writing Program and Senior Electronic Publisher-in-Residence, Writing, Literature and Publishing (2009); BA, Skidmore College; MS, Simmons College.

Susanne Althoff, Assistant Professor of Writing, Literature and Publishing (2015); BA, Loyola University Maryland; MS, Columbia University.

George Baroud, Assistant Professor of Writing, Literature and Publishing (2019); BA, University of Massachusetts Amherst; MA, PhD, New York University.

Bill Beuttler, Associate Professor of Writing, Literature and Publishing (2006); AB, University of Illinois, Urbana-Champaign; MS, Columbia University.

Ben Brooks, Senior Writer-in-Residence, Writing, Literature and Publishing (2006); BA, Harvard University; MFA, University of Iowa.

Mary Kovaleski Byrnes, Senior Lecturer, Writing, Literature and Publishing (2011); BA, Mary Washington College; MFA, Emerson College.

Christine Casson, Senior Writer-in-Residence, Writing, Literature and Publishing (2004); BA, New York University; MA, University of Virginia; MFA, Warren Wilson College.

Benoit Denizet-Lewis, Associate Professor of Writing, Literature and Publishing (2003); BS, Northwestern University.

Lisa Diercks, Professor of Writing, Literature and Publishing (2001); BA, Tufts University; MS, Boston University.

William Donoghue, Professor of Writing, Literature and Publishing (1997); BA, University of Calgary; MA, McGill University; PhD, Stanford University.

David Emblidge, Associate Professor of Writing, Literature and Publishing (2003); BA, St. Lawrence University; MA, University of Virginia; PhD, University of Minnesota.

Maria Flook, Senior Distinguished Writer-in-Residence, Writing, Literature and Publishing (2001); BA, Roger Williams College; MFA, University of Iowa.

Julia Glass, Senior Distinguished Writer-in-Residence, Writing, Literature and Publishing (2016); BA, Yale College.

Katerina Gonzalez Seligmann, Assistant Professor of Writing, Literature and Publishing (2015); BA, Columbia University; MA, PhD, Brown University.

Lise Haines, Senior Writer-in-Residence, Writing, Literature and Publishing (2002); BA, Syracuse University; MFA, Bennington College.

Steven Himmer, Director of the Writing Studies Program and Senior Lecturer, Writing, Literature and Publishing (2008); BA, University of Massachusetts Amherst; MFA, Emerson College.

Richard Hoffman, Senior Writer-in-Residence, Writing, Literature and Publishing (2001); BA, Fordham University; MFA, Goddard College.

Douglas S. Ishii, Assistant Professor of Writing, Literature and Publishing (2018); BA, University of California Irvine; PhD, University of Maryland College Park.
Maria Koundoura, Professor of Writing, Literature and Publishing (1993); BA, MA, University of Melbourne, Australia; PhD, Stanford University.

Adele Lee, Assistant Professor of Writing, Literature and Publishing (2016); BA, MA, PhD, Queen’s University, Belfast; PG Cert, FHEA University of Greenwich, London.

Gian Lombardo, Senior Publisher-in-Residence, Writing, Literature and Publishing (2001); BA, Trinity College; MA, Boston University.

Megan Marshall, Charles Wesley Emerson College Professor (2007); AB, Harvard University.

Rajiv Mohabir, Assistant Professor of Writing, Literature and Publishing (2019); BA, University of Florida; MSEd, Long Island University; MFA, Queens College; PhD, University of Hawaii, Manoa.

William Orem, Senior Writer-in-Residence, Writing, Literature and Publishing (2007); BA, Hampshire College; MFA, PhD, Indiana University.

Pamela Painter, Professor of Writing, Literature and Publishing (1987); BA, Pennsylvania State University; MA, University of Illinois.

Jon Papernick, Senior Writer-in-Residence, Writing, Literature and Publishing (2007); BA, York University; MFA, Sarah Lawrence College.

Ladette Randolph, Director and Editor-in-Chief of Ploughshares and Distinguished Publisher-in-Residence, Writing, Literature and Publishing (2009); BA, MA, PhD, University of Nebraska–Lincoln.

Frederick Reiken, Professor of Writing, Literature and Publishing (1999); BA, Princeton University; MFA, University of California at Irvine.

Stephen Shane, Writing Center Coordinator and Lecturer, Writing, Literature and Publishing (2017); BA, Syracuse University; MFA, Emerson College.

Adam Spry, Assistant Professor of Writing, Literature and Publishing (2017); BA, Pacific Lutheran University; MA, PhD, Columbia University.

Daniel Tobin, Professor of Writing, Literature and Publishing (2002); BA, Iona College; MTS, Harvard University; MFA, Warren Wilson College; PhD, University of Virginia.

Jessica Treadway, Senior Distinguished Writer-in-Residence, Writing, Literature and Publishing (1998); BA, State University of New York at Albany; MA, Boston University.

John Trimbur, Professor of Writing, Literature and Publishing (2007); BA, Stanford University; MA, PhD, State University of New York at Buffalo.

Jerald Walker, Professor of Writing, Literature and Publishing (2010); BA, MFA, PhD, University of Iowa.

Wendy W. Walters, Professor of Writing, Literature and Publishing (1999); BA, Brown University; MA, University of Pennsylvania; PhD, University of California, San Diego.

Daniel Weaver, Senior Publisher/Editor-in-Residence, Writing, Literature and Publishing (2007); BA, Earlham College.

Katie Williams, Assistant Professor of Writing, Literature and Publishing (2019); BA, University of Michigan; MFA, University of Texas at Austin.

Steve Yarbrough, Professor of Writing, Literature and Publishing (2009); BA, MA, University of Mississippi; MFA, University of Arkansas.
Mako Yoshikawa, Associate Professor of Writing, Literature and Publishing (2005); BA, Columbia University; MPhil, Oxford University; ABD, University of Michigan.

For a complete listing of Writing, Literature and Publishing faculty biographies, visit emerson.edu/academics/academic-departments/writing-literature-publishing/faculty.

Affiliated Writing, Literature and Publishing Faculty

In a long-standing tradition, Emerson brings poets, writers, and publishing professionals of distinction to teach at the college as adjunct faculty. Michael Bent is a stand-up comedian and the author of The Everything Guide to Comedy Writing; Leslie Brokaw is the former editor of Inc. Online, and a frequent contributor to Boston Globe Magazine, Boston Magazine, Scientific American Presents; Joseph Durand is creative director at Gate3 Design and former production director at Martha Stewart Living Omnimedia; Delia Cabe is the author of Storied Bars of New York, and her work has appeared in Self, Prevention, Health, Boston Globe Magazine, Boston Magazine, Scientific American Presents; Nicole Terez Dutton is a poet and an editor at The Baffler and Transition Magazine, and served as the inaugural poet laureate for the city of Somerville, Massachusetts; Karen English is associate editorial director at The Pohly Company; Iris Febres is a digital designer and content strategist and president of Bookbuilders of Boston; Indira Ganesan is the author of three novels, and her essays have appeared in Newsday, Antaeus, and Glamour; Beth Ineson has held positions in book publishing sales, marketing, and publicity for more than 15 years and currently works in sales management at Houghton Mifflin Company; Alden Jones is the author of The Blind Masseuse: A Traveler’s Memoir from Costa Rica to Cambodia and the story collection Unaccompanied Minors, winner of the New American Fiction Prize; Peter Shippy is the author of Thieves’ Latin, Alphaville, How to Build the Ghost in Your Attic, and A Spell of Songs and is a recipient of a Gertrude Stein Award, the Iowa Poetry Prize and the Diagram Prize for the Essay; and Lissa Warren is senior director of publicity at Da Capo Press and the author of The Savvy Author’s Guide to Book Publicity.

Past Writers-, Poets-, and Publishers-in-Residence and Affiliated Faculty

David Barber, author of the collection of poems The Spirit Level; Sven Birkerts, author of several books of criticism, including The Gutenberg Elegies: The Fate of Reading in an Electronic Age; Doug Bolin, online and new media designer and producer; James Carroll, author of eight novels and the 1996 National Book Award Winner in Nonfiction for An American Requiem; Stephen Dobyns, author of 34 books, which include 11 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, author of the short story collection How Aliens Think; Melissa Gruntkosky, who worked in the marketing and design departments at several Boston area publishers including Little, Brown; Houghton Mifflin; and Candlewick Press; Lisa Jahn-Clough, author of four picture books for children, Alicia Has a Bad Day, My Happy Birthday Book, ABC Yummy, and 123 Yippee; Juris Jurjevics, founder and editor-in-chief of Soho Press and the former editor-in-chief of Dial Press; Don Lee, author of the story collection Yellow and a Pushcart Prize–recipient; Margot Livesey, author of eight novels and numerous short stories, including the award-winning The House on Fortune Street and Eva Moves the Furniture; Ralph Lombreglia, author of two collections of short fiction and many award-winning short stories; Gail Mazur, author of seven collections of poetry and founder and director of the Blacksmith House Poetry Center in Cambridge,
Educator Preparation and Licensure

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 Department of Elementary and Secondary Education. The Professional License is renewable every five years upon completion of the appropriate professional development. Students seeking initial licensure are also required to pass the two-part Massachusetts Tests for Educator Licensure (MTEL). These tests include the Communication and Literacy Skills Test (CLST) and a Subject Matter Test (SMT) (Teacher of Theatre). Students in Communication Sciences and Disorders also must pass the CLST, but must pass the ASHA national examination in lieu of the Subject Matter Test.

The Department of Performing Arts offers Massachusetts Department of Elementary and Secondary Education-approved programs leading to the Initial License as a Teacher of Theatre (all levels).

Students in the Program 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 Disorders. The Professional License requires the completion of the post-master’s degree Clinical Fellowship.

For more information, contact:

**Institutional Coordinator for Educator Preparation, Title II Coordinator, and Program Director of Teacher Education**
Robert Colby, Department of Performing Arts

**Director of Clinical Education and Director for Educator Preparation**
Laura Glufling-Tham, Department of Communication Sciences and Disorders

**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 coursework and field placements. A minimum of one semester of enrollment at Emerson is required prior to student teaching.

Theatre Education students must fulfill the student teaching practicum through Emerson. Communication Disorders students who seek the Initial License as a Specialist Teacher in Speech, Language, and Hearing Disorders (all levels) must complete all graduate clinical practica as part of their master’s program through Emerson.

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 of 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 Massachusetts Test for Educator Licensure comprising the Communication and Literacy Skills Test (CLST) and the Subject Matter Test (SMT). For the 2016–2017 academic year, Emerson students in programs that will prepare them for classroom teaching (Teacher of Theatre) had a total pass rate of 100% (CLST and SMT). Communication Disorders students do not take a state-designed subject matter test. Title II data do not include these latter individuals' CLST scores, as they are not preparing for classroom work.
External Programs

Emerson Los Angeles

Qualified graduate students may enroll for one semester of study at Emerson Los Angeles (ELA). ELA is a residential, experiential learning program with internship opportunities and coursework during the fall, spring, and summer terms. All graduate students who wish to participate in an internship in the Los Angeles area must be enrolled in Emerson Los Angeles.

The internship course may be taken for 4 or 8 credits, depending on program requirements, and requires completion of both academic assignments and a specific number of hours at the internship site. ELA offers a broad range of internship opportunities at more than 1,000 internship sites in a wide variety of fields, including film, television, radio, new media, music, management, publicity, marketing, and public relations. Student interns learn through experience and integrate theory and practice in a structured atmosphere designed to facilitate 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 others provides students with a rich understanding of the industry beyond the classroom.

Courses are taught by visiting Faculty Fellows and ELA faculty who, as well as holding academic credentials, are industry-active professionals, including producers, directors, screenwriters, advertising and public relations executives, actors, entertainment marketing professionals, and more. Course offerings vary from semester to semester. Student housing is located in the on-site residence hall that houses approximately 200 students in student suites.

To study at ELA, graduate students must meet requirements determined by their individual programs. Students must consult with their graduate program director prior to submitting an application to ensure that degree requirements will be met. Students may attend for one semester only. Admission is not guaranteed. Applications must be submitted approximately one year in advance of attendance. The online application process begins on September 1, and the application deadline for the following academic year is November 1 (for Fall 2020 and Spring 2021). Costs are comparable to a semester at the Boston campus (not including transportation and travel expenses). Participants in Emerson Los Angeles are fully registered at the College and eligible for financial assistance. Students must be registered for full-time study (i.e., 8 to 12 credits). More information may be found online at emerson.edu/ela. The Education Abroad and Domestic Programs Office is located at 120 Boylston Street, 10th Floor, Room 1009 and 1010, and can be reached by phone at 617-824-8567 or by email at la@emerson.edu.

Global Pathways

Utilize the summer to explore a different country, earn course credits, gain a global perspective, and apply your classroom learning to a real-world context. Led by faculty from multiple departments and exploring topics such as screenwriting, public diplomacy, theater, art history, travel writing, film production, comedic studies and digital marketing, graduate students may participate in specially selected Global Pathways programs each summer, subject to department approval.

Program dates vary, but all Global Pathways aim to incorporate cultural experiences that enhance your education and engage your curiosity. The portfolio of Global Pathways Programs continues to grow and evolve. More information may be found online at emerson.edu/global-pathways. The Education Abroad and Domestic Programs Office is located at 120 Boylston Street, 10th Floor, Room 1009 and 1010, and can be reached by phone at 617-824-8567 or by email at abroad@emerson.edu.
Professional Studies and Special Programs

Summer Sessions

The Department of Professional Studies and Special Programs (PSSP) at Emerson College offers a diverse and constantly evolving selection of courses, workshops, and certificate programs. The department provides a breadth of opportunities for individuals looking to advance their careers, train to enter a new field, earn new skills, or explore their passions.

All credit courses offered in the summer that count toward a graduate degree or certificate are scheduled and offered through PSSP in cooperation with the graduate programs. PSSP offers both classroom and online summer graduate-level classes in two 6-week sessions, and 1-2 week intensive courses are offered during intersessions. Matriculated graduate students may use summer and intersession classes to fulfill their degree requirements or accelerate their program of study completion with the approval of their graduate program director. Information about Summer School can be found at emerson.edu/majors-programs/professional-studies/graduate-summer-courses.
Administrative Staff*

Academic Affairs

Patrice Ambrosia, MBA; Assistant Vice President of Academic Administration and Finance
Anne Doyle, MA; Assistant Vice President of Academic Administration
Matthew J. Finn, BS; Assistant Director of Faculty Administration and Information
Angela Hampton-Frisby, BA; Senior Executive Administrator
Jeremy Heflin, MA; Associate Director, English Language Learning
Eric Matthews, MBA; Web and Information Coordinator
Carol Parker, MA, JD; Assistant Vice President for Faculty Affairs
Anthony Pinder, EdD; Associate Vice President for Internationalization and Global Engagement
Angela Tsiotos, MBA; Assistant Director, Academic Finance and Administration
Michaele Whelan, PhD; Provost and Vice President

Camille Bouknight, BA; Associate Director, International and Multicultural Coordinator
Michael Brosseau, MS; Admission Counselor
John Dunn, BA; Admission Counselor
Adriana Guida, BS; Assistant Director
Malorie Kranis, MA; Assistant Director, Visitor Experience
Michael J. Lynch, MBA; Director
Samantha Moyer, BA; Enrollment Systems Analyst, Paris Program
Erik Osborne, MEd, Associate Director
Alexandra Parker, BA; Assistant Director, Customer Service Coordinator
Ilka Rivard, BS; Senior Associate Director, Visitor Experience
Rafael Trujillo, BS; Term Admission Counselor
Quontay Turner, BSBA; Senior Assistant Director, Multicultural Recruitment Coordinator
Nicholas Washburn, BS; Assistant Director
Lisa Yaeger, BA; Senior Associate Director

Office of the Arts/HowlRound

Akiba Abaka; Associate Producer
Craig Allen, BS; Associate Audio Supervisor
Bonne J Baggesen, MFA; General Manager
Stuart Beacham, BA; Audio Supervisor
Kevin Becerra, BFA; Associate Producer
Sara Brookner, MFA; Foundation Relations Manager
Susan Chinsen, BA; Associate Producer
Brittany Collins, BA, Assistant Box Office Manager
Tareena Darbe, MFA; Operations Manager and Executive Admin
David Dower, BA; Vice President, Office of the Arts; Artistic Director, ArtsEmerson
Jennifer Falk, MBA; Director of Marketing & Communications
Kieran Fallon, BA; Associate Box Office Manager
Zak Fayssoux, BFA; Production Manager
Melissa Federico, BFA; Associate Box Office Manager
Rebecca Frank Oeser, JD/MFA; Senior Manager of License and Contracts
Jamie Gahlon, BS; Director of HowlRound
Jacklyn Gil, Communications Manager
Michelle Guan, BFA; Associate Technical Director
Christina Harrington, MSEd; Director of Business Operations
Matthew Harrington, BA; Guest Experience Manager
Garrett Herzog, BA; Lighting Supervisor
David Howse, MA; Senior Associate Vice President, Office of the Arts; Executive Director, ArtsEmerson
Elizabeth Mason, BA; Production Business Manager
Fatimah Mateen, BA; Company Manager
Vijay Mathew, MFA; Cultural Strategist
Wayne McWorter, BA; Senior Director, Marketing, Communication, and Audience Services
Donfaye Meminger, BA; Business Manager
Peggy Miller, Events Manager
Michael Murphy; Technical Director
Jessica Newman, BM, BA; Development Fellow
Herb Nipson, PhD; Screening Room Manager
Blair Nodelman, BA; Marketing and Communications Fellow
Ramona Ostrowski, BA; Producer
Anya Prudente, BA; Senior Manager, Creative Services
Jamie Siebenaler, BA; Box Office Manager
JD Stokely, MA; Associate Producer
Christopher Sutton; Assistant Audio Supervisor
Mark Wallace; Assistant Guest Experience Manager
Scott Wallace; Senior Manager of Production
Ben Walsh, BA; Senior Manager of Development Operations
Ryan Walsh, BA; Marketing and Communications Manager
Matt West, BA; Assistant Technical Director
Marisa Young, MA; Web and New Media Manager
Dillon Yruegas; HowlRound Fellow

School of the Arts
Adam Greenfield, MFA; Director of Operations
Jasmine Kim, MA; Administrative Associate
Matthew McMahan, PhD; Assistant Director, Comedic Arts
Robert Sabal, MFA; Dean

Athletics
Kathryn Annunziata; Head Athletic Trainer
Jack Barret, MA; Fitness Assistant, Associate Head Men’s Basketball Coach
Aaron Bergeron, BA; Head Coach, Men’s and Women’s Tennis
Noelle Boran, MS; Assistant Athletic Trainer
Jen Boyden, MS; Assistant General Manager of Fitness Center
Erin Brennen, EdM; Senior Associate Director of Athletics
Matthew Colombini, BA; Head Coach, Men’s Lacrosse
Bill Curley, BA; Head Coach, Men’s Basketball
Denise Domnarski; Assistant Coach, Women’s Basketball
Johnny Dunbar, BA; Fitness Specialist
Bryan Harkin, MBA; Head Coach, Men’s Soccer
William Jennings; Secondary Assistant Coach, Men’s Lacrosse
Jessie Koffman, BA; Head Coach, Women’s Lacrosse
David Kraus; Assistant Men’s Lacrosse Coach
Philip McElroy Jr.; Head Coach, Softball
Kristin McKenney, MS; Athletic Trainer
Stanford Nance, BA; Senior Associate Director
Pat Nicol, MS; Director of Athletics
Boe Pearman, BS; Associate Director, Athletics
Nick Pezzillo, BS; Director of Athletic Communications
Ben Read, BA; Head Coach, Men’s and Women’s Volleyball
Sara Rutan; Secondary Assistant Coach, Women’s Volleyball
Ronald Smithers, BS; General Manager of Fitness Center
David Suvak, BA; Head Coach, Women's Soccer
Nicholas Vennochi, MEd; Head Baseball Coach

Campus Services

Business Services
Donna Brescia, BS; Property Management and Event Specialist
Karen A. Dickinson, MEd; Director
Thomas Doyle, BS; Assistant Director
Jordan Mackenzie, MA; Customer Experience Coordinator
Alfonso Ragone, BA; CBORD System Manager
Jennifer Rogers, BS; Conferences and Events Manager

Facilities Management
Ademario Barreto; Trades Mechanic
Christopher Beaurpere, MPA; Director, Emergency Management
Leonard Boudreau; Third-Shift Trades Mechanic
Jessica Butler, MArch; Senior Planner
David Carr; Trades Mechanic
Nestor Carranza; Manager of Custodial Services
Efrain Chicas; Custodian
Jorge Coronado; Crew Chief
Ana Carmen Cruz; Custodian
Derrek Eno; Crew Chief
Ricardo Galdamez; Custodian
Clara Gaviria; Custodian
Michael Gilboy; Trades Mechanic
Alessandro Goncalves; Mechanical Technician
Maria Guerra; Custodian
Julio Guillen; Building Maintenance Worker
Maria Gutierrez; Custodian
Joseph Knoll; Director of Facilities Management
Catherine Liebowitz, MA; Campus Sustainability Manager
Kristen Nicholas; Associate Director of Business Management
Thomas O'Brien; BA; Trades Mechanic
Ernesto Osorio; Custodian
Marcos Pleitez; Custodian
Duncan Pollock, BS; Assistant Vice President of Facilities and Campus Services
Maria Portillo; Custodian
Anthony Presutti; Master Locksmith
Rudolfo Ribas; Trades Mechanic
Alvaro Romero; Custodian
Gerry Sampuang; Building Maintenance Worker
Luis Soto; Trades Mechanic
Ramiro Soto; Custodian
John Vanderpol, BS; Crew Chief
Maria Ventura; Custodian
Jermaine Warsmsby; Third-Shift Crew Chief
Jarrad Ziniti; Plumber

Property Management
Mario Carranza; Rotch Field Supervisor
Michael Faia, Director, Construction Management
Harry Nestor; Rotch Field Supervisor
Cravin Perry; Rotch Field Supervisor
Anwar Pinckney; Loading Dock Supervisor

Career Development Center
Emi Bague, BA; Internship Administrator
Blaine Butler, BA; Associate Director of Employee Engagement and Marketing
Anders Croft, BA; Marketing and Communications Specialist
Jessica Chance, MS; Assistant Director, Alumni and Graduate Students
Brendan Peltier, MPA; Employer Partnerships Manager
Katharine Privert, BS; Assistant Director, School of Communication
Marissa Shallcross, MSW; Assistant Director, School of the Arts
Carol Spector, MEd; Director
School of Communication
Molly Loughman, BA; Web Coordinator
Raul Reis, PhD; Dean
Diego Salazar; Administrative Associate
Jonathan Satriale, MA; Technology Director

Department of Communication Sciences and Disorders
Jena Castro-Casbon, MS; Clinical Instructor
Lynn Conners, MS; Director of Clinical Programs
Laura Glufling-Tham, MS; Director of Clinical Education
Ruth Grossman, PhD; Chair and Associate Professor
Joanne Lasker, PhD; Graduate Program Director of Speech@Emerson
Lauren Nehilla, MS, CCC-SLP; Associate Director of Programs and Student Support, Speech@Emerson
Patricia Nelson, Graduate Program Director of Communication Disorders
Donnamarie Ott, BS; Clinical Operations Admin
Summer Plouffe Vogel, BA; Programs Administrator
Marie Rimshaw, MS; Clinical Instructor
Elaine Rudel, MS; Clinical Instructor
Estelle Ticktin, MA; Administrative Associate

Department of Communication Studies
Linda Gallant, PhD; Graduate Program Director for the Public Relations Program and Associate Professor
Peter Hall, MA; Administrative Associate
Greg Payne, PhD; Chair and Associate Professor

Counseling and Psychological Services
Jelisa Adair, LICSW, MCSW; Staff Psychologist and Clinician
Patricia Challan, PsyD; Associate Director
Priscilla Cheung, PhD; Staff Psychologist
Michelle De Sedas; Post Doctoral Fellow

Elise Harrison, PhD, LMFT; Director
Robin Li, PhD; Staff Psychologist/Social Worker
Elisanett Martinez, BA; Clinical Coordinator
Kyle Rundles, PsyD; Staff Psychologist
Macrina Yah-Buendia, MA; Case Manager

Disbursements
Scherley Jean-Baptiste, MBA; Senior Disbursement Specialist
April Jones, MA; Director

Education Abroad and Domestic Programs
David Griffin, MA; Director, Education Abroad and Domestic Programs
Melissa Newton, MA; Administrative Associate

Emerson College Los Angeles
Justin Allen; Manager of Technical Services and Event Support
Akil Anderson; Director of Creative IT and Media Services
Terrye Bretzke; Senior Administrator
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Erica Cookman; Assistant Residence Director
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Laura Daroca, MFA; Associate Director of Student and Alumni Transit Services
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Roger Garlick; Director of Facilities Management
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Anne Kelly, MA; Associate Director of Student Support
Ly Li Lau; Administrative Associate, Student Affairs
Isabel Macomber, BA; Academic Internship
Department Admin
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Emerson Launch Program
Sanjay Pothen, MBA; Director

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Anne Cahill, BA; Grants and Finance Director
John Harlow, PhD; Research Specialist
Courtney Lord, BS; Lead Designer
Scott Margeson; Project Manager
John Richardson, BFA; Engagement Lab Lead

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Gianna Constantine; Enrollment Data Analyst
Michaela Fabrizio, BS; Assistant Director of Enrollment Operations
Daniel Gulyas; Credential Processing Coordinator
Shana Healy-Kern, MS; Enrollment Systems Lead
Ruthanne Madsen, EdD, MBA; Vice President
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Alan Bowers, MBA; Director of Treasury Services
Christopher Cullen, CPA; Associate Controller
Ann Flaherty, MA; Senior Financial Systems Analyst
Irina Korogodsky, BS; Accounting Manager
Stephen Lisa; Senior Director of Business Intelligence
Lisa Phan, BS; Staff Accountant
Jonathan Pearsall, MS, CPA; Controller
Kristin Pomponi, BS; Office Manager
Shermae Thompson, MBA; Accounting Manager
Jiao Tian, MS; Assistant Director of Treasury Services

Budget and Planning
Jeffrey Chan, BSBA; Budget Analyst
John Richard, MBA; Director
Monette Salud, BS; Assistant Director of Budget

General Counsel
Meredith Ainbinder, JD; Deputy General Counsel
Christine Hughes, JD; Vice President
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Margaret Ings, MS; Vice President

Graduate Studies
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Center for Health and Wellness

Erika Almquist, MSN, FNP-BC; Advanced Practice Clinician
Kristen Cahill, FNP-BC, MSN, MPH; Advanced Practice Clinician
Laura Owen, MA; CHES, Associate Director, Coordinator of Wellness Education
Shakena Perry; Clinical Coordinator
Jane Powers, MSN, APN-BC; Director
Elizabeth Walsh, MSN, FNP; Advanced Practice Clinician

Information Technology

Bralyn Beathea; Residence Director
Desiree Bradford, MEd; Residence Director
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Janet Pohli, MM; Talent Acquisition Specialist
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Thomas Barry, MS-CIS; Business Intelligence Applications Administrator
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Christopher Walsh; Director of Project Management
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Terry Wojtkunski, MB; Database System Administrator

Infrastructure

Stephen Bohrer, MEd; Network/Security Administrator
Ryan Buzzell; VOIP System Administrator
Corey Davis, BA; Systems Administrator
Jonathan DiLeo, MIS; Linux Systems Administrator
Francis Frain, MFA; Director
Hugh S. Gilbert, BA; IT Infrastructure Project Manager
Dennis Levine, BS; Information System Security Administrator

User Services

Andres Abreu, AA; Lab Systems/Support Specialist
Sofia Belenky, AS; Technology Support Specialist
Bradley Benkle, Desktop Systems Administrator
Robin Chace, MA; Information Design & Support Specialist
Amisha Choksey; Project Management Associate
Regina Clark, MA; User Services Coordinator
Mary Coombs, BS; Assistant Director of User Services
Carlin Corrigan, MA; Director of User Services
John DeGregorio, BA; Senior AV Support Engineer
Cymone Johnson; Desktop Support Specialist
Elbert Lee, BA; Technical Services/AV Supervisor
Adam Lipkin, BA; Assistant Director of Desktop Support Services
Ashley Schiefer, BS; Executive Assistant
Nicholas Sloane, Desktop Support Specialist
Richard Thomas; AV Support Specialist
Chloe Warfford, BS; User Services Operations Coordinator
Jacob Wen, BA; Classroom Technology Administrator
Keith Wise, MS; Desktop Support Specialist

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Nicole Martignetti, BA; Program Manager

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Anna Biller, BA; Director of Annual Giving
Susan Cassidy, MA; Associate Direct of Donor Relations and Events
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Monica Chu, BA; Administrative Associate
Erin Clossey, MS; Associate Director of News and Information
Ianka De La Rosa, BFA; Senior Designer
Charles Dunham, MFA; Director of Creative Services
Michelle Gaseau, MS; Director of Media Relations
Nancy Howell, MA; Senior Copy Editor
Rosemary Lavery, MS; Associate Director of Communication and Media Relations
Maureen Mello, BA; Senior Marketing Accounts Executive

166 Emerson College
Michael Novick, MS; Web Developer
Derek Palmer, BFA; Photographer
Daryl Paranada, MA, MFA; Associate Director of Communication and Special Projects
Sarah Teczar, MFA; Digital Marketing Strategist
Morgan Viehman, MFA; Assistant Director of Marketing
Charna Westervelt, MS; Editorial Director, Alumni Magazine
Sam Woodson, MSM; Director of Marketing Strategy and Accounts

Institutional Research
Genevieve Alelis, PhD; Assistant Director
Michael Duggan, EdD; Associate Vice President

Instructional Technology Group
Christopher Connors, BFA; Creative Instructional Designer
Adam Engel, PhD; Instructional Technologist
Korina Figueroa, BA; Instructional Developer
Natalie Hebshie, EdM; Associate Director of Online Education
Weiyang Liu, EdM; Instructional Technologist
Jennifer Stevens, EdM; Director
Ilona Yukhayev, MA; Instructional Technologist

Intercultural Student Affairs
Tamia Jordan, MEd; Director
Jamaica Siroky, MEd; Assistant Director

International Student Affairs
Sheena Loiacono, MA; Program Coordinator
Andrea Popa, MA; Director

Iwasaki Library
Emily Belanger, MLSIS; Instruction Librarian
Nora Brosseau, BA; InterLibrary Loan Specialist
Delia Buhl, BA; Managers, Acquisitions

Daniel Crocker, MLS; Electronic Resources/Reference Coordinator
Melissa DiBerardino, MS; Digital Access and Metadata Librarian
Marc Herman, MS; Cataloger/Metadata Technician
Beth Joress, MLS; Associate Director, Information Services
Daniel Laikko, MLS; Access Services Librarian
Elizabeth Melo; Library Operations Assistant
Edward Morgan, PhD; Director of Academic Assessment
Lindsey Nichols, MFA, MLIS; Online Learning Librarian
Elena O’Malley, MA, MLSIS; Assistant Director of Technology and Access Services
Sydney Orason, BA; Assistant Access Services Manager
Michelle Romero; Digital Archivist
Cate Schneiderman, MLS; Coordinator of Outreach and Reference Librarian
Maureen Tripp, EdM; Media Resources Coordinator
Marie Wasnock, MLISc; Archivist and Records Coordinator
Jennifer Williams, MA, MLS; Head of Archives and Special Collections

Department of Journalism
Janet Kolodzy, MSJ; Chair and Professor
Paul Mihailidis, PhD; Graduate Program Director for the Media Design Program and Associate Professor
Tim Riley, MM; Graduate Program Director for the Journalism Program and Associate Professor
Christopher Stetson Wilson; Administrative Associate

Lacerte Family Writing and Academic Resource Center
Jodi Burrel, MA, MFA; Associate Director of Academic Skills
Jacqueline Holland, MA; Assistant Director of Academic Support
**Tyler McPeek**, MBA, PhD; Associate Director of Academic Services  
**Matthew Phelan**, MA, MFA; Director

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**Department of Marketing Communication**

**Wes Jackson**, Director of Business of Creative Enterprises  
**Mike McGuirk**, MBA; Graduate Program Director for the Digital Marketing and Data Analytics Program and Executive-in-Residence  
**Janet Nadeau**, BA; Senior Administrative Associate  
**Douglas Quintal**, MA; Graduate Program Director for the Strategic Marketing Communication Program and Senior Executive-in-Residence  
**Lu Ann Reeb**, MBA; Director of Business and Entrepreneurship Studies  
**Brent Smith**, PhD; Chair and Professor

---

**Media Technologies and Production**

**Antonio Ascenso**, BA; Manager, Production Facilities  
**Diana Barton**, BS; Manager, The Emerson Channels  
**Bruno Caruso**, AA; Manager of Design and Integration  
**David Charles**, Assistant Manager, Electronic Maintenance  
**John Choate**, BS; Electronic Maintenance and Integration Technician  
**Damon D’Aquila**, Evening Operations Supervisor  
**Eric Fox**, MA; Production Manager  
**Pierre Huberson**, MM; Post-Production Facilities Manager  
**Suzanne Iacobucci**, BS; Film Center Manager  
**Patrick Labadia**, BA; Operations Manager  
**Victor Lopez III**, BA; Journalism Production Center Manager  
**Cheryl Lustenberger**, BS; Assistant Manager, Tufte PPC TV Studios  
**Timothy S. MacArthur**, BS; Associate Director  
**Karen McKeen**, MA; Creative Producer  

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**Michael McKeon**, BA; Digital Post Production Manager  
**Bob Murphy**, BS; Assistant Manager, Journalism Production Center  
**John Nadeau**, Evening Operation Manager, EDC  
**Jane Pikor**, BS; Associate Vice President  
**Jennifer Pipp**, BFA; Manager, Film Tech and Photo  
**Marc Pitler**, MFA; Quality Control Supervisor  
**Sofia Vargas**, MA; Senior Administrative Associate  
**Nerissa Williams-Scott**, MFA; Assistant Manager, Paramount Center  
**Roy Wilson**, MFA; Manager, Paramount Center Film Soundstage  
**Timothy Wojcik**, MFA; Film Post-Production Manager

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**NEWMAC**

**Marisa Kubik**, Coordinator  
**Patrick Summers**, Executive Director  
**Taylor Teixeira**, Assistant Director

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**Off-Campus Student Services**

**Jeffrey Morris**, MEd; Assistant Director

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**Department of Performing Arts**

**Jason W. Allen-Forrest**, BA, BS; Operations Manager  
**Alixandra Bigley**, MM; Assistant to General Manager  
**Laurie Bramhall**, BA, MFA; Draper/Cutter  
**Robert Colby**, EdD; Chair, Program Director of Teacher Education, and Professor  
**David Colfer**, BS; General Manager and Communications Director  
**Keith Cornelius**, Technical Director  
**Richelle Devereaux-Murray**, BFA; Costume Shop Supervisor  
**Emily Enters-Dake**, BA, Med; Administrative Associate  
**Joe Keener**, MFA; Scenic Painter  
**Bethany Nelson**, PhD; Graduate Program Director for the Theatre Education Program and Assistant Professor
Sarah Spollet, BA; Master Carpenter
Timothy Sullivan, BFA; Production Manager
Eric Weiss, MA; Director of Performing Arts Programming

Ploughshares

Cory Bailey; Business and Circulation Manager
Ellen Duffer, MA; Managing Editor
Ladette Randolph, PhD; Director and Editor-in-Chief
Allison Trujillo, BA; Production Manager

Police Department

Robert Bousquet, MA; Lieutenant
Robert Call; Sergeant
Patrick Clark; Police Officer; CPR/First Aid Instructor, ALiCE Instructor
Tarlisha Casimir-Morris; Police Officer
Stephen Correia; Police Officer
Steve Desy, MPA; Lieutenant
John Elson; Police Dispatcher/RAD Instructor
Ralph Fiore; Police Officer; ALiCE Instructor
Harold Follins; Police Officer
Steven Giacoppo, BA; Detective
Joseph Kelly; Police Officer
Grayson MacPhail; Police Dispatcher
Robert Miller; Police Officer, ALiCE Instructor
Jessica Miranda; Police Dispatcher
Daniel Morse; Lieutenant; ALiCE Instructor
Michael O’Connor, BA; Police Officer
Walter Patterson; Police Officer
Thomas Richardson, AS; Police Officer
Eric Schiazza, MA; Deputy Chief
Carmelo Serrano, BA; Sergeant
Andrew Shaw, BS; Police Officer
Robert Smith, MPA; Police Chief
Erik Tebeau; Police Officer
Joshua Wingate; Police Officer

President’s Office

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Vicky Peterson, MFA; Commencement Director
Jaimee Rizzo, BA; Coordinator, Presidential Events

Anne M. Shaughnessy, BA; Associate Vice President

ProArts

Zoë Wyner; Executive Director

Procurement and Business Operations Strategies

Shaina Aubourg, MBA; Strategic Sourcing Specialist
Wynndell Bishop, MBA; Director of Strategic Sourcing and Operations
Daniel Garca-Decoteau, MBA; Procurement Systems Administrator
Walter Wickersham, MS; Senior Director of Procurement

Professional Studies and Special Programs

Trent Bagley, MA; Director of Business Operations
Julie Choi, BA; Assistant Director of Summer School and Professional Non-credit Programs
Julien Marques, MA; Associate Director of Business Development and Graduate Professional Programs
Lesley Nichols, MBA; Executive Director of Professional Studies
Tori Weston, MFA; Assistant Director of Pre-college Programs

Office of the Registrar

John D. Pestana, MA; Registrar
Matthew Fabian, BS; Associate Registrar, Technology and Communications
Lauren Labonte, MA; Associate Registrar, Operations
Samantha Starkey, BFA; Assistant Registrar
Amanda Wade, BS; Assistant Registrar
Office of Research and Creative Scholarship

Eric Asetta, MA; Executive Director
Diana Potter, MA; Senior Associate Director of Proposal and Grant Production
Andrew Shepard, MBA; Assistant Director

Social Justice Center

Alayne Fiore, MFA; Operations Manager, Special Assistant to the VP
Samantha Ivery, MA; Director, Diversity and Equity Initiatives
Jeeyoon Kim, BA; Assistant Director, Youth Development
Sylvia Spears, PhD; Vice President for Equity and Social Justice

Elma Lewis Center for Civic Engagement, Learning, and Research

Tamera Marko, PhD; Executive Director
Ashley Tarbet DeStefano, BS; Assistant Director for Community Engagement
Jabari Asim, Associate Professor of Writing, Literature and Publishing, has been named the first recipient of the newly created Elma Lewis Distinguished Fellowship in the Social Justice Center.

Title IX Access and Equity
Pamela White, JD; Associate Vice President, Title IX and Clery Act Coordinator

Healing and Advocacy Collective
Melanie Matson, EdD; Director and Counselor/Advocate
Greta Spoering, LICSW; Survivor Counselor/Advocate

Center for Spiritual Life
Rev. Julie Avis Rogers, MDiv; Director and Campus Chaplain

Student Accessibility Services
Matt Fisher, MS; Assistant Director
Erin Glover, MA; Assistant Director
Diane Paxton, MA; Director

Student Financial Services

Office of Financial Aid
Thomas Boucher, BS; Associate Director, Loan Operations and Debt Education
Sharon Chakoian, Associate Director
Ian Flynn, BA; Assistant Director
Alison Garcia, BA; Assistant Director
Eric Glaskin, MEd; Senior Associate Director
Angela Grant, BA; Director of Financial Aid
Christopher Gray, AAS; Senior Assistant Director and Budget Manager
Sean Griffin; Financial Aid Counselor
Erik Kuenlen, BS; Assistant Director
Christopher Norfleet, MA; Assistant Director of Student Employment
Jaclyn Pastor, MED; Assistant Director
Jalene Regassa; Credential Processing Coordinator
Paul Spears; Financial Aid Counselor

Office of Student Accounts
Alice Buttery, BS; Assistant Director
Monica Marcotrigiano, MBA; Associate Director
Kathleen Shine, BBA; Director
Karen Uminski, BFA; Senior Assistant Director
Van Tran, BA; Counselor

Office of Student Success
Chris Daly, BA, BM; Director, Retention and Student Services
Seth Grue, MEd; Associate Director
Carol Smolinsky, MA; Associate Director
Heather Wise, BFA; Assistant Director
**Student Affairs**

**Sharon A. Duffy**, MEd; Assistant Vice President  
**Joshua Hamlin**, MS; Director of Campus Center  
**James Hoppe**, PhD; Vice President and Dean for Campus Life  
**Lesley Anne Kennedy**; Administrative Assistant  
**Paola Mangiaratti**, BS; Senior Administrative Associate

**Student Care and Support**

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**Andrew Donahue**, MEd; Assistant Director  
**Jason Meier**, MEd; Director

**Department of Visual and Media Arts**

**James Delaney**, BA; Budget and Operations Manager  
**Anna Feder**, MFA; Programming Manager  
**Brooke Knight**, MFA; Chair and Professor  
**James Lane**, PhD; Graduate Program Director for Low Residency Writing for Film and Television and Senior Scholar-in-Residence  
**Eva Jasen Morales**, BA; Administrative Associate to the Chair  
**Leonard Manzo**; Director of Production and Safety  
**John-Albert Moseley**, MAR; Program Coordinator  
**Homa Sarabi-Daunais**, MFA; Location Coordinator  
**Michael Selig**, PhD; Graduate Program Director for Film and Media Art and Associate Professor

**WERS**

**Jack Casey**, DC, BA; General Manager  
**Kevin Cooney**, PhD; Director of Development  
**Alison Fernandez**, MA; Associate Director  
**Cynthia Howes**, BA; Promotions and Marketing Director  
**Phillip Jones**, BA; PM Drive Host  
**George Knight**, BA; On-Air Host

**Carol Li**; Membership Coordinator  
**Ashley Lindsay**, BS; Traffic Coordinator and Receptionist  
**Ashley Peterson**, BS; Associate Director of Development  
**Howard Simpson**, BS; Operations Manager  
**Chantel Watkins**, BS; Budget Analyst

**Department of Writing, Literature and Publishing**

**Jabari Asim**; Graduate Program Director for the Creative Writing Program and Associate Professor  
**Roy Kamada**, PhD; Chair and Associate Professor  
**Kim McLarin**, BA; Graduate Program Director for the Popular Fiction Writing and Publishing Program and Associate Professor  
**John Rodzvilla**, MLS; Graduate Program Director for the Publishing and Writing Program and Senior Electronic Publisher-in-Residence  
**Angela Siew**, MFA; Administrative Associate to Chair

* as of June 2019
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