Graduate Catalogue
2021–2022
Credits

Editors

Jan Roberts-Breslin
Maria Figueroa
Shaylin Hogan
Anna Moritz

Production Coordinator

Liliana Ballesteros

Information in this bulletin is accurate as of July 1, 2021, unless otherwise specified. The College reserves the right to change any provision and requirement in this catalogue at any time within the student’s term of residence. The College specifically reserves the right to change its tuition rates and other financial charges. The College also reserves the right to rearrange its courses and class hours, to drop courses for which registration falls below the required minimum enrollment, and to change teaching assignments. In addition, Emerson may, in its discretion, or under direction of government or health authorities depending on the circumstance, change plans regarding modalities of courses or activities, and physical access to any facilities.

In response to the ongoing COVID-19 pandemic, the College has made and will continue to make adjustments in how it delivers curricula and services. It remains committed to providing students with a quality educational experience, relying on various modalities and interfaces to support teaching and learning. Note that Emerson is providing this information based on its current plans and in accordance with health and safety information currently available. Emerson makes no guarantees or promises concerning the availability of programs, resources, or facilities.
Provost’s Message

I am pleased to welcome you to Emerson College, a distinctive academic institution committed to pursuing the highest standards in teaching, research, and practice in communication, the arts, and the liberal arts and to educating all students to excel as innovators and leaders in their fields.

The Emerson curriculum is grounded in academic and inclusive excellence and balances theory and practice, providing undergraduate and graduate students with extraordinary opportunities for academic and professional development. Students also enjoy access to the cultural, educational, and recreational resources of our three campuses in Boston, Los Angeles, and Kasteel Well and of our other academic programs across the country and around the world. I hope that the time you spend here will be one of holistic growth, personal and intellectual change, and discovery.

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,

Michaele Whelan, Provost
Dean’s Message

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, political communication, sports communication, 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.

As we emerge from the COVID-19 pandemic, the College has made and will continue to make adjustments in how we deliver curricula and services. We remain committed to providing students with a quality educational experience, relying on various modalities and interfaces to support teaching and learning.

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 50 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 evolved and multiplied. Radio, motion pictures, television, and the sciences of speech pathology and audiology have all developed 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, since 2016, the College has offered a Bachelor of Fine Arts in the Comedic Arts—the first such program in the nation specifically designed to integrate comedic writing, performance, literature, media, and production across all comedic formats. The College is organized into two schools and an institute: a School of the Arts, a School of Communication, and the Marlboro 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. 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 2 Boylston Place. 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. In 2019, the College reopened the renovated Little Building residence hall that now houses 1,035 students and provides them with 16 lounges and 6 kitchenettes.

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.

In 2020, Emerson and Marlboro College completed their planned alliance, through which Marlboro moved its academic programs to Emerson. Emerson welcomed a number of Marlboro undergraduates to matriculate and a number of Marlboro tenured, tenure-track, and emeritae faculty to teach starting in the Fall 2020 semester.

Emerson College is fully accredited by the New England Commission of Higher Education and is a member of the Council of Graduate Schools.

**Emerson’s Commitment to Diversity and Inclusion**

Emerson College is committed to a living, learning, and working environment where all members of our community are valued, respected, and can thrive. We believe inclusive and academic excellence are not possible without active, intentional, and ongoing engagement with diversity and equity across all areas of the College—with people; the curriculum; the co-curricular experiences of students; and with our intellectual, social, cultural, and geographical communities. Emerson is committed to supporting communities by fostering the skills necessary for meaningful engagement with an increasingly complex, pluralistic society through deepening anti-oppressive practices.
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 an increasing number of online and hybrid options. Full-time enrollment is required in the on-campus Communication Disorders, Journalism, Film and Media Art, and Writing for Film and Television 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, the Registrar, the Career Development Center, Professional Studies, and the Graduate Student Association. 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 and quality of response to the essay question(s) 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 prior to the first term of enrollment.
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](http://gre.org) (GRE) and [mba.com](http://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 video 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. Enrollment 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.

**Rescinding Admission**

Our offer of admission to Emerson College is an offer to join a community of scholars who are focused on promoting civic engagement; encouraging ethical practices; fostering respect for human diversity; and inspiring one another to create and communicate with clarity, integrity, and conviction. We value respect and equal treatment for all people of all backgrounds, identities, orientations, beliefs, and capabilities and expect our community members to comply with our [Code of Community Standards](#) beginning at the point of admission application.

Emerson College reserves the right to rescind our offer of admission if the College receives information that indicates an applicant: provided misleading information in connection with an application; made incomplete or inaccurate statements; submitted false material in connection with an admission application; had a significant decline in academic performance after submitting the application; engaged in academic misconduct; or otherwise acted in a manner inconsistent with the College’s Code of Community Standards, values, or mission.

**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 native 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:

**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, United Kingdom 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 prior to the issuance of the Form I-20. 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:

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<td>Political Communication (MA)</td>
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<td>Public Relations (MA)</td>
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<td>Sports Communication (MA)</td>
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<td>Film and Media Art (MFA)</td>
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<td>Writing for Film and Television (Low-Residency MFA)</td>
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<tr>
<td>Creative Writing (MFA)</td>
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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 the 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: emerson.edu/departments/graduate-studies/academic-policies-and-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 written component project 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 reader. 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, the provost, and a graduate student speaker. 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:

9. The student must submit an application to graduate by the date stated in the Academic Calendar.
10. The student must indicate an intent to participate in commencement online at ecommon.emerson.edu/ by the dates stated in the Academic Calendar.
11. 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. Students whose cumulative GPA falls below 3.0 have one semester to meet the 3.0 minimum or they will be academically withdrawn from the graduate program. Any extension to the one semester must be approved by the dean of graduate and professional studies. 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 a B– in coursework totaling 8 credits is automatically withdrawn from the 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](http://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 they 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, they 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, or has been unable to reach resolution, 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, in writing to the Office of Graduate Studies, within 10 calendar days after the initial process has concluded.

1. Accompanying the request for a formal hearing, the student must include a written statement explaining the alleged grievance. Copies of this statement will be distributed to all involved in the hearing. The student must submit all documentation they have regarding the claim with the Graduate Grievance Committee chair within seven calendar 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.

Students must first follow the initial process for academic grievance, but may then request a formal hearing.

**Community Standards Violations**

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

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

An individual may submit a report directly to the OCS by filling out an incident report on the OCS website at emerson.edu/departments/student-success/share-concern or contacting the OCS at communitystandards@emerson.edu. 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 OCS 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>Type of Status</th>
<th>Number of 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. Students considering a leave of absence should speak with their graduate program director about their situation, and contact the Office of
**Student Success** to discuss any questions they may have about the process. Once they have reviewed all important considerations with the Office of Student Success, they should complete a Leave of Absence Request Form. 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**

Students who wish to terminate their degree program must complete the Emerson College Request for a Leave of Absence or Withdrawal: Graduate Student Form online at [https://cm.maxient.com/reportingform.php?EmersonCollege&layout_id=29](https://cm.maxient.com/reportingform.php?EmersonCollege&layout_id=29). 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 emerson.edu/departments/graduate-studies/academic-policies-and-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 $1,322 per credit.

Adding and Dropping Courses

Any schedule change made after students have registered may be made online at ecommon.emerson.edu until the fifth day of classes. 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

<table>
<thead>
<tr>
<th>Fee</th>
<th>Amount/Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application (nonrefundable)</td>
<td>Domestic Students: $60</td>
</tr>
<tr>
<td>Tuition Deposit</td>
<td>$400. This deposit confirms a student’s place after acceptance and is deducted from the first billing. Deposits are nonrefundable.</td>
</tr>
<tr>
<td>Tuition</td>
<td>$1,322 per credit</td>
</tr>
<tr>
<td>Course Audit</td>
<td>$30 per credit. For students enrolled for at least 4 full-tuition credits.</td>
</tr>
<tr>
<td>Graduate Student Services Fee</td>
<td>$331 per semester (full-time)</td>
</tr>
<tr>
<td>(Campus-Based Programs)</td>
<td>$126 per semester (half-time)</td>
</tr>
<tr>
<td>Graduate Student Services Fee</td>
<td>$50 per semester</td>
</tr>
<tr>
<td>(Online/Low-Residency Programs)</td>
<td></td>
</tr>
<tr>
<td>Health Insurance</td>
<td>$3,977 (Annual policy)</td>
</tr>
<tr>
<td></td>
<td>$2,322 Spring Premium (for students entering in Spring only)</td>
</tr>
<tr>
<td>Late Registration</td>
<td>$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.</td>
</tr>
<tr>
<td>Tuition Insurance</td>
<td>$55</td>
</tr>
</tbody>
</table>

Breakdown of Fees

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. Online and low-residency students may opt in each semester for access to GSA activities and campus access at the part-time student rate.

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 2021–2022 amount for the Health Services portion of the Student Services Fee is $205.

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. 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:

- Full-time undergraduate and graduate students
• Part-time undergraduate and graduate students enrolled in the Communication Sciences and Disorders program
• 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:

• Students with a medical condition preventing immunization must have their clinician complete the medical exemption form.
• 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/departments/center-health-and-wellness/health-forms. 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 on-campus classes to be covered by a qualified health insurance program. Graduate students enrolled for fewer than 6 credits who are not enrolled in an online program 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 who are not enrolled solely in an online program. The premium for the 2021–2022 Graduate Student Health Insurance Plan is $3,977 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 they attend 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 information to all eligible students 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, students are responsible for notifying the Office of Student Accounts to enroll in the College-sponsored insurance plan or update their insurance waiver card with the pertinent information regarding their 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 2, 2021, and December 15, 2021). 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.

1. Fall semester statements are available in late June and are due August 2.
2. Spring semester statements are available in mid-November and are due December 15.

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 2.85 percent 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 percent refund of tuition
- During the third week: 60 percent refund of tuition
- During the fourth week: 40 percent refund of tuition
- During the fifth week: 20 percent 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 percent refund. If the course has met twice, students are eligible for a 50 percent 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 percent 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.
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 the available payment plan or visit emerson.edu/departments/financial-aid to view other possible 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 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**

<table>
<thead>
<tr>
<th>Start Date</th>
<th>August 31, 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preferred FAFSA</td>
<td>August 2, 2021</td>
</tr>
</tbody>
</table>

**Spring Term**

<table>
<thead>
<tr>
<th>Start Date</th>
<th>January 10, 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preferred FAFSA</td>
<td>December 10, 2021</td>
</tr>
</tbody>
</table>

**Summer Term**

<table>
<thead>
<tr>
<th>Start Date</th>
<th>May 9, 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preferred FAFSA</td>
<td>April 8, 2022</td>
</tr>
</tbody>
</table>

*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 Semester and 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>
<tr>
<td>Personal problems other than the student’s own mental or physical illness or injury or condition with the student’s spouse, family, roommate, or other significant person in the student’s life</td>
<td>Provide a written statement from an attorney, professional advisor, or other individual describing the circumstances</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 Scholarships

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

Students receiving scholarships must maintain satisfactory academic progress each semester. Award recipients should be aware that being awarded scholarships 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 scholarships beyond the initial award term. Scholarships will not be awarded for a value that is higher than the cost of tuition. Recipients are required to maintain a 3.0 cumulative grade point average each academic year. A recipient’s award amount will vary depending on the amount of credits enrolled in each term to ensure that the total scholarship amount is evenly dispersed throughout the entirety of the program. Please note that scholarship amounts may be revised based on changes to enrolled credit hours, transferring in credits, advanced standing, and other course-related circumstances. Please refer to the initial scholarship 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.

The Cindy Bartlett Memorial Award

Established in 2016 to honor the memory of longtime Professor Emerita Cindy Bartlett in the Communication Sciences and Disorders Department. This fund is given to a second-year CSD graduate student who demonstrates high academic achievement and financial need. The CSD Department executive committee decides on the recipient in the summer before their second year.

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.

Gina Di Bona ’67 Scholarship

Established by Gina Di Bona ’67 in 2010 to provide financial aid to graduate students in Communication Sciences and Disorders.

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.

Robbins Center Scholarship Fund

Established in 1996 by a bequest from Dr. Cheney Calkins, the fund is currently awarded to CSD graduate students for their work in the Robbins Center.

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.

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 (spacebook.emerson.edu). and 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: 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.

Student Performance Center

The Student Performance Center (SPC) is located on the lower level of the Little Building at 80 Boylston Street. Featuring two primary venues, the SPC Theatre and the SPC Black Box, as well as two studios, three rehearsal rooms, a production space, and a large social lobby, the Student Performance Center is the premier location for student events.

The larger venue, the SPC Theatre, can host events of almost any size or shape for up to 200 people, while the smaller SPC Black Box can hold up to 100 people. The spaces can be set up with rows of chairs for performances, completely open for rehearsals or film shoots, or with tables for a reception or workshop. The neutral black box setting of either venue allows it to be dressed up or down, which is perfect not only for theatrical productions but for other events as well. Event hosts can add fine table linens and light music for a formal event or break out the decorations and add colored lighting for a festive, casual event.

A complete array of theatrical audio and lighting and video systems, as well as flexible staging systems and a variety of furniture options, are available in either venue. These spaces are also fully supported with student staff to assist in setting up or running events. Spaces within the SPC can be booked through the service desk located within the SPC or online through Spacebook (spacebook.emerson.edu).
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 617-824-8484. Additionally, there are several helpful resources on the OCSS website (emerson.edu/departments/off-campus-student-services), 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.

Contact foodservice@emerson.edu with any questions.

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 a registered nurse, 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.medicatconnect.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.
- Meningococcal Vaccine (MCV-4) for all students under age 21 regardless of residence status (must be on or after 16th birthday).
- TB Risk Assessment Questionnaire (cannot be completed earlier than three months prior to the 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 a TB skin test if you have had prior positive interpretation. Have the clinician complete the verification form.
- Recommended vaccines: Meningococcal B vaccine and HPV vaccine

**Updated Immunization Requirements as of 2021–2022**

- Two doses of the COVID-19 vaccine (for all on-campus students)
  
  Pfizer–BioNTech COVID-19 vaccine (two doses 3 weeks apart)
  
  Moderna COVID-19 vaccine (two doses 4 weeks apart)
  
  Janssen/Johnson & Johnson COVID-19 vaccine (one dose)
  
  WHO-approved COVID vaccines (Sinopharm, AstraZeneca)
  
  Fully vaccinated is TWO weeks after your last vaccine.

- It is possible the seasonal flu vaccine will be required to be on campus.

Medical or religious exemptions are acceptable when the waiver meets the standards for medical or sincere religious exemption set forth in M.G.L. c. 76, § 15C. Students
who wish to submit a waiver must complete the Medical and Religious Exemption Form and upload it to the student health portal. Medical documentation is required. 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). The College will then be in touch with students to review the exemption request. Weekly COVID testing and masks may be required.

- Students may submit evidence of immunity to MMR, varicella, and Hepatitis B by blood tests (titers). The lab report must be uploaded to the health portal. Documentation must be provided in English and the student’s name must be on all uploaded forms.
- Students are able to sign 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, they must notify University Health Plans at info@univhealthplans.com or 833-251-1726 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, cannabis, 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.

**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.

Counseling is providing remote sessions during Fall 2021. Please call 617-824-8595 or email counseling_center@emerson.edu to schedule an appointment.

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.

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**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.

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**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. Find the office on the web at emerson.edu/departments/intercultural-student-affairs. Follow Intercultural on Instagram at emersonintercultural and do not hesitate to email the office at intercultural@emerson.edu.

**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 during the day as a drop-in lounge for the entire Emerson community. After 5:00 pm, the space is reserved 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 cultural events and meetings. Reservations can be requested online via Spacebook. Approval is contingent upon availability.

**Office of International Student Affairs**

The Office of International Student Affairs (OISA) provides immigration and campus support services for Emerson’s international student community. It offers immigration advising to students in F-1 status, exchange visitors, and others on matters related to US study, work authorization, and international travel. It supports international students with cross-campus resources for academic success, community integration, leadership development, and career preparedness. The office participates in new student orientation and promotes campus organizations, events, and initiatives that reflect Emerson’s global voice.

The office can be reached at:

Location: 120 Boylston Street, 10th Floor (Note that the office can also offer remote services. Call if you have a question!)

Email: oisa@emerson.edu

Phone: 617-824-7858

Web: emerson.edu/international-student-affairs

**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 or follow the Center on Instagram at CSL Emerson.

Spaces for Prayer and Reflection

The Private Prayer Room on the 4th floor of 172 Tremont Street is open for daily prayer, meditation, or reflection on a drop-in basis. Reservations are not needed to use the space, and the room is open anytime the building is open. Prayer rugs, meditation cushions, sacred texts, and a Qibla sign indicating the direction of Mecca are also provided to support prayer practices.

The Reflection Room located within the Spiritual Life suite on the 4th floor of 172 Tremont is regularly used for events such as guided meditations, student organization events, and sacred text study. Requests to reserve the Reflection Room can be made by Emerson community members. For additional information, visit emerson.edu/spiritual-life.

The CSL suite also includes an ablution room for Muslim daily prayer practice. Please email spiritual_life@emerson.edu to receive ongoing access to the ablution room.

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).

Student-athletes who are enrolled in a graduate or professional school of the college or university that they previously attended as an undergraduate student may participate in intercollegiate athletics, provided they have 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.

Visit emerson.edu/departments/athletics/facilities/fitness-center for more information.
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, Disability Justice, 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 Access, Equity, and Title IX 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 & 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 Melanie, a free and confidential counselor/advocate.

Call, email, or stop by, no appointment necessary:

- 617-824-8857
- Ansin Building, 180 Tremont Street, Room 304
- advocate@emerson.edu
- emerson.edu/healing
- facebook.com/HealingandAdvocacyCollective
- twitter.com/HealingAdvocacy
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

Access, Equity, and Title IX

Access, Equity, and Title IX oversees the College’s centralized review, investigation, and resolution processes for all reports of Power-Based Interpersonal Violence (PBIV). The Title IX coordinator also coordinates the College’s compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act). The Title IX coordinator is supported by several College administrators who serve as Title IX liaisons. The duties and responsibilities of the Title IX coordinator and the deputy Title IX coordinator/investigator include training, education, and climate checks, as well as the oversight of procedures that promptly and equitably respond to Power-Based Interpersonal Violence, prevent its recurrence, and address its effects on individuals and the community. The Title IX coordinator and the deputy Title IX coordinator/investigator:

- Promote prompt and equitable outcomes that comply with all requirements and timeframes;
- Participate with the Healing & Advocacy Collective in assessment of campus climate on an ongoing and periodic basis, as well as track and monitor reports of PBIV on campus;
- Support Healing & Advocacy’s campus training, education, and prevention efforts; and
- Monitor the College’s requirement that all College officials who conduct proceedings to address reports of Power-Based Interpersonal Violence receive annual training.
Emerson works to create a community where all members can thrive academically, professionally, and personally, free from the experiences and impacts of Power-Based Interpersonal Violence, such as relationship violence, dating violence, domestic violence, sexual assault, rape, sexual harassment, sexual exploitation, stalking, gender-based harassment, intimidation, aiding or facilitating prohibited conduct, and related retaliation. In responding to reports of Power-Based Interpersonal Violence, Emerson works to ensure that standards and practices are accountable to the shared values of our community, and respect and uphold the dignity of all persons impacted or harmed by Power-Based Interpersonal Violence.

If you have questions about Title IX, VAWA, Clery, or the College’s process for responding to Power-Based Interpersonal Violence, please call or email:

Pamela White, Associate Vice President, Title IX & Clery Coordinator
Ryan Milligan, Deputy Title IX Coordinator/Investigator

Contact Information:
Email: titleIX@emerson.edu
Phone: 617-824-8999
Website: emerson.edu/titleix

The office is located in The State Transportation Building (also known as City Place Food Court), 8 Park Plaza, Room 230, Boston, MA 02116.
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 (GSA) represents all on-campus graduate students. The GSA 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

Bilingual Language and Literacy Investigative and Networking Group (BLLING)

The Bilingual Language and Literacy Investigative and Networking Group (BLLING) is a graduate student organization consisting of CSD and S@E students committed to increasing knowledge and clinical skills in cultural-linguistic diversity within an anti-racist framework that centers on the rights and dignity of people who identify as Black, Indigenous, or as Persons of Color (BIPOC). The group aims to: (1) create and run programs that address the elimination of discriminatory practices in areas such as educational and community outreach; and (2) support and enhance the graduate school experience for BIPOC and bilingual students.

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.

Page Turner Magazine

The purpose of Page Turner Magazine is to showcase the diverse creative conscience of Emerson students and alumni by publishing their popular fiction and art in digital and print form. Page Turner Magazine gives Emerson students, staff, and alumni a vibrant, professional place in which to publish short works of genre fiction annually. In addition, staff members gain valuable career experience, as well as access to shared resources and diversity training. The magazine team maintains a regularly updated blog of book reviews and author interviews featuring the diverse array of voices in popular fiction. Page Turner Magazine upholds a standard of wonder, quality, and diversity in all work to represent the Popular Fiction Writing and Publishing program at Emerson College.

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 its pages and beyond; and welcomes and serves historically underrepresented voices, including those marginalized due to class, gender, race, and sexuality.

**Online Student Experience**

Graduate students who study in online or low-residency programs may choose to enroll in the GSA each semester. They will be assessed the Graduate Student Association fee at the part-time rate during the semesters for which they choose to enroll.

**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

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.
**Student Services**

**Iwasaki Library**

The Iwasaki Library collaboratively cultivates the Emerson global research, learning, and creative community by prioritizing the development of IDEAS: inclusivity, diversity, equity, accessibility, and sustainability within our collections, services, and spaces.

The Library aligns its resources and services as a foundation of research, learning, and creation. It does this by analyzing data when available, anticipating needs when possible, and experimenting when feasible. The Library will embrace change in its systems, services, and job roles to continuously improve over time.

The Iwasaki Library is central to the Emerson global community as a valued facilitator, partner, and catalyst for research, learning, and creation on campus. It equips individuals with the skills and agency to pursue lifelong learning and share in the joy of brightening the changing cultural, social, political, and civic life around us.

The Library website is the gateway to its full array of collections, services, and spaces. The Library’s collections include research databases, journals, books, ebooks, and streaming media items. Databases include content from over 100,000 journals and newspapers as well as statistics, images, and streaming videos. The Library’s discovery service allows users to search across dozens of databases at once.

The Emerson College Archives & Special Collections collects and provides access to archival and special collections focusing on the history and development of the College (including student groups), theater, journalism, and other topics related to the College’s curriculum. The American Comedy Archives is one example of a special collection that focuses on collecting materials related to the writing, producing, directing, and performing of American comedy in all its forms.

Additionally, the Library’s memberships in the Fenway Library Organization (FLO) and Commonwealth Catalog (ComCat) provide access to the collections of other libraries in Massachusetts. Materials can be requested online and delivered directly to Emerson. Students can place requests to borrow materials from libraries all over the country through interlibrary loans.

Graduate students working on a thesis, creative work, or research-intensive project can schedule a consultation with a librarian or archivist for in-depth research help.

The Library offers a variety of study spaces ranging from armchairs to carrels to tables and small study rooms. Computers include library-use laptops, iMac workstations, an adaptive technology workstation, scanners, and a classroom with iMacs. Ten of the study rooms are equipped with large screens that can be used for collaborative work or viewing media.

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

**Information Technology**

Emerson IT supports the development of innovative and sustainable technology solutions and fosters creativity and learning across the College’s global campus.

The 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, Final Draft, and SPSS. Students are provided network storage space for real-time and collaborative video editing. Enrollment in the relevant coursework grants access to specialty labs featuring virtual reality equipment, large-format photo 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, printing, 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 Google Workspace for Education, Canvas for online course management, video hosting, and secure cloud data storage.

Media Services, located on the fourth floor of the Ansin Building, circulates video and computer equipment for non-production classes, including digital cameras, tripods, audio recorders, laptops, and iPads. 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 at 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. Meet with the Career Development Center to hone job search skills that will guide you through your Emerson experience and beyond.

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 focused on communication- and arts-related career exploration materials, industry guides, trade publications, and career education for international students
- Career- and industry-related speakers, panels, and events
- 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. Contact careers@emerson.edu for more information.
**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 Communication Studies Department, 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 students around the world.
7. Fully utilize the Boston, Los Angeles, and Netherlands campuses to support internationalization and global engagement.

Dr. Anthony Pinder in IGE also acts as the institutional representative for several fellowships available to graduate students, such as the Fulbright Program, Point Scholarship, Marshall Scholarship, Rhodes Scholarship, and others. For more information, visit emerson.edu/departments/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 participate in regional and affinity alumni chapters; attend virtual and on-campus events; and support the College financially through the Empower Fund.

Alumni can connect, recognize, support, and celebrate each other and current students on Emerge. Emerge is an online community where Emersonians can explore opportunities in their industries, reconnect with old friends, make new connections, promote their work, share resources, and find or be a mentor.

Alumni can stay informed by reading Expression magazine, available both in print and online; engaging with social media channels; and reading the office’s monthly e-newsletter. For more information, please visit emerson.edu/alumni.

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 can assist students with identifying and applying for grant-funded research assistantships and fellowships. Contact ORCS@emerson.edu for more information.
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 Commission of Higher Education (NECHE) (formerly the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Inc.).

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

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

Inquiries regarding the accreditation status by the Commission should be directed to Emerson College, Attn: Office of the Provost, 120 Boylston Street, Boston, MA 02116. Individuals may also contact:

New England Commission of Higher Education
3 Burlington Woods Drive, Suite 100
Burlington, MA 01803-4514
781-425-7785
Email: info@neche.org

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
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 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 senior associate vice president/chief human resources officer (“Sr. AVP/CHRO”), or designee, will generally investigate the reported misconduct and reach conclusions concerning all policy violations. If the Sr. AVP/CHRO, or designee, concludes that there has been a violation(s) of this policy and any other College policies, the Sr. AVP/CHRO, or designee, will determine the responsive action for all misconduct. If the Sr. AVP/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 Sr. AVP/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 Sr. AVP/CHRO, or designee, in their 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 the student’s 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 their 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 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’s 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, 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 unwinvited 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 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-employees 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/policies/consensual-relations-staff and the Policy for Consensual Relations: Faculty at emerson.edu/policies/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 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 (Sr. AVP/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 Sr. AVP/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 Sr. AVP/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 Sr. AVP/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 Sr. AVP/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. If the College concludes that a member of the College community has retaliated against someone for making a report of discrimination or harassment or for participating in the College’s investigation of such a report, that person may be subject to discipline by the College regardless of whether the College concludes that the reported discrimination or harassment occurred.

Any suspected retaliation should be reported immediately to the Sr. AVP/CHRO (617-824-8133), Dean of Campus Life (617-824-8640), or VP, General Counsel (617-824-8908). The College may investigate and determine appropriate measures to take in response to the report.

**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  
http://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  
eeoac.gov

Office for Civil Rights (OCR)

United States Department of Education  
5 Post Office Square, 8th Floor  
Boston, MA 02109-3921  
617-289-0111  
Email: OCR.Boston@ed.gov  
Web: ed.gov/ocr

Emerson College
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:
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/policies/discrimination-harassment-and-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 US 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 US Comptroller General, the US Attorney General, the US 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 objecting to the production of records, seek to intervene in the legal matter and file an 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 other school officials in performing their tasks. A school official has a “legitimate educational interest” if the official needs to review an education record in order to fulfill 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 students would prefer that the College maintain their Directory Information as non-public information, students may notify the Office of the Registrar in writing that they wish for their Directory Information to remain private. Requests for non-disclosure will be honored by the institution until and unless students submit a new written request to the Office of the Registrar revoking the earlier request that their 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 they have waived their right to access. Copies will be provided at the student’s expense. If a College record contains both FERPA information about a student that is able to be reviewed and information that is not authorized to be reviewed, 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

Students who believe that their education records contain information that is inaccurate or misleading or otherwise in violation of their 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, US 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, Fifth Floor
Custodian: Vice President for Enrollment

Cumulative Academic Records

Office of the Registrar
180 Tremont Street, Fourth Floor
Custodian: Registrar

Health Records

Center for Health and Wellness
216 Tremont Street, Third Floor
Custodian: Director of the Center for Health and Wellness

Financial Aid Records

Financial Aid Office
216 Tremont Street, Fourth Floor
Custodian: Director of Financial Aid

Financial Records

Student Accounts Office
216 Tremont Street, Fourth Floor
Custodian: Director of Student Accounts

Placement Records

Career Development Center
216 Tremont Street, Sixth 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 for Campus Life
120 Boylston Street, Fourth 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/departments/police/staying-informed/clery-reports. Paper copies of these reports are available upon request from the College’s Police Department.

**Policy Regarding VA Benefits**

Students that are a covered individual 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 eligibility 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.

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.
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.

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School of Communication

Media Design Master of Arts Degree

The master’s program in Media Design is a 32-credit cohort-based program that can be completed in 12 or 24 months. It is a cross-department, cross-school, interdisciplinary program.

Media Design incorporates human-centered design, ui/ux, media production, applied research, and project-driven inquiry. Students in the one-year program 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 the technical skills to be able to design media interventions and with the knowledge to work with communities to identify problems and respond.

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

- Students will articulate a sophisticated understanding of contemporary issues in media 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 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 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.

One-Year Immersive Program

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 621: Media Design Studio II (4 credits)
MD 631: Mapping Community Engagement (4 credits)

And one elective to be selected from Elective Courses available for Spring 2022.

Summer Required Courses (8 credits)

MD 699: Master’s Thesis (4 credits)

Choose one of the following:

MD 625: Media Design Studio III (4 credits)

or

MD 640: Salzburg Academy on Media and Global Change (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.

Two-Year Full Program (* = Courses designated as online | ** Potential to be hybrid/online)

Fall Semester 1 (8 credits)

• 1 online
• 1 in-person
• Civic Design Colloquium (no credit) hybrid course

Spring Semester 2 (8 credits)

• 1 online
• 1 in-person
• Civic Design Colloquium (no credit) hybrid course

Summer (Optional) (4 credits)

1 class online or in-person

Fall Semester 3 (8 credits)

• 1 online
• 1 in-person
• Civic Design Colloquium (no credit) hybrid course
Spring Semester 4 (8 credits)

- Thesis
- 1 class online or in-person

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 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 631: Mapping Community Engagement

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 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 641: Mapping Community Engagement Workshop

4 credits

Media Design students are civic designers working to develop portfolios to position their work as such. The mapping community engagement workshop offers an opportunity for students to explore areas of interest related to their thesis work and to develop deep literature review and field scans that support an area of interest and help them develop a knowledge base to support their thesis prototype. Students develop work plans with research/production goals for their project and detailed reading lists to support their work. The course focuses on critique as an emphasis on the workshop, and students present work in various formats and engage in critique with peers. At the conclusion of the course, students will have developed literature reviews and deep field scans to articulate where their thesis project is situated. Per form, this is a required (Spring) course.
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)

Media Design Faculty

Paul Mihailidis, Graduate Program Director for Media Design and Professor of Journalism (2011); BA, University of Massachusetts; MPhil, Stirling University; PhD, University of Maryland.
Gino Canella, Assistant Professor, Journalism (2017); BA, Duquesne University, MA, Temple University, PhD, University of Colorado Boulder.
Rashin Fahandej, Assistant Professor, Visual and Media Arts (2019); BFA, Massachusetts College of Art and Design, MFA, San Francisco Art Institute.
Lina Maria Giraldo, Assistant Professor, Journalism (2020); 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.

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

The master’s program in Communication Disorders focus on the prevention, assessment, and treatment of speech, language, cognitive, and swallowing disorders. Students completing the program 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 (5-term or 9-term) as the Speech@Emerson program. The master’s program is a 72-credit-hour program, consisting of foundational courses (up to 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 of foundational courses and up to 6 credit hours of applied coursework. The degree must be completed within the five-year graduate degree time limit.

The Communication Disorders master’s degree program is grounded on the premise that human communication and its disorders involve complex interactions of biological, psychological, and sociocultural factors. The program emphasizes the scientific method in scholarship and clinical application. 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 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, the Gender Affirming Voice Program, and the Group Language 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 modalities of the graduate program, students work closely with clinical faculty to perform evaluations and to design and implement intervention programs.
Both the on-campus and the Speech@Emerson modalities of the master’s program are accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association. Accreditation ensures that students who graduate from the program are eligible for the Clinical Fellowship (CF) experience prior to applying for the Certificate of Clinical Competence.

Mission Statement

Emerson College’s CSD Department educates students to become researcher-clinicians and incorporate published and self-gathered evidence to support high-quality clinical practice using the central tenets of self-reflection, empathy, innovation, and critical thinking.

This mission is informed by core values that seek to promote civic engagement; encourage ethical practices; foster respect for human diversity; and inspire students to conduct their work with clarity, integrity, and conviction.

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

- Demonstrate and apply knowledge of the professional scope of practice in speech language pathology that includes prevention, ethics, and supervision as defined by ASHA standards.
- Demonstrate understanding of linguistic and non-linguistic factors, including cultural-linguistic considerations, that may affect access to care and recovery.
- Demonstrate knowledge of the concepts related to neuroanatomy, anatomy, and physiology as they relate to typical and disordered cognitive-linguistic, motor-speech, hearing, and swallowing functions.
- Synthesize and apply research and other evidence to clinical application via case studies and clinical practice by using critical, flexible thinking, and problem-solving skills.
- Understand and describe the nature of a variety of disorders within the SLP scope of practice and their corresponding assessments and treatments across the lifespan.

Admission Requirements

Applicants must have a bachelor’s degree from an accredited college or university. Factors considered in the holistic application review process include undergraduate grade point average, letters of recommendation, and the quality of the personal essay. Graduate Record Examination (GRE) scores are not required and are not factored into the admission decision. For the on-campus modality, 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 modality, 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 admission to the program in order to enroll 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 may complete foundational courses as part of the program during the term(s) prior to beginning applied graduate work. Students must earn a B or better in foundational courses before progressing in the program. If students fail to earn a B or better in foundational courses, they will be required to retake these courses in
isolation prior to continuing in the program. 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, it is strongly advised that they be completed before the end of the first year of applied coursework. General education courses are not counted toward the credits required for the master’s degree.

**Degree Requirements**

Students must complete up to 72 credit hours and a minimum of 54 graduate 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 decide on whether to pursue a five-term or nine-term plan of study with their Student Success advisor prior to enrolling in applied coursework. Speech@Emerson coursework occurs during fall, spring, and summer semesters with two weekend-long, on-campus Immersions.

To continue graduate study in Communication Disorders, students must maintain a B (3.0) cumulative grade point average and achieve grades that meet program requirements across foundational (minimum grade of B or 83%) and applied (minimum grade of B– or 80%) coursework.

If a CSD graduate student earns a grade below B– (80%) in a graduate or applied course, or a grade below B (83%) in a foundational course, that course will not count toward the degree requirements and must be repeated in order to obtain a passing grade. In Speech@Emerson, courses must be repeated in isolation with a passing grade before the student can resume their program. In the on-campus modality, the GPD will work with the student to determine a revised course of study to accommodate the repeated course. A student who earns a GPA below 3.0 is placed on academic probation and has one semester to raise the GPA to 3.0 or better. A student will be automatically dismissed from the program upon earning a grade below passing in any two courses (foundational or applied), irrespective of the number of course credits involved or of the overall GPA.

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 community 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. If a student does not achieve a passing grade in any Clinical Practicum experience, the corresponding clinical hours are not counted toward the degree requirements. 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 offer the opportunity to study relevant and clinically important areas in greater depth. For the on-campus modality, 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. Speech@Emerson students are required to complete comprehensive examinations and do not have a thesis option. 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, including all assignments and assessments, as if enrolled in the class for credit.

For on-campus students, the comprehensive examination is administered either in January or in May, depending on their program of study; 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 must complete a “rewrite” exam scheduled 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 advising site, and are available to Speech@Emerson students on their Orientation site. Students who fail to pass all components of the Comprehensive Exam (after Oral meeting and Remediation assignments) will be offered the opportunity to retake the exam two times. Students are permitted to take Comprehensive Exams a maximum of three times (the original writing plus two additional 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 all 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 (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 (Speech@Emerson students only) (1 credit)
CD 612: Clinical Practicum 2 (Speech@Emerson students only) (1 credit)
CD 613: Clinical Practicum 3 (Speech@Emerson students only) (1 credit)
CD 614: Clinical Practicum 4 (Speech@Emerson students only) (1 credit)
CD 615: Clinical Practicum 5 (Speech@Emerson students only) (1 credit)
CD 623: 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 687: Comprehensive Exam (0 credits)
CD 689: Aural Rehabilitation for the Speech-Language Pathologist (3 credits)
CD 690: Aphasia (3 credits)
CD 692: Cognitive Communication Disorders (3 credits)
CD 699: Master’s Thesis (on-campus students only, elective) (3 credits)

*Intersessions Seminar Courses (On-campus students only. Must complete 3 credits total). Not all courses are offered at all intersessions.*

CD 652: Craniofacial Anomalies (1 credit)
CD 653: Counseling and Family Systems (1 credit)
CD 654: Early Intervention (1 credit)
CD 659: Special Topics Seminar (Various topics. Students may complete more than one Special Topics Seminar on different topics.) (1 credit)
CD 670: Advanced Dysphagia (1 credit)
CD 671: Practicing Speech-Language Pathology in Medical Settings (1 credit)
CD 672: Progressive Neurodegenerative Disorders (1 credit)

*Immersion Seminar Courses (S@E students only). Must complete all 3 credits.*

CD 652: Craniofacial Anomalies (1 credit)
CD 656: Immersion I: Clinical and Academic Explorations (1 credit)
CD 675: Person-Centered Care: Perspectives from Across the Lifespan (1 credit)

**Master’s Thesis (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 and enroll in CD 699. To keep the total number of credit hours equivalent with students not completing a thesis, as well as 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, résumé writing, interviewing skills, supervision, career settings, and professional issues. For Speech@Emerson students, the first portion of CD 604 helps students prepare to take Comprehensive Exams.

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 (Speech@Emerson students only): 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 clients’ 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 (required for Speech@Emerson students)

*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. (On-campus only)

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
evaluation, treatment, and advocacy for children and their families is integrated into
each topic area. (On-campus only)

**CD 656 Immersion I: Clinical and Academic Explorations**

1 credit

Prepares students for their first community placement. The course includes
summative experiences for academic courses, application of clinical learning, and
preparation for community placement. Students receive clinical instruction from
immersion facilitators and engage in reflective practice. (Speech@Emerson students
only)

**CD 659: Special Topic Seminars**

1 credit

A range of current topics in the field are selected and scheduled. (Intersession)

**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. (On-campus only)

**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. (On-campus only)

**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. (On-campus only)
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. (On-campus only)

CD 675 (Speech@Emerson students only): Person-Centered Care: Perspectives from Across the Lifespan

1 credit

Integrates previous coursework and clinical experiences to facilitate students’ understanding of the philosophy and implementation of person-centered care across multiple settings and age ranges. Specifically, this course includes three modules focused on: routines-based intervention, patient-provider communication, and end-of-life decision-making.

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: Directed Study

1–3 credits

Directed 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

Various department 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, as well as other team members who support the placement process.

Course Withdrawal Policy and Procedure

A graduate student may withdraw only one time from a Clinical Practicum course (CD 605, CD 611, CD 612, CD 613, CD 614, CD 615), provided that the student first discuss 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’s Office. Any clinical hours accrued in that term prior to the withdrawal will not count toward the required minimum of 375 clinical contact hours.

If a student who has already withdrawn one time from a clinical course (CD 605, CD 611, CD 612, CD 613, CD 614, CD 615) wishes to withdraw a subsequent time, the student 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 their 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 the student 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 the student’s 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 the 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, Professor, and Graduate Program Director for Speech@Emerson, the online modality of the Communication Disorders Program, 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, Scholar-in-Residence, Communication Sciences and Disorders (2019); BS, Salem State College; MS, Boston University. CCC in Speech-Language Pathology, American Speech-Language-Hearing
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.

Emily Blumberg, Clinical Instructor in Communication Sciences and Disorders (2020); BA, Tufts University; MS, Emerson College; Graduate Certificate, University of North Carolina at Chapel Hill.

Nydia Bou, Associate Chair, Faculty Liaison for CSD Graduate Admission, and Distinguished Scholar-in-Residence, Communication Sciences and Disorders (2020); BA, MS, University of Puerto Rico; EdD, Interamerican University.

Lauren Bozuto, Clinical Instructor and Placement Coordinator (2020); BS, Boston University; MA, The George Washington University. 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. CCC in Speech-Language Pathology, American Speech-Language-Hearing Association.

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.

Robin Danzak, Assistant Professor of Communication Sciences and Disorders (2019); BA, New College of Florida; MA, Universidad de Conception; PhD, University of South Florida.

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.

Lindsay Griffin, Assistant Professor of Communication Sciences and Disorders (2019); BS, Lebanon Valley College; MS, Northeastern University; PhD, James Madison University. CCC in Speech-Language Pathology, American Speech-Language-Hearing Association.

Valerie Johnson, Distinguished Scholar-in-Residence, Communication Sciences and Disorders (2021); BS, MS, Florida State University; PhD, University of Massachusetts Amherst.

Joanne Lasker, Associate Professor of Communication Sciences and Disorders (2012); BA, Wesleyan University; MA, University of Massachusetts Amherst; PhD, University of Nebraska. CCC in Speech-Language Pathology, American Speech-Language-Hearing Association.

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 Scholar-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. CCC in Speech-Language Pathology, American Speech-Language-Hearing Association.

Maryam Salehomoum, Senior 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, Graduate Program Director for the on-campus modality of the Communication Disorders Program and Senior Scholar-in-Residence in 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.
Political Communication Master of Arts Degree

The Political Communication Master of Arts degree program 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. It is designed for practicing professionals in the local, national, and international field of politics, advocacy, public affairs, and public diplomacy.

This is one of three Master of Arts in Communication degrees, which share four core requirements and share elective courses.

The Student Learning Outcomes (SLOs) for the Master of Arts in Political Communication degree are as follow:

- Students become experts in developing and executing political and social advocacy campaigns through acquiring campaign management knowledge and skills.
- Students become experts in using persuasive communication, public opinion research, online advocacy, and social media strategy to shape public opinion and policy.
- Students become experts in critically analyzing key debates and issues of public and political communication at global, regional, and local levels.

Degree Requirements


Students who choose to write a thesis will have 20 credits of core course credits and 8 elective credits.

Required Courses

Program Required Courses, 8 credits

CC 609: Political Communication (4 credits)
CC 651: Speech Writing, Persuasion, and Propaganda (4 credits)

Core Requirements, 16–20 credits

CC 608: Public Affairs (4 credits)
CC 645: Research Methods and Practice (4 credits)
CC 652: Emerging Communication Technologies (4 credits)
CC 692: Capstone (4 credits) or CC 699: Thesis (8 credits)

Electives, 8–12 credits

CC 604: Strategic Planning and the Managerial Process (4 credits)
CC 621: Content Development & Strategy (4 credits)
CC 623: Public Diplomacy (4 credits)
CC 624: Campaign Management (4 credits)
CC 626: Crisis Communication (4 credits)
CC 628: Entrepreneurship and Creative Problem Solving (4 credits)
CC 630: Sports as Soft Power (4 credits)
CC 633: Sports, Culture, and Society (4 credits)
CC 636: Negotiation and Group Process (4 credits)
CC 640: User Experience Design (4 credits)
CC 643: Global Communication (4 credits)
CC 655: Project Management and Communication (4 credits)
CC 690: Internship in Communication (4 credits)
CC 695: Seminar in Communication (4 credits)
CC 697: Directed Study (4 credits)

Public Relations Master of Arts Degree

The Public Relations Master of Arts degree program 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. It 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.

This is one of three Master of Arts in Communication degrees, which share four core requirements and share elective courses.

The Student Learning Outcomes (SLOs) for the Master of Arts in Public Relations degree are as follows:

- Students become experts in distinguishing between the needs of communication for profit and nonprofit organizations.
- Students become experts in developing public relations campaigns and strategies to monitor and maintain positive reputation and brand identity utilizing research, audience analysis, and tactical skills.
- Students become experts in matching media types, writing styles, and effective messages for target audiences such as news organizations, general publics, community organizations, and government agencies.

Degree Requirements

The Master of Arts degree program in Public Relations requires successful completion of 36 credits: CC 648: Public Relations and CC 647: Organizational Communication, 16 credits of core courses with an optional 8-credit thesis, and 12 elective credits.

Students who choose to write a thesis will have 20 credits of core course credits and 8 elective credits.

Required Courses

Program Required Courses, 8 credits

CC 648: Public Relations (4 credits)
CC 647: Organizational Communication (4 credits)
Core Requirements, 16–20 credits

CC 608: Public Affairs (4 credits)
CC 645: Research Methods and Practice (4 credits)
CC 652: Emerging Communication Technologies (4 credits)
CC 692: Capstone (4 credits) or CC 699: Thesis (8 credits)

Electives, 8–12 credits

CC 604: Strategic Planning and the Managerial Process (4 credits)
CC 621: Content Development & Strategy (4 credits)
CC 623: Public Diplomacy (4 credits)
CC 624: Campaign Management (4 credits)
CC 626: Crisis Communication (4 credits)
CC 628: Entrepreneurship and Creative Problem Solving (4 credits)
CC 630: Sports as Soft Power (4 credits)
CC 633: Sports, Culture, and Society (4 credits)
CC 636: Negotiation and Group Process (4 credits)
CC 640: User Experience Design (4 credits)
CC 643: Global Communication (4 credits)
CC 655: Project Management and Communication (4 credits)
CC 690: Internship in Communication (4 credits)
CC 695: Seminar in Communication (4 credits)
CC 697: Directed Study (4 credits)

Sports Communication Master of Arts Degree

The Sports Communication Master of Arts degree program 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. This program is recommended for individuals interested in working as communication practitioners in sports industries.

This is one of three Master of Arts in Communication degrees, which share four core requirements and share elective courses.

The Student Learning Outcomes (SLOs) for the Master of Arts in Sports Communication degree are as follows:

- Students become experts in managing and promoting sports industries and organizations as brands.
- Students become experts in developing and managing corporate and social responsibility programs targeting fans, communities, and governments.
- Students become experts in planning and executing special events for sports organizations.

Degree Requirements


Students who choose to write a thesis will have 20 credits of core course credits and 8 elective credits.
**Required Courses**

*Program Required Courses, 8 credits*

CC 630: Sports Communication (4 credits)
CC 631: Event Planning (4 credits)

*Core Requirements, 16–20 credits*

CC 608: Public Affairs (4 credits)
CC 645: Research Methods and Practice (4 credits)
CC 652: Emerging Communication Technologies (4 credits)
CC 692: Capstone (4 credits) or CC 699: Thesis (8 credits)

*Electives, 8–12 credits*

CC 604: Strategic Planning and the Managerial Process (4 credits)
CC 621: Content Development & Strategy (4 credits)
CC 623: Public Diplomacy (4 credits)
CC 624: Campaign Management (4 credits)
CC 626: Crisis Communication (4 credits)
CC 628: Entrepreneurship and Creative Problem Solving (4 credits)
CC 630: Sports as Soft Power (4 credits)
CC 633: Sports, Culture, and Society (4 credits)
CC 636: Negotiation and Group Process (4 credits)
CC 640: User Experience Design (4 credits)
CC 643: Global Communication (4 credits)
CC 655: Project Management and Communication (4 credits)
CC 690: Internship in Communication (4 credits)
CC 695: Seminar in Communication (4 credits)
CC 697: Directed Study (4 credits)

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**Master of Arts in Communication Degrees**

The Master of Arts in Communication degrees’ learning outcomes illustrate the knowledge, skills, and abilities students acquire through the program. In addition to each degree providing a specialization that allows graduates to hone their skills in areas aligned to their career goals, across the Master of Arts in Communication degrees students become expert in:

- Researching, planning, implementing, and evaluating communication campaigns and programs.
- Developing strategic messaging and media plans for special events, campaign events, and sports organizations.
- Writing crisis communication plans and speeches.
- Measuring public opinion through social media audits and survey research.
- Creating online strategies for brand recognition using social media and digital storytelling.
- Applying concepts of user experience design to websites, apps, online content, videos, and mobile communication.
- Acquiring critical thinking skills enabling them to break down and analyze all aspects of a local, regional, national, or international strategic communication campaign.
- Understanding communication theories, models, and historical development of professional communication fields.
Admission Requirements

Students in the Political Communication, Public Relations, and Sports Communication programs 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 programs, equivalent to up to 8 credits toward the Political Communication, Public Relations, and Sports Communication degrees. 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 the Master of Arts in Political Communication, Master of Arts in Public Relations, and Master of Arts in Sports Communication programs at Emerson College and the Master of Arts in Strategic Management in Global Communication 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 for CS Majors

A limited number of top-performing departmental undergraduate majors may be admitted into the MA Political Communication, MA in Public Relations, and MA in Sports Communication programs 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. This is to ensure that students can best plan their senior-year class scheduling.
- 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. 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, CC 361: Public Diplomacy or CC 345: Public Affairs. See chart below.

<table>
<thead>
<tr>
<th>Graduate-Level Course</th>
<th>Undergraduate Equivalent</th>
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<tbody>
<tr>
<td>CC 652: Emerging Communication Technologies</td>
<td>CC 304: Strategic Digital Communication, CC 308: Online Content and Strategy, or CC 360: Social Media and Politics</td>
</tr>
<tr>
<td>CC 645: Research Methods and Practice</td>
<td>CC 303: Public Opinion Research or CC 305: Communication Research Methods</td>
</tr>
<tr>
<td>CC 608: Public Affairs</td>
<td>CC 361: Public Diplomacy or CC 345: Public Affairs</td>
</tr>
</tbody>
</table>

4+1 Program for College-Wide Majors (Non-CS Majors)

The Communication Studies (CS) Department has three Master of Arts programs (Public Relations, Political Communication, and Sports Communication) with a 4+1 option for CS undergraduates. Many non-Communication Studies majors have been requesting entrance into the CS 4+1 program. This plan allows all undergraduate majors to apply to the CS 4+1 program.

Timeline

Applying as a Second-Semester Sophomore: Applications for 4+1 programs should start in the last semester of students’ sophomore year to provide adequate planning for their degree to incorporate three CS graduate courses in their chosen 4+1 MA program.

Graduate Courses/Senior Year: With coordination across departments, a student can use three electives in their current undergraduate major to start a CS 4+1 program in their senior year.

Curriculum and Eligibility Requirements for College-Wide Majors

Three CS Graduate Courses: Students fulfilling the requirements of an undergraduate degree will take three designated CS graduate courses as electives to complete their undergraduate degree.

Matriculating to Graduate Program: Upon the undergraduate degree completion, students matriculate into the designated CS graduate program.

GPA Requirements

Students must have at least an overall 3.3 GPA and a major GPA of 3.6.
Three Designated Graduate Courses

Students must use electives to take the three designed CS graduate courses. This introduces the undergraduate students to fundamental disciplinary knowledge. The best approach should be three core/required CS graduate courses rather than CS graduate electives. Departments would need to allow their undergraduate majors to take three graduate CS courses as electives.

Cross-Departmental 4+1 Equivalencies (Other major applicants)

<table>
<thead>
<tr>
<th>Graduate-Level Course</th>
<th>Undergraduate Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC 652: Emerging Communication Technologies</td>
<td>Elective</td>
</tr>
<tr>
<td>CC 645: Research Methods and Practice</td>
<td>Elective</td>
</tr>
<tr>
<td>CC 608: Public Affairs</td>
<td>Elective</td>
</tr>
</tbody>
</table>

Minors and Designated Replacement Courses

Student minor requirements may impact replacement of undergraduate courses. For instance, Digital Media and Culture Minor courses have CS electives CC 304: Strategic Digital Communication and/or CC 360: Social Media and Politics. These two electives are replaced by CC 652: Emerging Communication Technologies in the 4+1 program.

Advising 4+1 Cross-Department Students

Students entering a CS 4+1 program from a different department should continue to be advised by their current undergraduate advisor, who can coordinate with the graduate CS program advisor. After the student completes their undergraduate degree, they will be assigned to the appropriate graduate director for advising.

Political Communication, Public Relations, and Sports Communication 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: Online Content Development and Strategy

*4 credits*

Online content development is essential for successful strategic communication. Communication professionals must be experts in designing online audience-centered messages that are heavily influenced by SEO, social media platforms, and geo targeting technologies. And most importantly, content must be ethical, approachable, and manageable for the audience. The purpose of this course is to explore the relationship between information technologies and socio-cultural and political institutions, specifically with respect to human agency. By studying three sets of institutions (knowledge and innovation, governance, and archival ethics), students critically examine the functions of emerging technologies. (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. (Semester varies)
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 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: Event Planning

4 credits

Addresses major trends and best practices that provide knowledge and organizational competencies required for successful event planning. This course focuses on the structure and management in event planning, needs assessments and feasibility studies, prioritizing goals and objectives, proposal writing and implementation, negotiation and problem solving, mid- and post-event evaluations, as well as case studies at the local, national, and global level. (Spring)

CC 632: Sports as Soft Power

4 credits

Examines sports as soft power (persuasion, influence, and attraction) in the attempt to bridge communities and cultures on local, national, and global stages. Case studies demonstrate the attraction and effectiveness of sports as a communication strategy
utilized by local, national, and international governments and NGOs as part of a strategic communication plan, as well as its role in spontaneous grass roots movements. Critical to our studies is the appreciation that sport may challenge/reinforce social and cultural values at the local, national, and international levels. Complementing our readings and discussions, the course includes guest lectures from individuals in the sports fields, thereby providing students a first-hand understanding of the challenges faced by those participating and working in this area. (Semester varies)

CC 633: Sports, Culture, and Society

4 credits

Using an interdisciplinary framework, students learn to assess sport critically as a social institution that holds the potential to both reproduce as well as challenge social inequalities, particularly regarding race and ethnicity, social class, gender, sexualities, and citizenship. Topics include inclusivity and exclusivity in sport, linkages to sport and economy, the local and global aspects of sport as well as how sport shapes individual, organizational, and state/national identities. The goals of the course are to understand how individuals and groups interact within sport that can result in reproduction of inequalities or offer spaces for activism and social change. (Semester varies)

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: Research Methods and Practice

4 credits

Students engage in applied research for public relations, political communication, and sports 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: Speech Writing, Persuasion, and Propaganda

4 credits

This course is a condensed historical account of how speechmaking, persuasion, and propaganda have shaped the language, politics, and culture of the United States and beyond. By examining significant readings, artifacts, and the rhetorical theories associated around propaganda and public address, the class addresses historical and contemporary issues of rhetoric, ethics, and the state. The primary goal of the class is to acquaint students with a variety of approaches to the study of ethical and intersectional public advocacy, with a focus on theory and praxis to highlight the struggle over the meaning(s) of truth and power. (Spring)

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 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 Communication

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 must complete 20 credits within the program before enrolling in an internship. Students may take up to 4 internship credits. (Semester varies)

CC 692: Capstone Course in Communication

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 Communication

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. (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. Students may take up to 4 directed study credits. (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 Political Communication, Public Relations, and Sports Communications programs, helping each student plan a course of study. The programs’ 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.

Communication Studies 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.
Lauren Anderson, Assistant Professor of Communication Studies (2020); BA, University of Illinois; MA, Pepperdine University; PhD, Florida State University.
Kellon Joramu Bubb, Scholar-in-Residence, Communication Studies (2021); MA, University of Leicester; PhD Howard University.
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.

Kenneth Grout, Executive-in-Residence, Communication Studies (2020); BA, Drake University; MFA, Emerson College.

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

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

Vincent Raynauld, Associate 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 Pará, 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.

Sharifa Simon-Roberts, Assistant Professor of Communication Studies (2019); BA, State University of New York, Plattsburgh; MS, Boston University; PhD, Howard University.

Mary Anne Taylor, Assistant Professor of Communication Studies (2016); 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 verify the truth, empower the voices of citizens, and serve as a watchdog to the powerful. 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 verifying sources to tell 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 and 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 résumé 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 Required Courses**

JR 602: Critical Perspectives (4 credits)
JR 607*: Reporting and Writing (4 credits)
JR 609: Visual Storytelling and Reporting (4 credits)
JR 612: Advanced Multimedia Reporting (4 credits)
JR 623: Data Visualization (4 credits)
JR 628: Law and Public Policy for Journalists (4 credits)
JR 632: Long-Form Multimedia Storytelling (4 credits)
JR 637: Editing and Web Producing (4 credits)
JR 688: Capstone (4 credits)
JR 690: Internship (4 credits)

* 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 the 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.

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

Gina Gayle, Assistant Professor of Journalism (2020); BS, University of Cincinnati; MA, Columbia College Chicago; PhD, S.I. Newhouse School of Public Communications, Syracuse University.

Lina Giraldo, Assistant Professor of Journalism (2020); BA, BFA, Massachusetts College of Art & Design; MPS, Tisch School of the Arts.

Azeta Hatef, BA, Assistant Professor of Journalism (2019); University of California, Berkeley; MA, Syracuse University; PhD, Pennsylvania State University.

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

Cheryl Owsley-Jackson, Journalist-in-Residence (2018); BA, MA, Indiana University Bloomington.

Zhao Peng, Journalist-in-Residence, Journalism (2021); BS, Yunnan University of Finance and Economics; MS, Michigan State University.

Cindy Rodriguez, 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.
School of Communication

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, two 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, spring, or summer semesters.

Program 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)

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 use social and mobile media to heighten consumer engagement and brand trust. Social and mobile media use, impact, and ethics within diverse social and cultural contexts are analyzed. Students develop expertise in creating research and purpose-driven, future-forward, and socially responsible social and mobile media marketing strategies.

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. In addition, the program’s Student Success 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 four to five hours per week reading and/or viewing videos, two hours participating in online discussions, and four to five hours completing assignments. Virtual office hours, library services, writing center services, and accessibility services are also available to students. The actual time spent may vary from student to student.
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. Students can customize their individual program experience by selecting elective courses to match academic or career interests or follow recommended Professional Paths that allow them to gain specific industry skill sets. These Professional Paths are: Strategic Planning, Digital Strategy, and Brand Strategy. The 40-credit program allows for maximum flexibility related to time and structure, and lets students complete the program within a two-year, full-time or part-time option. Courses are offered primarily in the evening: ideal for working professionals and also a benefit for students who want to participate in internships or networking opportunities.

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. Graduate Record Examination (GRE) and Graduate Management Admission Test (GMAT) are optional.

4+1 Program

A limited number of top-performing departmental undergraduate majors may be admitted into the MA in Strategic Marketing Communication 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 or by the end of the first semester of their junior year, and earlier conversations with their advisor are recommended.

Requirements for 4+1 Program

Students must:

- Fulfill their requirements for their undergraduate major.
- Have an overall GPA of 3.3.
- Apply to the program by the application deadline (published online each year).
In their senior year, after being admitted to the program, students will take four of the required SMC graduate courses, while also completing their major requirements.

The four SMC courses will be counted as undergraduate electives.

After being accepted students must adhere to, and be aware of, the following:

- Maintain their GPA of 3.3 or higher.
- Complete the four required courses: MK 601, MK 610, MK 636, MK 669.
- Only classes taken prior to graduation will apply toward both undergraduate credits and the SMC graduate program. (i.e., courses taken in the Summer semesters will apply toward the SMC program and will only be considered as graduate credits). Students will not be able to replace the four graduate courses with undergraduate substitutes. Instead, the students interested in participating in the courses should plan to take the required courses, rather than similar 300- and 400-level undergraduate electives. (e.g., students will plan to take MK 636: Creative Thinking & Problem Solving and not MK 342: Breakthrough Thinking.)
- Taking fewer than four courses prior to undergraduate graduation may extend the time in the graduate program for longer than one year.
- Due to the course offerings of the SMC program, participating in both ELA and completing the SMC 4+1 is not possible.
- Students are also encouraged to carefully consider the challenge and time investment of doing an internship while also participating in the 4+1 SMC program.

Program Requirements

The Master of Arts in Strategic Marketing Communication requires the successful completion of 40 credit hours. There are five required core courses that create the foundation of the program and establish key skills for the industry. The other five requirements are electives allowing for students to explore a personal or professional focus crafted to align with one of the many professional areas within the marketing industry.

Required Core Courses

(Five Courses, 20 Credits)

MK 601: Principles of Strategic Marketing Communication Planning (4 credits)
MK 610: Marketing/Brand Management (4 credits)
MK 636: Creative Thinking & Problem Solving (4 credits)
MK 668: Professional Applied Experience in Strategic Marketing Communication (4 credits)
MK 669: Behavioral Economics (4 credits)

Recommended Professional Paths and Elective Courses

Students can choose between crafting an individualized program of study, which draws from electives that satisfy professional pursuits or academic interests, or one of the Professional Paths: Strategic Planning, Digital Strategy, or Brand Strategy. Professional Paths include, but are not limited to, the following recommended courses. (Please note that course offerings or availability may change.)

Professional Path: Strategic Planning allows students to develop skills and knowledge in planning and managing strategic marketing campaigns and communication initiatives from research through implementation and review. In addition to the five required courses for the master's in SMC, the Strategic Planning path is composed of the following courses:
MK 604: Market Research and Account Planning
MK 648: Media Management Strategies
MK 649: Managing Investments in Marketing
MK 661: Strategic Planning and Market Communication
MK 667: Integrated Strategy

Professional Path: Digital Strategy allows students to develop skills and knowledge in areas of digital design, analytics, and strategy. In addition to the five required courses for the master’s in SMC, the Digital Strategy path is composed of the following courses:

MK 627: Digital Marketing
MK 651: Descriptive Analytics and Predictive Models
MK 662: Content Marketing
CC 640: User Experience Design
CM 620: Civic Media Design Studio I

Professional Path: Brand Strategy allows students to focus on branding and brand strategy. In addition to the five required courses for the master’s in SMC, the Brand Strategy path is composed of the following courses:

MK 604: Market Research and Account Planning
MK 621: Creative Writing and Storytelling
MK 630: Advertising and Sales Promotion
MK 663: Strategic Design and Innovation
MK 665: Global Cultures: Anthropology and Sociology

Strategic Marketing Communication Courses of Study

MK 601: Principles of Strategic Marketing Communication Planning

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 primary focus of the course is on issues brought to light during the planning of the marketing activities that may impact members of an organization’s target market. This course invokes the idea that while the work of marketing is pervasive throughout an organization and the market, its primary contribution to the organization, and the market, is through the creation of intangible assets—specifically, storytelling that builds trust and loyalty. The course 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 is covered. The organizational structures for the research function are described together with an in-depth analysis of the role of 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. Stress 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 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. (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. Prerequisite: MK 601. (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 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. In-depth understanding and development of the strategic roles of all communication tools, including advertising, public relations, sales promotion, direct marketing, e-commerce, event planning, sponsorships are the focal point for this course. Additional consideration is paid to the strategic planning issues and institutions in the practice of these disciplines in multinational organizations. Prerequisites: MK 601, MK 610. (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: Strategic Design and Innovation

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. This course 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

Explores the cross-functional process of managing and creating marketing communication, 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. Students learn to integrate communication elements (such as 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 610. (Semester varies)
MK 668: Professional Applied Experience in Strategic Marketing Communication ("Capstone")

4 credits

Students develop an SMC campaign plan for a professional organization as the culminating experience in the SMC program. Students demonstrate their knowledge and work in teams to solve an organization’s marketing communication problem through the creation of a strategic marketing plan that incorporates all phases of strategic planning and campaign development from research through evaluation. Prerequisites: MK 601, MK 610, MK 636, MK 669, and four of the student’s chosen five electives must be completed before registering for MK 668 Professional Applied Experience. (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 610. (Semester varies)

MK 673: Topics in Marketing Communication

4 credits

Special offerings in various areas of marketing communication. (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 by student and faculty)

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 a traditional full-time two-year format, or at a self-paced part-time schedule. Courses are offered primarily in the evening: ideal for working professionals and also a benefit for students who want to participate in internships or 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.

SereikhuoCh Eng, Graduate Program Director for the Digital Marketing and Data Analytics Program and Assistant Professor of Marketing Communication (2018); BS, University of Canberra; MBA, Rensselaer Polytechnic Institute; PhD, University of Rhode Island.

Brenna McCormick, Graduate Program Director for the Strategic Marketing Communication Program and Senior Executive-in-Residence, Marketing Communication (2016), BA, Boston University; MA, Emerson College.

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

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

Carol Ferrara, Assistant Professor of Marketing Communication (2020); BS, Rochester Institute of Technology; MA, The American University of Paris.

Wesley Jackson, Executive-in-Residence, Marketing Communication (2018); BA, University of Virginia; MA, The New School; MFA, Yale School of Drama.

Kristin Lieb, 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.

Robert Lyons, Executive-in-Residence, Marketing Communication (2020); BS, University of Illinois; MBA, Northeastern University.

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.

Douglas Quintal, Senior Executive-in-Residence, Marketing Communication (2000); BA, Bates College; MA, Emerson College.

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.

Amy Stuehler, Executive-in-Residence, Marketing Communication (2020); BSSp, New Hampshire College; MSc, Southern New Hampshire 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, 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 potential 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: MA Capstone Project (4 credits)
or
TH 698: MA Thesis Project (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: MA Capstone Project (4 credits)
or
TH 698: MA Thesis Project (permission required) (4 credits)
or
TH 633/TH 665: Student Teaching (if pursuing licensure) (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 Project or Capstone Project**

In lieu of student teaching, 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. 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, including colleges (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 Thesis Project

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 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 Thesis Project**

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 is a non-credit bearing, but required, experience designed to establish shared goals related to social justice.

**Master’s Thesis Project**

MFA students are required to design and complete a semester-long MFA Thesis Project towards the end of their period of study. Performing Arts faculty will serve as advisors in the design of the project/thesis proposal and 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. (Semester varies)

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 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 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. A survey of various educational resources available to drama teachers is included. The role of drama 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. Corequisite: 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. Corequisite: 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 education specialists/directors. Assigned advisors supervise production projects. (Spring)
TH 680: Directing: Theory and Practice

4 credits

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

TH 681: 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 MA 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 698: MA Thesis Project

4 credits

Individual conferences with the student’s thesis supervisor are held for planning, organizing, writing, and completing this MA Thesis Project. The performance is recorded as Pass/Fail at the completion of the thesis. Prerequisite: departmental permission. (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 516: Burning Down the House: Disruptive Narratives in Theater and Life

4 credits

Examines dramatic texts that break forms and create new dramatic possibilities. Investigates current issues facing contemporary drama around the politics of representation. Compares and contrasts different types of narrative storytelling to assess how genre (theater, literature, film) influences structure, form, and emotional impact. (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 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)

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

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

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

Melia Bensussen, Professor of Performing Arts (2000); BA, Brown University.

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.

Timothy Douglas, Distinguished Artist-in-Residence, Performing Arts (2019); BFA, Marymount Manhattan College; MFA, Yale School of Drama.

Dana Edell, Assistant Professor, Performing Arts (2021); BA, Brown University; MFA, Columbia University; PhD, New York University.

Sariva Goetz, Assistant Professor of Performing Arts (2017); BA, University of Arizona; MA, New York 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 LaFever, Associate Professor of Performing Arts and Head of Musical Theatre (2005); BA, Colgate University; MFA, University of Texas, Austin.

Annie Levy, Artist-in-Residence, Performing Arts (2019); BA, Barnard College; MA, Teachers College at Columbia University; MFA, Sarah Lawrence College.

Nicole Lewis, Assistant Professor of Performing Arts (2020); BA, Yale University; MFA, American Conservatory Theater.

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.

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

Kenneth Ransom, Assistant Professor of Performing Arts (2021); BA, Colorado College; MFA, University of California, Los Angeles.

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

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

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

Joshua Streeter, Assistant Professor of Performing Arts (2021); BA, Millikin University; MFA, University of Texas at Austin; MA, Emerson College.
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, Co-Chair and 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.

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

Valerie Madden, Artist-in-Residence, Performing Arts (2021); BA, Cambridge College; MFA, Emerson College.

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

Cassie Tunick, Artist-in-Residence, Performing Arts (2020); BA, University of California, Santa Cruz; MFA, Naropa University.

Technical Staff


For a complete listing of Performing Arts faculty biographies, visit emerson.edu/academics/academic-departments/performing-arts/faculty.
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 develop a body of media artwork that demonstrates originality and intellectual and/or emotional sophistication.
- Students' work will demonstrate a level of technical expertise appropriate for their level of experience.
- 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, including, but not limited to, the importance of diverse perspectives and experiences when envisioning their work as artists and professionals.
- 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 the applicant’s 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.

**Program Required Courses**

VM 600: Producing Strategies for Modern Media (4 credits)
VM 613: Foundations of Image and Sound Production (4 credits)
or
VM 642: Conceptual Development
VM 640: MFA Production Workshop (Must take twice for 8 credits) (4 credits)
VM 641: Language of Media Arts (4 credits)
VM 698: MFA Thesis Project (8 credits)

Choose two of the following:

VM 610: Media Pedagogy (4 credits)
VM 643: Experimental Media (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)
VM 606: Writing for Interactive Media (4 credits)

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

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**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. Finally, students explore broader contextual producing topics connected to the diversification of viewing platforms and distribution formats through readings and in class exercises. The class work in part is done through group presentations that encourage students to examine their own abilities to lead and collaborate with professionalism. Required course for MFA in Film and Media Art. (Semester varies)

**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. (Semester varies)

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 612: Graduate Sound Design

4 credits

Provides the graduate student with a theoretical basis in sound for image and the creative skills in audio production and postproduction required to produce the sound track for their MFA thesis project. The course also prepares the student for a career in the field of sound design. Audio Production topics include: microphone techniques, studio and location sound recording processes, and sound effects creation. Audio Post-Production and Sound Design topics include: dialog correction; noise reduction; E.Q and compressors/limiters; Automated Dialog Replacement (ADR/looping); Foley session recording; and editing and mixing for stereo, binaural, and surround-sound formats. Sound for image theory and practice are applied to narrative, experimental, and documentary film; AR/VR applications; computer cell animation; installations; podcasts; and sound art. (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. (Semester varies)

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. (Semester varies)

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, 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. (Spring)

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. (Semester varies)
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. (Fall)

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. (Semester varies)

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: Language of Media Arts

4 credits

Investigates the historical development of the language of cinema and the media arts—how filmmakers and scholars speak and write about moving images. Major movements in the media arts—including national cinema styles, alternative media arts movements, and the development of theories of scholarly analysis—are explored to understand contributions to the language of media arts practice. A broad understanding of the radical historical changes brought on by modernity provides the context for the exploration of the development of filmmaking practices and media art. Students are expected to write original critical analyses, as well as present their findings to the class. (Fall)

VM 642: Conceptual Development

4 credits

Focused on the development of individual creative voice. Helps students identify—through a series of reflective, research-based, and generative creative exercises—their understanding of both the content they feel their work explores as well as
pathways to determine a potential mode(s) of creative practice that best serves that content. The course is designed around three developmental phases: (1) An introspective and reflective processes of drawing from their own life experiences and broader personal perspectives to develop potential content focus; (2) Engaging in a process of interdisciplinary research to develop a depth of knowledge of relevant scholarship, history, and theory, coupled with an exploration of pertinent artworks; (3) Sketching and iterating artworks that express these cultivated terrains of creative expression. The goal of the course is to help students gain greater awareness of their creative voice, content interests, and to develop research skills and iterative process-based artistic strategies to actualize their near-term work, their thesis projects, and their future creative endeavors. Required of students waived through VM 613. (Semester varies)

**VM 643: Experimental Media**

*4 credits*

Examines the history and theory of experimental and avant-garde film, video, and other moving image practices and their connections to broader art and social movements. Through extensive reading and viewing, students investigate avant-garde and experimental cinema form, style, and content as well as filmmakers’ production methods and distribution networks both historically and in contemporary manifestations in film communities and the art world. Prerequisites: VM 613. (Semester varies)

**VM 644: Writing the Feature Film**

*4 credits*

Introduces students to the craft of screenwriting for narrative feature-length films. Through a combination of readings, screenings, and discussion, students investigate elements such as characterization, conflict, plotting, exposition, goals, motivation, stakes, subtext, tone, theme, and point of view while developing original concepts for feature-length films. Students move from the development of a pitch and synopsis to a detailed step outline and, finally, the first 25–30 pages of a feature-length screenplay. (Semester varies)

**VM 655: Topics in Media Studies**

*4 credits*

Special offerings in the area of media studies. Fulfills the Studies Elective requirement. Prerequisite: VM 641 Language of Media Arts, 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 Language of Media Arts, 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 the graduate program director and 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; and
- 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 critical and analytical perspectives that support screenwriting as a creative, artistic, and social 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 instruction. 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 staged readings, and screenings. Each residency will feature the Semel Chair, a noted guest writer who will conduct master classes, workshops, and present their 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 highly 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 must demonstrate the ability to work both independently and collaboratively.

The following are required for admission:

- Portfolio of writing samples such as screenplays, TV/streaming scripts, or short stories.
- 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 of writing and critical analysis classes (seven classes); 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.

The semester requirements include: film genres essay, a number of short screenplays with revisions, readings, screenings, and advisor and peer group meetings.

Residency II: Focus on writing for television.

The semester requirements include: one spec script for an existing television show, an original pilot, readings, screenings, and advisor and peer group meetings.

Year Two

Residency III: Focus on long-form writing (features, cable movies, mini-series).

The semester requirements include: first draft of a feature screenplay, acquiring creative producer development skills, writing exercises, readings, screenings, and advisor and peer group meetings.

Residency IV: Focus on the business aspects of screenwriting.

The semester requirements include: cable, streaming, or television pilot(s) or second feature script, TV genres essay, screenings, and advisor and peer group meetings.

Program 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 semester-long 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 semester-long faculty and advisors to form the work plan for the semester.

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. During the residency, students meet with semester-long 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. The study of TV genres continues during this semester. During the residency, students meet with 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

(At least 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 the TV Pilot

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. 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:)

Emerson College
**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 their team of writers is to put together a plan for a season’s main story arc, all character arcs, and an episode plan. 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 their 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 televsual 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.
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.

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

Cristina Kotz Cornejo, Chair and Professor of Visual and Media Arts (2001); BA, University of Southern California; MA, Antioch College; MFA, New York University.
Camilo Ramirez, Associate Chair and Associate Professor of Visual and Media Arts (2006); AA, International Fine Arts College; AA, Miami Dade Community College; BFA, Florida International University; MFA, Massachusetts College of Art and Design.
Jim Lane, Graduate Program Director for 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 for 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.
Malic Amalya, Assistant Professor of Visual and Media Arts (2020); BA, Hampshire College; MA, San Francisco Art Institute; MFA, University of Illinois.
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.
Leonie Bradbury, Distinguished Curator-in-Residence, Visual and Media Arts (2019); BA, University of Minnesota; MA, Boston University; PhD, Institute of Doctoral Studies in the Visual Arts.
Shaun Clarke, Assistant Professor 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.
Maria Corrigan, Assistant Professor of Visual and Media Arts (2018); BA, MA, Emory University; PhD, University of California, Santa Barbara.
Hanadi Elyan, Assistant Professor of Visual and Media Arts (2020); BS, Al-Ahliyya Amman University; MFA, University of California, Los Angeles.

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.

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.

Cher Knight, Professor of Visual and Media Arts (2002); BA, Rutgers University; MA, City College, The City University of New York; PhD, Temple University.

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.

Joe Maggio, Assistant Professor of Visual and Media Arts (2020); BA, Rutgers University.

Korbett Matthews, Associate Professor of Visual and Media Arts (2014); MFA, Concordia University, Montreal; BFA, Carleton University, Montreal.

Maurice Methot, Associate Professor of Visual and Media Arts (2000); MA, Brown University.

Andrew Miara, Assistant Professor of Visual and Media Arts (2021); BA, Columbia University; MFA, Northwest University.

Aida Moreno, Distinguished Producer-in-Residence, Visual and Media Arts (2019); BA, University of Massachusetts.

Vinicius Navarro, Assistant Professor of Visual and Media Arts (2014); BA, Universidade Federal Da Paraiba; MA, PhD, New York University.

Jun Okada, Associate Professor of Visual and Media Arts (2020); BA, University of California, Berkeley; MA, PhD, University of California, Los Angeles.

Ougie Pak, Assistant Professor of Visual and Media Arts (2018); BA, U.C. Berkeley; MFA, City College of New York.

Kathryn Ramey, Professor and Associate Chair of Visual and Media Arts (2004); BA, Evergreen State College; MFA, PhD, Temple University.

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.

Maria San Filippo, Associate Professor of Visual and Media Arts (2020); BA, Wellesley College; MA, New York University; PhD, University of California, Los Angeles.

Mark Saraceni, Assistant Professor of Visual and Media Arts (2018); BS, Syracuse University.

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, Associate 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.
School of the Arts

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.

Program 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 (summer offering) (4 credits)

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 L1 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 digital 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.

Program Required Courses

PB 680: Magazine Publishing Overview (4 credits)
PB 683: Book Publishing Overview (4 credits)
PB 692: Digital Publishing Overview (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. Alternatively, 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 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), 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: Digital 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 Digital 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 and may optionally complete the MA Project (PB 698).

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)

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, rhythm, stanza structure, and verse forms. Students study traditional English approaches such as blank verse and the sonnet, to highly repetitive modes like the villanelle, the sestina, and the American blues poem, to recent imports such as the pantoum (Malaysia) and ghazal (Persia), and newer inventions like the bop, duplex, contrapuntal. Students also examine the fundamentals of composition by field (open form). All poems, not just formal poems, require choosing and often discovering generative and expressive limits in order to secure a uniquely viable artistic shape, or as Robert Hass observes, “the form of a poem exists in the relation between its music and its seeing.” All poems, including “free verse” poems, are formal in this regard. In addition to studying rhythm and meter, poetic structure and verse forms, and writing analytically about them, students are encouraged to write poems that exhibit a versatile practical knowledge of formal structure and measure—the essentials for mastery in the art of making poems. Emphasis therefore is placed on writing with form, rather than in form—as though a form were merely an empty template or vessel into which content is poured. Students read widely and liberally in the forms of poetry and are required to produce two substantial essays on some formal aspect of poetry, as well as respond to and present on a range of formal structures and strategies. When the word “formal” is used in this class, students assume the lead provided by the late Kashmiri American poet Agha Shahid Ali when he observes: “Subject matter is artistically interesting only when through form it has become content. The more rigorous the form, realized formally, openly, or brokenly, the greater the chance for content....Content (in turn) is the poet’s formal investment in the subject.”

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 620: Writing Place and Distance: Art and Environment in the West of Ireland

4 credits

Through workshops, seminar discussions, and dedicated writing time, students write responsively to the art and landscape of the Burren, a spectacularly vibrant geological formation in the far west coast of County Clare, Ireland. The program takes place at the Burren College of Art, an intimate world-class art school “founded by artists for artists,” and uniquely connected to its surroundings with its twenty years of experience teaching art, writing, and the creative life to students from around the world. Over the course of the program, students experience and learn about the Burren’s unique ecology and history; read Irish literature related to environmental concerns; and
respond creatively to the work of local artists, painters, sculptors, photographers, and fellow writers.

**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 digital 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: Digital 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 from 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. This course 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 630 Cultural Translations

4 credits

This class explores this history of translation and offers the means through which students can learn the transnational literacy that is necessary for translating cultures today. Through reading a series of texts on and in translation, it illustrates the difference between the way a text conveys its truth to its particular cultural context and the knowledge conveyed to the reader at large. The aim of this class is to offer students tools through which they can act in an ethical way, a political way, when it comes to cultural translations in a global cultural context. (This class fulfills the Translation focus of the MFA.)
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, romance, 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.

Program Required Courses

Students are required to complete 16 credits, in any combination, from the following writing workshop courses:

PF 610: Writing Workshop in Popular Fiction
PF 612: Topics in Writing Workshop in Popular Fiction

(Must be taken for a total of 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 612: Special Topics in Popular Fiction Writing

4 credits

Topics may include intensive focus on a specific genre (crime, historical fiction, Afrofuturism, #ownvoices, sci-fi, romance, YA/fantasy, cross-genre, urban/street lit, etc.), writing the short story, and planning the sequel/series, pre-thesis novel bootcamp, among others. Some topics may require a prerequisite or permission of the instructor. (Fall, Spring)
**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 from 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, Spring)

**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)

**PF 686: Book Design and Production**

*4 credits*

This course examines the process of book design and production for writers seeking to self-publish their manuscripts. Through assigned coursework, students will explore design, typography, layout, and production fundamentals. Students refine their design
ideas through a workshop process of presentation and revision, culminating in a bound book by the course’s completion.

**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. Students in the online MFA in Popular Fiction Writing and Publishing are not eligible for 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 Professor of Writing, Literature and Publishing (2010).

**Kim Mcclarin**, Graduate Program Director for the Popular Fiction Writing and Publishing Program and Professor of Writing, Literature and Publishing (2003); AB, Duke University.

**Bill Beuttler**, Graduate Program Director for the Publishing and Writing Program and Associate Professor of Writing, Literature and Publishing (2006); AB, University of Illinois, Urbana-Champaign; MS, Columbia University.

**Susanne Althoff**, Associate 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.

**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.


**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.

**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.


**Pamela Painter**, Professor of Writing, Literature and Publishing (1987); BA, Pennsylvania State University; MA, University of Illinois.


**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.
**John Rodzvilla**, Assistant Professor of Writing, Literature and Publishing (2020); BA, Skidmore College; MS, Simmons College.

**Stephen Shane**, Writing Center Coordinator and Lecturer, Writing, Literature and Publishing (2017); BA, Syracuse University; MFA, Emerson College.

**Adam Spry**, Associate Professor of Writing, Literature and Publishing (2017); BA, Pacific Lutheran University; MA, PhD, Columbia University.

**Kyanna Sutton**, Assistant Professor of Writing, Literature and Publishing, (2020); BA, Wellesley College; MFA, Bennington College.

**Daniel Tobin**, Professor of Writing, Literature and Publishing (2002); BA, Iona College; MTS, Harvard University; MFA, Warren Wilson College; PhD, University of Virginia.


**Novuyo Tshuma**, Assistant Professor of Writing, Literature and Publishing (2020); BS, University of Witwatersrand; MFA, University of Iowa Writers’ Workshop; PhD, University of Houston.

**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* Magazine and other publications; **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*; **Joseph Durand** is creative director at Gate3 Design and former production director at Martha Stewart Living Omnimedia; **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; **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; **Iris Amelia O’Connor** is a digital publishing expert; **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, Massachusetts; Myra McLarey, author of Water from the Well; Kyoko Mori, novelist and nonfiction writer, and author of Shizuko’s Daughter, Fallout, The Dream of Water, One Bird, Polite Lies, and True Arrow; Matthew Nash, an artist and publisher of the journal Big RED & Shiny, as well as a contributing editor to Contemporary Magazine; Pete Nelson, author of Left for Dead and many other books, stories, and articles; George Packer, author of Central Square, The Half Man, and The Village of Waiting; Martha Rhodes, author of Perfect Disappearance (New Issues Poetry & Prose) and founder of Four Way Books; Erik Rickstad, author of the novel Reap; Elizabeth Searle, author of My Body to You and A Four-Sided Bed; Thea Singer, veteran magazine writer and editor whose work has appeared in the Washington Post magazine, O the Oprah Magazine, More Magazine, Inc. magazine, Natural Health, the Boston Globe, Frontline.org, and The Nation; Michael Stephens, author of Where the Sky Ends, The Brooklyn Book of the Dead, Green Dreams: Essays Under the Influence of the Irish, and Lost in Seoul; Terri Trespicio, senior editor at Whole Living magazine; and Christopher Tilghman, author of two collections of short fiction, In a Father’s Place and The Way People Run, and the novel Mason’s Retreat.
Educator Preparation and Licensure

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:

**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 percent (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.

I. Professional Licensure Programs

Emerson College offers several programs that lead to professional licensure in Massachusetts and may lead to professional licensure in other states. These programs may satisfy the relevant educational requirements set by various state licensing bodies that oversee certain professions. While Emerson’s programs may satisfy the basic educational requirements for licensure, applicants for licensure may need to pass additional exams and complete required applications before becoming fully licensed. Additionally, some professions may require continuing education requirements to maintain a professional license. This policy does not address reciprocity arrangements which may allow licensed professionals to practice in different states for which reciprocity is recognized.

In compliance with US Department of Education regulations found in 34 C.F.R. 668.43(a)(5)(v), Emerson College is required to disclose whether certain programs meet educational requirements for professional licensure and certification if the programs are designed or advertised as meeting such requirements. Emerson College has identified the following programs as ones that are designed for and advertised as meeting educational requirements for professional licensure:

- Bachelor of Fine Arts in Theatre Education and Performance
- Master of Arts/Master of Fine Arts in Theatre Education & Applied Theatre
- Master of Science in Communications Disorders

The US Department of Education regulations require Emerson College to disclose the states with respect to which it has determined that these programs meet the educational requirements for professional licensure, the states with respect to which it has determined these programs do not meet the educational requirements for professional licensure, and the states with respect to which Emerson College has not made a determination as to whether the program meets the requirements for licensure.

A. Bachelor of Fine Arts in Theatre Education and Performance

Students completing the Bachelor of Fine Arts in Theatre Education and Performance program may be eligible to obtain a Massachusetts educator license, which is honored reciprocally in many states, depending on and subject to the laws of that state. To qualify for the initial license in Massachusetts, students must have a school practicum placement; must pass the Massachusetts Tests for Educator Licensure (MTEL), Communication and Literacy Skills Test section; and must apply for the license. For further information, please see the Educator Preparation and Licensure section of this catalogue or visit doe.mass.edu/licensure/. Emerson College has not determined whether the program meets the educational requirements for licensure of any state other than Massachusetts.
In accordance with US Department of Education requirements that institutions disclose whether programs that lead to professional licensure satisfy the requirements of different states, Emerson College has made the following determinations.

The Bachelor of Fine Arts in Theatre Education and Performance program meets the educational requirements for licensure in: Massachusetts

The Bachelor of Fine Arts in Theatre Education and Performance program does not meet the educational requirements for licensure in: N/A


Students should consult with the Theatre Education Department’s Program Director of Educator Preparation for individualized support in seeking licensure in other states.

B. Master of Arts/Master of Fine Arts in Theatre Education & Applied Theatre

Students completing the Master of Arts/Master of Fine Arts in Theatre Education & Applied Theatre program may be eligible to obtain a Massachusetts educator license, which is honored reciprocally in many states, depending on and subject to the laws of that state. To qualify for the initial license in Massachusetts, students must have a school practicum placement; must pass the Massachusetts Tests for Educator Licensure (MTEL), Communication and Literacy Skills Test section; and must apply for the license. For further information, please see the Educator Preparation and Licensure section of this catalogue or visit doe.mass.edu/licensure/. Emerson College has not determined whether the program meets the educational requirements for licensure of any state other than Massachusetts.

In accordance with US Department of Education requirements that institutions disclose whether programs that lead to professional licensure satisfy the requirements of different states, Emerson College has made the following determinations.

The Master of Arts/Master of Fine Arts in Theatre Education and Performance program meets the educational requirements for licensure in: Massachusetts

The Master of Arts/Master of Fine Arts in Theatre Education and Performance program does not meet the educational requirements for licensure in: N/A

Students should consult with the Theatre Education Department’s Program Director of Educator Preparation for individualized support in seeking licensure in other states.

C. Master of Science in Communications Disorders

Students completing the Master of Science in Communications Disorders program may be eligible to obtain a speech language pathologist license depending on applicable state law. For example, in order to be a licensed speech-language pathologist in the state of Massachusetts, you will need to submit evidence of meeting the Standards for Certification published by the American Speech-Language-Hearing Association Council for Clinical Certification and pass a national examination in speech-language pathology (the PRAXIS exam).

In accordance with US Department of Education requirements that institutions disclose whether programs that lead to professional licensure satisfy the requirements of different states, Emerson College has made the following determinations.

The Master of Science in Communications Disorders program meets the educational requirements for licensure in: Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Idaho, Indiana, Iowa, Kansas, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Dakota, Ohio, Pennsylvania, Rhode Island, South Carolina, South Dakota, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming.

The Master of Science in Communications Disorders program does not meet the educational requirements for licensure in: District of Columbia, Florida, Georgia, Hawaii, Illinois, Kentucky, Louisiana, North Carolina, Oklahoma, Oregon, Tennessee.

The Master of Science in Communications Disorders program has not made a determination as to whether it meets the educational requirements for licensure in: n/a

Students should consult with the Speech@Emerson Department’s Program Director for individualized support in seeking licensure in other states. Additionally, there may be additional requirements for speech language pathologists to work in certain settings (e.g., schools). Students should consult with the department’s program director or their advisor for individualized support in navigating these additional requirements.

II. Student Location Determination

Emerson College uses the following procedure to determine a student’s location for purposes of disclosures required by the US Department of Education. Emerson College determines the state in which a student is located based on the address at which the student receives mail while enrolled in these programs. The US Department of Education grants institutions of higher education flexibility in the determination of student locations, allowing institutions to defer to the locations provided to them by their students. Emerson College’s student location policy also accounts for any changes to locations while students are enrolled in a program. This policy will be made available to the US Department of Education upon request.

A student’s location will be determined based on the following policy:

1. Prospective students will be considered as located in the state of their Local Mailing Address at the time of enrollment in the relevant program. For students enrolling in on-the-ground programs that will be provided on Emerson College’s campus in Boston, Massachusetts, their Local Mailing Address will be in Massachusetts. For students enrolling in online programs offered through distance education, the state of a student’s Local Mailing Address will be used as
the state of a student’s location while enrolled in the program. Emerson College will use the address provided on a student’s application if it is otherwise unclear where the student will be taking courses while enrolled in the program.

2. At the start of each academic term the Registrar’s Office will send an email to all enrolled students to request that students update their Local Mailing Address in Banner. The Local Mailing Address is the address at which students will receive mail while enrolled in the program. The state of this Local Mailing Address will be used as the state of a student’s location while enrolled in the program. If there is no Local Mailing Address listed for a student, the state of a student’s Permanent Legal Address will be used to determine location.

3. Upon a change in mailing address, students should update their Local Mailing Address in Banner. Changes in mailing address should be updated if the student begins a clinical placement in a new location, begins an externship in a new location, or moves residences for any other reason. After a change in Local Mailing Address, the state of the updated address will be used as the state of a student’s location. Emerson College will then provide any necessary disclosures to students that change addresses.

III. Disclosures

Emerson College will make individualized disclosures to prospective and enrolled students regarding whether Emerson’s programs satisfy educational requirements for professional licensure in different states. These individualized disclosure will be provided via e-mail. For prospective students, these disclosures will be provided when enrollment agreements are sent to students. For enrolled students, these disclosures will be provided within 14 days after any determination that an Emerson program does not meet the educational requirements for professional licensure in a state in which an enrolled student is located.

For prospective students, the following disclosure process will apply:

12. When an accepted student confirms an intention to matriculate and requests an enrollment agreement, Emerson will first determine whether the student is enrolled in a program that is designed and advertised as leading to professional licensure. A list of such programs is included in Section I of this policy.

13. If a prospective student plans to enroll in a program listed in Section I of this policy, then the Registrar’s Office will determine the state of the student’s location in accordance with Section II of this policy.

14. If the state of the student’s location is one that appears on the list of states for which Emerson has determined that program does not meet professional licensure requirements or on the list of states for which Emerson has not made a determination as to whether the program meets professional licensure requirements, then the student must be provided with a professional licensure disclosure notification via email or other electronic means.

15. The professional licensure disclosure notification will be provided to the student with the student’s enrollment agreement for the student to review prior to signing the enrollment agreement.

For enrolled students, the following disclosure process will apply:

1. Within 14 days after any determination that an Emerson program does not meet the educational requirements for professional licensure in a state in which an enrolled student is located, the relevant Emerson academic program unit shall make a notification to the Registrar’s Office.

2. For all states identified in Step 1, the Registrar’s Office will compile a list of students with a Local Mailing Address listed in Banner in any of those states.

3. For all students identified in Step 2, the Registrar’s Office will send the professional licensure disclosure notification to the affected students via email or other electronic means.
For enrolled students that change addresses, the following disclosure process will apply:

1. If a student makes a change to the student’s Local Mailing Address in Banner, and that address change involves a change in states, the Registrar’s Office will be notified.
2. If the student is enrolled in a program listed in Section I of this policy, then the Registrar’s Office will determine the state of the student’s location in accordance with Section II of this policy.
3. If the state of the student’s location is one that appears on the list of states for which Emerson has determined that program does not meet professional licensure requirements, then the student must be provided with a professional licensure disclosure notification via email or other electronic means.
4. This email disclosure will be made within 14 days after the address change.
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 and spring 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. Graduate students may live off campus if they prefer.

To study at ELA, graduate students must meet requirements determined by their individual graduate 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 December 15 (for Fall 2022 and Spring 2023). 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, and can be reached by phone at 617-824-8567 or by email at la@emerson.edu.

Global Pathways

Utilize the summer or winter 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 sustainability, graduate students may participate in specially selected Global Pathways programs each year, subject to department approval.

Program operations, dates, locations, and courses are subject to change, 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/departments/education-abroad-domestic-programs/global-pathways-programs. The Education Abroad and Domestic Programs Office is located at 120 Boylston Street, 10th Floor, 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 professional.emerson.edu/.

Winter Session

Winter Session is an accelerated three-week mini-semester held during the College’s winter break period in December and early January. Courses are offered entirely online in 2- and 4-credit formats. Winter Session offerings for graduate students are limited and not offered in all programs.

Information about Winter Session can be found at professional.emerson.edu/.
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
Brooke Knight, MFA; Assistant Provost for Faculty Affairs
Eric Matthews, MBA; Web and Information Coordinator
Angela Tsiotos, MBA; Assistant Director, Academic Finance and Administration
Michaele Whelan, PhD; Provost and Vice President

Administration and Finance

Loretta Bemis, MS; Associate Vice President, Financial Business Services
Robert J. Butler Jr., CPA; Associate Vice President, Finance
Paul S. Dworkis, CPA, Vice President for Administration & Finance / Chief Financial Officer
James Merenda, Executive Administrator

Admission (Graduate)

Muzhgan Bekdas, MS; Assistant Director
Haley Bresnahan, BS; Assistant Director
Tatiana Johnson, BA, Senior Assistant Director
Leanda Miranda, MEd; Director
Colleen O’Brien, MEd; Assistant Director
Sandra Orlowski, BFA; Operations Assistant
Maura Vogel, MBA; Associate Director

Admission (Undergraduate)

Cori Bodley, MS; Assistant Director and Multicultural Recruitment Coordinator
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
Bonnie J Baggesen, MFA; General Manager
Stuart Beacham, BA; Audio Supervisor
Kevin Becerra, BFA; Associate Producer
John Borecki, BA; Technical Supervisor
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
Katherine Eow, MS; Company Manager
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
Christina Harrington, MSEd; Director of Business Operations
Matthew Harrington, BA; Guest Experience Manager
Aroline Herzig, BFA; Lighting Supervisor
David Howse, MA; Senior Associate Vice President, Office of the Arts; Executive Director, ArtsEmerson
Michael Jarvis, BA; Assistant Lighting Supervisor
Ramona King, BA; HowlRound Producer
Shannon Knapp, BA; HowlRound Communications Manager
Louis Kreienkamp, BFA; Associate Lighting Supervisor
Jeffrey MacFarlane, Paramount Studio Supervisor
Elizabeth Mason, BA; Production Business 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, BA; Technical Director
Jessica Newman, BM, BA; Development Fellow
Herbert Nipson, PhD; Screening Room Manager
Blair Nodelman, MA; Marketing and Communications Associate
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
Benjamin Walsh, BA; Senior Manager of Development Operations
Ryan Walsh, BA; Marketing and Communications Manager
Matthew West, BA; Assistant Technical Director
Shannon Worthington, BFA; Senior Development Officer
Marisa Young, MA; Web and New Media Manager
Dillon Yruegas, BFA; HowlRound Fellow

School of the Arts

Adam Greenfield, MFA; Director of Communications and Operations
Jasmine Kim, MA; Administrative Associate to the Dean
Mattia Mauree, MM; Administrative Assistant
Matthew McMaham, 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
Bri Burke, BA; Assistant Coach, Women’s Lacrosse
Olivia Cappoli, BS; Assistant Director, Media Relations
Kendall Chaves, BS; Assistant Coach, Baseball
Matthew Colombini, BA; Head Coach, Men’s Lacrosse
Colin Connolly, BA; Assistant Coach, Women’s Soccer
Bill Curley, BA; Head Coach, Men’s Basketball
Johnny Dunbar, BA; Fitness Specialist
Brandon Fox; Head Coach, Men’s and Women’s Cross Country
Jacob Girard, BA; Assistant Coach, Men’s and Women’s Volleyball
William Gould; Head Coach, Women’s Basketball
Bryan Harkin, MBA; Head Coach, Men’s Soccer
Matthew Horan, BA; Assistant Coach, Baseball
Jessie Koffman, BA; Head Coach, Women’s Lacrosse
Philip McElroy Jr.; Head Coach, Softball
Kristin McKenney, MS; Athletic Trainer
Liam McKersie, BS; Assistant Coach, Men’s Soccer
Stanford Nance, BA; Senior Associate Director
Pat Nicoll, MS; Director of Athletics
Shannon Norton, BA; Assistant Coach, Women’s Basketball
Burke Paxton, BA; Assistant Coach, Men’s and Women’s Tennis
Brendan Peltier, MPA; Assistant Coach, Men’s and Women’s Cross Country
Nick Pezzillo, BS; Director of Athletic Communications
Ben Read, BA; Head Coach, Men’s and Women’s Volleyball
Dan Rotatori, BS; Assistant Coach, Men’s Lacrosse
Ronald Smithers, BS; General Manager of Fitness Center
Robert Spofford, BA, Assistant Coach, Softball
David Suvak, BA; Head Coach, Women’s Soccer
Nicholas Vennochi, MEd; Head Baseball Coach

Campus Services

Business Services

Christopher Beaupere, MPA; Director, Emergency Management
Donna Brescia, BS; Property Management and Event Specialist
Jessica Butler, MArch; Senior Planner
Karen A. Dickinson, MEd; Director
Thomas Doyle, BS; Assistant Director
Jordan Mackenzie, MA; Customer Experience Coordinator
Kristen Nicholas; Associate Director of Business Management
Duncan Pollock, BS; Assistant Vice President of Facilities and Campus Services
Alfonso Ragone, BA; CBORD System Manager
Jennifer Rogers, BS; Conferences and Events Manager

Facilities Management

Ademario Barreto; Trades Mechanic
Leonard Boudreau; Third-Shift Trades Mechanic
David Carr; Trades Mechanic
Mario Carranza; Rotch Field Supervisor
Nestor Carranza; Manager of Custodial Services
Efrain Chicas; Custodian
Jorge Coronado; Crew Chief
Ana Carmen Cruz; Custodian
Derrek Eno; Crew Chief
Ricardo Galdamez; 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
Harry Nestor; Rotch Field Supervisor
Thomas O'Brien; BA; Trades Mechanic
Ernesto Osorio; Custodian
Cravin Perry; Rotch Field Supervisor
Anwar Pinckney; Loading Dock Supervisor
Marcos Pleitez; Custodian
Maria Portillo; Custodian
Rodolfo Ribas; Trades Mechanic
Alvaro Romero; Custodian
Gerry Sampaung; Building Maintenance Worker
Luis Soto; Trades Mechanic
Ramiro Soto; Custodian
John Vanderpol, BS; Crew Chief
Maria Ventura; Custodian
Jermaine Warnsby; Third-Shift Crew Chief
Jarrad Ziniti; Plumber

Career Development Center

Emi Bague, BA; Assistant Director, International Student Career Services
Anders Croft, BA; Marketing and Communications Manager
Jessica Chance, MS; Associate Director, Alumni and Graduate Students
Drew Genova, BA; Internship Coordinator
Marissa Shallcross, MSW; Associate Director, Undergraduate Career Services
Carol Spector, MEd; Director

School of Communication

Molly Loughman, BA; Web Coordinator
Paul Mihailidis, PhD; Assistant Dean, Graduate Program Director for Media Design, Professor
Paul Pegher, MBA; Director, Communications and Operations
Raul Reis, PhD; Dean
Diego Salazar; Administrative Associate
Jonathan Satriale, MA; Technology Director

Department of Communication Sciences and Disorders

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Lisa Wisman Weil, PhD; Senior Scholar-in-Residence, Graduate Program Director for the on-campus modality of the Communication Disorders Program
Barbara Worth, MS, CCC-SLP; Clinical Instructor

Department of Communication Studies

Linda Gallant, PhD; Graduate Program Director for the Public Relations Program and Associate Professor
Greg Payne, PhD; Chair and Associate Professor

Community Standards

Julie Rothhaar-Sanders, MEd; Director

Counseling and Psychological Services

Jelisa Adair, LICSW; Staff Social Worker/Multicultural Specialist
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Robin Li, PhD; Staff Psychologist
Elisanett Martinez, BA; Clinical Coordinator
Kyle Rundles, PsyD; Associate Director
Stacy Taylor, MD; Staff Psychiatrist
Natalie Waggaman, LICSW; Staff Social Worker/Substance Abuse Specialist
Stephanie Wong, LMHC; Staff Clinician
Macrina Yah-Buendia, LMHC; Case Manager

Disbursements

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Education Abroad and Domestic Programs

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David Griffin, MA; Director, Education Abroad and Domestic Programs

Emerson College Los Angeles

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Terrye Bretzke; Assistant to Chief Operations Officer
Timothy Chang, MA; Associate Dean of Students and Chief Operations Officer
Mandla Daley, MA; Associate Director, Events and IT
Laura Daroca, MFA; Associate Director of Student and Alumni Transitional Services
Mikhail Gershovich, PhD; Academic Director
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Annie Kelly, MA; Associate Director of Student Support
Chanda Lam, MA, LMFT; Staff Psychologist
Ly Li Lau, Administrative Associate Student Affairs ELA
Gustavo Leytte, Associate Director, Facilities
Isabel Macomber, BA; ELA Academic Department Coordinator
Amy Mitchell, MFA; Associate Director, Admission
Chad Myers, MA; Director, Housing and Student Life
Oscar Ormaechea, MA; Associate Director, IT/Strat Planning & OP
Daryl Paranada, MA; Assistant Director of Communications
Thomas Potts, MFA; Assistant Director of Experiential Learning
Skarlett Prittie, MA; Residence Director
Allison Sampson, MS; Vice President and Executive Director
Rudy Shiel, AA; Technology Support Admin
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Rachel Watson, BA; Associate Director of Donor Relations

Emerson Launch Program
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John Harlow, PhD; Research Specialist
John Richardson, BFA; Engagement Lab Lead Developer
Melissa Teng, MA, Programs Coordinator

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Shana Healy-Kern, MS; Enrollment Systems Lead
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Susan Pottenger, BA; Operations Manager
Jalene Regassa, MS; Credential Processing Coordinator
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Noah Wood, BA; Executive Assistant

Financial Affairs
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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
Shermaine Thompson, MBA; Accounting Manager
Jiao Tian, MS; Assistant Director of Treasury Services

Budget and Planning

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John Richard, MBA; Director
Monette Salud, BS; Assistant Director of Budget

General Counsel

Meredith Ainbinder, JD; Vice President and General Counsel

Government and Community Relations

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Elizabeth Holland, MA; Administrative Assistant
Margaret Ings, MS; Vice President

Graduate Studies

Maria Figueroa, MA; Administrative Associate to the Dean
Shaylin Hogan, MA; Program Manager
Jan Roberts-Breslin, MFA; Dean

Center for Health and Wellness

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Jesse Battilana, MSN; Nurse Practitioner
Elizabeth Davis, MSN, APRN, FNP-BC; Nurse Practitioner
Kai-Yin Huu, MSN; Nurse Practitioner
Laura Owen, MA; CHES, Associate Director and Coordinator of Wellness Education
Shakena Perry; Clinical Coordinator
Kat Stein, BA; Registered Nurse

Housing and Residential Education

Christie Anglade, MEd; Director of Housing and Residential Education
Matthew Carney, MS; Residence Director
Charlie Shen de Leon, MS; Residence Director
Christina Goldstein, MSEd; Residence Director
Ashley Gravina, MEd; Residence Director
Britt Locklin, MS; Residence Director
Danielle Merrill, MA; Associate Director of Residential Education
Chris Muchata, MED; Housing Operations Coordinator
Isaac Newsome, MA; Area Coordinator
Acacia Santos, MS; Residence Director
Kendra Stokes, MBA; Associate Director of Housing Operations

Human Resources

David Beall; Special Assistant to the Controller
Cathy Carney; Director Employee Engagement
Arleen Carter; BS; Director of Payroll
Norma De La Cruz, BA; Senior Administrative Associate
Caitlin DiMartino; Director Learning and Development
Kellie Fuller, MS; Learning and Engagement Specialist
Debra Gratto; Senior HR Business Partner
Maura Golding, BBA; Workday HCM Project Lead
Tricia Kennedy, MBA; Senior Benefits and Compensation Specialist
Karishma Mannan; HRIS Analyst
Laurie Meacham; HR Business Partner
Jamie Montgomery-Hyde; Associate Vice President Human Resources Operations
Ann-Marie Driscoll; Director, Compensation/Benefits
Brian Papaleo; HRIS Analyst
Cathleen Phillips; Lead Payroll Analyst
Janet Pohli, MM; Talent Acquisition Specialist
Carlos Ramos; HR Service Center Associate
Shari Stier, MS; Senior Associate Vice President/Chief Human Resources Officer
Tess Wilensky; HR Service Center Associate
Kenneth Willis; Senior Payroll Analyst
Clare Wilson Pelton; Human Resource Coordinator

Information Technology

Brian Basgen, MS; Associate Vice President
Ashley Schiefer, BS; Executive Assistant

Enterprise Applications

Thomas Barry, MS-CIS; Business Intelligence Applications Administrator
Orcun Dikici, MS, ITIL-F; Business Relationship Manager
Miao He, MIS/MBA; Executive Director of Enterprise Systems
Anne Isakson, MBA; Enterprise Application Administrator
Robert Parks, BA; Senior Software Applications Developer
Tal Seiberg, BA; Senior Software App Developer
Haiyan Wang, MS; Senior Software Applications Developer
Terry Wojtkunski, MB; Database System Administrator

Infrastructure

Stephen Bohrer, MEd; Network/Security Administrator
Ryan Buzzell; VOIP System Administrator
Corey Davis, BA; Systems Administrator
Francis Frain, MFA; Director of Information Security and IT Infrastructure
Dennis Levine, BS; Information System Security Administrator
Craig Oliveira, MBA; Associate Director of IT Infrastructure
Dan Persons; Network Systems Administrator

Project Management

Amisha Choksey, BS; Project Management Associate

User Services

Andres Abreu, AS; Technology Systems Support Specialist
Sofia Belenky, AS; Technology Support Specialist
Brad Benkle, BA; Desktop Systems Administrator
Robin Chace, MA; Information Design & Support Specialist
Regina Clark, MA; User Services Coordinator
Molly Coombs, BS; Assistant Director of User Services
Carlin Corrigan, MA; Director of User Services
John DeGregorio, BA, CTS; 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
Olivia Meehan, BA; Desktop Support Specialist
Nicholas Sloane, Desktop Support Specialist
Richard Thomas, BM, CTS; AV Support Specialist
Chloe Warfford, BS; User Services Operations Coordinator
Jacob Wen, BA; Classroom Technology Administrator
Keith Wise, MS; Technology Systems Support Specialist

Institutional Advancement

Anna Biller, BA; Director of Annual Giving
Sasha Castroverde, MBA; Associate Director of Annual Giving
Christine Del Favero, MA; Senior Associate Director of Alumni Relations
Meghan Driscoll; Associate Director of Corporate and Foundation Relations
Oscar Erazo Romero; Advancement Services Assistant
David Fahey, AA; Advancement Services Associate
Leigh Gaspar, BA; Associate Vice President of Alumni Engagement
Rebecca Glucklich, MSW; Associate Director of Alumni Relations
Kristy Kime, BS; Director of Alumni Digital Engagement
Jillian Naimo, BS; Associate Director, Student and Recent Alumni
Malik Peacock; Engagement Officer, Student and Recent Alumni
Caroline Preneta, BA; Assistant Director of Donor Relations and Events
Gary Walling, MA; Director of Prospect Management and Research
Nadia Yassa, JD; Director of Estate and Gift Planning

Office of Communications and Marketing

Liliana Ballesteros, MA; Production Coordinator/Layout Designer
Jason Beals, MA; Director of Web and Digital Services
Sofiya Cabalquinto, MFA; Associate Vice President
Tiffany Canetta, MFA; Senior Designer
Alicia Carlson, BS; Video Production Manager
Monica Chu, BA; Marketing Account Representative
Erin Clossey, MS; Associate Director of News and Information
Charles Dunham, MFA; Director of Creative Services
David Ertischek, BFA, Writer and Content Producer
Michelle Gaseau, MS; Director of Communication and Media Relations
Nancy Howell, MA; Senior Copy Editor
Paul Kruczynski, BA, Front End UX/UI Developer
Rosemary Lavery, MS; Associate Director of Communication and Media Relations
Maureen Mello, BA; Senior Marketing Accounts Executive
Michael Novick, MS; Web Developer
Iris O’Connor, MA, Digital Services Manager
Derek Palmer, MA; Photographer
Sarah Teczar, MFA; Senior Writer and Content Marketing Strategist
Charna Westervelt, MS; Editorial Director, Alumni Magazine
Sam Woodson, MSM; Director of Marketing

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; Creative Instructional Designer
Korina Figueroa, BA; Instructional Developer
Natalie Hebshie, EdM; Associate Director of Online Education
Audrey Park, BA; Instructional Technologist
Jennifer Stevens, EdM; Director
Illona Yukhayev, MA; Instructional Technologist

Intercultural Student Affairs

Jelisa Adair, LICSW; Multicultural Specialist
tamia jordan, MEd; Director
Jamaica Siroky, MEd; Assistant Director

International Student Affairs

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Brenna McCormick, MA; Graduate Program Director for the Strategic Marketing Communication Program and Senior Executive-in-Residence
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Diana Barton, BA; Manager, The Emerson Channels
Daniel Brokowski, BA; Manager, Equipment Distribution Center
Bruno Caruso, AA; Manager of Design and Integration
David Charles, AEE; Assistant Manager, Electronic Maintenance
Damon D’Aquila, MFA; Evening Operations Supervisor
Eric Fox, MA; Production Manager
Pierre Huberson, MFA, MM; Post-Production Facilities Manager
Suzanne Iacobucci, BS; Manager, Film Center, EDC
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Harold Follins; Police Officer
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Robert Miller; Police Officer, ALiCE Instructor
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Walter Patterson; Police Officer
Ryan Pound; Police Officer
Eric Schiazza, MA; Deputy Chief
Carmelo Serrano, BA; Sergeant
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Mackenzie Slocumb; Sergeant
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Christopher Wellborn; Police Officer
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