Emmanuel College

2012-2013

Academic Catalog

EMMANUEL COLLEGE

Interactive Academic Catalog

Instructions

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Clicking on any reference to our website within the catalog will bring you to http://www.emmanuel.edu.

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www.emmanuel.edu

Liberal Arts and Sciences

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enroll@emmanuel.edu

Graduate and Professional Programs

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Emmanuel College is accredited by the New England Association of Schools and Colleges, Inc. through its Commission on Institutions of Higher Education.

Inquiries regarding the accreditation status by the New England Association should be directed to the administrative staff of the institution. Individuals may also contact:

Commission on Institutions of Higher Education
New England Association of Schools and Colleges
209 Burlington Road, Suite 201
Bedford, MA 01730-1433
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E-Mail: cihe@neasc.org

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Emmanuel College

Mission: To educate students in a dynamic learning community rooted in the liberal arts and sciences and shaped by strong ethical values and a Catholic academic tradition.

Emmanuel College, founded by the Sisters of Notre Dame de Namur in 1919, is a coed, residential, Catholic liberal arts and sciences college located in the city of Boston. Its beautiful 17-acre campus is neighbored by a world-class medical center, two major art museums and Fenway Park. Its unique location gives students the opportunity to explore real-world experiences through internships, research and strategic partnerships within the Longwood Medical and Academic Area and the city of Boston.

Emmanuel is a community with a lifelong passion for teaching and learning rooted in the commitment to rigorous intellectual inquiry and the pursuit of social justice. Today, Emmanuel College continues to embrace its founding mission to transform lives and make a better world.

As a liberal arts and sciences college, Emmanuel enables students to cultivate both the means of acquiring and evaluating knowledge and the imagination to shape new and alternative ways of perceiving, thinking and creating. At Emmanuel College, students develop their intellectual potential, their strong sense of self and their commitment to serve others in the community. They become critical thinkers, ethical decision makers and contributing members of society.

By offering a variety of career-oriented programs informed by the liberal arts disciplines, the College prepares students for professional fields and develops the skills and knowledge that can be applied to diverse and changing circumstances. The link between the liberal arts and career-oriented programs at Emmanuel reflects the College's sense of responsibility to students who desire to create lives of meaning and service; to identify their changing talents and concerns; to maintain the analytical, communicative and creative skills necessary for growth; to discern worthwhile work; and to bring ethical standards and moral sensitivities to all endeavors.

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General Academic Requirements

The Curriculum

The curriculum is designed to allow students to explore a wide range of liberal arts courses and, at the same time, to concentrate in an area of interest or professional concern. The Bachelor of Arts, Bachelor of Science and Bachelor of Fine Arts degrees require the successful completion of a minimum of 128 credits. These credits are distributed among the general requirements, major requirements and elective or minor courses.

General Requirements

The General Requirements are those common to all students. They are comprised of the following:

1) The Foundational Skills requirements
2) The First-year Seminar requirement
3) The Domains of Knowledge requirements
4) The Capstone Experience requirement

The general requirements have been established and designed to ensure that every student experiences the range of skills and content implied by the liberal arts mission of the College. These include:

- The skills required for successful college-level work
- The intellectual breadth that makes possible a lifelong engagement with and curiosity about significant knowledge, ideas and issues
- The foundation for competent functioning in diverse and changing contexts
- The informed intelligence necessary for responsible participation in society

These goals are achieved through required courses drawn from a cross-section of the liberal arts disciplines that expose students to models of analytical reasoning, symbolic thinking, observation, creativity, critical thinking, moral reasoning, self-knowledge and significant intellectual content from the fields of history, literature, the arts, philosophy, religion, the social sciences, the natural sciences and the study of cultures outside the United States. Additionally, such courses require student work that enhances the ability of students to comprehend and to function intellectually in the variety of disciplinary modes that constitute the liberal arts.

Student Participation in Assessment

Emmanuel seeks to continually improve its programs and services and respond to changing student needs. As members of the Emmanuel community, students are expected to contribute to these efforts by completing all course evaluation forms and feedback surveys when requested. For educational improvement purposes, any work students submit for grades in courses can be used by the faculty to assess progress towards overarching program goals as well as course goals. This may require faculty members other than the course instructor to confidentially examine the student's work from time to time. If this is done, student permission will be obtained and only ungraded versions of the work will be shared. The cooperation of students in these matters is critical since these activities enable Emmanuel to meet standards for accreditation and monitor institutional effectiveness.

Foundation Skills

This requirement ensures that students have the foundational skills for learning at the college level, for lifelong learning and for functioning in a diverse and global society. New students are assessed in each of these areas before entering the College. These assessments are used for placement in designated courses or to exempt the student from the requirement. Students who demonstrate that they have already acquired the level of skill attained through fulfilling the course requirements attached to each requirement are exempted from the requirement. The following courses fulfill the requirement for each foundational skill:

- Writing communication skills:
  ENGL1101 Writing Workshop
  and/or
  ENGL1103 First-Year Writing (by placement or demonstration of skill)
- Mathematical competency:
  MATH0010 Basic Math or demonstration of skill
  (MATH0010 may not be counted toward the graduation requirement)
- Second language skills:
  Two consecutive semesters of a foreign language or American Sign Language or demonstration of skill

First-Year Seminar

Requirement: one semester, first semester

The first-year seminar program comprises one-semester topical seminars unified under the theme, "Knowledge, Values and Social Change." These seminars are designed to introduce the first-year students to the ways in which the liberal arts construct knowledge; to enhance their abilities to read closely, analyze information, construct arguments and communicate effectively; to educate students in the expectations and values of the academic community; and to provide first-year students with an opportunity to work closely with a member of the faculty.

Domains of Knowledge

The knowledge, skills and habits of the mind developed through the study of the liberal arts disciplines and their respective methods of inquiry, their concepts and vocabulary, their creative and critical processes, and their contributions to human knowledge are basic to the goal of developing the intellectual, aesthetic and moral sensibility assumed in a person liberally educated for life. Courses that fulfill these requirements are marked with the abbreviations noted in parentheses in the course descriptions section of this catalog.

1. Aesthetic Inquiry (AI-L; AI-A)
   Requirement: two courses (one from literature, one from the arts)
   The two-course requirement in this domain consists of courses that expose students to original works produced by writers, visual artists and musicians, and provides an opportunity to interpret, evaluate, analyze and understand these products of the creative imagination. Using the language, concepts, and criteria of the respective aesthetic disciplines, courses in American, British, world and foreign language literature as well as historical surveys of art, music, theater and performance/studio courses will explore the relationship between aesthetic works and their historical and cultural contexts.

2. Historical Consciousness (H)
   Requirement: one course (a historical survey of a significant period of history or region of the world)
   The requirement in this domain consists of courses that provide students with a context for understanding relationships between historical events and the connection between past and present. The requirement in the historical consciousness domain will be drawn from courses that survey a period in history or a region of the world. These courses demonstrate the methods and theories

with which historians deal with such issues as causation, the role of perspective and judgment in reconstructing the past, conflicting interpretations of historical events and processes, and the ways in which evidence is analyzed and evaluated as a tool for reconstructing the past.

3. Social Analysis (SA)
Requirement: two courses from two different disciplines
The two-course requirement in this domain consists of courses that present and apply the formal theoretical perspectives and empirical research methods that define those bodies of knowledge known as the social sciences: anthropology, economics, political science, psychology and sociology. Courses in this domain have in common the aim of analyzing the interaction between individuals, states and cultures; and the institutions and ideas that organize social life within and between societies. Individual courses will vary according to their respective disciplinary emphases on personality, economic systems, political institutions, social structures and culture. Courses will provide an understanding of important elements of the intellectual tradition of social science inquiry and have application to issues of contemporary society.

4. Scientific Inquiry and Quantitative Analysis (SI; SI-L; QA)
Requirement: three courses (one laboratory science course, one quantitative analysis course, and one from either area, where the science course may be a non-laboratory science course. Laboratory science courses indicated by SI-L.)
The three-course requirement in this domain consists of courses that deal with the scientific study of the natural world and with the logical systems of mathematics. The scientific inquiry component of the requirement consists of courses that demonstrate the methods used by scientists to obtain and evaluate information, consider the impact of scientific information on humanity and the environment, and provide experience in using scientific reasoning to investigate questions and develop and evaluate hypotheses. In so doing, such courses can provide a basis for scientific literacy for non-scientists. The quantitative analysis component of the requirement consists of courses that teach the logical structures of quantitative reasoning, the concept of probability, or the application of quantitative argument to everyday life. In so doing, the courses in this domain provide a basis for mathematical literacy for non-mathematicians.

5. Religious Thought and Moral Reasoning (R; M)
Requirement: three courses (two in religious thought, one in moral reasoning)
The three-course requirement in this domain consists of courses that provide an intellectual framework for the exploration of systems of religious belief and of moral concepts. Courses fulfilling the religious thought requirement will affirm the religious dimension of life as a central aspect of understanding human experience, address the interrelationship of religion with other social systems and cultures, and explore the multiplicity of expressions of belief both within and across religious traditions. Courses fulfilling the moral reasoning requirement may be those that address moral reasoning either in the narrow sense of determining right from wrong and good from evil, or in the broader sense in which the subject matter of moral reasoning is the good life itself, especially the virtues discussed by philosophers for centuries, in particular the virtue of wisdom.

The Capstone Experience

The Capstone is the culminating experience of the undergraduate program. Through this experience, students demonstrate achievement of program goals through academic work that exhibits knowledge and skills appropriate to the degree-level of the program. The nature of the Capstone Experience requirement depends on the major program. Students who double-major will complete multiple Capstone Experiences, as each major program defines an appropriate culminating experience. In all majors, the Capstone Experience involves completing a significant piece of work that requires the integration and application of learning from multiple courses. Students should consult with their academic advisors early in their majors to ensure that they are prepared for the work required in the capstone courses.

General Technology Requirement

Students are required to demonstrate computer literacy by the end of their undergraduate degree program as determined by academic programs. This may be accomplished by completing one of the following:

- a course within the major that has been designated as having computer/technology content; or
- a course from the information technology department, chosen from ITECH1101, ITECH1103 (two credit hours), ITECH2100, ITECH2101, ITECH2107, ITECH2109, ITECH3103, ITECH3105

Major and Minor Programs

Emmanuel College believes that the best preparation for successful and meaningful careers is a strong liberal arts and sciences education. Each of the programs offered at the College reflects that conviction. At the same time these programs provide a student with opportunities—through courses in specialized fields within the disciplines, as well as through internship and practica placements—to develop the skills and knowledge required to move into the world of work.

Major Requirements

A departmental major consists of 40 to 48 credits. A student may elect to take additional courses in his or her field of concentration. However, a student may take no more than 64 credits in one department except for students enrolled in the Bachelor of Fine Arts program. A student must complete no less than 50% of the courses in the major at Emmanuel College.

Minor Requirements

A student who wishes to develop a secondary area of competence may take a minor program. A minor consists of 20 to 24 credits. A student may count only four credits in his/her major toward a minor, but the total number of combined major and minor credits cannot be fewer than 60. A student must complete no fewer than 12 credits in the minor at Emmanuel College.

Individualized Majors

Individualized majors are available for students whose career goals and intellectual interests can best be served through a major program outside the traditional disciplinary major. For more information, refer to Special Academic Opportunities on page 13.

Major/Minor Programs Offered

Majors and minors are offered in the following departments and subject areas:

Accounting
B.A. in accounting
Minor in accounting

American Studies
B.A. in American studies

Art
- B.F.A. in graphic design and technology
- B.A. in studio art
- B.A. in studio art with specialization in art therapy
- Minors in studio art, art history, photography, graphic design and technology

Biochemistry
- B.S. in biochemistry

Biology
- B.S. in biology
- B.S. in biology with concentration in health sciences
- B.S. in biology with concentration in neuroscience
- Minor in biology

Biostatistics
- B.S. in biostatistics

Chemistry
- B.S. in chemistry
- B.S. in chemistry with concentration in biochemistry
- B.S. in chemistry with concentration in forensic science
- Minor in chemistry

Education
- B.A. in elementary education
- B.A. in secondary education

English
- B.A. in English communication, media and cultural studies
- B.A. in English literature
- B.A. in writing and literature
- Minors in communication, literature and writing

Foreign Languages
- B.A. in Spanish
- Minor in Spanish

Gender and Women's Studies
- Minor in gender and women's studies

Global Studies and International Affairs
- B.A. in global studies and international affairs
- Minor in Latin American studies
- Minor in Peace Studies

History
- B.A. in history
- Minor in history

Information Technology
- Minor in information technology

Management and Economics
- B.A. in management
- B.A. in management with concentration in sport management
- Minors in management, economics and organizational leadership

Mathematics
- B.A. in mathematics
- Minor in mathematics

Performing Arts
- Minors in music and theater arts

Philosophy
- B.A. in philosophy
- Minor in philosophy

Political Science
- B.A. in political science
- B.A. in political science with concentration in international relations and comparative politics
- B.A. in political science with concentration in American politics and government
- Minor in political science

Psychology
- B.A. in psychology with concentration in developmental psychology
- B.A. in psychology with concentration in counseling and health psychology
- B.A. in psychology with concentration in neuroscience
- Minor in psychology

Sociology
- B.A. in sociology
- B.A. in sociology with concentration in crime and justice
- B.A. in sociology with concentration in human services
- B.A. in sociology with concentration in social inequality and social justice
- Minor in sociology

Theology and Religious Studies

B.A. in theology and religious studies
Minor in Catholic studies
Minor in theology and religious studies

For individualized majors, see Special Academic Opportunities on page 13.

Special Academic Opportunities

Colleges of the Fenway (COF)

Emmanuel and five of its neighboring colleges—Massachusetts College of Art and Design, Massachusetts College of Pharmacy and Health Sciences, Simmons College, Wentworth Institute of Technology and Wheelock College—have joined in the Colleges of the Fenway collaboration. The collaboration benefits students by offering cross-registration to second-semester freshmen or above at no additional cost. Students may take up to two courses each semester at a COF institution. In addition, students benefit from common social events and access to the academic resources and services of all six institutions. Emmanuel students enjoy all the benefits of a small college environment while having access to resources equal to those of a major university.

Honors Program

The Emmanuel College Honors Program invites highly motivated and talented students to participate in academic opportunities that prepare them for advanced study and successful competition for scholarships and fellowships. The program develops high-level skills in creative, critical and ethical thinking and communication. It also provides students with teamwork and leadership skills in honors courses and through service and research opportunities. The program includes five reading- and writing-intensive honors courses and an "Honors Experience," which may involve working with a faculty member as an Instructional Assistant or a Research Assistant, or participating in a study abroad experience. The program culminates in an opportunity to complete work for distinction in the major.

Individualized Major

The individualized major is designed for students whose career goals and intellectual interests can best be served through a carefully constructed individualized major program. The individualized major is appropriate for highly motivated and self-directed students. Examples of possible individualized programs include mathematics and information technology; sociology and religious studies; ecology; and international relations, diplomacy and conflict resolution. Students who choose an individualized major work closely with a faculty advisor throughout their program and are encouraged to begin planning their program as early in their academic career as possible. Information is available from academic advisors or the Dean of Arts and Sciences.

Internships and Practica

Internships and practica are an integral part of an Emmanuel education. Through an internship or practicum, a student can work in a professional setting, gaining new insights on classroom learning while obtaining practical job experience. Most departments at Emmanuel provide the opportunity for students to receive credit for off-campus academic experience through internships and practica. An internship may consist of work, research and/or observation. Internships are directed by an instructor of the College and supervised on location by personnel of the sponsoring organization. A practicum consists of clinical experience closely related to the student's field of concentration. Practica (12 credits) are coordinated by an instructor of the College and supervised in the clinical setting by a qualified professional. Ordinarily, no more

than four to eight credits are accepted from internships toward fulfillment of the undergraduate degree requirements. Internships for academic credit are available to upperclass students and non-credit, exploratory internships are available to sophomores and above, once the required INT1001 Pre-Internship and Career Planning course is taken.

For assistance in finding an internship, please stop by the Internships and Career Development Office in Admin 230 or call 617-735-9930 or e-mail careerdevelopment @emmanuel.edu.

Directed Studies

Directed studies give students at an inter - mediate or advanced level an opportunity to work closely with a member of the faculty on a topic of interest that is not available in the general curriculum. Directed studies are usually offered to majors in a department and are subject to departmental guidelines.

Pre-Medical, Pre-Dental, Pre-Veterinary Professions Preparation

Admissions requirements for medical, dental, veterinary and optometry schools are standardized by the Association of American Medical Colleges. The minimum requirements for entrance to most of these professional schools include:

- Two semesters each of biology, physics and English
- Four semesters of chemistry
- Research experience in science is also strongly recommended

Although it is possible to prepare for admission to these schools by majoring in any discipline, the required courses are most readily obtained by majoring in a science such as biology or chemistry. Since all professional schools differ, it is important for students to obtain admissions material from schools in which they are interested and familiarize themselves with the specifics of each institution.

Any student planning a career in medicine, dentistry, veterinary medicine or optometry should contact the Chair of the Health Professions Advisory Committee at the earliest possible date to plan a program and obtain information about application procedures. When the student is at the point of applying for acceptance to a professional school, the Committee stands ready to examine the applicant's credentials and prepare a letter for the admissions committee.

Pre-Law Program

Most liberal arts majors are considered preparation for law school. A Pre-Law Advisory Committee assists students in planning and applying to law school.

Study Abroad

Emmanuel students are encouraged to enrich their educational experience through an approved program abroad, open to students with a cumulative 2.5 grade point average. See the International Programs Office for further eligibility criteria, procedures, approval forms and the list of suggested programs which includes over 550 external programs in 70 countries. A student can study abroad for a year, semester or summer, as well as through short-term programs led by faculty.

Pre-approved courses completed abroad with a C or better will be applied toward the College residency requirement. All study abroad approvals must be sought through the International Programs Office, and all program applications requiring an Emmanuel authorization signature must be signed by the International Programs Office.

To be eligible for study abroad, students must:

- Have a cumulative grade point average of 2.5
- Not have a disciplinary record for at least the semester preceding the period of study abroad. Students with a disciplinary record will meet with the Director of International Programs. Students with more than one incident on their record risk becoming ineligible to study abroad
- Not be on academic or disciplinary probation at the time of application and/or time of departure
- Have the support of academic advisors

Washington Center Internship

Emmanuel College is affiliated with the prestigious Washington Center for Internships and Academic Seminars in Washington, D.C. Participants in the program are able to earn a semester's academic credit while completing a full-time internship and attending seminars and lectures in the nation's capital. Internships are available in every academic discipline, in both the summers and the academic year. Information is available from the Office of Internships and Career Development.

Admission

Admissions Office
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400 The Fenway
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Phone: 617-735-9715
Fax: 617-735-9801
E-mail: enroll@emmanuel.edu
Website: www.emmanuel.edu

Emmanuel College seeks candidates with varied experiences, interests and backgrounds. Admissions decisions are based on several factors, including:

- Academic record
- SAT or ACT results
- Recommendations
- Essay/writing sample
- Extracurricular and community activities

The College recommends that applicants have strong academic preparation. Applicants should have completed a secondary school program including the following courses:

- English—four years
- Mathematics—three years including Algebra I and Algebra II
- Foreign language—three years of the same language
- Social sciences—three years
- Laboratory sciences—three years

Four years of mathematics are recommended for a student considering college study in mathematics, chemistry or business management. Candidates for admission as first-year students are required to take the SAT or the ACT. Emmanuel College's CEEB code is 3368 for the SAT and 1822 for the ACT. Mathematics, French or Spanish and computer literacy foundation skills assessment are administered to all new students who enter the College and are used to place students into appropriate sections of required courses.

Procedure for Traditional Students

Candidates for first-year admission should submit the following credentials to the Admissions Office:

- A completed application with essay and $60 non-refundable application fee
- An official secondary school transcript (including senior grades through the first marking period) and GED scores, if applicable
- SAT or ACT results (students who graduated from high school prior to 2008 are not required to submit SAT or ACT results); SAT II tests are not required, although scores will be taken into consideration. The TOEFL (Test of English as a Foreign Language) or IELTS may be requested if the student's native language is not English
- Two letters of academic reference: one from a secondary school guidance counselor and the other from a secondary school teacher

Students who will be enrolling before their 18th birthday as of September 1, 2012 must interview with the Dean of Students.

The College offers a variety of application programs. Please contact the Office of Admissions for assistance in selecting the program that is best for you.

PROGRAM	APPLICATION DEADLINE	DECISION NOTIFICATION	ENROLLMENT DEPOSIT
Early Decision	November 1	December 1	January 15
Early Action	November 15	Rolling after December 15	May 1
Regular Decision*	February 15	Rolling after December 15	May 1
January Admission**	December 1	Rolling after September 1	3 weeks after decision

*To be considered for merit scholarships, you must apply by February 15th.
**To be considered for merit scholarships, you must apply by December 1st.

To enroll, the accepted applicant must submit a $300 tuition deposit and a $200 room and board deposit (both deductible from the first semester bill) if planning to reside on campus. After May 1, these deposits become non-refundable.

The Admissions Committee reserves the right to withdraw acceptance if a student's final report from secondary school is unsatisfactory.

Enrolled students must complete a Health Form to be filed with the Office of Health Services before beginning classes or moving into the residence halls.

Candidates who wish to delay their enrollment must submit a request in writing to the Admissions Office. All requests will be reviewed and enrollment may be delayed for up to one year without filing a new application. Deferred applicants must submit a final, official secondary school transcript to complete the deferral process, and may not enroll in any college courses. Deferred applicants forfeit any merit scholarships they were awarded and will be reviewed again to determine their eligibility based on current scholarship requirements.

International students should refer to the section, "Procedure for International Students."

Early Decision Plan

In the fall, the Admissions Committee reviews applications of qualified high school seniors who have applied to Emmanuel College as their first choice. Students applying under the Early Decision Plan should state their intention on their application form.

The admitted candidate will agree to withdraw all applications to other colleges, to reserve a place in the September class. The student will be expected to complete his/her senior year of high school satisfactorily and submit a record of that year's work. The candidate whose application decision has been deferred will be given full and careful reconsideration after December 1.

Campus Visits

Students are encouraged to visit the campus during their junior and senior years of high school. Students who wish to arrange a campus tour or personal interview should contact the Admissions Office at 617-735-9715, enroll@emmanuel.edu, or contact us via our website: www.emmanuel.edu.

Advanced Placement/ International Baccalaureate

Advanced Placement (AP) examinations for students who have taken designated AP courses in their secondary schools are offered by the College Board in the spring. A student achieving an AP score of three, four or five will receive credit for one course and advanced placement.

Students who are taking International Baccalaureate (IB) courses and plan to take the IB diploma or IB examinations may have their higher-level examination results reviewed for course credit and/or advanced placement. Students must submit their official IB exam results, and higher-level exam results of four, five, six or seven will be reviewed by each department at Emmanuel College and entitle students to credit equivalent to at least one course.

Procedure for Transfer Students

The transfer student is an important and valuable contributor to the Emmanuel College community. The College welcomes transfer applicants from junior and community colleges as well as from four-year institutions.

Students wishing to transfer to Emmanuel College in the semesters beginning in September or January should contact the Admissions Office at 617-735-9715 or enroll@emmanuel.edu for transfer information and applications.

Transfer applicants must submit:

- A completed application form and $60 non-refundable application fee
- An official final secondary school transcript
- SAT or ACT results, if taken
- An official transcript from each post-secondary institution attended, including grades from the most recent semester
- Two letters of reference, with at least one from a recent college professor or advisor
- Course descriptions for each post-secondary institution attended for appropriate credit evaluation
- An essay or graded writing sample

The College has a transfer application deadline of April 1 for transfer students applying for fall admission, and an application deadline of December 1 for students applying for spring admission. Decisions are made after September 1 for spring applicants and after January 1 for fall applicants.

Transfer students may transfer courses from regionally accredited institutions. No credit is given for courses below 2.0 (C). Transfer students are expected to fulfill the regular requirements for the degree and successfully complete half of their academic program, at least 64 credits, at Emmanuel College to receive an Emmanuel degree. Courses to be considered for transfer credit will only be reviewed once a student has been accepted.

Since the official transcript determines placement and course selection, it is imperative that the transfer process be completed prior to registration. All official college/university transcripts must be received prior to registration for any in-progress courses to be counted as transfer credit.

International transfer students should refer to the section, “Procedure for International Students.”

Procedure for International Students

Emmanuel College is dedicated to helping qualified international students reach their personal and academic goals while studying in the United States. With a commitment to an internationally diverse campus, Emmanuel strives to foster appreciation

for cultural diversity and to broaden the perspective of the entire Emmanuel College community to include the whole world as its frame of reference. More than 35 countries and territories are represented in Emmanuel's student body.

International candidates for admission as first-year students should submit the following to the Admissions Office:

- A completed application with a $60 non-refundable application fee in U.S. dollars
- A written essay chosen from the application form (students may also submit additional examples of personal expression that may serve to enhance their applications)
- Official or certified true copies of all secondary school transcripts in English (preferably the last three or four years), as well as certificates and national examination results as applicable
- Official first semester or mid-year grades from the student's senior year of secondary school as soon as they are available
- Official test scores (TOEFL, IELTS, SAT or ACT scores). International students whose native language is not English should submit scores from the Test of English as a Foreign Language (TOEFL) or International English Language Test System (IELTS). The SAT or ACT is recommended but not required for non-native English-speaking international applicants. International students whose native language is English are required to submit official SAT or ACT scores. Students whose native language is English and whose SAT Verbal is below 500 are strongly encouraged to submit an official TOEFL score report. Emmanuel's CEEB code is 9606 for the TOEFL, 3368 for the SAT, and 1822 for the ACT
- I-20 Application with supporting bank documentation must be submitted upon acceptance

For more information regarding the TOEFL, students may contact:

TOEFL Services
P.O. Box 6151
Princeton, NJ 08541-6151
USA
Phone: 1-609-771-7100 or
1-877-863-3546 (toll free)
Fax: 1-610-290-8972
Website: www.toefl.org
IELTS: www.ielts.org

For more information about the SAT, students may contact:

College Board SAT Program
P.O. Box 025505
Miami, FL 33102
USA
Phone:
(Dom.) 1-866-756-7346
(Int'l.) 1-212-713-7789
Students with Disabilities:
1-609-771-7137
TTY (Students deaf or hard of hearing):
(Dom.) 1-888-857-2477
(Int'l.) 1-609-882-4118
Website: www.collegeboard.com

The College has an application deadline of February 15 for first-year students, April 1 for transfer students applying for the fall semester and December 1 for students applying for the spring semester.

To enroll, the accepted applicant must submit a $300 tuition deposit in U.S. dollars and a $200 room and board deposit (both deductible from the first semester bill) if planning to reside on campus. After May 1, the deposit becomes non-refundable.

International Transfer Students

International transfer students should follow the same procedure outlined above, but with a few variations. At least one of the letters of recommendation should come from a recent college professor or advisor.

If your TOEFL results are over two years old and have expired, please submit a copy of your expired score report. In addition, international transfer applicants are required to submit:

- Official final secondary school transcript along with proof of graduation (if the date of graduation is on the official transcript, this is sufficient)
- Official transcripts from each post-secondary institution attended, including grades from the most recent semester
- Course descriptions in English of all college-level courses from each post-secondary institution attended for the transfer credit evaluation process

For more detailed information, international students may contact:

Admissions Office
Emmanuel College
400 The Fenway
Boston, MA 02115
USA
Phone: 617-735-9715
Fax: 617-735-9801
E-mail: enroll@emmanuel.edu
Website: www.emmanuel.edu

Procedure for Non-Matriculating Students

Students who wish to take undergraduate courses at Emmanuel College as non-matriculating students should contact the Office of the Registrar. At the time of registration, students must provide evidence of successful completion of high school. A non-matriculating student is one who is earning credits, but not toward an Emmanuel degree.

Academic Regulations

Registration
With the advice of their academic advisors, students register with the Office of the Registrar each semester. Students who are already enrolled pre-register in April for the following fall semester and in November for the following spring semester. A student is officially registered for classes only after all financial obligations to the College have been met or an acceptable and approved deferred payment plan has been arranged with the Office of Student Financial Services.

Full-time Status
Full-time undergraduate students normally carry a course load of between 12 and 20 credits per semester.

Add/Drop
Students wishing to change a course must secure the necessary forms from the Office of the Registrar and obtain all required signatures. This must be done prior to the end of the add/drop period. Students may not enter a class after the add period, which ends after the first week of classes. The drop period extends to the end of the second week of classes. Please see page 48 of the catalog for detailed information regarding refund policies.

Choice of Major
Students should declare a major by March 1 of their sophomore year. Departmental academic advisors are assigned once a major is declared. Major declaration forms are available in the Office of the Registrar.

Class Attendance
Students are expected to attend classes regularly. Each faculty member will state clearly on the course syllabus the relationship between class attendance and course grade. Faculty members may take attendance.

Class Cancellation
In the event that a class meeting must be canceled, staff in the Office of the Registrar will post an official class cancellation notice.

Auditing
With the approval of the instructor, students may register to audit a course by completing a course audit form (available in the Office of the Registrar) by the end of the add/drop period. Audited courses are recorded on the transcript. Neither a grade nor credit is given. The total course load taken for credit and audit in a semester cannot exceed the equivalent of five full courses.

Visiting Classes
Emmanuel College encourages students to visit classes with the instructor's permission. Registration is not necessary. Tuition is not charged and no official records are kept.

Academic Integrity Policy
All Emmanuel students are responsible for understanding and adhering to standards of academic integrity. The Academic Integrity Policy is available in the Student Handbook and on the College website.

Examinations
Student performance is evaluated at regular intervals throughout the semester and particularly by the end of the sixth week for first-year students, for athletes, and for students on academic probation. A final examination or an equivalent form of evaluation is required in each course and must

be stipulated in course syllabus. Final examinations must be administered on the officially designated examination days on the academic calendar. A student who has more than two final exams scheduled on the same day may reschedule the middle exam. The student must arrange for the change with the faculty member no later than the last day to withdraw from classes.

Grading System

Instructors submit final grades to the Registrar at the end of each course. Letters express the quality of the work and are correlated with grade point values as follows:

A	=	4.0
A-	=	3.67
B+	=	3.33
B	=	3.0
B-	=	2.67
C+	=	2.33
C	=	2.0
C-	=	1.67
D+	=	1.33
D	=	1.0
F	=	0
INC	=	Incomplete
IP	=	In Progress (used for two-semester-long courses)
P	=	Pass
W	=	Withdrawn
UW	=	Unofficial Withdrawal
AU	=	Audit
NG	=	No Grade was submitted by the faculty member
X	=	Non-credit item completed

A student's grade point average or credit ratio is the ratio of quality points earned to credits carried. Grades submitted at the end of a course are considered final. Only courses with a semester grade of 2.0 (C) or above are accepted for major courses and minor courses; grades of 1.0 (D) or above are accepted for other courses. A cumulative grade point average of 2.0 (C) is required for graduation.

Mid-semester grades are submitted to the Office of the Registrar for all students in their first year at Emmanuel College, all athletes, and all students on academic probation. Course warning forms may be issued by faculty at any time during a semester. A copy is also sent to the academic advisor.

Credit Deficiency Removal/ Repeating Courses

Courses may be repeated to replace an F (0), to meet college requirements, or to improve a student's grade point average. The student must repeat the same course. Another course in the same department may be substituted only with the approval of the student's academic advisor and the chairperson of the department. Credit will be awarded only for one of the courses and the higher of the grades will be calculated in the cumulative grade point average. The original grade remains on the transcript. Should the original grade have resulted in the student being placed on academic probation, the new grade will not affect that status. It is the student's responsibility to submit a completed credit deficiency form from the Office of the Registrar to complete the process.

Incomplete (INC) Grades

In exceptional cases, students who have been unable to complete the work of a course may request to receive a grade of INC. Such requests will be granted only for extraordinary reasons, e.g., serious prolonged illness. A form for each INC must be signed by the faculty member and the student. The form is submitted to the Office of the Registrar by the faculty member with the final grade roster. Incomplete grades must be replaced by final grades by February 1 for fall semester courses and October 1 for spring and summer courses. Incomplete grades not replaced by the deadline automatically become an F. In extraordinary circumstances, the Dean of

Arts and Sciences, in consultation with the student and faculty member, may extend the INC, but not beyond the final day of that semester. A student on academic probation may not receive any grades of INC.

Course Withdrawal

After the add/drop period, a student may withdraw from a course with a grade of W by completing the course withdrawal form available from the Office of the Registrar. Dates for final withdrawal from courses are November 10 for fall semester and April 10 for spring semester.

Pass/Fail Option

The pass/fail option is possible for two elective courses that are counted neither in the student's major or minor requirements, nor among the student's general requirements. The pass/fail option is open to sophomores, juniors and seniors. The pass/fail option must be finalized in the Office of the Registrar by October 1 for courses taken during the fall semester or February 15 for courses taken during the spring semester. Grades for students so choosing are submitted only as pass/fail (P/F). A pass grade does not receive quality points and is not counted in determining the grade point average. Pass/fails may not be changed to letter grades after the course is completed.

Grade Changes

Changes in any assigned grade will not be made beyond one semester after the initial awarding of the grade. After consultation with the faculty member, a student who wishes to challenge a grade on a transcript or grade report should follow procedures outlined in the Release of Student Information Policy available in the Office of the Registrar.

Reports and Records

Final grades are available online at the close of the semester. All incoming students, all athletes, and upperclass students on probation receive mid-semester grades. The College will withhold copies of grade reports and transcripts of students under certain conditions, such as outstanding financial obligations and non-compliance with Massachusetts Immunization Law. Official transcripts are provided at the written request of students or graduates at a cost of $5 per transcript.

Student Confidentiality

Emmanuel College regulates access to and release of a student's records in accordance with the provisions of the Family Educational Rights and Privacy Act of 1974 as amended (PL 93-380, Section 438, The General Education Provisions Act). The purpose of this act is to protect the privacy of students regarding the release of records and access to records maintained by the institution.

In compliance with the Family Education Rights and Privacy Act of 1974 (the Buckley Amendment), Emmanuel College has committed itself to protecting the privacy rights of its students and to maintaining the confidentiality of its records. A copy of this law is available in the Office of the Registrar.

Certain personally identifiable information from a student's educational record, designated by Emmanuel College as directory information, may be released without the student's prior consent. A student who so wishes has the absolute right to prevent release of this information. In order to do so, the student must complete a form requesting nondisclosure of directory information by the end of add/drop period. This form is available in the Office of the Registrar.

Directory information includes name, term, home and electronic address, campus address and mailbox number, telephone and voice mailbox number, date and place of birth, photograph, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, program of enrollment, anticipated date of graduation, degrees and awards received, the most recent previous educational agency or institution attended and other similar information. Some or all of this information may be published in directories such as a student directory, an electronic student directory, a sports program or other campus publications.

With regard to external inquiries, the Office of the Registrar will verify directory information, unless advised to the contrary by the student as indicated above. "Verify" means to affirm or deny the correctness of the information. The College will not provide corrections for inaccurate information. All non-directory information, which is considered confidential, will not be released to outside inquiries without the express consent of the student. However, the College will verify financial awards and release data for government agencies.

Students have the right to review their educational records. A student may waive this right in special cases of confidential letters of recommendation relative to admission to any educational agency or institution, application for employment, receipt of financial aid form, or receipt of any services or benefits from such an agency or institution. A copy of the Reports and Records: Release of Student Information Policy is available in the Office of the Registrar.

Immunization Requirements

Massachusetts state law **requires** all college students registering for 9 or more credits to show proof of the required immunizations:

- Two doses of measles, mumps and rubella (MMR) or laboratory proof of immunity.
- Proof of tetanus, diphtheria and acellular pertussis (Tdap) vaccine within the past ten years.
- Three doses of Hepatitis B vaccine or laboratory proof of immunity.
- Completion of Tuberculosis Risk Assessment Form and additional testing if necessary.
- Two doses of varicella vaccine (chicken pox) or laboratory proof of immunity or a reliable history of varicella documented by a health care provider.
- Meningitis vaccine: 1 dose of MCV4 anytime in the past or MPSV4 within the past 5 years or a signed waiver.

Students may not register for classes or reside on campus unless these requirements are fulfilled.

Residency Requirements

Students must complete a minimum of 64 credits at Emmanuel College to receive a bachelor's degree in liberal arts and sciences. The student's final semester must be completed at Emmanuel College.

International Certificate of Eligibility

International students must carry a minimum of 12 credits per semester to maintain their Certificate of Eligibility.

Study Off Campus

A matriculated student may obtain transfer credit for no more than one course for every full year completed at Emmanuel College as a full-time student. A student wishing to exercise this option must obtain a Study Off Campus form and a copy of the regulations for study off campus from the Office of the

Registrar. The student is responsible for understanding and complying with the regulations, including those relating to financial aid. All approvals must be obtained, and the completed form filed with the Office of the Registrar before the student enrolls in a course at another institution. Credit will be granted only for courses in which a grade of 2.0 (C) or better is achieved. Grades are not included in the grade point average. This policy does not apply to courses taken within the Colleges of the Fenway consortium or as part of an approved study abroad program.

Class Standing

Class standing is determined by the number of credits completed by the beginning of the first semester of the academic year; for sophomore standing, 32 credits; for junior standing, 64 credits; for senior standing, 96 credits; and for graduation, 128 credits.

Academic Review Board

The Academic Review Board reviews petitions for exceptions to academic policies and monitors satisfactory academic progress of students toward degree completion. Petitions are available in the Office of the Dean of Arts and Sciences.

Academic Progress

Satisfactory Academic Progress

To achieve Satisfactory Academic Progress, a student must maintain a 2.0 (C) semester grade point average and must complete two-thirds of attempted credits during each academic year. For details, see Finances and Financial Aid on page 36.

Unsatisfactory Student Progress/ Academic Probation

A student who achieves below a 2.0 grade point average in any semester will be placed on probation for the following semester. During this probationary semester the student must not enroll in more than 16 credits, nor receive any grades of INC. In addition, the student may not participate in an intercollegiate sports program, hold an elected position in the Student Government Association or be involved in a leadership position in student activities. The student may be placed in a course designed to support academic success.

Academic Dismissal

If the student fails to achieve satisfactory academic progress (see definition of Satisfactory Academic Progress above) at the end of this first probationary semester, the student will be dismissed from the College.

Financial Aid Implications

The status of any student whose grade point average falls below a 2.0 for two consecutive semesters, regardless of his/her cumulative grade point average, is defined as unsatisfactory progress. After completing the second academic year, a student must maintain a cumulative 2.0 grade point average for Satisfactory Academic Progress. Students should refer to Finances and Financial Aid on page 36 for information on loss of eligibility for financial aid due to unsatisfactory academic progress.

Leave of Absence

A student may take a voluntary leave of absence for one semester after consultation with a member of the Academic Advising Office. During this time, a student ordinarily does not study at another college; such permission is granted only by the Director of Academic Advising. Students should consult with the Office of Student Financial Services before taking a leave of absence. International students should consult with the Director of International Programs before taking a leave of absence.

Students may extend a voluntary leave of absence after consultation with representatives of the Academic Advising Office.

Withdrawal

Students may withdraw officially from the College at any time upon completing the withdrawal form. Failure to register for courses for two consecutive semesters constitutes an automatic administrative withdrawal. Mere absence from classes and examinations is not a withdrawal, nor does it reduce financial obligations. A student holding Perkins Loans (formerly National Direct Student Loans) or veterans benefits must have a withdrawal interview with a representative from the Office of Student Financial Services.

Reinstatement

A student in good standing who voluntarily has withdrawn from the College and who wishes to be reinstated should apply to the Director of Academic Advising at least one month prior to the beginning of the semester in which reinstatement is sought.

Graduation Requirements

A minimum of 128 credits is required for the undergraduate Bachelor of Arts and Bachelor of Science degrees. A cumulative grade point average of 2.0 (C) is required for graduation. Only courses with a semester grade of 2.0 (C) or above are accepted for major courses and minor courses; grades of 1.0 (D) or above are accepted for other courses.

Degree Application

A degree application must be submitted to the Office of the Registrar by September 15 for December completion and by February 15 for May completion. Failure to complete a degree application will delay a student's ability to graduate. Participation in the May Commencement ceremony will be allowed upon successful completion of all academic requirements and financial obligations.

Graduation Rates

Public Law 101-524: The Student Right-to-Know and Campus Security Act requires all institutions of higher education receiving Title IV funds to disclose the graduation rates of full-time students who are attending college for the first time. In accordance with this law, Emmanuel College's graduation rates are available in the Office of the Registrar.

Honors

Term Honors – Dean's List

Each semester, the names of students who attained academic distinction the preceding term are published. Students with a grade point average of 3.5 with 16 credits (no pass/fail) and no incomplete grades at the close of the term achieve placement on the Dean's List.

Honor Societies

Alpha Kappa Delta
International Sociology Honor Society

Beta Beta Beta
National Biology Honor Society

Gamma Sigma Epsilon
National Chemistry Honor Society

Omicron Delta Kappa
National Leadership Honor Society

Phi Alpha Theta
National History Honor Society

Phi Beta Delta
Honor Society for International Scholars

Pi Lambda Theta
International Honor Society and Professional Association in Education

Pi Sigma Alpha
The National Political Science Honor Society

Psi Chi
The International Honor Society in Psychology

Sigma Beta Delta
International Honor Society for Business, Management and Administration

Sigma Iota Rho
The Honor Society for International Studies

Sigma Tau Delta
International English Honor Society

Sigma Xi
The Scientific Research Society

Theta Alpha Kappa
National Honor Society for Religious Studies and Theology

Honors for Baccalaurate Degrees

Latin Honors

Latin Honors—summa cum laude, magna cum laude and cum laude—are awarded at graduation to bachelor's degree candidates who have achieved high scholastic performance and have completed at least 64 credits at Emmanuel College. Latin Honors are awarded based on a percentage of the graduating class of Arts and Science students as listed below:

Latin Honors	% of Graduates
Summa cum laude	4.5
Magna cum laude	the next 9.5
Cum laude	the next 15.0

Kappa Gamma Pi

Students graduating from Emmanuel College who have maintained a 3.5 cumulative grade point average for seven semesters and have demonstrated outstanding leadership and community service are eligible for membership in Kappa Gamma Pi, the national honor society organized in 1927 for graduates of Catholic colleges in the United States.

Distinction in the Field of Concentration

To receive distinction in the field of concentration, a student must earn a 3.5 grade point average in major courses and successfully complete and present in public a significant senior project, determined in consultation with the department.

Distinction in the Field for Individualized Majors

To receive distinction, a student completing an individualized major must earn a 3.5 average in all of the courses in the major program and complete a significant senior project, determined in consultation with the advisor. The project may be completed as part of a capstone course or culminating experience. The project must be approved for distinction by two faculty members representing different academic disciplines within the individualized major.

Academic Support Services

Academic Advising Program

The Academic Advising program provides a comprehensive framework within which students explore the liberal arts curriculum and focus on a particular area of study. Students meet regularly with their general academic advisors during their first two years. These meetings provide opportunities to become knowledgeable about academic policies and procedures, to develop short- and long-term academic plans, to discuss academic progress, to select and schedule courses and identify additional resources on campus. This program has been thoughtfully crafted, based on developmental research and theory, with an appreciation of students' individuality and the challenges students experience as they transition from high school to college.

Entering students who have not determined a major are encouraged to participate in the Majors Exploration Program (MEP). The program gives first-year students an opportunity to work closely with their Academic Advisor, complete online career and personal assessment tools, and use the resources of the Internship & Career Development (I/CD) Office.

Generally, students declare their majors by March 1 of their sophomore year, and at that time, they continue their academic advising with a departmental academic advisor. The ultimate responsibility for fulfilling graduation requirements rests with the student.

Academic Computer Center and Computer Classrooms

The Academic Computer Center located in the Cardinal Cushing Library, the Macintosh classroom/lab located in the Administration Building, and the PC classrooms located in the Administration Building, the Wilkens Science Center, and Marian Hall are equipped to assist students and faculty in integrating computers across the curriculum. A growing software library, new technology, e-mail and the Internet are available in all locations for all students and faculty members.

Academic Resource Center

The Academic Resource Center (ARC), located on the ground floor of the Cardinal Cushing Library, offers a wide variety of programs, resources, and support to aid students in their quest for academic success. ARC services are designed to help students develop or enhance effective academic strategies based on their own strengths and needs.

One of the most popular ARC programs is the Peer Tutoring Program. Professors from every discipline in the College recommend students with the best academic performance and interpersonal skills to provide one-on-one tutoring and facilitate group study sessions. Students can sign up for a single tutoring session or arrange weekly or monthly meetings with peer tutors online or in person at the ARC. All Peer Tutors at Emmanuel College are trained and supervised by professional ARC staff.

The ARC also offers professional Academic, Writing and Math Specialists to address particular student needs. Academic Specialists provide coaching and study skills assistance, including reading strategies, time management and procrastination elimination. Writing Specialists provide expert writing assistance in any discipline and at any stage of the writing process. The Math Specialist provides specialized support for courses in all disciplines that require math. ARC staff also host regular workshops, which are open to all students, on issues such as grammar, study skills, adapting to college expectations, personal statements and getting into graduate school.

Disability Support Services

Emmanuel College is committed to providing full access of its educational programs for qualified students. We practice a nondiscriminatory policy and offer classroom and testing accommodations, and assistive technology to students with documented disabilities. The Director of Disability Support Services' office ensures that all students with disabilities can actively participate in all facets of college life. Our goal is to coordinate and provide the kind of services that will enable students with disabilities to reach their educational potential. In addition, our focus and responsibility is to increase the level of awareness among all members of the College community.

For more information on disability accom - modations, please contact the Director of Disability Support Services in the Academic Resource Center by phone at 617-735-9923, by TTY at 617-735-9755 or visit the Emmanuel College website.

First-Year Experience

The Office of First-Year Experience provides first-year students and their families resources, support, and outreach during the initial transition to Emmanuel College. The office serves as a liaison to administrative and faculty offices regarding any first-year student issues including, but not limited to, students who may be at-risk regarding persistence at Emmanuel.

The office oversees Emmanuel's S.A.G.E. (**S**tudent **A**djustment **G**uided **E**ffectively) program offered to new students. This program connects current Emmanuel undergraduates with incoming students to provide support that is both academic and social in nature.

Periodically the Office of First-Year Experience conducts discussion groups directly with first-year students in an effort to understand and improve the experiences of first-year students.

Language Laboratory

The language laboratory is designed to supplement and support classroom instruction in foreign languages. Located in the Cardinal Cushing Library, the language laboratory provides computerized instruction for students to enhance their speaking and listening skills.

Internships and Career Development (I/CD) Office

The Internships and Career Development Office is a campus-wide career center which offers a variety of resources to assist Emmanuel students in all phases of their career development. This includes individual career advising, walk-in hours, four-year career plan, electronic job and internship postings on EC3–Emmanuel College Career Connect, and resources for academic major or career decisions, including computerized career assessments. The office offers several

career workshops throughout the academic year on such topics as: résumé writing, interviewing skills, job search strategies, Internet resources, networking and graduate school resources. Before students undertake internships, they participate in a required INT1001 Pre-Internship and Career Planning course, which assists them in identifying and applying to internship sites and prepares them for successful experiences. In addition to supporting academic internships, students also have the option to explore careers in non-academic, exploratory level-one internships as well, through the INT1010 Level-One Internship course.

The office organizes a variety of employer-based events both on and off campus, such as: employer information tables and information sessions; part-time and summer jobs and internships fair; alumni panels; and joint career fairs through our collaboration with other career centers in Boston. In addition, the office maintains group LinkedIn and Facebook sites of committed alumni who are available for networking, career advice and mentorship.

For more information on the Internships and Career Development Office or to set up an appointment, please stop by Admin 230, call 617-735-9930 or e-mail careerdevelopment @emmanuel.edu.

Library Services

The Cardinal Cushing Library, open to all members of the Emmanuel College community, houses reference and circulating collections as well as online databases, reference works and journals. The library holds over 161,500 print and electronic titles that support all academic disciplines of the College, and a total of more than 168,700 items in all formats, books, e-books, CDs, DVDs, videos, reference materials, and special collections.

In addition, the library maintains more than 2,000 print and online journal subscriptions and 61 online reference databases, most of which are accessible off-campus.

The library staff offers information literacy sessions, workshops and web-based tutorials in research methods, and participates in the First-Year Seminar Program and the First-Year Writing Course.

Two conference rooms in the lower level of the library may be reserved for student group study. The library also provides media equipment, including DVD and HD camcorders, which can be reserved online at the library's website, and maintains multimedia listening and viewing rooms equipped with DVD/VCRs, TV monitors, and CD players for use by the College community.

The Janet M. Daley Library Lecture Hall provides a technological center on the Emmanuel campus for lectures, courses, programs and special events. The Janet M. Daley Library Lecture Hall encourages interactive learning and facilitates connections across disciplines.

The library's automated network, Fenway Libraries Online (FLO), provides online access to Emmanuel's print and media collections as well as to the collections of nine other area institutions. The FLO network is comprised of: Emmanuel College, Emerson College, Lesley University, Massachusetts College of Art and Design, Massachusetts College of Pharmacy and Health Sciences, the Museum of Fine Arts and the School of the Museum of Fine Arts, New England College of Optometry, New England Conservatory of Music, Wentworth Institute of Technology and Wheelock College. The FLO network maintains a shared online catalog of the members' respective holdings, offers walk-in circulation and reference privileges and provides interlibrary loan services for document delivery of books and journal articles.

The Cardinal Cushing Library is also a member of the 17-library Fenway Library Consortium (FLC), which grants students and faculty access to the 1.5 million volumes collectively held. The Fenway Library Consortium includes the Brookline Public Library, Hebrew College, New England Institute of Art, Roxbury Community College, Simmons College, Suffolk University, the University of Massachusetts Boston, and the ten members of Fenway Libraries Online. All 17 institutions provide open access to research collections, and most offer circulation privileges.

Student Life

Emmanuel College is located in the heart of Boston, a city rich in history and culture. Emmanuel College students' experience extends far beyond the campus. The Museum of Fine Arts, The Isabella Stewart Gardner Museum, Symphony Hall and Fenway Park are just a few of the landmarks within walking distance that enhance student life.

Emmanuel College is in the midst of the heaviest concentration of colleges in the world. Through its participation in the Colleges of the Fenway consortium, Emmanuel students benefit from the social and cultural events at the six member colleges.

The College seeks to serve both the College community and the local community. Volunteer and paid work of various types, including work in nearby hospitals, schools and community agencies, provide students with opportunities to become involved in the community and gain professional experience. Service to others is central to the Emmanuel College student experience.

General Regulations

Regulations and information covering all phases of student life are contained in the Student Handbook. All students are expected to fulfill the obligations set forth. Emmanuel College students who are not living at home or residing on campus must report their local address to the Office of the Registrar.

The College is not liable for the loss, theft or damage of personal property. Massachusetts state law requires all students to have health insurance coverage. A college health insurance plan is available for students not covered by a family plan. All international students are required to enroll in the college health insurance plan.

Student Affairs

Administration

The Vice President for Student Affairs and the Dean of Students collaborate with student leaders, faculty, staff and administrators to provide quality services, programs and activities that support students in their academic endeavors, and enhance campus life. Student Affairs represents the needs and interests of the student body to the College community, responds to student needs, answers inquiries and imposes discipline for infractions of the student code of conduct. Student Affairs staff and administrators serve as student organization and class advisors and are available to assist individual students with concerns. The offices that report to Student Affairs include Athletics and Recreation, Campus Ministry, Counseling, Health Services, Residence Life and Housing, Student Activities and Multicultural Programs and the Jean Yawkey Center.

Athletics and Recreation

It is the mission of the Emmanuel College athletic department to recruit, enroll and foster the development of collegiate student athletes both on and off the playing fields. The development of the whole person is promoted by combining strong athletic competition and high academic standards, providing students with a physical, mental, and social readiness in a safe, sportsmanlike, and challenging environment. Emmanuel

College is a Division III member of the National Collegiate Athletic Association (NCAA).

The College sponsors 17 varsity sports including: men's and women's cross country, men's golf, men's and women's soccer, women's softball, women's tennis, men's and women's volleyball, men's and women's indoor and outdoor track and field, men's and women's basketball and men's and women's lacrosse. Emmanuel's main conference affiliation is with the Great Northeast Athletic Conference (GNAC) which is comprised of 14 New England colleges.

In 2011, the Emmanuel Women's Tennis Team posted another successful season, earning its ninth-straight appearance in the GNAC Tournament. The Saints Women's Volleyball Team advanced to the semifinals of the conference tournament and landed four players on the All-Conference Team. The Women's and Men's Cross Country Teams placed second and fourth, respectively, at the GNAC Championship Meet hosted by the Saints. The Men's and Women's Indoor Track and Field Teams sent two student-athletes to the ECAC Championships in New York City and 14 student athletes to the New England Division III Championships in Springfield in 2012. The Emmanuel Men's Golf Team continued to improve in just its third season as a varsity sport.

The Women's Basketball Team continued its winning tradition with the program's 16th conference championship and 17th NCAA Tournament appearance. In 2001, the team became the first basketball team in the history of any four-year college or university in Boston to compete in the NCAA Final Four. The Saints also advanced to the NCAA "Sweet Sixteen" in 2007 and the "Elite Eight" in 2012.

The Emmanuel Men's Volleyball Team was ranked among the Top 15 nationally throughout the 2012 season. The newly added Men's Lacrosse Team kicked off its inaugural season of varsity competition in 2012, playing a schedule of 15 collegiate competitions. The Women's Lacrosse Team continued to make strides in the GNAC, as the team competed in its second full season.

The Jean Yawkey Center and the newly renovated Roberto Clemente turf field are home to the Emmanuel Saints. The athletic facilities include an athletic training room, locker rooms, and a gymnasium with a bleacher seating capacity of 1,400. The gymnasium is a comprehensive facility that hosts home basketball and volleyball contests. In addition, the multi-use facility includes a batting cage and space utilized by all of our varsity sports, club teams and Colleges of the Fenway Intramural programs. The Colleges of the Fenway Intramural Program promotes non-varsity competition between and among the six Colleges of the Fenway campuses. The program offers both coed and single-sex options in many different areas including basketball, soccer, volleyball, flag football, racquetball, ping-pong and innertube water polo.

Campus Ministry

Rooted in the spirit of the Catholic Intellectual Tradition, Emmanuel College strives to create a welcoming community that embraces the Gospel ethic that inspires us to seek social justice and to live compassionately. Informed by the charism of the Congregation of the Sisters of Notre Dame de Namur, that education is God's greatest work, Campus Ministry offers opportunities for students, faculty, and staff to enrich their relationship with God, self, and others through prayer groups, retreats, days apart, discussion groups, spiritual direction, pastoral counseling, education, the Catholic

sacramental life, interdenominational dialogue, and varied community service. Living compassionately reflects yet again another Notre Dame charism, that of embodying God's goodness, as the Emmanuel College community invests itself in a comprehensive volunteer service program both at home and abroad.

Emmanuel College hosts the Catholic population of the member colleges of the collaboration of the Colleges of the Fenway, another vital component of the spiritual life of the College.

The Center for Mission and Spirituality

The Center for Mission and Spirituality seeks to translate into action the strong mission, beliefs, and legacy of the Sisters of Notre Dame de Namur, and to make bridges to the sisters locally, nationally, and internationally.

The Center for Mission and Spirituality provides opportunities for formation, education, and social justice through discussions, lectures, community service, and prayer. Through the various mission integration programs, the strong mission and vision of the Sisters of Notre Dame de Namur (SND) continues to permeate Emmanuel's campus.

Counseling Center

The Counseling Center provides assistance to any member of the undergraduate Emmanuel College community who wishes to discuss a matter of personal concern in a supportive and confidential atmosphere. The staff includes counselors, a psychiatrist and graduate counseling interns. Workshops and group discussion on such topics as relationships, stress, interpersonal communication, relaxation techniques and assertiveness training are offered periodically. Short-term counseling is available upon request, and special interest support groups are formed on occasion. The Counseling Center provides consultation with outside therapists regarding their Emmanuel College student clients.

The Jean Yawkey Center

The Jean Yawkey Center serves as the central gathering area—the "hub" of activity for the student body. The building includes the Maureen Murphy Wilkens Atrium with wireless Internet access, student meeting spaces, dining facilities, recreational and fitness areas, as well as a 1,400-seat gymnasium. The Jean Yawkey Center hosts various weekly student organization meetings, Family Weekend events, discussion and study groups, intramural programs, numerous club activities including concerts, poetry slams, multicultural food tastings, lectures and open-mic nights.

The Jean Yawkey Center for Community Leadership provides opportunities for Emmanuel students to utilize Boston as their extended classroom while simultaneously allowing them to serve at agencies and schools throughout the greater Boston area. The Jean Yawkey Center for Community Leadership sponsors academic and co-curricular events including service learning courses, a cultural competence training program, a city-wide service day, and the student leadership institute. Annually, the Jean Yawkey Center for Community Leadership awards scholarships to upperclass Emmanuel students for exemplary work.

Residence Life and Housing

The Office of Residence Life and Housing provides students with opportunities to explore new experiences, enhance personal growth, build new relationships, and play an active role in celebrating and promoting the ideals of a Catholic community. The

Residence Life and Housing staff strives to create an environment conducive to promoting living and learning that is safe, just and developmental.

Students live in four residence halls on main campus that offer a variety of living options. The residence halls offer a number of amenities including Internet and cable, recreation and fitness equipment, televisions, kitchens, laundry facilities, study areas and computers. An Assistant Director/Residence Director is a professional staff member who lives in the hall with the students. This person is responsible for the day-to-day management of the building and is responsible for creating an environment that will support an individual's growth and development. In addition, each hall has Resident Assistants who are student leaders that live with the residents and are dedicated to supporting residents with their personal and academic concerns.

Student Activities and Multicultural Programs

The Office of Student Activities and Multicultural Programs strives to provide all Emmanuel College students with a wide range of educational and social opportunities that will facilitate the development of the whole person through an integrated co-curricular program. Through various leadership initiatives and the advisement of student clubs and organizations, the Office will provide opportunities that enhance our students' educational endeavors, foster critical thinking, social and intellectual interaction and an awareness of the world beyond the classroom.

The Office assists in connecting our students with one or more of our 100-plus areas of involvement: overseeing clubs and organizations, implementing a variety of college-wide programs, the Emmanuel Leadership Academy, Commuter Services, Weekend Programming, offering discounted tickets to off-campus events such as the Red Sox, Bruins, Celtics, the movies and to a number of theater productions.

Aside from assisting students with their seamless transition to, and continued development within the college community, the Office provides a safe and supportive environment that promotes, encourages and celebrates differences as well as delivers services and programs that focus on issues of diversity and multiculturalism, so that our students achieve a high level of cultural competence.

Through a collaboration with other offices as well as our clubs and organizations, we coordinate thematic programming such as Latino Heritage Month, Native American Heritage Month, Emmanuel College Celebrates the Twelve Days of Christmas, Black History Month, Safe Spring Break Campaign, Women's History Month, and International Hospitality Night.

Health Services

The mission of Health Services is to provide accessible and quality health care to the students. Health Services strives to maintain and promote the health and well-being of the student population while treating acute illnesses and coordinating referrals for specialty care when appropriate.

Finances and Financial Aid

Emmanuel College is committed to providing students with a quality education at an affordable cost. The College continues to make investments in facilities, technology and academic and student life programs. Emmanuel's administration, faculty and staff are committed to ensuring that an Emmanuel education is worth the investment.

The following pages provide information regarding the costs, financial obligations, payment options, financial aid and financing opportunities at Emmanuel College. Please contact the Office of Student Financial Services (OSFS) at 617-735-9938 or at financialservices@emmanuel.edu for questions regarding this information.

Schedule of Fees for Students Enrolled in the Undergraduate Liberal Arts and Sciences Program

Tuition fee for 2012-2013 (12-20 credits)		$ 33,450.00	
Tuition fee (per credit)		$ 1,045.31	
Room and board fee (per year):	TRIPLE	$ 10,490.00	
	CUSTOM TRIPLE	$ 11,310.00	
	DOUBLE	$ 12,990.00	
	SINGLE	$ 14,670.00	
	SUITE	$ 700.00	ADDITIONAL PER YEAR
	QUAD	$ 10,660.00	
	RODGERS HALL[1]	$ 10,640.00	
	CITY-VIEW APTS[1]	$ 11,190.00	
Health insurance fee (2012-2013)*		$ 1,637.00	
Student activity fee (per year)		$ 200.00	
Orientation fee (one-time, new students only)		$ 225.00	
Course fees**		$ 55.00 – 100.00	
Late payment fee***		$ 100.00	

*See page 37.

**Course fees may be charged for science labs and art studio courses. Please see the course descriptions for details.

***A late payment fee is charged when payments are not received by payment due date.

[1] Meal plans are optional for residents of Rodgers Hall and City-View Apts. Listed costs for Rodgers and City-View do not include the meal plan cost.

Deposits

New students at the time of acceptance are required to make a $300 tuition deposit that is credited toward the initial semester tuition charges. Incoming students who are planning to live in the residence halls are required to pay an additional $200 deposit that is credited toward the initial semester charges. These deposits are forfeited after May 1 if the student fails to register for class in the year in which the student is accepted.

Returning students are required to pay a $200 room deposit with their housing application. This deposit is applied to the student's fall semester charges. If the student chooses not to live in the residence halls after submitting the housing application, $100 of the deposit is refundable until May 1, 2012.

Room and Board

New students are assigned to rooms in order of deposit date and Housing Information and Roommate Preference Form receipt date. Students returning to housing following an absence are housed in order of Housing Information and Roommate Preference Form receipt date. Students who live on campus must participate in the board plan. Students with scheduling difficulties or medical leaves may be accommodated by making arrangements with the food service director or dietician.

Student Health Insurance Requirement

The Commonwealth of Massachusetts requires all students enrolled at least three-quarters time to be enrolled in a health insurance plan. To ensure that Emmanuel College students are meeting this requirement, all students are automatically enrolled in the College's health plan and are charged the annual health insurance premium.

Annual Premium

The annual premium for the 2012-2013 academic year is $1,637.

Waiving or Enrolling in the College's Health Insurance

To waive or enroll in the College's health coverage, students must complete the waiver or enrollment form by the fall bill due date of August 8, 2012. Waivers and enrollment forms must be completed online at www.universityhealthplans.com. Students who do not complete the waiver form by the fall due date will automatically be charged the premium, even if they have other coverage. Please note that these forms must be completed annually and are separate from the health immunization forms.

Emmanuel College Health Insurance Coverage

For detailed information regarding the coverage provided by the College's health plan provider or to purchase dental or vision insurance, please visit the University Health Plans website at www.university healthplans.com.

Billing and Payment Schedule

A tuition bill is available in early July for the fall semester and in late November for the spring semester for students who have registered. Unless the student is enrolled in a payment plan, the fall semester balance is due in full on August 8, 2012 and the spring semester balance is due on December 14, 2012. Students may use a financial aid award (except Federal Work-Study or "estimated" awards) as a credit on their bill. It is the student's responsibility to pay any balance due. Parent and student loans may be used as a credit once all application paperwork is completed and final approval notice is received from the lender. A student is considered officially registered only when all financial obligations to the College have been met.

All graduating students must be paid in full prior to receiving graduation invitations, diploma and participating in the graduation ceremony.

Payment Options

Most students and families draw from a variety of sources to pay for an Emmanuel education. In addition to scholarships, grants, need-based student loans and employment opportunities, payment may be made using any of the following payment options:

- Personal Check
- Wire Transfer
- Credit Card
- Interest-Free Monthly Payment Plan
- Parent Loan
- Private Student Loan

Personal Check

Online check payments (ACH) may be made online via OAR (mysaints.emmanuel.edu) using your student login or online at www.afford.com/emmanuel (student login not required). There is no fee for paying online with a check.

Checks may also be mailed to:
Emmanuel College
Office of Student Financial Services
400 The Fenway
Boston, MA 02115

Checks should be payable to Emmanuel College.

A fee of $25 (in addition to any late payment fee) will be charged for any dishonored check. Foreign check collection fees will be charged when applicable.

Wire Transfer

Please send wire transfers to:

TD Bank
15 Broad Street
Boston, MA 02109
Account Name: Emmanuel College
Account Number: 8246095017
ABA Number: 031101266
(for wire transfers)
ABA Number: 211370545
(for ACH transfers)

Credit Card

Credit card (American Express, Discover and MasterCard) payments can be made online via Online Academic Resources (OAR) via MySaints (mysaints.emmanuel.edu) using your student login, or at www.afford.com/emmanuel (student login not required). A 2.99% convenience fee is charged for credit card or debit card payments.

Interest-Free Monthly Payment Plan

Emmanuel College offers a monthly interest-free payment plan through Tuition Management Systems, Inc. (TMS). The plan offers families the opportunity to spread payments for the year over a ten-month period. There is an enrollment fee of $65 to enroll in the ten-month plan, and a $50 enrollment fee to enroll in the five-month plan. For the 2012-2013 academic year, the payment plan begins in July and concludes in November for the fall semester and begins in December and concludes in April for the spring semester. Payments are due on the 15th of each month.

To receive more information or to enroll, please contact TMS at 1-800-722-4867 or visit the TMS website at www.afford.com/emmanuel.

Parent Loans

If the student's parent will be the primary borrower, they may want to consider the following parent loans. These parent loans offer fixed interest rates and the option to defer repayment while the student is enrolled at least half-time.

Federal Direct Parent PLUS Loan
Apply online: www.studentloans.gov. Paper application is available online at www.emmanuel.edu or by calling our office at 617-735-9938. To expedite the process, we encourage the online application.

Note: If the parent is denied the Parent PLUS Loan, the parent may appeal the decision, apply with an endorser, or the student may be eligible to borrow additional Federal Direct Unsubsidized Stafford Loan funds. The Parent PLUS Loan is based on credit; income is not considered.

Massachusetts Educational Financing Authority (MEFA) Undergraduate Loan
Apply online: www.mefa.org
Phone number: 1-800-449-6332

Private Student Loans

The following private student loans may require a co-signer and may have the option of deferring payments during enrollment. Some factors to consider when choosing a lender include interest rate, fees, co-signer release option and repayment period. Please visit the lender's website for more information.

MEFA Student Alternative Loan
www.mefa.org
1-800-449-6332

CitiAssist Loan
www.studentloan.com
1-800-788-3368

Citizens TruFit Loan
www.citizensbank.com/edu
1-800-708-6684

Wells Fargo Collegiate Loan
www.wellsfargo.com/student
1-800-658-3567

This information is accurate at the time of printing; please contact the lender directly at the time of application to verify loan rates and terms.

Merit-Based Scholarships

Merit-based scholarships are awarded to incoming students who meet eligibility criteria. Scholarships are divided evenly between the fall and spring semesters and cannot be used for summer enrollment. All merit scholarships are mutually exclusive.

Eligibility for Renewal

In addition to the criteria for individual scholarships, students will meet the following criteria:

- Enrollment in a degree or certificate program
- Enrollment full-time each semester for scholarship eligibility
- Satisfactory Academic Progress (see page 44)
- Merit scholarships can only be offered for a maximum of eight semesters.

Emmanuel College Scholarships

Presidential Scholarship
The Presidential Scholarship is awarded to students with outstanding academic credentials who are the most competitive applicants in our pool. Qualified students have excelled in the most rigorous courses in their high schools and have shown exceptional leadership with their activities. The minimum amount of the Presidential Scholarship is $17,500. Presidential Scholarships are renewable providing the recipient maintains a 3.3 cumulative grade point average.

Dean's Scholarship
The minimum amount of the Dean's Scholarship is $12,500. Dean's Scholarships are renewable providing the recipient remains enrolled full-time and maintains a 3.3 cumulative grade point average.

Entering first-year students considered for this scholarship must provide:
- Strong academic credentials (3.5 cumulative high school grade point average or above)
- SAT scores of 1250 (CR&M) or ACT of 28 or higher
- Completed admissions application, postmarked no later than February 15, 2012

Transfer students considered for this scholarship must provide:
- Strong academic credentials (3.3 college grade point average or above)
- A high school record which reflects the criteria used for entering first-year students (3.5 grade point average or above; SAT 1250 (V&M) or ACT 28 or higher)
- Completed admissions application, postmarked no later than April 1, 2012 for the fall semester, and December 1, 2012 for the spring semester

Academic Achievement Scholarship
The minimum amount for the Academic Achievement Scholarship is $5,000. To renew this scholarship, students must maintain a 3.0 cumulative grade point average.

Entering first-year students considered for this scholarship must provide:
- Strong academic credentials (3.4 cumulative high school grade point average or above)
- SAT scores of 1100 (CR&M) or ACT of 24 or higher
- Completed application, postmarked by February 15, 2012

Transfer students considered for this scholarship must provide:
- Strong academic credentials (3.0 college grade point average or above)
- A high school record which reflects the criteria used for entering first-year students (3.4 grade point average or above; SAT 1100 (V&M) or ACT of 24 or higher)
- Completed application, postmarked by April 1, 2012 for the fall semester and December 1, 2012 for the spring semester

The City of Boston Scholarship
Students, first-year and transfer, who are residents of the city of Boston are eligible for consideration of this $7,500 scholarship. Academic achievement, leadership and co-curricular involvement are evaluated in awarding this scholarship. Preference is given to students with high academic achievement (transfer students must also demonstrate a college grade point average of 3.0 or higher); an SAT of 1000 (V&M) or ACT of 21 or higher; completed admissions application, postmarked no later than February 15, 2012. The deadline for transfer students is April 1, 2012 for the fall semester and December 1, 2012 for the spring semester. To renew this scholarship, the student must maintain a cumulative grade point average of 2.5.

Trustee Award
To recognize the many ways that a student may contribute to the Emmanuel community, the College offers Trustee Awards to students with solid academic credentials who we believe will be contributing members of the Emmanuel community.

Sisters of Notre Dame de Namur Scholarship
This $2,500 scholarship is given to students recommended by members of the founding order of Emmanuel College. To be considered for this scholarship, students should submit a written recommendation form from a Sister of Notre Dame de Namur by February 15, 2012. The deadline for transfer students is April 1, 2012 for the fall semester and December 1, 2012 for the spring semester. To request a recommendation form, please contact the Office of Admissions at 617-735-9715. To renew this scholarship, the student must maintain

Friends of Emmanuel College Scholarship
Eligibility for this $2,500 scholarship requires a nomination from a friend, alumnus, current faculty or staff person from the College. To request a recommendation form, please contact the Office of Admissions at 617-735-9715. To be considered, the Office of Admissions must receive nomination forms by February 15, 2012. The deadline for transfer students is April 1, 2012 for the fall semester and December 1, 2012 for the spring semester. To renew this scholarship, the student must be enrolled full-time and maintain Satisfactory Academic Progress.

Need-Based Financial Aid

Eligibility

Students eligible for need-based financial aid will meet the following criteria:

- Enrollment in a degree program
- Demonstrated financial need as in prior years
- U.S. citizenship, permanent residence, or an eligible non-citizen
- Satisfactory Academic Progress (see page 44)

Financial assistance is not available for expenses incurred for courses that are audited.

Application Process

Incoming students must submit the following to apply for need-based financial aid for the 2012-2013 academic year:

- 2012-2013 Free Application for Federal Student Aid (FAFSA)
- 2012-2013 Emmanuel College Application for Financial Aid
- Parents' 2011 IRS Tax Return transcripts as requested
- Student's 2011 IRS Tax Return transcripts as requested
- Other documents as requested

The FAFSA may be completed online at www.fafsa.gov. Paper FAFSAs are also available www.FAFSA.gov or by calling 1-800-4-FEDAID. The financial aid priority filing date for incoming students was February 15, 2012; however, applications continue to be processed on a rolling basis after this date.

The Emmanuel College Grant and the Emmanuel College Advancement Grant

The Emmanuel Grant and the Emmanuel Advancement Grant are offered to students on the basis of demonstrated financial need. Grants from the college may be awarded in conjunction with Emmanuel College Merit Scholarships and/or federal and state sources of need-based financial aid. The amount of the grant depends on the student's financial need and his or her eligibility for other sources of funding. Changes in enrollment and housing, including moving off campus, may affect the amount of the Emmanuel grant(s).

Emmanuel College Endowed Scholarships
Scholarships funded by alumni and friends of the College. Awarded based on donor criteria. Many endowed scholarships for the following academic year are made available for students to apply for during the beginning of the spring semester. Most endowed scholarships are reserved for continuing students; however, all incoming students are reviewed for their endowed scholarship eligibility upon receipt of their financial aid application.

Emmanuel College Loan-to-Grant Program

This student loan is interest-free while the student is enrolled at Emmanuel College and the loan is **canceled in full** at the time of graduation from Emmanuel. Should the recipient of the Loan-to-Grant Program withdraw, transfer from Emmanuel, or drop below half-time enrollment, the borrower would begin repayment nine-months after withdrawal from Emmanuel. The interest rate for students who enter repayment is 5%.

Sibling Discount
A 5% tuition discount offered to matriculated siblings enrolled full-time concurrently in the traditional undergraduate program at Emmanuel College.

Federal Financial Aid

Pell Grant
A federal need-based grant for undergraduate students with significant financial need. The amount ranges from $555 to $5,550 and is based on the student's financial need.

Federal Supplemental Educational Opportunity Grant (FSEOG)
A federal need-based grant for undergraduate students with significant financial need. FSEOG is awarded on a funds-available basis to students who are recipients of the Federal Pell Grant. The typical FSEOG is $1,000.

Teacher Education Assistance for College and Higher Education (TEACH) Grant
Federal gift aid of $4,000 awarded each year to undergraduate students intending to teach full-time for at least four years: as a highly qualified teacher; at a school or educational service agency (ESA) servicing low-income students; and in a high-need field. Eligible students may qualify for federal loan cancellation benefits. Please visit www.TEACHgrant.ed.gov for more information.

Federal Direct Stafford Loan
The Federal Direct Stafford Loan is a fixed 6.8% interest rate loan from the federal government. The amount the student is eligible to borrow appears on their financial aid award letter as displayed on the Federal Direct Stafford Loan chart below. Repayment begins six months after the borrower graduates, leaves school or drops below half-time enrollment. To borrow a Federal Direct Stafford Loan, the student must first apply for need-based financial aid by completing a 2012-2013 FAFSA. To receive the loan funds, the student is required to complete a Master Promissory Note (MPN) and Entrance Counseling which are available through www.studentloans.gov.

Direct Subsidized Stafford Loan
Students must have financial need to qualify for this loan. The federal government pays the interest while the student is enrolled at least half-time and during deferment periods.

Direct Unsubsidized Stafford Loan
Students are not required to have financial need to qualify for this loan. The student is responsible for paying the interest during all periods, starting from the date the loan is first disbursed. The interest may be paid as it accrues or the student may let it accrue and have it be capitalized.

Annual Federal Direct Stafford Loan Limits

Grade	Dependent Students	Independent Students
Freshman (0-31 credits)	$5,500	$9,500
Sophomore (32-63 credits)	$6,500	$10,500
Junior/Senior (64+ credits)	$7,500	$12,500

Loan limits include both subsidized and unsubsidized amounts and cannot exceed your cost of attendance minus other financial aid.

Aggregate Federal Direct Stafford Loan Limits:
$31,000 for a dependent undergraduate student $57,500 for an independent undergraduate student

Federal Perkins Loan
A federally subsidized, 5% fixed interest student loan from the federal government, Emmanuel College, and repayment from previous borrowers. This loan is awarded to students with exceptional financial need and is limited by the availability of funds. The federal government pays the interest while the student is enrolled at least half-time and during grace and deferment periods. Repay - ment of the principal and interest begins nine months after the borrower graduates or drops below half-time enrollment status. Notification of eligibility of this loan will appear on the award letter.

Federal Work-Study (FWS)
A federally subsidized program that provides employment opportunities in order to help with educational expenses. The amount shown on the award letter reflects the student's maximum potential academic year earnings. Students who choose to work are paid every two weeks for hours worked. Since students are paid for hours worked, **FWS cannot be deducted from the bill.** Please note, students awarded FWS are not guaranteed employment. Student employment positions are posted beginning in the summer and updated throughout the year. **Please see page 46 for more information about student employment.** Most on-campus positions are open to all students who apply. If a student did not receive a FWS award they may still apply for most posted positions.

Note: Student employment is not guaranteed and students awarded FWS are not required to work. In addition to the on-campus positions posted by the OSFS, students are encouraged to visit the Internship and Career Development Office for information concerning nearby off-campus employment opportunities.

State Financial Aid

State Grants and Scholarships
A need-based grant or merit-based scholarship from the state of residence of full-time undergraduate students. Awards are estimated until the College receives notification from the state's scholarship office. States release funds to the College only after enrollment status has been verified. In addition to Massachusetts, states that permit the use of their state funding at Emmanuel are CT, RI, VT, ME, and PA. Consult the FAFSA or your state's education department to determine the deadline for your state's grant or scholarship programs.

Gilbert Grant
A need-based grant from the Commonwealth of Massachusetts to Massachusetts residents who are full-time undergraduate students. Funds are limited and are offered to students with significant financial aid. The amount of a typical Gilbert Grant is $1,000.

Massachusetts No-Interest Loan
An interest-free student loan from the Commonwealth of Massachusetts awarded to full-time undergraduate students who are Massachusetts residents. This loan is awarded to students with significant need and is limited by the availability of funds. Repayment begins six months after the borrower graduates or drops below half-time enrollment status. Notification of eligibility of this loan will appear on the award letter.

Please note, this information is current as of the time of printing.

Financial Aid Renewal Procedures

Emmanuel College makes every effort to offer the same financial aid award in future years. The renewal of aid is contingent on the following:

Need-Based Financial Aid

- The FAFSA is submitted by March 1, the priority filing date
- Demonstrated financial need as in prior years
- Satisfactory Academic Progress (see below)
- The same enrollment and housing status as the prior year
- The government/state/College's availability of funding
- Emmanuel funding is offered for a maximum of eight semesters

Merit-Based Scholarships

- Continued full-time enrollment
- Cumulative grade point average requirements are met
- Merit-based scholarships are offered for a maximum of eight semesters

Satisfactory Academic Progress Policy

To continue receiving financial aid, students must maintain Satisfactory Academic Progress; that is, measurable progress toward the completion of a course of study according to the standards of Emmanuel College and the federal government.

Requirements

Federal regulations require that Satisfactory Academic Progress (SAP) measures students' academic progress using both quantitative and qualitative measures. SAP is reviewed annually.

Qualitatively, students must be maintaining a 2.0 (C) semester grade point average. If a student's cumulative grade point average drops below 2.0 (C) any time after the end of the second academic year, they will be ineligible for financial aid.

Quantitatively, full-time students must successfully complete 66.66% of their attempted credits during each academic year. Students attending full-time have six years in which to complete a four-year program. Students not attending full-time have eight years in which to complete a four-year program. In order to maintain Satisfactory Academic Progress, a student is expected to complete the following minimum number of credits each year:

Year	Full-time Credits	Half-time Credits
1st year	21	16
2nd year	43	32
3rd year	64	48
4th year	85	64
5th year	107	80
6th year	128	96
7th year		112
8th year		128

Grades of failure, withdrawal, unofficial withdrawal, repeated classes and incomplete do not count toward completed credits.

Transfer credits count toward the completion of a student's program as both credits attempted and credits completed.

Part-Time Students

Part-time students must successfully complete 66.66% of the number of attempted credits for each part-time semester, and maintain a 2.0 (C) cumulative grade point average after their second academic year.

Procedure

At the end of each academic year, student records are reviewed by the OSFS to ensure students are maintaining Satisfactory Academic Progress. Students who are not maintaining Satisfactory Academic Progress are notified by mail. If the student improves his or her academic standing by completing coursework or summer courses, and would

like to be considered for financial aid, they must contact the OSFS to make this request.

Students are solely responsible for maintaining their academic progress; those who have not done so will be notified of their ineligibility for financial aid during the awarding process or when their academic progress drops below the required minimum.

Appeal Process

Students who are ineligible for financial aid due to not meeting SAP requirements may submit an appeal letter and any supporting documentation to the OSFS if they had special circumstances that prevented them from achieving SAP requirements. The appeal letter must include why the student failed to achieve SAP and what has changed that will allow the student to achieve SAP.

If the SAP appeal is approved, the student will be placed on SAP financial aid probation. Students on SAP financial aid probation have one semester (or as specified under the academic plan) to reach the SAP requirements in order to remain eligible for financial aid. Students on SAP financial aid probation must work with their academic advisor to create an academic plan that details how the student will achieve SAP. Students who fail to adhere to the terms of their SAP financial aid probation are not eligible for aid. A letter is sent to all students who fail to comply with the terms of their probation.

Special Circumstances

Special consideration may be given to students admitted, or later identified, as physically handicapped or learning disabled.

Students returning to Emmanuel College with less than a 2.0 (C) cumulative grade point average after a suspension, dismissal or required leave of absence are placed on probation. It is the responsibility of the student to officially notify the OSFS of any changes to their academic standing. For example, credits transferred in from another institution need to be brought to the attention of the OSFS. Financial aid cannot be awarded until this official notification is received. Students who have been denied financial aid because they were not making Satisfactory Academic Progress may again receive financial aid the semester after attaining Satisfactory Academic Progress.

Other Aid

Private Scholarships

To help reduce costs, students may apply for private scholarships. Possible sources include high schools, local libraries, churches, local organizations, parents' place of employment or other clubs to which students or their families belong. Most high school counseling offices have lists of scholarship opportunities.There are also many websites that have links to information about privately funded scholarships and grants; visit the "Tuition & Aid" section of the Emmanuel College website for a listing of scholarship websites.

Tuition Exchange Program

Emmanuel College participates in the Tuition Exchange Program, Inc. an employee benefit program for students' parent(s) who are employed at a participating college or university. For the 2012-2013 academic year, the scholarship is for $31,000 toward tuition and recipients are eligible for the scholarship for a maximum of eight semesters.

To be considered for the scholarship at Emmanuel College, the employed parent must complete a Tuition Exchange Program Application with his/her Human Resources Office. If the Human Resources Office determines that the applicant is eligible to participate in the program, the Tuition Exchange Program Application will be forwarded to Emmanuel College for consideration.

Emmanuel College must have a complete admissions application in addition to the Tuition Exchange Program Application no later than February 15, 2012 to be considered for the scholarship. Tuition Exchange applications will be reviewed in March for all students accepted for admission and a response will be mailed no later than April 1st.

The Tuition Exchange Program is highly competitive. Students are encouraged to apply for financial aid in addition to completing a Tuition Exchange Program Application if financial assistance is needed. To inquire if a parent may be eligible for this benefit and the process by which to apply, please visit the Tuition Exchange website at www.tuitionexchange.org.

Prepaid Tuition Plans

Prepaid tuition plans, such as the UPLAN, allow families to lock in future tuition rates at current prices. If you are using a pre-paid tuition plan to pay for tuition, please provide the OSFS with the provider name and the amount you will be using for the upcoming academic year. Once we receive this information, we will credit your account and ensure the timely receipt of payment from the plan provider.

Student Employment

Emmanuel College strives to assist students with educational costs by offering on- and off-campus part-time employment opportunities. All on-campus student employment positions are open to those students who are eligible to work in the United States and have a valid Social Security Number.

In addition to the job opportunities on campus, Emmanuel College has a limited number of partnerships with off-campus organizations that provide employment opportunities to students. Students must have Federal Work-Study as part of their financial aid award to be considered for these positions.

Students may search for available opportunities for on- and off-campus employment on Emmanuel College Career Connect (EC3), which may be accessed by visiting portal.emmanuel.edu. After creating a login, list "Emmanuel College" as the employer to view available positions. Students may apply for jobs directly with the supervisor listed on the job posting. Because jobs are limited, students who are interested in working on campus should visit the EC3 and apply for jobs as soon as possible.

The Office of Internships and Career Development also posts opportunities for students to locate off-campus jobs and internships. Students may contact the Internships and Career Development Office at 617-735-9930 or careerdevelopment @emmanuel.edu.

To work on or off campus, students must complete employment paperwork including the I-9 Employment Authorization Form and the W-4 and the M-4 tax withholding forms. If interested in working, students should have the following paperwork when they arrive in September:

- A voided check for checking accounts or a verification statement including a routing and account number for savings accounts.
- Valid identification, such as a U.S. passport OR a driver's license AND Social Security card.

Student Budgets

Student budgets, sometimes referred to as "Cost of Attendance," are determined by living arrangements and enrollment status. A budget contains fixed expenses (tuition, fees, room and board if living on campus) and estimated costs for books, supplies, transportation and personal expenses. If a change in any of the listed expenses occurs, the budget may be recalculated. If this results in adjusted financial aid eligibility,

the student will be notified with a revised Financial Aid Award Letter. The following are sample budgets used to calculate student eligibility for financial assistance at Emmanuel College for the 2012-2013 school year. Individual budgets will vary based on enrollment status and program.

Full-Time Resident

Tuition	$33,450
Student Activity Fees	$ 200
Room & Board	$12,990
Books and Supplies	$ 880
Transportation	$ 450
Personal/Misc.	$ 1,935
Average Loan Fees	$ 340
Total	**$50,245**

Full-Time Commuter

Tuition	$33,450
Student Activity Fees	$ 200
Room & Board	$ 5,625
Books and Supplies	$ 880
Transportation	$ 1,080
Personal/Misc.	$ 1,935
Average Loan Fees	$ 340
Total	**$43,510**

Study Abroad and Consortium Agreements

Certain types of federal and state financial aid may be available to students studying abroad or at another college. The credits to be transferred to Emmanuel must be approved in advance. Please see the OSFS for information and application materials.

Withdrawal Policy

Withdrawal from a Course

Course schedule changes must be made during the semester's add/drop period to receive a refund.

After the add/drop period, enrollment and housing status is confirmed prior to the disbursement of financial assistance. Financial aid may be reduced if the student is enrolled in fewer courses than originally reported or has changed his/her residency status without notifying the OSFS.

Withdrawal from the College

To officially withdraw from the College, students must complete a withdrawal form, which is available from Office of Academic Advising and the Office of the Registrar. **Non-attendance does not constitute an official withdrawal.**

Students who take a leave of absence or who withdraw from the College are subject to the following refund policy.

Prior to the start of classes, 100% of tuition, fees, room and board, excluding non-refundable deposits, are refunded. After the start of classes, fees are not refundable and tuition, room and board is refunded based on the following policy:

Withdrawal Date During Semester	% of Refundable Tuition, Room & Board Charges
Prior to start of classes	100%
Week 1	75%
Week 2	50%
Week 3	25%
After week 3	No refund

Return of Title IV Funds Policy

When a student withdraws from the College prior to the 10th week of the semester, most federal student financial assistance (and certain state financial assistance) is subject to federal regulations for the return of Title IV funds. The eligibility to retain financial aid for a student who withdraws prior to the 10th week of the semester is calculated

on a daily basis. For example, if a student is receiving $1,500 in financial aid for the fall semester and withdraws on the 15th day of a semester that is 100 days in length, the student is eligible to keep $225.00 of their financial aid (15/100 = .15 x $1,500 = $225.00). There is no correlation between the amount of financial aid a student can retain and the amount the student is charged for tuition, fees, room and board.

Tuition Insurance

Emmanuel College offers tuition insurance through Sallie Mae Insurance Services to help protect your investment if the student is unable to complete classes for the academic term due to physical or mental illness, injury or death. Students have the option of purchasing varying amounts of tuition insurance based on the needs of the student and family.

Participation in the tuition insurance is optional and is not administered by Emmanuel College. The College's withdrawal policy (please see page 47 for more information) is applicable whether or not you enroll in the tuition insurance plan.

If you have questions regarding the plan or would like to apply, please contact Sallie Mae Insurance Services at (877) 445-0264 or visit www.salliemaeinsurance.com/schools.

Refund Process

If students have a credit on their account after paying their bill, they may:

- Reduce their loan by the amount of the credit
- Leave the credit on the account and have it applied toward the next semester's balance
- Request a refund in the OSFS, on the Emmanuel website, or through MySaints. *Students who request their refund through MySaints may request to have the funds directly deposited into their bank account*

Because financial aid is disbursed after the add/drop period, most refunds are not available until mid-October for the fall semester and late February for the spring semester.

Students who borrowed loan funds to pay for books or housing should be prepared to purchase books and pay rent for September and October in the fall semester and January and February in the spring semester.

After the add/drop period, you are liable for the cost of courses from which the student withdraws.

Delinquent Accounts

The payment of tuition and fees is the student's responsibility. Accounts may be charged a $100 late fee if the balance is not resolved by the bill due date.

In addition to being charged a late fee, if payment is not received in a timely manner:

- The account will become delinquent and a financial hold will be placed on the student's account
- The student will be unable to participate in course registration, room selection or graduation
- The College will withhold student's diploma and academic transcript
- The account will be referred to a collection agency and the student will be responsible for the costs incurred with the collection effort. Once an account is referred to an outside agency, all inquiries and payments are made to the collection agency.

All charges are subject to change at the discretion of the College whenever it is deemed necessary. The College reserves the right to withhold all or part of its services to students whose accounts are not paid in full or whose deferred payment plan is in a past due or delinquent status.

Accounting

Rebecca Moryl, Ph.D.
Chair

The accounting major provides the student with a thorough preparation in the theory and practice of accounting, a body of knowledge in management, and a solid foundation in the liberal arts. The accounting courses are designed to prepare the student for an entry-level accounting position with a public accounting firm, corporation, or government agency. Many careers are open to accounting majors, including auditing, managerial accounting, banking, law, taxes, investments and consulting. The major also provides an excellent background for graduate business school and for law school. To provide practical experience related to the student's courses at Emmanuel College, internships are required of seniors in accounting.

Students intending to become Certified Public Accountants (CPA) may be required to take additional courses depending upon state certification requirements. In Massachusetts, there is a 50 hour requirement for becoming a CPA. After January 1, 2007 candidates may qualify to sit for the Uniform CPA Exam when they have completed 120 of the 150 semester hours of college education from an accredited institution and have received a bachelor's degree.

Students who successfully complete the Accounting major at Emmanuel College are qualified to sit for the CPA exam in Massachusetts. Emmanuel students graduating with a major in accounting will need up to 22 additional credits to meet the 150 hour requirement for full certification.

Learning Goals and Outcomes

At the completion of the Accounting Major, students will:

1. Recognize issues of personal and social responsibility in their organizations and communities
2. Have fundamental knowledge of concepts and analytical tools in management and accounting and be able to apply this knowledge to the analysis and resolution of problems
3. Communicate effectively: orally and in writing using concepts and analytical tools from management and accounting
4. Better understand – their values, their strengths, their weaknesses, and their interests – and be able to apply this self-knowledge to job and career path decisions.
5. Analyze financial statements and accounting problems
6. Utilize accounting principles and managerial/cost accounting practices
7. Integrate international operations into the accounting process
8. Understand taxation regulations and auditing practices

The Capstone Experience

The culminating experience for all Accounting majors is Advanced Accounting (ACCT4201). This is typically completed in the fall semester of the student's final year of study. In order to begin the Capstone course students must have taken Intermediate Accounting II (ACCT2204) and have obtained approval of internship placement. During the Capstone students study advanced topics that integrate their learning from previous courses.

Accounting Major

Required Courses

ACCT1201	Financial Accounting

ACCT2201	Managerial Accounting
ACCT2203	Intermediate Accounting I
ACCT2204	Intermediate Accounting II
ACCT2206	Cost Accounting
ACCT3203	Auditing and Assurance Services
ACCT3296	Accounting Internship
ACCT3411	Federal Income Taxes
ACCT3413	Accounting Information Systems
ACCT4201	Advanced Accounting
ECON1101	Microeconomics
MATH1117	Introduction to Statistics
MATH1111	Calculus I
or	
MATH1121	Applied Mathematics
MGMT1101	Introduction to Business
MGMT2301	Legal Environment of Business
MGMT2307	Organizational Behavior
MGMT3301	Principles of Marketing
MGMT3302	Operations Management
MGMT3305	Financial Management

Minor in Accounting

MGMT1101	Introduction to Business
ACCT1201	Financial Accounting (QA)
ACCT2201	Managerial Accounting
ACCT2203	Intermediate Accounting I
ACCT2204	Intermediate Accounting II
ACCT2206	Cost Accounting
or	
ACCT3413	Accounting Information Systems

Distinction in the Field

Seniors with a GPA of at least 3.4 are invited to participate in Distinction in the Field. To actually graduate with Distinction, the student must complete all requirements for the Distinction research project and have a final GPA of a 3.5.

Suggested Four-Year Program for Accounting Majors

Accounting majors are advised to begin their core major requirements in their freshmen year in order to complete the required number of courses in a typical four year course of study.

First Year

ACCT1201	Financial Accounting
ACCT2201	Managerial Accounting
ECON1101	Microeconomics
MATH1117	Introduction to Statistics
MATH1121	Applied Mathematics for the Natural, Social and Management Sciences*
MGMT1101	Introduction to Business

Second Year

ACCT2203	Intermediate Accounting I
ACCT2204	Intermediate Accounting II
ACCT3411	Federal Income Taxes
PHIL2103	Ethics at Work**

Third Year

ACCT2206	Cost Accounting
ACCT3296	Accounting Internship***
ACCT3413	Accounting Information Systems
MGMT2301	Legal Environment of Business
MGMT3302	Operations Management
MGMT3305	Financial Management

Fourth Year

ACCT3203	Auditing and Assurance Services
ACCT4201	Advanced Accounting
MGMT2305	Organizational Behavior
MGMT3301	Principles of Marketing

*Students with a strong math background may take MATH1111 Calculus I or MATH1112 Calculus II.

**Not a major program requirement, but accounting students are encouraged to take this course, which fulfills a General Requirement in Moral Reasoning and is required CPA preparation.

***Should be taken second semester of third year or the summer after third year. Students must apply for and receive internship approval for spring semester enrollment by December 15th or by second week of the semester for fall enrollment.

American Studies

Matthew Elliott, Ph.D.
Coordinator

The American Studies program provides an interdisciplinary understanding of the foundations and expressions of American society and culture. The program is comprised of a selection of courses in history, politics, sociology, literature, the performing and visual arts, philosophy and religion. These liberal arts-based courses provide an appreciation of the attributes of diversity and change in the life of a society and in the lives of individuals in their various roles in the workplace, families and as citizens.

The major in American Studies can serve as a valuable educational background for future study and careers in the fields of law, teaching, the academic professions, business, media and journalism, cultural institutions, social service and politics. The program is of value both to the student who comes to the United States with an international background and the student who has grown up as part of the diverse and changing American experience.

Learning Goals and Outcomes

- To understand and apply a range of methods for analyzing American culture across the disciplines, including historical, sociological, and literary or aesthetic analysis
- To understand the significance of diversity in the U.S. through the analysis of race, ethnicity, gender, class, sexuality or other group identity formulations in a U.S. cultural context
- To understand how major U.S. institutions and structures, including governmental and cultural institutions, reflect and shape American society
- To construct and communicate arguments in written and oral forms addressing the significance of primary texts or material artifacts from American culture, such as works of literature, painting, photography, historical records and music
- To conduct scholarly research on American Studies related topics

The Capstone Experience

The American Studies Major requires that students complete a Capstone Project in a 4000-level course. Students may choose to enroll in either AMST4178 and complete a directed study with an American Studies associated faculty member resulting in a major research project and paper or they may complete AMST4995 and produce a portfolio based on a semester-long internship.

Program Requirements

The major in American Studies is a 12-course interdisciplinary program. Students wishing to declare a major in American Studies should consult with the program coordinator. The student should, in consultation with the major advisor, design a course of study to ensure that courses are taken in an appropriate sequence, and that all requirements are met by graduation. As part of the process of declaring a major, the student must complete a one-page essay explaining the choice of courses.

There are four levels of program requirements and electives. Each student must include at least two 3000-level courses in the major:

Level I: National and Cultural Foundations of the United States

Four required courses, preferably taken during the student's first two years:

AMST1101	Introduction to American Studies
HIST1105	United States History of 1877
HIST1106	United States History Since 1877
SOC1105	Major Institutions in U.S. Society

Level II: Expressions of American Experience

Five electives chosen from the following courses:

ART2217	American Art 1940
ENGL2303	The Modern American Novel
ENGL2304	American Voices I: U.S. Literature to 1865
ENGL2309	The Haves and the Have-Nots: American Authors on Money, Class, and Power
ENGL2413	African American Literature: A Tradition of Resistance
ENGL2604	American Voices II: U.S. Literature Since 1865
HIST2105	America Since 1960
HIST2128	Immigrants in the American Experience
HIST2130	African American History 1865 to the Present
HIST2205	Women in American History
PERF1303	History of the American Musical Theater
POLSC1201	Introduction to American Politics and Government
POLSC2207	Politics and the Media
POLSC2225	The 1960s
POLSC2228	State and Local Government
POLSC2401	American Foreign Policy
POLSC2602	Introduction to the Law and Judicial System
SOC2105	Race, Ethnicity, and Group Relations
SOC2107	Urban Worlds
SOC2127	Social Class and Inequality
SOC2201	The Practice of Social Policy
SOC2203	Crime and Justice

Level III: Advanced Courses in American Studies

Two electives chosen from the following courses:

ENGL3301	The American West in Film and Literature
ENGL3303	Images of Masculinity
ENGL3601	Crime Stories and American Culture
HIST3107	A History of Boston
HIST3111	U.S. and Global Issues: 19th and 20th Centuries
HIST3121	Surviving Columbus: History of Native Americans from 1492-1992
HIST3205	Themes in the History of the American West
POLSC3160	American Political Thought
POLSC3201	Public Policy, Congress and the Legislative Process
POLSC3202	The American Presidency
POLSC3209	Public Policy, the Law and Psychology
POLSC3607	Constitutional Law
SOC3201	Worlds in Motion: The Causes and Consequences of Migration
SOC3203	Organized Crime: A Sociological Exploration of Mobs, Gangs and Cartels

Level IV: Capstone Course

One course selected from the following options for upper-level independent work:

Interdisciplinary Seminar in American Studies

AMST4178	Directed Research
AMST4995	Internship

Distinction in the Field Requirements

- 3.5 GPA
- Grade of A- or better in AMST4178 (Directed Study Capstone) in fall semester
- Approval of distinction by directed study faculty advisor and second faculty reader of project
- Distinction presentation in spring semester

Art

Megumi Naitoh, M.F.A.
Chair

The art department offers programs in studio art, graphic design and technology, art therapy, art history and art education. The study of art within a liberal arts context provides a rich, interdisciplinary source of material for self-expression. Through a broad studio and art history experience, students develop the critical, analytical and technical facility necessary to produce and understand works of art. Students are challenged to engage in idea generation, critical thinking, and creative expression through a variety of courses using both traditional and new media. Department majors develop a comprehensive awareness of issues in historical and contemporary artworks through frequent interaction with art collections in area galleries and museums. Each program within the department strives to develop a student's potential to communicate, influence and interact creatively in society in an effective and responsible way. Students are encouraged to study abroad in order to gain a first-hand global experience in the arts.

Core courses in drawing, two-dimensional and three-dimensional design, digital processes and art history prepare students with the visual vocabulary, verbal and writing skills, and basic technical facility needed to pursue a major in the art department. Upper-level courses in the specific programs build on the core and prepare students for graduate school or careers in the fields of graphic design, art therapy, art education and arts administration in museums, galleries and auction houses. In addition, art majors also have successful careers in business because of the creative and critical-thinking skills developed through their course of study.

All aspects of the programs are rigorous. Students contemplating majors or minors in the art department should note that careers in the field require advanced levels of proficiency in their creative work as well as in their writing and communication skills. Students should expect and desire coursework that heavily emphasizes studio projects, research and writing.

In addition to the Bachelor of Arts degree, the art department offers a Bachelor of Fine Arts degree in graphic design & technology and in an individually designed studio major. These programs require additional courses which must be taken in sequence in order to ensure the academic integrity of the degree.

Courses leading to Initial Licensure as Teacher in Visual Art Education by the Commonwealth of Massachusetts, pre-K through eight, and five through 12 may be taken.

Department Core Courses

The following courses comprise the studio core for all art majors. The courses are designed to introduce students to the formal elements of art and design as well as a variety of traditional and digital media and art history.

ART1201	Survey of Art I
or	
ART1202	Survey of Art II
ART1401	Basic Drawing I
ART1402	Basic Drawing II
ART1407	Introduction to Digital Processes
ART2403	Design and Composition
ART2433	3D Form Studies

*Art therapy majors are exempt from taking ART1402 Basic Drawing II

Studio Art

Learning Goals and Outcomes

The studio art program is designed to:

- Introduce and develop the conceptual and technical aspects of the studio arts in both traditional and new media
- Assist in developing an independent critical ability to choose appropriate media in concert with the level of craftsmanship necessary for individual artistic expression
- Develop the ability to evaluate artwork through art history courses, class critiques, writing, and viewing original works in museums, galleries and artists' studios
- Prepare students to pursue their own creative direction in the future

The Capstone Experience

The culminating experience for students in the Studio Art major is the Senior Studio (ART4417) course along with the non-credit senior thesis and exhibition requirement. Students choose a thesis topic in their area of interest and faculty advisor in ART4417 Senior Studio in the fall. Students then meet with their advisor throughout their senior year to discuss progress on the thesis project. The Senior Studio course is completed in the fall semester of the student's senior year. In order to take this course students must have the permission of the course instructor and have already successfully completed the core art courses. In April of their senior year, students present their projects formally before a panel of art faculty. Students are assessed on the quality of their work, paper, and their presentation. Student achievement is evaluated through critique.

Requirements for Departmental Major in Studio Art

ART1201	Survey of Art I
or	
ART1202	Survey of Art II
ART1401	Basic Drawing I
ART1402	Basic Drawing II
ART1407	Introduction to Digital Processes
ART2215	Modern Art
ART2403	Design and Composition
ART2415	Life Drawing
ART2433	3D Form Studies
ART4417	Senior Studio

Two electives selected in consultation with department advisor

Non-credit written thesis and senior exhibition

Requirements for Studio Art Minor

ART1401	Basic Drawing I
ART1407	Introduction to Digital Processes
ART2403	Design and Composition
ART2433	3D Form Studies

Two electives chosen from a 2000- or 3000-level course

Art History

The department offers a minor in art history. Students work in conjunction with the art historian to devise a course of study appropriate to individual interests. Students are encouraged to study abroad.

Students may elect to pursue an individualized major in art history. This major must be designed and submitted in the spring of their sophomore year. Students who wish to pursue this major must work with the art historian to construct a cohesive program and submit their proposal to the Dean of Arts and Sciences. The Dean must approve the proposal. Upon completion of the course of study, the student must submit a comprehensive report on their individualized program.

Learning Goals and Outcomes

Students enrolled in the art history program will be trained to:

- Identify and describe the formal properties of art objects
- Connect specific art objects to major art movements
- Understand the ways in which art objects engage history, culture and other external forces
- Analyze the shifting meanings of art objects based on the theoretical tools employed by art historians

Requirements for Art History Minor

ART1201	Survey of Art I
ART1202	Survey of Art II

Three courses in art history to be selected in consultation with the advisor

Bachelor of Fine Arts

The art department offers a Bachelor of Fine Arts degree in graphic design and technology and a Bachelor of Fine Arts degree as an individualized major in studio art. To achieve this degree, the student must take studio courses that ensure sequential learning experiences in both fundamental and specific areas of art. In addition to the general requirements, 17 courses in art are required for the B.F.A. in studio art (individually designed major) and 17 courses in art are required for the B.F.A. in graphic design and technology.

B.F.A. in Studio Art (Individualized Major)

Students who are interested in the B.F.A. in studio art must submit an individualized major plan during their sophomore year. The plan must be developed in consultation with a department advisor and submitted to the Dean of Arts and Sciences for approval in the spring of their sophomore year. Students who choose this course of study meet regularly with their department advisor to ensure proper sequencing of courses. Those students who pursue this course of study work to prepare portfolios for submission to graduate programs. Upon completion of the course of study, the student must submit a comprehensive report on their individualized program. A non-credit thesis project and exhibition are required.

Those who come to Emmanuel after receiving a Bachelor of Arts degree in art must be formally admitted to the program. The applicant should present an official transcript of a Baccalaureate degree, a portfolio and two letters of recommendation if the applicant has completed work outside Emmanuel. The B.F.A. has a matriculation requirement of six courses to be chosen in consultation with a department advisor. The degree also requires a B.F.A. project and exhibition.

B.F.A. in Graphic Design & Technology

The graphic design & technology program is committed to educating students within curriculum firmly rooted in traditional design methodology and practice, with an emphasis on conceptual development, contemporary decision making, and advances in technology. Students learn through research, problem solving, critique and practical applications. Students actively participate in service learning opportunities, providing professional experience, while serving the College and the greater Boston community.

Learning Goals and Outcomes

Students enrolled in the graphic design program will be trained to:

- Concept Development
- Content/subject/research/information hierarchy
- Formal design skills: typography
- Formal design skills: composition and color
- Drawing skills
- Clarity in communication
- Portfolio design

The Capstone Experience

The culminating experience for students in the Graphic Design major is the Graphic Design III: Senior Studio course (ART4432) with a non-credit senior thesis and exhibition requirement. The course is completed in the fall semester of the student's final year of study. In order to begin enroll in the course students must have the permission of the course instructor and have already successfully completed the core courses (ART1401, ART1402, ART1407, ART2403, ART2432, and ART2433). Through the Capstone Experience, students refine a personalized identity system in preparation for entrance into professional practice. Students choose a thesis topic in their area of interest and faculty advisor in Graphic Design III. Students then meet with their advisor throughout their senior year to discuss progress on the thesis project. In April of their senior year, students present their projects formally before a panel of art faculty. Students are assessed on the quality of their work, process book and their presentation. Student achievement is evaluated through critique.

Requirements for B.F.A. in Graphic Design & Technology

ART1201	Survey of Art I
or	
ART1202	Survey of Art II
ART1401	Basic Drawing I
ART1402	Basic Drawing II
ART1407	Introduction to Digital Processes
ART2215	Modern Art
ART2403	Design and Composition
ART2411	Printmaking I
ART2415	Life Drawing
ART2432	Graphic Design I
ART2433	3D Form Studies
ART2443	Digital Photography I: New Technologies in Photography
ART3402	Interactive Design
ART3431	Motion Design
ART3432	Graphic Design II
ART4432	Graphic Design III: Senior Studio
ART4194	Internship

One elective chosen from studio art or art history

Non-credit B.F.A. thesis project and exhibition

Suggested Four-Year Program for B.F.A. in Graphic Design & Technology

The following is a preferred course sequence for the B.F.A. in Graphic Design & Technology degree:

First Year

Fall:

ART1401	Basic Drawing I
ART1407	Introduction to Digital Processes
or	
ART2403	Design and Composition

Spring:

ART1402	Basic Drawing II*
ART1407	Introduction to Digital Processes
or	
ART2403	Design and Composition

Second Year

Fall:

ART1201	Survey of Art I
or	
ART1202	Survey of Art II

(only one survey is required and may be taken fall or spring)

or	
ART2433	3D Form Studies
ART2432	Graphic Design I

Spring:

ART1202	Survey of Art II (if not taken in the fall)
or	
ART2433	3D Form studies (if not taken in the fall)
ART3402	Interactive Design

Third Year

Fall:

ART2443	Digital Photography I: New Technologies in Photography
ART2411 or ART2415	Printmaking I / Life Drawing
ART3431	Motion Design

Spring:

ART2215	Modern Art
ART3432	Graphic Design II
One elective	

Fourth Year

Fall:

ART2411 or ART2415	Printmaking I / Life Drawing
ART4432	Graphic Design III: Senior Studio

Spring:

ART4194	Internship
One elective	

Requirements for Minor in Graphic Design & Technology

ART1401	Basic Drawing I
ART1407	Introduction to Digital Processes
ART2403	Design and Composition
ART2432	Graphic Design I

And two of the following:

ART2443	Digital Photography I: New Technologies in Photography
ART3402	Interactive Design
ART3431	Motion Design
ART3432	Graphic Design II

*Graphic design minors are not required to take ART1402 Basic Drawing II

Requirements for Minor in Photography

ART1407	Introduction to Digital Processes
ART2213	Daguerreotypes to Digital Prints: The History of Photography
ART2413 or ART2443	Photography I / Digital Photography I: New Technologies in Photography
ART3412	Photography II: Idea and Image
ART4412	Photography III: Pixel to Page: Advanced Photography Projects

Art Therapy: A Pre-Professional Program

This program is designed to introduce students to the field of art therapy and enable students to use art in a therapeutic and experiential way with a variety of populations. It prepares students for entry-level positions in a number of human services settings, such as social service agencies, hospitals, psychiatric institutions, child care or specialized school programs, and other community settings. As a pre-professional program, students also become prepared for application and entry into leading professional master's degree programs in art therapy and certification as an art therapist. Program components include a studio major, courses in biology and psychology, and a culminating senior thesis and clinical practicum which provide students with the opportunity for field experience. Practicum sites include rehabilitation centers, hospitals, residential facilities, nursing homes and day care centers.

Learning Goals and Outcomes

Upon completion of the art therapy program, students will:

- Acquire an awareness of where art therapy has been and where it is going by learning about the roots and founders of art therapy, as well as current trends and developments in the field

- Gain introductory skills in treatment planning and assessment by increasing familiarity with the tools and techniques of art therapy
- Begin to formulate their identity as an art therapist and the roles they might play in the field through classroom discussions, projects and practicum placements

The Capstone Experience

The culminating experience for the Art Therapy Pre-Professional Program (not major) is ART4366 Art Therapy Practicum II. These course requirement(s) are typically completed in the spring semester of their senior year. Before beginning the Capstone Experience, students must have taken ART2301 and ART3301. During the Capstone Experience, students complete a comprehensive thesis paper in conjunction with their practicum experience. The paper must adhere to guidelines standard to the field, and demonstrate their achievement of the goals of the program. In April of their senior year, students present their projects formally before a panel of art faculty. Students are assessed on the quality of their paper and their presentation.

Requirements for Pre-Professional Program in Art Therapy

Studio Art:

ART1401	Basic Drawing I
ART1407	Introduction to Digital Processes
ART2401	Painting I
ART2403	Design and Composition
ART2433	3D Form Studies
ART2451	Ceramics I
ART4417	Senior Studio
One elective	

Art Therapy:

ART2301	Introduction to Art Therapy
ART3301	Principles of Art Therapy
ART4365/4366	Art Therapy Practicum I & II

Art History:

ART1201	Survey of Art I
or	
ART1202	Survey of Art II
ART2215	Modern Art
One elective	

Biology:

BIOL1102	Human Biology

Psychology:

PSYCH1501	General Psychology
PSYCH2303	Child and Adolescent Psychology
PSYCH2304	Adulthood and Aging
PSYCH3211	Theories of Personality
PSYCH3212	Abnormal Psychology
	Thesis

Recommended: PSYCH2405 and PSYCH3601

*Art therapy majors are not required to take ART1402 Basic Drawing II but may take it as an elective.

Suggested Four-Year Program in Art Therapy

First Year

ART1201	Survey of Art I
or	
ART1202	Survey of Art II
ART1401	Basic Drawing I
PSYCH1501	General Psychology I
PSYCH2303	Child and Adolescent Psychology
PSYCH2304	Adulthood and Aging

Second Year

ART1407	Introduction to Digital Processes
or	
ART2215	Modern Art
ART2301	Introduction to Art Therapy
ART2403	Design and Composition
ART2433	3D Form Studies
ART2451	Ceramics I
BIOL1102	Human Biology
PSYCH3211	Theories of Personality
PSYCH3212	Abnormal Psychology

Third Year

ART1407	Introduction to Digital Processes
or	
ART2215	Modern Art
ART2401	Painting I
ART3301	Principles of Art Therapy
One art history elective	
One studio art elective	

Fourth Year

ART4365/4366	Art Therapy Practicum I & II
ART4417	Senior Studio

Recommended: PSYCH2405 and PSYCH3601

Teacher Licensure in Visual Art

Students who wish to pursue an art education major must major in studio art and minor in education. Two pre-practica and a teaching practicum are required. Students are required to have an advisor in both the art department and the education department.

Capstone Experience: Thesis and Exhibition Requirement

All art majors are required to submit a non-credit thesis and take part in the senior exhibition in order to graduate. Students in the studio art, graphic design and art education programs choose a thesis topic in their area of interest as well as a faculty advisor in the spring of their junior year. Working independently on their project, students meet on a regular basis with their advisor to discuss their work. Research, formal issues in the visual arts and choice of media are all discussed over the course of the senior year. At the end of April of their senior year, students present their projects formally before a panel of art faculty. Students are assessed on the quality of their work and their presentation.

Art therapy students submit a comprehensive thesis paper in conjunction with their practicum experience. This paper must adhere to guidelines standard to the field and is presented formally to an art faculty committee. Students also submit an art project in response to their thesis. Art therapy students are also required to submit work for the senior exhibition.

Individualized majors in art history must submit a comprehensive research paper in their area of interest. Students may submit studio work for the senior exhibition.

All artwork submitted for the senior exhibition is juried by the art faculty for inclusion in the exhibition.

Distinction in the Field

Eligibility for Distinction in the Field is determined by art faculty members based on the quality of each student's thesis project and GPA.

Biochemistry

Josef Kurtz, Ph.D.
Chair

Biochemistry is a study of the chemical and molecular basis of life. This discipline has emerged as an important cornerstone for students that seek careers in medical and basic sciences. The discovery of the DNA sequence of vast numbers of new genes is useless without an understanding of how these genes elicit their function. The study of the molecular and chemical basis of gene function defines biochemistry. Students that complete this program will learn the chemistry of living systems and be able to apply this knowledge to careers or advanced degrees in medical sciences and related fields. Students will be exposed to current research in lectures, labs and in faculty-supported research projects. Students will learn about the chemical basis of the structure of cellular components such as the cell membrane, the structure of proteins, the structure of nucleic acid (DNA and RNA). Students will also learn about the chemical and molecular basis of how the cell functions, how new cell components are made, how biological machines functions, how genes are reproduced and how genes function. Finally, students will learn how biochemists use information from genomics and bio - informatics in their research by creating their own research projects using these tools. Qualified students will have the opportunity to join research projects directed by Emmanuel College faculty, or enroll in research internships to do biochemical research at a neighboring institution.

Emmanuel College biochemistry majors pursue careers in medicine, veterinary sciences and dentistry; they seek graduate training in biochemistry, molecular biology, immunology, or biotechnology. Others obtain immediate employment as research technicians in academic or commercial research labs.

Learning Goals and Outcomes

Students who successfully complete this subject should understand the chemical and three-dimensional structures of nucleic acids, proteins, lipids, and carbohydrates. They should understand how these molecules interact with each other to carry out specific biological functions. Students should understand the chemical basis of how cells derive energy from metabolism and how biological molecules are synthesized.

The Capstone Experience

The culminating experience for all Biochemistry majors is the Biochemistry Senior Seminar (BIOL4999). This course is typically completed in the fall semester of the student's final year of study. In order to begin the capstone students must have completed Biochemistry I (BIOL2131) and Molecular Biology (BIOL3125). In the capstone, students will study a biochemical topic of interest, write a scientific review article, and present their work. Students demonstrate achievement of the goals of the major program by taking the ETS® Major Field Test in either Chemistry or Biology.

Departmental Major B.S. in Biochemistry

Core Requirements:

BIOL1105	Introduction to Cellular and Molecular Biology
BIOL1106	Introduction to Organismic and Evolutionary Biology
BIOL2123	Genetics
BIOL2131	Biochemistry I

BIOL2301	Experimental Biology
BIOL3125	Molecular Biology
BIOL/ CHEM3141	Systems Biochemistry
BIOL/ CHEM4194	Research Internships in the Natural Sciences I
BIOL/ CHEM4195	Research Internships in the Natural Sciences II
BIOL4999	Biochemistry Senior Seminar
CHEM1101	Principles of Chemistry I [1]
CHEM1102	Principles of Chemistry II [1]
CHEM2101	Organic Chemistry I
CHEM2102	Organic Chemistry II
CHEM3105 or CHEM3106	Physical Chemistry I* / Physical Chemistry II*

Electives:
Two Biochemistry electives chosen from the following list:

BIOL3103	Cell Biology
BIOL3105	Endocrinology
BIOL3119	Immunology
BIOL3127	Microbiology
BIOL3132	Advanced Topics in Biochemistry
CHEM2104	Analytical Chemistry
CHEM3121	Molecular Modeling

Additional courses strongly recommended and/or required for certain programs after graduation:

MATH1111 and MATH1112	Calculus I / Calculus II
PHYS2201	General Physics I (Calculus based)
PHYS2202	General Physics II (Calculus based)

Suggested Four-Year Program for Biochemistry Majors

First Year

Fall:

BIOL1105	Introduction to Cellular and Molecular Biology (SI-L)
CHEM1101	Principals of Chemistry I (SI-L)
MATH1111	Calculus I (QA)

Spring:

BIOL1106	Introduction to Organismic and Evolutionary Biology (SI-L)
CHEM1102	Principals of Chemistry II (SI-L)
MATH1112	Calculus II (QA)

Second Year

Fall:

BIOL2123	Genetics
CHEM2101	Organic Chemistry I
PHYS2201	General Physics I (Calculus) (SI-L)

Spring:

BIOL2131	Biochemistry I
BIOL2301	Experimental Biology
CHEM2102	Organic Chemistry II
PHYS2202	General Physics II (Calculus) (SI-L)

Third Year

Fall:

BIOL3125	Molecular Biology
CHEM3105 or CHEM3106*	Physical Chemistry I / Physical Chemistry II

Spring:

BIOL3141	Systems Biochemistry

Biochemistry elective

Fourth Year

Fall:

BIOL4194 & CHEM4195	Research Internships in the Natural Sciences

Spring:

Biochemistry elective
BIOL or CHEM4195

[1] In the Biochemistry major, a grade of C or higher is required in CHEM1101 and CHEM1102 for progression to CHEM2101.

*Students may consider taking these subjects in their senior year.

Biology

Josef Kurtz, Ph.D.
Chair

The biology major at Emmanuel College has three objectives: 1) to provide students with an understanding of the fundamental concepts in biology; 2) to develop students' capacities to use and critically evaluate scientific knowledge; and 3) to collaborate with students to develop keen problem-solving skills and appreciate how biology is related to issues that affect society.

The biology major provides a solid core of courses along with a rigorous laboratory experience, enabling each graduate to pursue a wide variety of career options. Modern instrumentation and current computer technology are intensively used in the laboratory courses. Laboratory courses also provide an opportunity for student-directed research. Successful and motivated sophomores, juniors and seniors may also be engaged in undergraduate research with faculty. Advanced research through senior research internships is available on or off campus, particularly at the major hospitals and research institutions in the Longwood Medical Area.

Emmanuel College biology majors pursue careers in medicine, veterinary sciences and dentistry; they seek graduate training in biochemistry, public health, molecular biology, immunology, biotechnology and forensics; or they engage in studies in the fields of ecology, environmental sciences, marine or wildlife biology. Others obtain immediate employment as research technicians in academic or commercial research labs. The curriculum also prepares students for the option of secondary school teaching for those interested in a teaching career.

Learning Goals and Outcomes

At the completion of a degree from the Biology Department, the student will have:

- Working knowledge of general principles of biology, nature of living systems, cellular structure and function, molecular biology of the cell, mechanisms of membrane transport, fundamentals of enzymes, cellular receptors, and cellular reproduction.
- Working knowledge of the diversity of living organisms, structure and function at the organismal level, the paradox of unity and diversity, differentiation and specialization, principles of evolution.
- Working knowledge of the principles of inheritance, classical genetics, bacterial genetics, molecular genetics, genomics, and human genetic disorders.
- Working knowledge of the chemical structure of the components of living systems (DNA, RNA, proteins, oligosaccharides and lipids), macromolecular interactions, enzyme function (including kinetics), metabolic pathways (including photosynthesis).
- Working knowledge of biological techniques, including microscopy, spectrophotometry, dissection, care of laboratory animals, solution preparation, electrophoresis, centrifugation, extraction, purification, enzymology.
- Working knowledge of laboratory safety, including collection of data safely, safe disposal of chemical and medical waste, and good laboratory practice.
- Working knowledge of experimental design, data and error analysis, methods of biological analysis, computer technology used by biologists, and the types/uses of scientific search engines.

The Capstone Experience

The culminating experience for all Biology majors is the Seminar course (BIOL4160). This course is typically completed in the fall or spring semester of the student's final year of study. In order to begin the capstone students must have completed Genetics (BIOL2123) and Biochemistry I (BIOL2131). In the capstone course, students discuss current research related to an advanced topic that integrates learning from previous courses, and further demonstrate achievement of the goals of the major program by taking the ETS® Major Field Test in Biology.

Departmental Major B.S. in Biology

Core Requirements:

BIOL1105	Introduction to Cellular and Molecular Biology
BIOL1106	Introduction to Organismic and Evolutionary Biology
BIOL2123	Genetics
BIOL2131	Biochemistry I
BIOL2301	Experimental Biology Laboratory
BIOL4160	Seminar
CHEM1101	Principles of Chemistry I
CHEM1102	Principles of Chemistry II*
or	
CHEM1103	Chemical Perspectives
CHEM2101	Organic Chemistry I
CHEM2102	Organic Chemistry II

*In order for a Biology major to progress to CHEM2101, a grade of at least C– must be obtained in CHEM1102.

Electives:

Five biology electives, which include three with laboratory and two at the 3000-level, with or without a laboratory. Students must choose at least one from each of the two categories of biology electives. The remaining courses are chosen according to interest.

Category 1: Cellular/Molecular Electives

BIOL2115	Determinants of Health and Disease
BIOL2119	Current Topics in Biology Research
BIOL3103	Cell Biology
BIOL3119	Immunology
BIOL3125	Molecular Biology
BIOL3127	Microbiology
BIOL3132	Advanced Topics in Biochemistry
BIOL3135	Cancer Biology
BIOL4194	Research Internships in the Natural Sciences I*

Category 2: Organismic/Systems Electives

BIOL2105	Plant Biology
BIOL2106	Economic Botany
BIOL2107	Ecology
BIOL2113	Human Nutrition
BIOL2117	Histology
BIOL2135	Anatomy and Physiology I
BIOL2137	Anatomy and Physiology II
BIOL2201	Neurobiology
BIOL3101	Analysis of Development
BIOL3105	Endocrinology
BIOL3137	Medical Neuroscience
BIOL3141	Systems Biochemistry
BIOL4194	Research Internships in the Natural Sciences I*

*One semester of the internship counts as a 3000-level biology laboratory elective. The student's advisor determines the appropriate category for the internship. Students receive academic credit for the second internship course, but it would not be counted as one of the 11 biology courses.

Suggested Four-Year Program for Biology Majors

First Year

BIOL1105	Introduction to Cellular and Molecular Biology
BIOL1106	Introduction to Organismic and Evolutionary Biology

CHEM1101	Principles of Chemistry I
CHEM1102	Principles of Chemistry II

Second Year

BIOL2123	Genetics
CHEM2101	Organic Chemistry I
CHEM2102	Organic Chemistry II
BIOL2301	Experimental Biology Laboratory
Biology elective(s)	

Third Year

BIOL2131	Biochemistry I
Biology elective(s)	

Fourth Year

BIOL4160	Seminar
Biology elective(s)	
Internships (BIOL4194/4195 or 3211)	

Distinction in the Field

Distinction in the field of biology requires the completion of two semesters of BIOL4194/4195 Research Internships in the Natural Sciences, a public presentation of research results, and a 3.5 cumulative grade point average in biology courses.

Requirements for Minor in Biology

Five courses (no more than two at the 1000-level), such as:

BIOL1101	Life on Earth
BIOL1102	Human Biology
or	
BIOL1105	Introduction to Cellular and Molecular Biology
BIOL1106	Introduction to Organismic and Evolutionary Biology
or	
BIOL1110	Human Anatomy and Physiology I
BIOL1111	Human Anatomy and Physiology II

Electives:

Any three biology courses except: BIOL3211, BIOL4160, BIOL4178, BIOL4194, BIOL4195, and BIOL4999

Pre-Medical, Pre-Dental, Pre-Veterinary Students

Students with the goal of medical school, dental school, or veterinary school should refer to page 108 for detailed information concerning the program of study at Emmanuel College.

B.S. Biology with Concentration in Health Sciences

This program is structured for students interested in pursuing careers in the Health Sciences, including medicine, dentistry, and physician's assistant, nursing, or public health. Students must complete requirements for a B.S. in Biology and certain specified courses within the major. In addition, students must take PHIL1205 Health Care Ethics, and are encouraged to supplement from a list of Health Science-specific electives.

Requirements for Concentration in Health Sciences

(in addition to the six core biology and four core chemistry courses):

1. BIOL2135 — Anatomy and Physiology I with lab
2. BIOL2137 — Anatomy and Physiology II with lab
3. BIOL3127 — Microbiology with lab
4. Two BIOL electives that fulfill appropriate requirements for the Biology major (one must be at 3000 level; second can be either 2000 or 3000)
5. PHIL1205 — Health Care Ethics *(fulfills Moral Reasoning requirement)*
6. BIOL4195 — Research Internship in the Natural Sciences II

   or

   BIOL3211 — Experiential Internship in the Natural Sciences *with permission of instructor* A one-semester experience with approved research component

   or

BIOL4178	Directed Study *with permission of instructor*

Students who declare the Health Science concentration will work with their advisor to ensure that other non-major requirements are met for post-undergraduate careers. Examples include:

- Pre-Med/Dental: Calculus I and II; Physics I and II
- Physician Assistant: Introduction to Psychology; Statistics

Students are also encouraged to consider the following electives to further enhance their studies in Health Sciences:

BIOL1211	Emerging Infectious Disease
BIOL2113	Human Nutrition
ECON3113	Economics of Health Care
PSYCH2405	Health Psychology
SOC2123	Health Care: Systems, Structures, and Cultures

B.S. Biology with Concentration in Neuroscience

The neuroscience concentration is a collaborative program between the biology and psychology departments. It is designed to give students a solid foundation of biology and chemistry and then the flexibility to follow interests in advanced neuroscience and upper-level biology electives. The program also includes a neuroscience capstone seminar and a required research experience designed to advance a student's communication and scientific thinking skills.

Requirements for Concentration

1. BIOL2135 Anatomy and Physiology I with lab
2. BIOL2201 Neurobiology with lab
3. BIOL3137 Medical Neuroscience
4. Two BIOL electives that fulfill appropriate requirements for the Biology major
5. BIOL4195 Research Internship in the Natural Sciences II

or

BIOL3211	Experiential Internship in the Natural Sciences *with permission of instructor* A one-semester experience with approved research component

or

BIOL4178	Directed Study *with permission of instructor*

Note: For BIOL4160 Seminar requirement, students should take the neuroscience section.

Biostatistics Major

Biostatistics is an interdisciplinary study with requirements in both the biology and mathematics departments. Students who major in biostatistics will gain a strong background in mathematics and biology as well as communications skills that are necessary in the working world. Students will be well prepared to find jobs in many newly emerging fields of biotechnology. For details, please refer to the program description of biostatistics on page 67.

Teacher Licensure in Biology

Students seeking teacher licensure in biology must complete a major in biology, as well as complete required education courses and student teaching. Education requirements are available through the education department.

Students seeking Initial Licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

Requirements for Teacher Licensure (in addition to five biology core courses):

BIOL2105	Plant Biology
BIOL2107	Ecology
BIOL2135	Anatomy and Physiology I
BIOL3103	Cell Biology
BIOL3125	Molecular Biology

Biostatistics

Yulia Dementieva, Ph.D.
Coordinator

Biostatistics is an interdisciplinary study with requirements in both biology and mathematics. Students who major in biostatistics will not only gain a strong background in the two fields, but also the communication skills that are essential for success in the working world. Students will be well prepared to find jobs in both current and emerging fields.

Biostatistics is the application of statistical techniques to data generated from biological problems. A career in biostatistics is ideal for students with strength in mathematics and science who enjoy working with computers and numbers, and wish to apply their skills to solving real-world problems in biological research. Graduates with a major in biostatistics can find employment in medical facilities, research institutions, pharmaceutical companies and data analysis organizations. They can also pursue master's or doctoral degrees in statistics, biological research or public health.

The Capstone Experience

The Capstone Experience for all biostatistics majors is the Programming in SAS course (MATH4101). This course is completed in the spring semester of the student's junior or senior year of study. By this time student should complete Advanced Statistics (MATH3105) course with a grade of at least C. During the capstone experience students complete the final projects in SAS using statistical knowledge from previous courses and data of their choice. Presentations of the final projects are shared with Mathematics department faculty.

B.S. in Biostatistics

Requirements for B.S. in Biostatistics

BIOL1105	Introduction to Cellular and Molecular Biology
BIOL1106	Introduction to Organismic and Evolutionary Biology
BIOL2123	Genetics
BIOL2135	Anatomy and Physiology I
CHEM1101	Principles of Chemistry I
CHEM1102	Principles of Chemistry II
ITECH4101	Programming in SAS
MATH2101	Linear Algebra
MATH2103	Calculus III
MATH2113	Applied Statistics
MATH3103	Probability
MATH3105	Advanced Statistics

Suggested Four-Year Program of Courses

For a student who has taken calculus in high school:

First Year

Fall:

BIOL1105	Introduction to Cellular and Molecular Biology
MATH2103	Calculus III

Spring:

BIOL1106	Introduction to Organismic and Evolutionary Biology

Second Year

Fall:

CHEM1101	Principles of Chemistry I
MATH2101	Linear Algebra

Spring:

CHEM1102	Principles of Chemistry II
MATH2113	Applied Statistics

Third Year

Fall:

BIOL2123	Genetics

Spring:

BIOL2135	Anatomy and Physiology I
MATH3103	Probability

Fourth Year

Fall:

MATH3105	Advanced Statistics

Spring:

MATH4101	Programming in SAS

A student who has not taken calculus in high school would take MATH1111 Calculus I and MATH1112 Calculus II in the first year, and MATH2103 Calculus III in the second year.

Chemistry and Physics

Faina Ryvkin, Ph.D.
Chair

Chemistry is the basic science that deals with the composition and transformation of matter. Scientific, medical and technological phenomena ultimately are understood in terms of molecular structure and interactions. Chemistry is often referred to as the central science, and a clear understanding of chemistry is essential for all branches of the natural and physical sciences.

Knowledge of chemistry is also useful in such fields as law, government, business and art. Many aspects of our high-technology society can be understood better from the viewpoint of chemistry. The chemistry department is equipped with the modern instrumentation and computer technology that are used intensively in laboratory courses and student-directed research.

Recognizing the value of an individual research experience, we encourage our students to participate in research projects with the faculty. Summer research opportunities are also available. Internships can be designed to match individual backgrounds and interests. The chemistry program prepares students for graduate study and professional careers in education, academic research, industry and engineering. A major in the chemistry program is also an excellent choice for students in the health sciences and pre-professional programs, including medicine, dentistry, law and pharmacy.

Learning Goals and Outcomes

At the completion of the Chemistry degree, the student will have:

- Working knowledge of the mole, stoichiometry, periodic table, atomic and molecular structure, introductory acid-base theory, and heat content.
- Working knowledge of organic functional group interconversions and carbon-carbon bond formation in relation to synthesis, and basics of organic reaction mechanisms.
- Working knowledge of laws of thermodynamics, kinetic-molecular theory of gases, phase transitions, basics of quantum mechanics and spectroscopy.
- Working knowledge of chemical techniques including: solution preparation, thin layer and column chromatography, distillation, titration, melting point determination, chemical synthesis, spectroscopy.
- Working knowledge of laboratory safety including: collection of data safely, safe disposal of chemicals, and good laboratory practice.
- Working knowledge of experimental design, data and error analysis, methods of chemical analysis, computer technology used by chemists, and the types/uses of scientific search engines.

The Capstone Experience

The culminating experience for all chemistry majors is the Senior Seminar in Chemistry course (CHEM4160). These courses are typically completed in the spring semester of the student's final year of study. In order to begin the capstone seminar students must have successfully completed at least four upper-level chemistry courses. During the capstone course, students write and present a scientific review article on an advanced topic of their choice within the seminar theme. Student achievement is evaluated by the capstone course instructor and presentations are shared with Chemistry department faculty.

Requirements for Departmental Major with B.S. in Chemistry

CHEM1101	Principles of Chemistry I
CHEM1102	Principles of Chemistry II
or	
CHEM1103	Chemical Perspectives
CHEM2101	Organic Chemistry I
CHEM2102	Organic Chemistry II
CHEM2104	Analytical Chemistry
CHEM3105	Physical Chemistry I
CHEM3106	Physical Chemistry II
CHEM4160	Senior Seminar in Chemistry
MATH1111	Calculus I
MATH1112	Calculus II
PHYS2201	General Physics I (Calculus based)
PHYS2202	General Physics II (Calculus based)

Three electives selected from upper-level chemistry courses, except 3211, 4178, 4194-4195

Requirements for Departmental Major with Biochemistry Concentration

CHEM1101	Principles of Chemistry I
CHEM1102	Principles of Chemistry II
CHEM2101	Organic Chemistry I
CHEM2102	Organic Chemistry II
CHEM2104	Analytical Chemistry
CHEM2111	Biochemistry I
CHEM3105	Physical Chemistry I
CHEM3106	Physical Chemistry II
CHEM4160	Senior Seminar in Chemistry
MATH1111	Calculus I
MATH1112	Calculus II
PHYS1109	General Physics I (Calculus based)
PHYS1113	General Physics II (Calculus based)

Three electives: two selected from upper-level chemistry courses; one selected from upper-level biology courses except CHEM3211, CHEM4178, CHEM4194-4195

Distinction in the Field

Distinction in the field of chemistry requires the completion of two semesters of CHEM4194/4196 Research Internships in the Natural Sciences, a public presentation of research results, and a 3.5 cumulative grade point average in Chemistry courses.

Suggested Four-Year Program for B.S. in Chemistry

First Year

CHEM1101	Principles of Chemistry I
CHEM1102	Principles of Chemistry II
or	
CHEM1103	Chemical Perspectives
MATH1111	Calculus I
MATH1112	Calculus II

Second Year

CHEM2101	Organic Chemistry I
CHEM2102	Organic Chemistry II
PHYS2201	General Physics I (Calculus based)
PHYS2202	General Physics II (Calculus based)
or	
CHEM2104	Analytical Chemistry

Third Year

CHEM3105	Physical Chemistry I
CHEM3106	Physical Chemistry II
CHEM2104	Analytical Chemistry

Chemistry electives

Fourth Year

CHEM3105	Physical Chemistry I
CHEM3106	Physical Chemistry II
CHEM4160	Senior Seminar in Chemistry

Chemistry electives

Suggested Four-Year Program for B.S. in Chemistry with a Biochemistry Concentration

First Year

BIOL1105	Introduction to Cellular and Molecular Biology

BIOL1106	Introduction to Organismic and Evolutionary Biology
CHEM1101	Principles of Chemistry I
CHEM1102 or CHEM1103	Principles of Chemistry II / Chemical Perspectives
MATH1111	Calculus I
MATH1112	Calculus II

Second Year

CHEM2101	Organic Chemistry I
CHEM2102	Organic Chemistry II
PHYS2201	General Physics I (Calculus based)
PHYS2202	General Physics II (Calculus based)

Third Year

CHEM3105	Physical Chemistry I
CHEM3106 or CHEM2111	Physical Chemistry II / Biochemistry I
CHEM3132	Advanced Topics in Biochemistry

Chemistry and biology electives

Fourth Year

CHEM3105	Physical Chemistry I
CHEM3106	Physical Chemistry II
CHEM4160	Senior Seminar in Chemistry

Chemistry and biology electives

Requirements for Departmental Minor

CHEM1101	Principles of Chemistry I
CHEM1102 or CHEM1103	Principles of Chemistry II / Chemical Perspectives
CHEM2101	Organic Chemistry I
CHEM2102 or CHEM2104	Organic Chemistry II / Analytical Chemistry
CHEM3105 or CHEM3106	Physical Chemistry I / Physical Chemistry II

One upper-level chemistry course

Chemistry Major with Forensic Science Concentration

CHEM1101	Principles of Chemistry I
CHEM1102 or CHEM1103	Principles of Chemistry II / Chemical Perspectives
CHEM1117	Forensic Chemistry with Lab
CHEM2101	Organic Chemistry I
CHEM2102	Organic Chemistry II
CHEM2104	Analytical Chemistry
CHEM2108	Instrumental Analysis
CHEM2114	Chemistry of Fire and Explosives
CHEM3105	Physical Chemistry I
CHEM3106	Physical Chemistry II
CHEM3115	Introduction to Toxicology
CHEM4160 or CHEM4194	Senior Seminar / Senior Internship in Forensic Sciences

Additional Major Courses:
MATH1111 & 1112 (Calculus I and II),
PHYS2201 & 2202 (Physics I and II)

Pre-Medical, Pre-Dental, Pre-Veterinary Students

Students with the goal of medical school, dental school, or veterinary school should refer to page 108 for detailed information concerning the program of study at Emmanuel College. Students majoring in chemistry are strongly encouraged to choose a concentration in biochemistry as preparation for careers in health professions.

Requirements for Pre-Health Professions Preparation

For chemistry students, the following will fulfill all the admissions requirements set by the Association of American Medical Colleges for medical, dental, veterinary and optometry schools:

B.S. in chemistry with biochemistry concentration
Two semesters of English

Education

Fiona McDonnell, Ph.D.
Chair

Annette Stavros, Ed.D.
Coordinator

The education program at Emmanuel College is a licensure program that prepares elementary and secondary teachers. The program complies with licensure requirements established by the Massachusetts Department of Elementary and Secondary Education. Students begin by building knowledge of the history and philosophical foundations of education in America. They are trained in current theory and research-based practice in the design, delivery, and management of curriculum and instruction. The program provides opportunities for field-based experiences in urban school settings.

Students seeking elementary teacher licensure must complete a major in liberal studies as well as a major in education. Students seeking secondary teacher licensure must complete a subject area major in addition to a major in education. Specific subject matter requirements for the Initial License may be obtained from Academic Advising. Students seeking Initial Licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

Learning Goals and Outcomes

At the completion of the elementary or secondary education degree, the student will:

1. **Understand Child and/or Adolescent Development**
   a. Demonstrate knowledge of child and/or adolescent development and learning theory and how they apply to instructional design.
2. **Understand Educational History**
   a. Demonstrate a thorough knowledge of the historical and philosophical foundations of education in the United States.
   b. Demonstrate a fundamental knowledge of the historical development and historical trends in instructional practice.
3. **Know and Apply Key Educational Practices**
   a. Know the principles of curriculum design and the design of instruction and apply them in analyzing and designing instruction.
   b. Know the relationship between content knowledge and instructional methods and apply that knowledge in the analysis and design of instruction.
   c. Design and deliver effective instruction.
   d. Know formative assessment and use a variety of assessments to design and refine instruction.
   e. Know and apply the principles for establishing and managing a positive classroom climate focused on student learning.
   f. Know the principles of equity and apply them in differentiating instructional techniques that meet the needs of diverse students.
   g. Know the uses of technology to enhance teaching and learning and integrate technology into instruction.
   h. Know the professional responsibilities of teaching and apply the habits of mind needed to be a reflective practitioner.
   i. Know the ethical issues of the profession of teaching and apply them in interactions with students, parents and peers.
   j. Meet the competencies required for teacher licensure by the Commonwealth of Massachusetts.

The Capstone Experience

The culminating experience for both elementary and secondary education majors is EDUC4467, Student Teaching Practicum and EDUC4468, Student Teaching Capstone Seminar. These courses are typically completed concurrently in the student's fourth year of study. The courses integrate supervised student teaching with a seminar that requires reflection on the teaching experience and the development of an ePortfolio. In order to begin the Capstone Experience students must have passed required Education courses and MTEL tests for their respective major. During the Capstone Experience students complete a portfolio demonstrating their achievement of the goals of the Education major. Students are evaluated on these portfolios which are shared with Education department faculty.

Teacher Licensure Program

Students seeking an Initial Teaching License must apply for formal admission to the education program. An application must be filed by March 15 of the student's sophomore year. Applications must be submitted to the Education Department Office. Students will be notified by April 5.

To be considered for admission into the education program, students must:

- Submit a writing sample, which may be taken from one of the education courses
- Successfully complete the Communication and Literacy components of the Massachusetts Tests for Educator Licensure
- Have a minimum cumulative grade point average of 2.0 and a minimum grade of C (2.0) in each education course

MTEL Requirements

Students must successfully complete the Communication and Literacy MTEL to be approved for the second part of curriculum courses (EDUC2212 or EDUC2312). Students who have not passed Communication and Literacy and have received a waiver for EDUC2212 or EDUC2312 must participate in MTEL Prep Lab as a requirement of the course.

Elementary education majors must pass the Foundations of Reading MTEL and the multi-subject and mathematics subtests of the General Curriculum MTEL in order to be approved for EDUC4467 Student Teaching Practicum.

Secondary education majors must pass the specific subject area MTEL in order to be approved for EDUC4467 Student Teaching Practicum.

Student Teaching

An application for the student teaching practicum must be filed with the Education Department Office during the second semester of the junior year. The application must include the following:

- Evidence of successful completion of all required MTEL tests
- A minimum cumulative grade point average of 2.0 and a minimum grade of C (2.0) in each education course and in each course required by the major
- An interview with an education department faculty member focusing on the student's readiness for the student teaching practicum

Elementary Education

Students interested in Elementary Teacher Licensure (grades 1-6) will complete the liberal studies major and the education major outlined below. The liberal studies major is designed specifically to address the requirements for elementary licensure and to prepare elementary teachers in the content they will teach.

Liberal Studies Major

Specific course requirements for the liberal studies major are listed below.

Liberal Studies Major Requirements for Elementary Education Majors

BIOL1101	Life on Earth
CHEM1110	Introduction to Physical Sciences
ENGL1105	Introduction to Literature
ENGL3307	Survey of Literature for Children and Young Adults
HIST1106	United States History Since 1877
HIST1108	World History to 1500
MATH1120	Foundations of Mathematics for Teachers I
MATH1122	Foundations of Mathematics for Teachers II
MATH2122	Foundations of Mathematics for Teachers III
SOC2129	Cultural Geography

A 3000-level course in art history, English, history, math or political science

Four-Year Sequence for Elementary Education Program

First Year

EDUC1111	The Great American Experiment
PSYCH1401	Child Psychology

Second Year

EDUC2211	Elementary Curriculum, Assessment and Instructional Design for Diverse Learners I
EDUC2212	Elementary Curriculum, Assessment and Instructional Design for Diverse Learners II*

Third Year

EDUC3211	Literacy and Literacy Methods I
EDUC3212	Literacy and Literacy Methods II*
EDUC3213	Mathematics Methods*
EDUC3215	Explorations in Science and Engineering: Grades 1-6

Fourth Year

EDUC4467	Student Teaching Practicum
EDUC4468	Student Teaching Capstone Seminar

*Includes pre-practicum field-based experience

Waiver Policy for:

MATH1122	Foundations of Mathematics for Teachers II
MATH2122	Foundations of Mathematics for Teachers III

Students who have passed the Mathematics Subtest of the General Curriculum MTEL are eligible for a waiver for MATH1122 and MATH2122. Since three mathematics courses are requirements for the Liberal Studies Major, students are required to replace each waived course with another course in mathematics. Course selection must be approved by the student's advisor.

Secondary Education

Students interested in Secondary Teacher Licensure (grades 5-8 or 8-12) will complete the subject area major and the education major outlined below. Subject area majors leading to teacher licensure at the secondary level are: art, biology, chemistry, English literature, history, mathematics and Spanish.

Four-Year Sequence for Secondary Education Program

First Year

EDUC1111	The Great American Experiment
PSYCH1405	Adolescent Psychology

Second Year

EDUC2311	Secondary Curriculum, Assessment and Instructional Design for Diverse Learners I
EDUC2312	Secondary Curriculum, Assessment and Instructional Design for Diverse Learners II*

Third Year

EDUC3311	Secondary Methods: Classroom Management*
	Secondary Methods: Content*
English Majors:	
EDUC3318	English Language Art Instructional Method, Grades 6-12
History Majors:	
EDUC3315	Social Studies/ History Instructional Methods, Grades 3-12
Mathematics, Science and Spanish Majors:	Cross Registration at Simmons College

Fourth Year

EDUC4467	Student Teaching Practicum
EDUC4468	Student Teaching Capstone Seminar

*Includes pre-practicum field-based experience

Art Education

Students majoring in art may complete a minor in education. The following are the course requirements for art education:

Education Department Requirements for Students in the Elementary Art (PreK-8) Licensure Program:

First Year

EDUC1111	The Great American Experiment
PSYCH1401	Child Psychology

Second Year

EDUC2211	Elementary Curriculum, Assessment and Instructional Design for Diverse Learners I
EDUC2212	Elementary Curriculum, Assessment and Instructional Design for Diverse Learners II*

Third Year

ART3501	Methods and Materials of Teaching Art*

Fourth Year

EDUC4467	Student Teaching Practicum
EDUC4468	Student Teaching Capstone Seminar

Education Department Requirements for Students in the Secondary Art Education (5-12) Licensure Program

First Year

EDUC1111	The Great American Experiment
PSYCH1405	Adolescent Psychology

Second Year

EDUC2311	Secondary Curriculum, Assessment and Instructional Design for Diverse Learners I

Third Year

ART3501	Methods and Materials of Teaching Art*

Fourth Year

EDUC4467	Student Teaching Practicum
EDUC4468	Student Teaching Capstone Seminar

*Includes pre-practicum field-based experience

Distinction in the Field of Education

Education majors who earn a grade point average of 3.5 in all courses and a grade no lower than 3.67 (A–) in education courses and who, as part of their capstone practicum experience, successfully complete an exemplary practicum portfolio may qualify for graduation with Distinction in the Field of Education.

Candidates will be required to submit, with their portfolios, a reflection paper on the portfolio and their practicum experience. Successful candidates will present their portfolios as part of Senior Distinction Presentations Day.

Candidates for distinction will confer with an advisor from the Education Department and submit their portfolios and reflection papers for review by Education Department faculty and staff, who will determine which portfolios will qualify and be presented for distinction.

English

Matthew Elliott, Ph.D.
Chair

The English department offers concentrations in Communication, Media and Cultural Studies, Literature, and Writing and Literature. Our undergraduate programs prepare students to think and to write critically and creatively through the study of a variety of media and texts. By creating effective written and oral narratives, students develop an awareness and appreciation of how language influences the beliefs, attitudes, and emotions of various audiences. Students have opportunities to gain field-related experience through various internships as well as to compile portfolios of their critical and creative work for future employers and graduate programs.

Students majoring in English follow one of the three programs described below: communication, media and cultural studies; literature; or writing and literature.

Learning Goals and Outcomes

The English Department prepares students to contribute to scholarly and popular discourses through mastery of the following five goals:

- Expertise in "close reading" of texts
  Students will be able to analyze the form, content, and cultural meanings of works of literature and a wide array of other forms of communication and cultural expressions.
- Ability to analyze texts in context
  Students will be able to understand texts in relation to a variety of contexts, including historical moments, as well as literary, cultural, and theoretical traditions.
- Ability to conduct in-depth research on complex subjects.
- Ability to write clear, polished, and persuasive prose.
- Ability to present ideas effectively through persuasive oral communication.

Communication, Media and Cultural Studies Program

The communication, media and cultural studies program is organized around nine key areas of knowledge, ability, and/or experience the department has identified as essential for those who contemplate entering professional communication fields upon graduation. These nine areas are listed and described below.

1. Rhetorical and Theoretical Foundations (1 course)
   Understanding how language and symbols influence beliefs, ideas, and emotions, and how persuasion depends upon ethical choices.
2. Cultural Literacy (1 course)
   Understanding literary and cultural history through the reading and interpretation of literary texts, and how texts from the past continue to influence print and media sources today.
3. Creative Writing and Professional Communication (1 course)
   Understanding and practicing the composing processes and research strategies that are essential to achieving success in either the creative or technical writing fields.
4. Media and Visual Literacy (1 course)
   Understanding the theoretical and practical processes that influence how written language is interpreted when used in concert with film, visual, computer, and multimedia technologies.

5. Theory and Research (2 courses)
   Writing and researching at an advanced level as a prelude to the senior capstone experience.
6. Professional Experience (1 course)
   Applying the knowledge gained through classroom work to an internship in the communication field.
7. 2000-level or above Communication, Media and Cultural Studies or English Department offering
8. One 3000-level or above Communication, Media and Cultural Studies or English Department offerings
9. Capstone Research Seminar (1 course)
   Applying at an advanced level the research skills and knowledge gained in earlier communication courses to the completion of a major research project.

The Capstone Experience

The culminating experience for students in the Communication, Media, and Cultural Studies major is the Senior Seminar course (ENGL4999). This course is typically completed in the fall or spring semester of the student's final year of study. In order to begin the Capstone Experience students must have successfully completed two 3000-level literature or theory courses and must have senior status. In the Capstone Experience, students engage in rigorous class discussions, participate in group or individual presentations, and write a major research paper. Students also complete a reflection on their achievement of the educational goals of the major program. Students are evaluated by the capstone instructor and papers may be shared with English department faculty.

Requirements for Departmental Major in Communication, Media and Cultural Studies

The following courses fulfill the requirement under which they are listed:

1. Rhetorical and Theoretical Foundations (1 course)

ENGL1208	Persuasive Strategies and Rhetorical Traditions
ENGL1502	Introduction to Communication and Media Studies

2. Cultural Literacy (1 course)

ENGL2101	English Literature I
ENGL2102	English Literature II
ENGL2103	Literary Mirrors: Introduction to World Literature
ENGL2105	Contemporary Latin American Fiction
ENGL2106	Irish Identities: Literature and Culture
ENGL2303	The Modern American Novel
ENGL2304	American Voices I: U.S. Literature to 1865
ENGL2305	Writing Women
ENGL2309	The Haves and Have-Nots: American Authors on Money, Class and Power
ENGL2321	Performing Gender
ENGL2323	Short Fiction
ENGL2325	Spirituality and the Literary Imagination
ENGL2402	Shakespeare: Tragedies, Comedies, Histories and Romances
ENGL2406	The Rise of the British Novel
ENGL2408	The Modern British Novel: Empire and After
ENGL2409	The Political Novel
ENGL2413	African American Literature: A Tradition of Resistance
ENGL2417	Literature of the Black Atlantic

ENGL2604	American Voices II: U.S. Literature Since 1865
ENGL2701	Literature and Film

3. Creative Writing and Professional Communication (1 course)

ENGL2501	Journalism
ENGL2504	Prose Writing
ENGL2506	Poetry Writing
ENGL2507	Fiction Writing
ENGL2521	Public Relations and Persuasion
ENGL2523	Introduction to Advertising
ENGL3501	Writing for the Electronic Media
ENGL3801	Feature Writing
ITECH2109	Using the Internet: Tools and Techniques
ITECH3103	Information Systems in the Workplace
MGMT2307	Organizational Behavior
SOC2113	Methods of Social Research (with permission)

4. Media and Visual Literacy (1 course)

ART1407	Introduction to Digital Processes
ART2215	Modern Art
ART2403	Design and Composition
ART2433	3D Form Studies
ENGL2321	Performing Gender
ENGL2701	Literature and Film
ENGL3301	The American West in Film and Literature
ENGL3303	Images of Masculinity
ENGL3701	Media Theory
ENGL3705	Monsters, Madness and Mayhem: The Gothic Tradition in Film and Literature
ENGL3707	Film Theory
ENGL3708	Digital Culture
ITECH3105	Social Issues in Computing
IDS1401	Drugs, the Mind and the Media
IDS3201	Foundations of Visual Rhetoric: The Open Eye

5. Theory and Research (2 courses)

ENGL3301	The American West in Film and Literature
ENGL3303	Images of Masculinity
ENGL3305	Satire
ENGL3309	Characters of the Long 18th Century
ENGL3601	Crime Stories and American Culture
ENGL3701	Media Theory
ENGL3703	Critical Theory and the Academy
ENGL3705	Monsters, Madness and Mayhem: The Gothic Tradition in Film and Literature
ENGL3707	Film Theory
ENGL3708	Digital Culture
ENGL3804	Critical Organizational Communication
ENGL3991	Special Topics I
ENGL3992	Special Topics II

6. Professional Experience (1 course)

ENGL4994	Internship I
ENGL4995	Internship II

7. 2000-level or above Communication, Media, and Cultural Studies or English Department offering

8., 9. Two 3000-level or above Communication, Media, and Cultural Studies or English Department offerings

10. Capstone Research Seminar (1 course)

ENGL4999	Senior Seminar

Suggested Four-Year Program for Departmental Major in Communication, Media and Cultural Studies

The communication major is designed to be completed in eight semesters of full-time study (four years) and should be planned when possible in the following sequence, with specific courses chosen to complete each requirement:

In the First Two Years

Rhetorical and Theoretical Foundations Requirement:

ENGL1208 Persuasive Strategies and Rhetorical Traditions

or

ENGL1502 Introduction to Communication and Media Studies

Cultural Literacy Requirement

Creative Writing and Professional Communication

Media and Visual Literacy

In the Final Two Years

Theory and Research Requirement:

Professional Experience Requirement

Capstone Seminar

3000-level communication menu course

Elective courses from any of the eight categories

The department recommends that, if possible, communication program majors complete a minor program in another department. Although any department is relevant, minors in graphic design, information technology, management, or organizational leadership are particularly useful as they provide additional preparation in areas already included in the communication menu. See respective department listings for minor requirements.

Requirements for Departmental Minor in Communication, Media and Cultural Studies

ENGL1208 Persuasive Strategies and Rhetorical Traditions

or

ENGL1502 Introduction to Communication and Media Studies

Students must take four additional courses from the communication menu, one from each of the following categories:

Creative Writing and Professional Communication

Cultural Literacy

Media and Visual Literacy, and

Theory and Research.

At least one course must be at the 3000-level. The communication, media, and cultural studies minor is available to non-English majors only.

Literature Program

The literature program specifically enables students to study texts composed in, or translated into, English and to understand the various cultural forces that have influenced their making. Students gain a broad overview of major texts and traditions in British, American, and world literature, as well as familiarity with critical theory. The literature major, with its focus on developing students' cultural and rhetorical awareness, as well as speaking, reading, and writing skills, is excellent preparation for graduate study and professional careers in law, business, education, publishing, journalism, public relations, human resource management, and advertising.

1. Rhetorical Knowledge (1 course)
   Students study rhetoric as the foundation of English studies and learn how to read and interpret a variety of texts as persuasive messages.
2. Foundational Knowledge (1 course)
   Students gain an understanding of the place and influence of various canonical texts (the Bible, Shakespeare, world myths) in Western literature.
3. British Literature (1 course)
   Students study important British novelists, poets, or dramatists, both canonical and contemporary, and apply the tools of literary study to reading and writing about these texts.
4. American Literature (1 course)
   Students study important American novelists, poets, or dramatists, both canonical and contemporary, and apply the tools of literary study to reading and writing about these texts.

5. British OR American Literature (1 course)
   Students gain additional knowledge of central figures in either British or American literature and apply the tools of literary study to reading and writing about these texts.
6. Global/Non-Western Perspectives (1 course)
   Students gain an appreciation of the literature outside of the traditional British and American canons.
7. 2000-level or above English department offering (1 course)
   Students gain additional knowledge in the disciplines of literature, writing or communication. Choose any 2000-level or above English department offering.
8. 3000-level or above English department offering (2 courses)
   Students gain additional knowledge in literature, writing or communication at an advanced level as a prelude to the senior seminar experience.
9. Capstone Experience (1 course)
   Applying at an advanced level the research skills and knowledge gained in earlier communication courses to the completion of a major research project.

Students in the literature program are strongly urged to consider doing an internship in addition to the 10-course requirement.

The Capstone Experience

The culminating experience for students in the Communication, Media, and Cultural Studies major is the Senior Seminar course (ENGL4999). This course is typically completed in the fall or spring semester of the student's final year of study. In order to begin the Capstone Experience students must have successfully completed two 3000-level literature or theory courses and must have senior status. In the Capstone Experience, students engage in rigorous class discussions, participate in group or individual presentations, and write a major research paper. Students also complete a reflection on their achievement of the educational goals of the major program. Students are evaluated by the capstone instructor and papers may be shared with English department faculty.

Requirements for Departmental Program in Literature

1. Rhetorical Knowledge (1 course)

ENGL1208	Persuasive Strategies and Rhetorical Traditions

2. Foundational Knowledge (1 course)

ENGL2402	Shakespeare: Tragedies, Comedies, Histories and Romances
ENGL2325	Spirituality and the Literary Imagination
THRS1111	Introduction to the Bible

3. British Literature (1 course)

ENGL2101	English Literature I
ENGL2102	English Literature II
ENGL2106	Irish Identities: Literature and Culture
ENGL2402	Shakespeare: Tragedies, Comedies, Histories and Romances
ENGL2406	The Rise of the British Novel
ENGL2408	The Modern British Novel: Empire and After
ENGL3305	Satire
ENGL3309	Characters of the Long 18th Century

4. American Literature (1 course)

ENGL2303	The Modern American Novel
ENGL2304	American Voices I: U.S. Literature to 1865
ENGL2309	The Haves and Have-Nots: American Authors on Money, Class and Power
ENGL2413	African American Literature: A Tradition of Resistance
ENGL2604	American Voices II: U.S. Literature Since 1865

ENGL3305	Satire
ENGL3309	Characters of the Long 18th Century
ENGL3301	The American West in Film and Literature
ENGL3601	Crime Stories and American Culture

5. British OR American Literature (1 course)

ENGL2101	English Literature I
ENGL2102	English Literature II
ENGL2106	Irish Identities: Literature and Culture
ENGL2303	The Modern American Novel
ENGL2304	American Voices I: U.S. Literature to 1865
ENGL2402	Shakespeare: Tragedies, Comedies, Histories and Romances
ENGL2406	The Rise of the British Novel
ENGL2408	The Modern British Novel: Empire and After
ENGL2413	African American Literature: A Tradition of Resistance
ENGL2604	American Voices II: U.S. Literature Since 1865

6. Global/Non-Western Perspectives (1 course)

ENGL2103	Literary Mirrors: Introduction to World Literature
ENGL2105	Contemporary Latin American Fiction
ENGL2124	History through Fiction: Event and Imagination
ENGL2417	Literature of the Black Atlantic
ENGL3421	Spanish Caribbean Literature

7. 2000-level or above English department offering (1 course)

Choose any 2000-level or above English department offering

8. 3000-level or above English department literature offering (2 courses)

ENGL3301	The American West in Film and Literature
ENGL3303	Images of Masculinity
ENGL3305	Satire
ENGL3309	Characters of the Long 18th Century
ENGL3601	Crime Stories and American Culture
ENGL3701	Media Theory
ENGL3703	Critical Theory and the Academy
ENGL3705	Monsters, Madness and Mayhem: The Gothic Tradition in Film and Literature
ENGL3991	Special Topics I
ENGL3992	Special Topics II

9. Capstone Experience (1 course)

ENGL4999	Senior Seminar

Suggested Four-Year Program for Departmental Major in Literature

Students in the literature program should complete ENGL1208 no later than the end of their second year. The 3000-level requirements and senior seminar should be completed in the final two years. All other courses should be scheduled in consultation with the student's departmental advisor.

Requirements for Departmental Minor in Literature

ENGL1208	Persuasive Strategies and Rhetorical Traditions

Four additional literature courses chosen in consultation with the department chair. At least one course must be at the 3000-level.

The literature minor is available to non-English majors only.

Teacher Licensure in English

Students seeking teacher licensure in English (literature program) must complete a major in English as well as complete required education courses and student teaching. Education requirements are available through the education department.

Students seeking Initial Licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

Writing & Literature Program

The writing & literature program is based on the principle that the study of literature is essential for students who seek careers in either publishing or journalism or who hope to pursue a Master of Fine Arts in writing. The program blends the study of literature with intensive coursework in writing and offers students the opportunity to focus, at an advanced level, on a particular genre (i.e., literary non-fiction, fiction, poetry, journalism).

1. Rhetorical Knowledge (1 course)
   Students study rhetoric as the foundation of English studies and learn how to read and interpret a variety of texts as persuasive messages.
2. British Literature (1 course)
   Students study important British novelists, poets, or dramatists, both canonical and contemporary, and apply the tools of literary study to reading and writing about these texts.
3. American Literature (1 course)
   Students study important American novelists, poets or dramatists, both canonical and contemporary, and apply the tools of literary study to reading and writing about these texts.
4. 2000-level or above English department offering (1 course)
   Students study important American or British novelists, poets, or dramatists, both canonical and contemporary, and apply the tools of literary study to reading and writing about these texts.
5. Core writing course (1 course, ENGL2504)
   Students focus on developing creative non-fiction writing skills required for upper-level courses in this track.
6. 2000-level or above English department writing course (1 course)
   Depending on individual interests, students focus on writing in a particular genre.
7. 3000-level or above English department literature offering (1 course)
   Students deepen their knowledge of the literary canon and theories and practice research at an advanced level.
8. 3000-level English department writing workshop (1 course, ENGL3504)
   Students focus on writing creative non-fiction at an advanced level.
9. 3000-level or above English department writing or internship course (1 course)
   Either through an internship or coursework, students learn how writing skills apply to various professional work environments.
10. Capstone Experience (1 course, ENGL4160)
    Students create a writing portfolio based on individual interests and learn how to submit material for publication.

The Capstone Experience

The culminating experience for students in the Writing and Literature major is the Writing Seminar course (ENGL4160). This course is typically completed in the spring semester of the student's final year of study. In order to begin the Capstone course students must have junior or senior status and have successfully completed the following courses: Advanced Prose Writing (ENGL3504), Prose Writing (ENGL2504), and Persuasive Strategies and Rhetorical Traditions (ENGL1208). In the Capstone

Experience, students revise and edit work produced in previous courses and submit their best work for considerations at journals, magazines, anthologies, and contests. Students also complete a reflection on their achievement of the educational goals of the major program. Students are evaluated by the capstone instructor and papers may be shared with English department faculty.

Requirements for Departmental Program in Writing & Literature

The following courses fulfill the requirement under which they are listed:

1. Rhetorical Knowledge (1 course)

ENGL1208	Persuasive Strategies and Rhetorical Traditions

2. British Literature (1 course)

ENGL2101	English Literature I
ENGL2102	English Literature II
ENGL2106	Irish Identities: Literature and Culture
ENGL2402	Shakespeare: Tragedies, Comedies, Histories and Romances
ENGL2406	The Rise of the British Novel
ENGL2408	Modern British Novel: Empire and After

3. American Literature (1 course)

ENGL2303	The Modern American Novel
ENGL2304	American Voices I: U.S. Literature to 1865
ENGL2309	The Haves and Have-Nots: American Authors on Money, Class and Power
ENGL2413	African American Literature: A Tradition of Resistance
ENGL2604	American Voices II: U.S. Literature Since 1865
ENGL3301	The American West in Film and Literature
ENGL3601	Crime Stories and American Culture

4. 2000-level or above English department literature offering (1 course)

ENGL2101	English Literature I
ENGL2102	English Literature II
ENGL2303	The Modern American Novel
ENGL2304	American Voices I: U.S. Literature to 1865
ENGL2305	Writing Women
ENGL2309	The Haves and Have-Nots: American Authors on Money, Class and Power
ENGL2321	Performing Gender
ENGL2323	Short Fiction
ENGL2325	Spirituality and the Literary Imagination
ENGL2402	Shakespeare: Tragedies, Comedies, Histories and Romances
ENGL2406	The Rise of the British Novel
ENGL2408	Modern British Fiction: Empire and After
ENGL2409	The Political Novel
ENGL2413	African American Literature: A Tradition of Resistance
ENGL2417	Literature of the Black Atlantic
ENGL2604	American Voices II: U.S. Literature Since 1865
ENGL2701	Literature and Film

5. 2000-level English department core writing course (1 course)

ENGL2504	Prose Writing

6. 2000-level or above English department writing course (1 course)

ENGL2501	Journalism
ENGL2506	Poetry Writing
ENGL2507	Fiction Writing
ENGL2521	Public Relations Writing
ENGL3501	Writing for the Electronic Media
ENGL3801	Feature Writing

7. 3000-level or above English department literature offering (1 course)

ENGL3301	The American West in Film and Literature
ENGL3303	Images of Masculinity
ENGL3305	Satire
ENGL3309	Characters of the Long 18th Century
ENGL3601	Crime Stories and American Culture
ENGL3701	Media Theory
ENGL3703	Critical Theory and the Academy
ENGL3705	Monsters, Madness and Mayhem: The Gothic Tradition in Film and Literature
ENGL3991	Special Topics I
ENGL3992	Special Topics II
ENGL4178	Directed Study

8. 3000-level English department writing workshop (1 course)

ENGL3504	Advanced Prose Writing

9. 3000-level or above English department writing course (1 course)

ENGL3122	Playwriting
ENGL3501	Writing for the Electronic Media
ENGL3801	Feature Writing
ENGL3804	Critical Approaches to Organizational Communication
ENGL4994	Internship

10. Capstone Experience (1 course)

ENGL4160	Writing Seminar

Students in the Writing & Literature program are strongly encouraged to consider doing an internship in addition to the 10-course requirement.

Requirements for Departmental Minor in Writing

The following courses are required for the writing minor:

ENGL1208	Persuasive Strategies and Rhetorical Traditions
ENGL2504	Prose Writing

Any two of the following courses:

ENGL2501	Journalism
ENGL2506	Poetry Writing
ENGL2507	Fiction Writing
ENGL2521	Public Relations Writing

One of the following:

ENGL3501	Writing for the Electronic Media
ENGL3504	Advanced Prose Writing
ENGL3801	Feature Writing

The writing minor is available to non-English majors only.

Distinction in the Field

A Distinction in the Field program (ENGL4991-4992) involving scholarly research under faculty direction is open to senior English majors with a 3.5 grade point average in department courses.

Foreign Languages

Arlyn Sanchez Silva, Ph.D.
Chair

The Department of Foreign Languages offers a variety of language, culture, and literature courses designed to enhance language acquisition, to foster an understanding of diverse peoples and cultures, and to promote critical-thinking skills. Through the analysis of writings and films produced in languages other than English, students are encouraged to see the intersections among language, literature and culture, and to develop analytical skills that will lead to a fuller appreciation of different forms of expression. The Department seeks to better prepare students to succeed in an interconnected world, where the ability to speak a second language significantly enhances a student's opportunity to obtain employment in any field.

The Department offers a major and a minor in Spanish as well as an individually designed interdisciplinary major with a concentration in Spanish. Students interested in pursuing this second option should meet with the department chair as early as possible in their academic programs to discuss their particular interests. The department also offers Arabic, French and Italian language courses, as well as World Literature in Translation courses.

Students who choose not to fulfill the requirements of a foreign language minor or major may instead pursue a Foreign Language Certificate in French, Italian or Spanish. This course of study gives students an official acknowledgement of completion of a structured program of basic language skills. The Foreign Language Certificate program is recommended for students who want to enhance their knowledge of a foreign language. Successful completion of a language certificate will be noted on the student's transcript.

Spanish courses comprise the study of language, as well as the incorporation of the students' experience into the reading and analysis of representative literature of the Spanish-speaking world. French courses cover two levels of language and also include the study of Francophone literature and cultures. World Literature in Translation courses, taught in English, introduce the student to major world authors.

The department strongly encourages study abroad at accredited academic institutions.

Learning Goals and Outcomes

At the completion of the Spanish major, the student will:

- Demonstrate Spanish language proficiency.
- Demonstrate understanding of Hispanic peoples and cultures.
- Critically read literature in Spanish, conduct research in the discipline, and clearly express statements and support ideas in essays and research papers.

The Capstone Experience

The culminating experience for Spanish majors is the Senior Seminar course (LANG4999), which is typically completed in the spring semester of the student's final year of study. Before taking the Senior Seminar, students must have successfully completed at least two 3000-level Hispanic literature courses and have senior status. In the Senior Seminar, which is cross-listed with a spring semester 3000-level course, students research a chosen topic in-depth, make regular peer-reviewed oral presentations of progress, and give a final oral presentation of their research paper to peers and

Foreign Language faculty. Senior Seminar papers are also made available for review by department faculty.

Requirements for Departmental Major in Spanish

Five LANG courses at the 2000-level and above

LANG2413	Spanish Conversation and Composition I
LANG3417	Spanish American Experience: An Overview
LANG3429	Great Figures of Spanish Literature

An additional 3000-level course

Senior Seminar

Major courses are chosen with departmental advising

Requirements for Departmental Minor in Spanish

Four LANG courses at the 2000-level and above

Two 3000-level courses

Minor courses are chosen with departmental advising

Requirements for a Foreign Language Certificate

Five courses chosen with departmental advising at the beginning level and above

Teacher Licensure in Spanish

Students seeking teacher licensure in Spanish must complete a major in Spanish as well as complete required education courses and student teaching. Education requirements are available through the education department. Students seeking Initial Licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

Distinction in the Field

A Distinction in the Field program is available to senior Spanish majors with a 3.5 grade point average who engage in a scholarly research project under faculty direction.

Gender & Women's Studies

Michelle Maiese, Ph.D.
Coordinator

Courses in gender & women's studies provide a focused opportunity to explore, in historical and contemporary perspective, the ways in which gender affects human identities and relationships. It is a dynamic, multidisciplinary approach to the study and analysis of women's experiences, contributions, voices, and lives and the effects that culturally based gender roles has on men's and women's lives. Over 30 years of scholarship have produced a wide range of theories and research that challenge and invigorate every area of academic investigation.

Requirements for a Minor in Women's Studies

IDS2113	Basic Issues in Gender and Women's Studies (SA)

Four additional courses from the following list, or from approved offerings at other Colleges of the Fenway, selected in consultation with faculty advisor:

ART2201	Visual Constructions of Gendered Identity (AI-A)
BIOL1102	Human Biology (SI-L)
ENGL2305	Writing Women (AI-L)
ENGL2321	Performing Gender (AI-L)
HIST2123	Topics in European Women's History
HIST2205	Women in American History
LANG3427	Contemporary Spanish American Women
POLSC3305	Women in Global Politics
PSYCH2103	Relationships, Marriage, and the Family (SA)
PSYCH3101	Seminar: Psychology of Women
PSYCH4178	Directed Study (on relevant topic)
THRS2131	Relationships and Sexuality: Christian Perspectives (R)
THRS2217	Women in World Religions
THRS2219	Women in Christian Traditions (R)
SOC2115	Family and Gender Roles

Students may also elect to design an interdisciplinary major in gender and women's studies, under the individualized major program, by choosing relevant courses in various departments at Emmanuel and the Colleges of the Fenway.

Global Studies & International Affairs

Petros Vamvakas, Ph.D.
Director

The Global Studies & International Affairs program is an interdisciplinary major designed to prepare students for work and life in an increasingly interconnected world. The program provides a broad-based foundation in world history, culture, politics and economics. Students will gain in-depth understanding of international relations, conflict and change, and a heightened sensitivity to diverse cultures. The major is well-suited to students interested in a career in such rapidly growing sectors as international business, law, media, and governmental and non-governmental organizations concerned with diplomacy, policymaking, public health, peace, relief operations, immigration and the environment.

The major in global studies consists of 13 courses. At least two courses in the major must be taken at the 3000-level. Students should choose all their courses in consultation with their advisors, in order to pursue their particular interests and arrange their programs to broaden and deepen their knowledge. Global Studies & International Affairs faculty advisors can recommend specific course selections for majors who wish to pursue the study of world resources, diplomacy and war and peace, international culture and ideology, or a particular region. Students with a particular interest in Latin America or Peace Studies are advised to consider the minors described below.

Learning Goals and Outcomes

At the completion of the Global Studies & International Affairs degree, the student will:

- Demonstrate an understanding of the broad-based foundation of the major in world history, culture, politics, and economics.
- Understand how international relations, conflict and change, and a heightened sensitivity to diverse cultures defines global studies.
- Demonstrate a practical application of concepts and theories of the discipline of global studies and international affairs.
- Be able to orally communicate effectively.
- Develop a distinct understanding of non-Western governments.
- Develop an understanding of the interactions in the international arena.

The Capstone Experience

The culminating experience for all Global Studies and International Affairs majors is the Global Studies Senior Seminar (GLST4100). This course is completed in the spring semester of the student's final year of study. The course includes an internship component and students must complete the Pre-Internship and Career Development course (INT1001) before beginning the internship. For the capstone course, students write and present a senior thesis paper to demonstrate their achievement of the goals of the major program. Student achievement is evaluated by the capstone instructor and presentations are shared with Global Studies department faculty.

Requirements for Major in Global Studies & International Affairs

Core Courses (seven required courses)

ECON2113/ POLSC2409	Politics of International Economic Relations
HIST1109	Modern World History
POLSC1401	Introduction to International Relations
SOC2129	Cultural Geography
THRS2135	World Religions
GLST4100	Senior Seminar

Global Studies & International Affairs majors are required to achieve foreign language speaking skills at least at the intermediate level of proficiency or above by successfully completing two foreign language courses at the 2000-level or above. All foreign language courses to be applied to the major must be taught in the foreign language. The completion of a Foreign Language Certificate is highly recommended but not required. Study abroad is also highly recommended but not required. Students can fulfill their foreign language requirement through the completion of intermediate-level language courses abroad.

Choose six additional electives from the list below; at least two electives must be at the 3000-level:

ECON1103	Principles of Macroeconomics
ECON3103	The International Economy
ECON3115	Economics and the Environment
ECON3204	Economics of Latin America
ENGL2106	Irish Identities: Literature and Culture
ENGL2417	Literature of the Black Atlantic
ENGL/ LANG2103	Literary Mirrors: Introduction to World Literature
ENGL/ LANG2105	Contemporary Latin American Fiction
ENGL/ LANG3421	Spanish Caribbean Literature
HIST1107	African History: Themes
HIST1108	World History to 1500
HIST2116	History of Modern Latin America
HIST2119	19th Century Europe
HIST2120	Europe in the Era of World War
HIST2122	History of Colonial Latin America
HIST2401	Modern China: Continuity and Change
HIST3111	United States and Global Issues: 19th and 20th Centuries
HIST3119	The Individual and Society in European History
HIST3121	Surviving Columbus: History of Native Americans 1492 to 1992
IDS2113	Basic Issues in Women's Studies
LANG3417	Spanish American Experience: An Overview
LANG3427	Contemporary Spanish American Women Novelists
LANG3429	Great Figures of Spanish Literature
MGMT2202	International Management
PERF1304	Musics of the World
PERF2211	Ballroom and Latin American Dance
PHIL2114	Global Ethics
POLSC1301	Introduction to Comparative Government and Politics
POLSC2302	European Politics: From Transition to Integration
POLSC2401	American Foreign Policy
POLSC2411	The Contemporary Middle East: Challenges and Promise

POLSC2413	International Law and Institutions
POLSC/ HIST2415	In the Footsteps of Thucydides
POLSC3301	Comparative Politics of Developing States
POLSC3303	Street Democracy
POLSC3305	Women in Global Politics: From the Barrio to Elected Offices
POLSC3403	Human Issues in International Relations
POLSC3405	Strategies of War and Peace
POLSC3407	Political Islam
THRS2105	Judaism
THRS2202	Hinduism
THRS2208	Global Christianity
THRS2211	Islam
THRS2212	Buddhism: Beliefs and Practices
THRS3133	Social Justice and Religious Traditions
SOC1107	Introduction to Anthropology
SOC2105	Race, Ethnicity and Group Relations
SOC3114	The Sociology of Globalization
SOC3201	Worlds in Motion
SOC3205	Crimes against Humanity

Latin American Studies Minor (LAS)

Students desiring to minor in Latin American Studies must complete a total of five courses selected from three different fields, including one of two required core courses. One of the courses must be at the 3000-level.

In addition, students are required to achieve an intermediate level of language proficiency in Spanish or Portuguese (at the College, if available, or at another approved institution, or through a study abroad program).

Requirements for a Minor in Latin American Studies

Required Core Courses:

HIST2125	History of Modern Latin America
or	
POLSC2301	Latin American Politics

Electives (choose four courses from three different fields):

ECON3109	Emerging Economies
ECON3204	Economics of Latin America
ENGL2417	Literature of the Black Atlantic
HIST2122	History of Colonial Latin America
HIST2125	History of Modern Latin America
HIST/ GLST2221	Caribbean Thought, Culture and Society
HIST3225	Themes: Latin American History
HIST3121	Surviving Columbus: History of Native Americans 1492 to 1992
LANG2105	Contemporary Latin American Fiction (conducted in English)
LANG2415	Spanish at Work in the Community (lectures in Spanish)
LANG2416	Latin American Peoples and Cultures
LANG3411	Latin American Literary Giants (lectures in Spanish)
LANG3417	Spanish American Experience: An Overview (lectures in Spanish)
LANG3421	Spanish Caribbean Literature (conducted in English)
LANG3427	Contemporary Spanish American Women Novelists (lectures in Spanish)
POLSC2301	Latin American Politics

POLSC3301	Comparative Politics
POLSC3303	Street Democracy
POLSC3305	Women in Global Politics: From the Barrio to Elected Offices

Peace Studies Minor

Students desiring to minor in Peace Studies must complete a total of six courses.

Required Core Courses:

POLSC1401	Introduction to International Relations
THRS2201	War, Peace and Religion

A 3000-level seminar in Peace Studies to be offered beginning Fall 2014.

Electives (choose three of the following from at least two different departments):

HIST2118	Minorities and Marginality in European History
HIST2120	Europe in the Era of World War
PHIL3201 or SOC2105	Race, Ethnicity, and Ethics / Race, Ethnicity, and Group Relations
POLSC2411 or POLSC3415	The Contemporary Middle East: Challenges and Promise / Political Islam
POLSC2503	Revolution and Nationalism
POLSC3303	Street Democracy
POLSC3403	Human Issues in International Relations
POLSC3405	Strategies of War and Peace
SOC2203	Crime and Justice
SOC2205	War and Peace
SOC3205	Crimes against Humanity
THRS3133	Social Justice and Religion

Distinction in the Field

College-wide criteria specify completion of a research project and a 3.5 minimum GPA in the major. Global Studies & International Affairs majors must complete a substantive project (with approval from the faculty supervisor) in the capstone course and present during Senior Distinction Day.

All seniors must have their topics for the Capstone Seminar by November 15 and all students eligible for Distinction in Global Studies & International Affairs are required to have an approved proposal by November 15. All seniors should have an approved internship by December 15.

Travel Course Options for Global Studies & International Affairs:

BIOL2151	Australia: Marine Microbiology
IDS2151	Developing Countries History, Culture and Transnationalism: The Dominican Republic
LANG2215	Paris: Darkness in the City of Lights
LANG2315	Today's Italy: A Journey through Literature, Cinema and Everyday Life
LANG2605	Sain: A Cultural Approach
POLSC2415	Greece: In the Footsteps of Thucydides
POLSC2417	Statecraft & Globalization
POLSC2419	The Geopolitics of Democracy
RELIG2151	Religious Traditions of Rome
RELIG2154	India: Religion, Culture, Justice

National Honors Society (Global Studies & International Affairs)

Students who meet the following criteria will be admitted to Sigma Iota Rho, the National Honors Society for International Studies:

- Have attained a junior standing and completed at least twenty-one (21) hours of coursework toward a major in Global Studies;
- Including at least two courses at the 3000 or 4000 level;
- Have attained a cumulative GPA of 3.2 or higher in all courses;
- Have attained a GPA of at least 3.3 in Global Studies & International Relations courses.

History

Javier F. Marion, Ph.D.
Chair

The study of history enables students to understand change and continuity across time in the United States, Europe and the world. Courses survey such topics as the growth and decline of states and societies, the conduct of war and the pursuit of justice, cultural achievements, religious belief and forms of worship, reform movements, influential ideologies, the significance of race, gender and class and exploration and colonization.

Students look at cultures and civilizations both nearby and remote as they study topics such as Boston's neighborhoods, the British presence in India or the ideals of the ancient Greeks. Examining instances of beauty, progress and success on the world stage as well as episodes of carnage, cruelty and injustice familiarizes students with the range and commonality of human experience and provides perspective on the present.

Analyzing historical records and interpretations enables students to become more perceptive, confident and sophisticated writers and thinkers. The department provides training in research methods, theories of history, and the opportunity for applied work through a broad range of internship choices in archives, libraries, museums and government and media agencies.

Learning Goals and Outcomes

1. Understand the concept of continuity and change over time in the United States and around the world.
2. Develop basic critical-thinking skills and be able to identify and analyze fundamental problems associated with historical interpretation.
3. Be able to use and analyze primary sources in constructing clear expository arguments.
4. Understand the concepts of historiography and be able to place research findings within historical schools of thought.

The Capstone Experience

The Capstone Experience for all History majors is the Senior Seminar course (HIST4000). This course is completed in the spring semester of the student's fourth year of study. Students should have senior status before enrolling in the course. The course provides students a foundation for their future research.

Requirements for Departmental Major in History

HIST1105	United States History to 1877
HIST1106	United States History Since 1877
HIST1108	World History to 1500
HIST1109	Modern World History
HIST2701	Historical Methods and Research
HIST4000	Senior Seminar: Historiography

Five other departmental courses, at least two of which must be at the 3000-level

Internships are not required, but are available.

Requirements for Departmental Minor in History

HIST1105	United States History to 1877
or	
HIST1106	United States History Since 1877

and
HIST1108 World History to 1500
or
HIST1109 Modern World History
Three additional departmental courses

Teacher Licensure in History

Students seeking teacher licensure in history must complete a major in history as well as complete required education courses and student teaching. Education requirements are available through the education department.

Students seeking Initial Licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

Content Course Requirements for History Secondary Education Students

HIST1105 United States History to 1877
HIST1106 United States History Since 1877
HIST1108 World History to 1500
HIST1109 Modern World History
HIST2119 19th-Century Europe
HIST2120 Europe in the Era of World War
HIST4000 Senior Seminar: Historiography
SOC2129 Cultural Geography
Three other departmental courses, at least two of which must be at the 3000-level

Distinction in the Field

History Majors who wish to receive distinction in the field must have a 3.5 GPA in their major at the start of their final semester, write a significant historiography paper in the senior seminar or a research paper in a directed study, and present their topics during Distinction Day. Students must adhere to the schedule of deadlines set by professors directing their projects.

Information Technology

Yulia Dementieva, Ph.D.
Chair

Recognizing the need for students to be prepared for the increased role of technology in the global economy, the information technology department offers courses to fulfill the foundation skills of the general requirements, individualized majors in information technology, as well as a minor in information technology. Courses in the department facilitate students' understanding of the role of computers in education, communication and media, business and strategic decision-making. Students will gain hands-on experience with software applications that allow information gathering, critical evaluation, organization and presentation. Students will also explore the social and ethical implications of the development and application of technology.

Information technology may be selected as a concentration in an individually designed interdisciplinary major. The requirements for this major will be determined by a faculty advisor in consultation with the student. Many students choose to supplement this individual major with another major or minor in another field.

A minor in information technology will expand the student's skill set, providing preparation for careers, graduate school and life in a technological society. Students choosing a minor in information technology will utilize the most current software and hardware programs to gain additional skills necessary for success in the liberal arts. The 20-credit minor consists of one required course: ITECH2100 Information Technology for a Changing Society. Students will choose the remaining courses from the following list. Students may also minor in information technology to complement their studies in the liberal arts and sciences.

Requirements for Departmental Minor

Required Course:

ITECH2100	Information Technology for a Changing Society

16 credits of additional technology based courses selected from the following or in consultation with departmental advisor:

ART1407	Introduction to Digital Processes
ENGL3501	Writing for Electronic Media
ITECH2101	Problem Solving with Computers
ITECH2107	Computer Databases: Designs and Applications
ITECH2109	The Internet: Use, Abuse and the Law
MATH2115	Introduction to Programming with MATLAB
ITECH3103	Information Systems in the Workplace
ITECH3105	Social Issues and Technology
MATH4101	Programming in SAS

Distinction in the Field:

Students who received 3.5 GPA in their individualized major in Information Technology courses are eligible to graduate with distinction. In addition to the GPA requirement, distinction students must formulate, complete, and present a project that has been approved by Information Technology department.

Leadership

Rebecca Moryl, Ph.D.
Coordinator

Emmanuel College offers a minor in organizational leadership, a multidisciplinary program for students who want to learn about leadership generally and who hope to make a difference wherever they end up working. Regardless of formal position or title, people can be influential, they can be leaders. The minor in organizational leadership challenges students with a rigorous, values-based, mission-driven curriculum that blends conceptual learning, experiential learning and reflection to foster leadership competence.

This six-course minor includes an ethics course, Organizational Behavior, a leadership sequence (two courses), and one elective that deals with social issues/problems of today.

Requirements for the Minor in Organizational Leadership

1. MGMT2211 Leadership: Person and Process
2. MGMT2307 Organizational Behavior
3. MGMT3211 Leadership at Work
4. ENGL1208 Persuasive Strategies and Rhetorical Traditions
   or
   ENGL1502 Introduction to Communication and Media Studies
   or
   PERF1111 Public Speaking: Voice and Diction
5. PHIL2103 Ethics at Work
   or
   PHIL 1115 Recent Moral Issues
   or
   PHIL 2106 Ethical Theory
6. Elective: A service-learning course or other course dealing with a contemporary social problem or issues of public policy.
   - BIOL2115 Determinants of Health and Disease
   - CHEM2113 Chemistry of Boston Waterways
   - ECON3113 Economics of Health Care
   - ECON3115 Economics and the Environment
   - ENGL2309 The Haves and the Have-Nots: American Authors on Money, Class and Power
   - LANG2415 Spanish at Work in the Community
   - MGMT3110 Management Research for Positive Change
   - PHIL2113 Health Care Ethics
   - POLSC2603 Problems of Law and Society
   - POLSC3209 Public Policy, the Law and Psychology
   - PSYCH2405 Health Psychology
   - THRS2130 Catholic Social Teaching (Cross-referenced with SOC2131)
   - SOC2105 Race, Ethnicity and Group Relations
   - SOC2123 Health Care: Systems, Structures and Cultures
   - SOC2127 Social Class and Inequality

Management & Economics

Rebecca Moryl, Ph.D.
Chair

The Department of Management & Economics offers a major in management, a major in accounting, and minors in economics, management, accounting and organizational leadership. The department coordinates the minor in health care. Within the management major, students may concentrate in sport management.

The management major reflects the reality of management today—a field of study and action that is fundamentally multidisciplinary, drawing theories and models from disciplines such as economics, mathematics, sociology, political science and psychology. Built on a broad conceptual background, the discipline of management focuses on the processes by which an organization's resources are allocated and coordinated, for the purpose of achieving goals. Dedicated to creating value for the organization, the effective manager will have technical, analytical and social competencies, as well as communication skills and the ability to make ethical decisions in the face of uncertainty and difficult problems.

The management major provides graduates with a general understanding of business principles supported by a strong background in the liberal arts. Management students learn concepts and theories, as well as skills and tools necessary to manage responsibly in a complex society. The comprehensive liberal arts foundation teaches students to think critically, be problem solvers, and communicate well. In their management courses, students develop further competencies in writing, quantitative analysis, ethics and social responsibility, leadership and teamwork, international/multicultural issues and technology.

This integrated management degree prepares students to participate effectively and ethically in the constantly changing business world. Graduates will be strong management generalists prepared for a wide range of careers in business or not-for-profit organizations.

Learning Goals and Outcomes

At the completion of the Management Major, students will:

1. Be able to address issues of personal and social responsibility in their organizations and communities.
2. Have fundamental knowledge of concepts and analytical tools within management, business, and economics and be able to apply this knowledge to the analysis and resolution of management problems and situations at work.
3. Communicate effectively: orally and in writing, using concepts and analytical tools from management, business and economics.
4. Better understand—their values, their strengths, their weaknesses and their interests—and be able to apply this self-knowledge to job and career path decisions.

The Capstone Experience

The culminating experience for all management majors is Strategic Management (MGMT4303) and Management Internship (MGMT4396). Strategic Management is typically completed in the final year of study. Students can complete their

Management Internship requirement in the summer before their final year or during their final year. In order to begin the Capstone Experience students must have completed Organization Behavior (MGMT2307), Principles of Marketing (MGMT3301), Operations Management (MGMT 3302), and Financial Management (MGMT 3305). During the Capstone Experience students demonstrate achievement of the goals of the major program. For Strategic Management, students participate in a business simulation project and write an individual major paper. For Management Internship, students produce a project report and write a personal reflection on their experience. Students are evaluated by the capstone course instructors and final papers and projects may be shared with management department faculty.

Concentration in Sport Management

In addition to courses required for the management major, students take 12 credits from courses listed below. They do their Management Internship (MGMT4396) in a sport marketing or sport management-related position.

MGMT2401	Introduction to Sport Management (required)
Choice of two:	
MGMT3422	Sport Marketing
MGMT3423	Sport Law
ECON3425	Economics of Sport
MGMT3421	Sport Finance

Management Major

Required Core Courses

ACCT1201	Financial Accounting
ACCT2201	Managerial Accounting
ECON1101	Principles of Microeconomics
ECON1103	Principles of Macroeconomics
Economics elective	
MGMT1101	Introduction to Business
MGMT2301	Legal Environment of Business
MGMT2307	Organizational Behavior
MGMT3301	Principles of Marketing
MGMT3302	Operations Management
MGMT3305	Financial Management
MGMT4303	Strategic Management
MGMT4396	Management Internship

Management majors must also complete the following mathematics courses with a grade of C or better:

MATH1117	Introduction to Statistics

and one of the following two courses:

MATH1111	Calculus I
or	
MATH1121	Applied Mathematics for the Natural, Social and Management Sciences

Departmental Minors

In addition to the major in management, the department offers minors in management, economics, accounting and organizational leadership.

Minor in Management

ECON1101	Principles of Microeconomics
MGMT1101	Introduction to Business
ACCT1201	Financial Accounting

Two management courses at the 2000-level or above

Minor in Economics (for non-management majors)

ECON1101	Principles of Microeconomics
ECON1103	Principles of Macroeconomics
ECON2101	History of Economic Thought

Two economics courses at the 2000-level or above, where at least one is at the 3000-level or above

Minor in Economics (for management majors)

ECON1101	Principles of Microeconomics
ECON1103	Principles of Macroeconomics
ECON2101	History of Eonomic Thought

Three additional economics courses at the 2000-level or above, where at least two are at the 3000-level or above.

A management major completing an economics minor must take ECON1101, ECON1103, ECON2101 and four other economics courses because "a student may count only four credits in his/her major toward a minor, but the total number of credits (for the major and minor combined) cannot be fewer than 60" (see page 10).

Distinction in the Field

Seniors with a GPA of at least 3.4 are invited to participate in Distinction in the Field. To actually graduate with Distinction, the student must complete all requirements for the Distinction research project and have a final GPA of 3.5.

Suggested Four-Year Program for Management Major

First Year

ECON1101	Principles of Microeconomics
ECON1103	Principles of Macroeconomics
MATH1121	Applied Mathematics for the Natural, Social and Management Sciences*
MGMT1101	Introduction to Business

Second Year

ACCT1201	Financial Accounting
ACCT2201	Managerial Accounting
MATH1117	Introduction to Statistics
MGMT2301	Legal Environment of Business
PHIL2103	Ethics at Work**

Third Year

MGMT2307	Organizational Behavior
MGMT3301	Principles of Marketing
MGMT3302	Operations Management
MGMT3305	Financial Management
Economics elective	

Fourth Year

MGMT4303	Strategic Management
MGMT4396	Management Internship***

*Students with a strong math background may take MATH1111 Calculus I or MATH1112 Calculus II.

**Students are encouraged to take this course, although it is not a requirement for the major. Students should choose electives and their internships with career goals in mind.

***Students must apply for and receive internship approval from the management department by December 15 for spring semester courses and by the second week of the semester for fall semester courses.

Mathematics

Yulia Dementieva, Ph.D.
Chair

The goal of the mathematics program is to provide a solid theoretical understanding of mathematics and an appreciation of the many applications in science and other disciplines. Mathematics is a powerful collection of tools for analyzing and solving problems. It is also a rich field of study filled with imagination and creativity. A solid background in mathematics will position graduates for careers in any field that requires quantitative and analytical skills. Those who major in mathematics will focus on both the abstract aspects and the applications of mathematics. Graduates are prepared to continue their studies at graduate school or to enter the workforce in many different fields. These fields include marketing, finance, statistics, biotechnology or education. The number of opportunities in many of these fields has increased dramatically in the past few years.

Learning Goals and Outcomes

Have a working knowledge of a common set of core mathematical concepts and skills.

1. Be proficient in learning and using technology, particularly standard workplace tools, for data analysis and visualization.
2. Be able to read and construct rigorous proofs, developing critical-thinking skills in the process.
3. Have a knowledge and appreciation for the history and traditions of mathematics.
4. Be able to learn and independently study mathematics.
5. Be able to effectively communicate mathematical ideas to others, especially non-mathematicians.
6. Be able to analyze and apply mathematics to problems or situations arising in non-classroom situations.
7. Be aware of contemporary applications of mathematics, including areas in which current research is being done.

The Capstone Experience

The Capstone Experience for all math majors is the Senior Seminar in Mathematics course (MATH4157). This course is completed in the spring semester of the student's final year of study. In order to begin the Capstone Experience, students must have senior mathematics major status. During the Capstone Experience, students write and present a paper on an advanced topic of their choice and present a portfolio demonstrating their achievement of the goals of the major program. Student achievement is evaluated by the capstone instructor and presentations are shared with Mathematics department faculty.

Requirements for Departmental Major

MATH2101	Linear Algebra
MATH2103	Calculus III
MATH2109	Discrete Methods
MATH2113	Applied Statistics
MATH3101	Real Analysis
MATH3107	Abstract Algebra
MATH4157	Seminar in Mathematics

At least three electives to be chosen from:

MATH2115	Introduction to Programming with MATLAB
MATH4101	Programming in SAS
MATH2104	College Geometry
MATH2107	Differential Equations
MATH3103	Probability
MATH3105	Advanced Statistics
MATH3109	Operations Research

MATH4178	Directed Study
MATH4194	Internship

Students must satisfactorily complete MATH2101 Linear Algebra or MATH2109 Discrete Methods before declaring a major in mathematics.

Requirements for Departmental Minor

This minor provides a strong background in mathematics for a variety of majors. The program offers valuable support to the students in their post-Emmanuel careers and provides essential background for students pursuing graduate work.

Required Courses:

MATH1111	Calculus I
MATH1112	Calculus II

Four electives to be chosen from:

MATH2115	Introduction to Programming with MATLAB
MATH2101	Linear Algebra
MATH2103	Calculus III
MATH2104	College Geometry
MATH2107	Differential Equations
MATH2109	Discrete Methods
MATH2113	Applied Statistics
MATH3101	Real Analysis
MATH3103	Probability
MATH3105	Advanced Statistics
MATH3107	Abstract Algebra
MATH3109	Operations Research

Students exempt from Calculus I and/or Calculus II by placement will choose additional electives for a total of six courses.

Teacher Licensure in Mathematics

Students seeking teacher licensure in mathematics must complete a major in mathematics as well as complete required education courses and student teaching. Education requirements are available through the education department. Interested students should also consult the mathematics department regarding the optimal selection of electives. Students who are seeking teacher licensure in mathematics must select MATH2104 College Geometry as one of their electives.

Students seeking Initial Licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

Biostatistics Program

Biostatistics is an interdisciplinary study with requirements in both the biology and mathematics departments. Students who major in biostatistics will gain a strong background in mathematics and biology as well as communications skills that are necessary in the working world. Students will be well prepared to find jobs in many newly emerging fields of biotechnology. For details, please refer to the biostatistics section on page 67.

Distinction in the Field

Students who receive a GPA of 3.5 in their math major courses are eligible to graduate with distinction. In addition to the GPA requirement, distinction students must formulate, complete, and present a project that has been approved by the mathematics department.

Performing Arts

Tom Schnauber, Ph.D.
Chair

Performing Arts may be selected as an individually designed major with concentrated work in Theater Arts or Music-Theater. Minors in Music, Music-Theater, and Theater Arts are also available. It is also possible to combine Performing Arts with another field to create an individually designed Interdisciplinary major. Course - work varies depending on the program and is decided through student-faculty consultation. All Individualized Majors in Performing Arts are required to complete a Senior "Capstone" Project and are also encouraged to apply for Distinction in the Field (see below).

In addition to exploring the performing arts in classroom courses, the department offers many performance opportunities. The Performing Arts Department produces three to six productions each year, including a main-stage musical and at least one main-stage play. Opportunities to perform are also available through other courses, including singing-acting, dance, and Saints and Singers. Students may also give recitals, direct plays under faculty guidance and are encouraged and supported in the creation of their own original works. Private lessons in voice or piano are also available.

Departmental internships are also available. Students have interned at sites such as the Huntington Theatre Company, the Boston Lyric Opera, *J Magazine* and the Speakeasy Stage Company.

Learning Goals and Outcomes

At the completion of an Individualized Major in Performing Arts degree, the student will:

- Be able to locate a work within a historical timeline and understand the relationships between that work and the period in which it was created.
- Be able to effectively engage and analyze a work on multiple structural and technical levels.
- Be able to recognize important stylistic features associated with major writers, composers, and/or performers, both past and present.
- Acquire the skills necessary to present a work through appropriate performance and/or production techniques.
- Acquire skills and techniques that will enable them to independently and/or collaboratively create new works.

The Capstone Experience

All students graduating with an Individualized Major (IM) in Performing Arts must complete a senior "capstone" project. This project, depending on the design of the IM, can be a recital, a theater directing project, a choreography, or a creative project (e.g., composition, playwriting). This project is the equivalent of a senior thesis. Regardless of the nature of the project, a main component is an accompanying paper in which the student places the work being presented in historical and comparative contexts. Projects are usually the end result of a 4000-level Directed Study course taken with a full-time faculty member.

Requirements for a Minor in Music-Theater

PERF1302 Music-Theater through the Ages
or
PERF1303 History of American Musical Theater
PERF1321 The ABCs of Music Notation: Dots, Lines, and Squiggles*
PERF2111 Acting: Basic Techniques
PERF2322 Read and Sing
PERF2312 Advanced Performance Techniques for the Singing Actor**
PERF3121 Theatrical Design and Production

Additionally:

At least one semester of private voice lessons

At least three performances as part of a live program

*Student may be exempt from taking PERF1321 through demonstration of skills and mastery of knowledge as determined by the course instructor. In such a case, another course would be decided, in consultation with the Department Chair, to take its place.

**Student may be required to take PERF0312 Performing Techniques for the Singing Actor as a prerequisite. To be decided through consultation with the instructor.

Requirements for a Minor in Music

6 courses (24 credits)

PERF1321* The ABCs of Music Notation: Dots, Lines, and Squiggles
PERF1301 Song: From the Monks to the Monkees (AI-A)
or
PERF1302 Music-Theater through the Ages (AI-A)
PERF1304 Musics of the World (AI-A)
PERF2321 Harmony through Creative Composition

Two or more courses (including Directed Study) to be decided in consultation. If PERF2312 is taken (4 credits), then one more course (including Directed Study) to be decided in consultation.

Three semesters of performance courses, which can include (but not be limited to):

Performance(s) in a musical theater production
PERF0311 Saints and Singers: EC Chorus (0 credits)
PERF0312 Performance Techniques for the Singing Actor (0 credits)
COF Orchestra and/or Chorus (0 credits)
PERF2312 Advanced Performance Techniques for the Singing Actor (4 credits)
or
Other performances (to be decided in consultation)

*A student may be exempt from taking PERF1321 through demonstration of skills and mastery of knowledge as determined by the course instructor and department chair. In such a case, another course would be decided, in consultation with the department chair, to take its place.

Requirements for a Minor in Theater Arts

6 courses (24 credits)

PERF1101 Theater History and Appreciation
PERF1111 Public Speaking: Voice and Diction
PERF2111 Acting: Basic Techniques
PERF2112 Acting: Styles and Genres
or
PERF2113 Playing Shakespeare: from Study to Stage

PERF3211	Playwriting
or	
PERF3101	Dramaturgy and Play Analysis
PERF3121	Theatrical Design and Production

Additionally:
At least three performances and/or technical work as part of a live program

Distinction in the Field

A student wishing to apply for Distinction in the Field of Performing Arts must complete a project that is in addition to the required senior "capstone" recital/project. It can be a paper, a recital, directing a work of theater, or another project approved by the Performing Arts faculty.

A student wishing to receive Distinction in the Performing Arts must be completing an Individualized Major in the Performing Arts and must have a minimum GPA of 3.5 in all Performing Arts courses taken.

Regardless of the nature of the project, the student will also have to pass an oral examination given by the Performing Arts faculty in which knowledge of the historical and stylistic issues related to the topic of the project will be assessed.

This project will be evaluated and will need to be approved by at least two of the Performing Arts faculty.

Philosophy

Thomas F. Wall, Ph.D.
Chair

Philosophy was originally defined by the Greeks as "love of wisdom." Wisdom is knowledge that enables us to understand ourselves and our world and to live a good life. In this spirit, the department strives to help students explore the meaning of humanity, God, freedom, knowledge, society, history, good and evil, and to construct a personal worldview. The successful student of philosophy finds it to be intellectually exciting and rewarding, and is better able to interpret the meaning of his or her life.

While the study of philosophy is valuable for its own sake and as preparation for living a fuller, richer life, it also has considerable practical value. Philosophy students develop high levels of the type of skills required for success in many of today's most interesting careers, such as teaching, law, medicine, business and a variety of leadership positions. Successful students can question assumptions, analyze ideas carefully, reason accurately, solve problems creatively, think in an interdisciplinary fashion and develop other critical-thinking skills that are in great demand in our rapidly changing world.

Learning Goals and Outcomes

In addition to acquiring knowledge of philosophical concepts, problems and systems, successful philosophy majors will learn how to solve problems, think critically, communicate their ideas effectively in written and oral form, analyze their own fundamental beliefs and world view, be comfortable with ambiguity and complexity, and gain intellectual independence.

The Capstone Experience

The culminating experience for Philosophy majors is the Senior Seminar in Philosophy (PHIL4999) This course is typically completed in the student's final year of study and is only open to senior philosophy majors. The course involves writing and presenting a major paper which is made available to all philosophy department faculty.

Requirements for the Philosophy Major

PHIL1115	Recent Moral Issues
PHIL2101	Problems in Philosophy
PHIL2108	Critical Thinking
or	
PHIL2119	Symbolic Logic
PHIL2201	Existentialism and the Meaning of Life
PHIL3109	Philosophy of Mind
PHIL3115	Ancient and Medieval Philosophy
PHIL3215	Modern Philosophy
PHIL4999	Senior Seminar

Three additional philosophy courses, to be selected from department electives.

Students may also minor in philosophy to complement their studies in the liberal arts and sciences.

Requirements for Departmental Minor in Philosophy

PHIL2101	Problems of Philosophy
PHIL2108	Critical Thinking

Three additional philosophy courses, one of which must be a 3000-level course

Distinction in the Field

Criteria for distinction include a minimum GPA of 3.5 in their major courses, successful completion of a research project in the capstone course (the Senior Seminar), and presentation of this project to the College community during Senior Distinction Day.

Recommended Four-Year Program

First Year

PHIL1115	Recent Moral Issues
One Elective	

Second Year

PHIL2101	Problems in Philosophy
PHIL2108	Critical Thinking
One Elective	

Third Year

PHIL2201	Existentialism
PHIL3115	Ancient and Medieval Philosophy
PHIL3215	Modern Philosophy

Fourth Year

PHIL3109	Philosophy of Mind
PHIL4999	Senior Seminar
One Elective	

Political Science

Petros Vamvakas, Ph.D.
Chair

The major in Political Science is geared towards helping students understand, research and critically assess the intricate relationships between peoples and their domestic governmental and political systems and in the international arena. Political scientists study such topics as peace and war, the making of public and international policy, the values held by people in particular political systems, political participation, and the political roles of special interests, the media and public opinion, among other issues. All of these are related to the expectations people have of their leaders and how their leaders behave. The Political Science department offers students the opportunity to integrate theory and classroom learning with practice, through such experiences as classroom simulations, internships or participation in Model UN.

The department offers a wide range of courses in the areas of American politics and government, comparative politics and government, international relations, law, and political theory. Each of these sub-fields of the discipline of Political Science is crucial to an understanding of the entirety of the discipline. While students may pick departmental electives based on their special interests, the Political Science department has instituted specific concentrations within the major. For descriptions of the concentrations in American Government & Politics, and International Relations & Comparative Politics, see below. The senior internship seminar is the capstone course that offers the opportunity for students to work with political and governmental decision makers, interest groups, legislators and the media.

Graduates of the Political Science department have excelled in a variety of fields, including law, academe, public policy, government, journalism, campaign management and in elective offices. Political Science graduates have had a profound impact on the domestic and international arenas, and are involved in a range of issues and movements, such as human rights both at home and abroad, political reform, legal reform and public policy advocacy.

Learning Goals and Outcomes

At the completion of the Political Science degree, the student will:

- Understand the basic tools and concepts of the discipline of Political Science and each of its subfields: American Government, Comparative Politics, International Relations and Political Theory.
- Understand how the various subfields interact.
- Demonstrate a practical application of concepts and theories of the discipline.
- Be able to orally communicate effectively
- Develop an understanding of non-Western governments.
- Develop an understanding of the interactions in the international arena.

The Capstone Experience

The culminating experience for all Political Science majors is the Senior Seminar and Internship in Political Science (POLSC4100). This course is completed in the spring semester of the student's final year of study. The course includes an internship component and students must complete the Pre-Internship and Career Development course (INT1001) before beginning the internship. For the capstone

course, students write and present a senior thesis to demonstrate their achievement of the goals of the major program. Student achievement is evaluated by the capstone instructor and their presentations are open to all Political Science department faculty.

Requirements for Departmental Major

POLSC1201	Introduction to American Politics and Government
POLSC1301	Introduction to Comparative Government and Politics
POLSC1401	Introduction to International Relations
POLSC1501	Political Theory (to be taken prior to senior year)
POLSC2701	Research Methods in Political Science (Sophomore Year)
POLSC4100	Senior Seminar

Five additional Political Science courses exclusive of internships or directed studies. At least two electives must be at the 3000-level.

It is recommended that Political Science majors take the following course outside the department:

ECON1103	Principles of Macroeconomics

Requirements for Departmental Major, American Politics & Government Concentration

POLSC1201	Introduction to American Politics and Government
POLSC1301	Introduction to Comparative Government and Politics
POLSC1401	Introduction to International Relations
POLSC1501	Political Theory
POLSC2701	Research Methods in Political Science (Sophomore Year)
POLSC4100	Senior Seminar

Five additional Political Science courses, chosen from the list below, exclusive of internships or directed studies. At least two electives must be at the 3000-level.

POLSC2203	Political Socialization
POLSC2207	Politics and the Media
POLSC2211	Campaign Strategies and Electoral Politics
POLSC2232	Political Parties and Interest Groups
POLSC2225	The Sixties
POLSC2228	State and Local Government
POLSC2229	Public Administration
POLSC2401	American Foreign Policy
POLSC2602	Introduction to Law and the Judicial System
POLSC2603	Problems of Law and Society
POLSC3160	American Political Thought
POLSC3201	Public Policy, Congress, and the Legislative Process
POLSC3202	The American President
POLSC3209	Public Policy, the Law, and Psychology
POLSC3607	Constitutional Law

Requirements for Departmental Major, International Relations & Comparative Politics Concentration

POLSC1201	Introduction to American Politics and Government

POLSC1301	Introduction to Comparative Government and Politics
POLSC1401	Introduction to International Relations
POLSC1501	Political Theory
POLSC2701	Research Methods in Political Science (Sophomore Year)
POLSC4100	Senior Seminar

Five additional Political Science courses, chosen from the list below, exclusive of internships or directed studies. At least two electives must be at the 3000-level.

POLSC2301	The Politics of Race and Ethnicity in Latin America
POLSC2302	European Politics: From Transition to Integration
POLSC2401	American Foreign Policy
POLSC2409	The Politics of International Economic Relations
POLSC2411	The Contemporary Middle East: Challenges and Promise
POLSC2413	International Law and Institutions
POLSC2415	In the Footsteps of Thucydides
POLSC2417	Statecraft & Globalization
POLSC2419	The Geopolitics of Democracy
POLSC2421	Model United Nations
POLSC2503	Revolution and Nationalism
POLSC3301	Comparative Politics of Developing States
POLSC3303	Street Democracy
POLSC3305	Women in Global Politics: From the Barrio to Elected Office
POLSC3403	Human Issues in International Relations
POLSC3405	Strategies of War and Peace
POLSC3407	Political Islam

Other courses outside the department may be recommended following individual consultation with departmental advisors. These will be determined by the student's proposed course of study and interests.

Requirements for Departmental Minor

POLSC1201	Introduction to American Politics and Government
POLSC1301	Introduction to Comparative Government and Politics
POLSC1401	Introduction to International Relations
POLSC1501	Political Theory

Two upper-level political science electives

Emmanuel in Washington

Key to realizing a full understanding of politics and political science is an internship experience. This experience affords students the opportunity to apply the knowledge attained in the classroom to actual political settings. To that end, the Political Science Department, along with the Office of Internships and Career Development (ICD), is excited to announce the Emmanuel in Washington program. Emmanuel in Washington provides an excellent course and internship opportunities in our nation's capital through two main programs: The Washington Center (TWC) and American University. These are both full semester (fall or spring) occupancies in Washington, D.C. Emmanuel in Washington will prepare students for a career in the global marketplace and allows students to make the priceless networking connections that will advance any career option.

Program Overview

The Washington Semester – Emmanuel in DC Program provides an excellent internship experience in our nation's capital. Students are challenged during their internship to build skills to help support future success for lives of purpose, service and leadership. This unique program will prepare students for a career in the global marketplace and allows students to make the priceless networking connections that will advance any career option. Students who participate in the Washington Semester – Emmanuel in DC Program have the opportunity to intern full-time for an organization of their choice. Emmanuel in Washington provides course and internship opportunities through two main programs: 1) The Washington Center (TWC) and 2) American University. These are both full-semester occupancies in Washington, D.C.

The New York State Legislative Fellowship

In addition to Emmanuel in Washington, we can offer the New York State Legislative Fellowship. This fellowship program places students in the office of a Senator or Member of Assembly in the state capital of New York, Albany, and runs in the spring semester.

Students receive a stipend and are required to take courses while in residence. The program culminate in the fellow drafting his or her own piece of legislation and defending it in front of their colleagues on the floor in a mock session of either the Senate or the Assembly.

Requirements and Procedures

The application deadlines and requirements differ for each of the aforementioned programs. Interested students should contact the internship faculty advisor in the Political Science Department, Adam Silver (silvera@emmanuel.edu), or the ICD office for further information.

Please note, the Emmanuel in Washington program and the New York State Legislative Fellowship are in addition to the Capstone Seminar and Internship (described elsewhere in this section). They are not lieu of the Capstone requirements.

Eastern Mediterranean Security Studies Certificate Program

Emmanuel students have a unique opportunity to experience the beauty of Greece while studying the geopolitical complexity of the continental crossroads of the eastern Mediterranean for three weeks, in an intensive, eight-credit international relations program. The curriculum combines a unique study abroad program, taught by Emmanuel faculty, with an extended classroom experience in Crete, with field trips and excursions while in residence at the Institute of Cretan Studies.

The program consists of two advanced International Relations summer courses, presentations from policy experts, and educational excursions.

POLSC2417	Statecraft & Globalization
POLSC2419	The Geopolitics of Democracy

Distinction in the Field

College-wide criteria specify completion of a research project and a 3.5 minimum GPA in the major. Political Science majors in any concentration must complete a substantive project (with approval from the faculty supervisor) in the capstone course and present during Senior Distinction Day.

All seniors must have their topics for the Capstone Seminar by November 15 and all students eligible for Distinction in Political Science are required to have an approved

proposal by November 15. All seniors should have an approved internship by December 15.

National Honors Society

Students who meet the following criteria will be admitted to Emmanuel College's Chapter of Alpha Delta Delta of the Pi Sigma Alpha National Honors Society for Political Science:

- Completion of five or more Political Science courses
- A grade of B or above in all Political Science courses
- A rank in the upper third of the class.

Pre-Law Studies

There is no single path that will prepare a student for a legal education. Students who are successful in law school and who become accomplished professionals choose various majors at the undergraduate level; and students are admitted to law school from almost every academic discipline. Many pre-law students choose to major in Political Science, History or Philosophy. However, whatever major is selected, students are encouraged to pursue an area of study that interests and challenges them, while taking advantage of opportunities to develop research and writing skills. Taking a broad range of difficult courses from demanding instructors is excellent prepa - ration for legal education. A sound legal education will build upon and further refine the skills, values and knowledge that a student possesses.

The Pre-Law Committee of the American Bar Association Section of Legal Education and Admissions to the Bar recommends the development of the following skills for successful study in the legal profession:

- Analytic/Problem-Solving Skills
- Critical Reading Abilities
- Writing Skills
- Oral Communication and Listening Abilities
- Organizational and Management Skills
- Values of Serving Others and Promoting Justice
- General Research Skills

Emmanuel College offers many courses that develop skills in these areas. Specific advising for students interested in a career in Law is provided by the Pre-Law Advisory Committee (PLAC). The PLAC helps students determine a specific program geared to their particular aspirations. The committee is chaired by Dr. Marie Natoli in the Political Science Department and Dr. Thomas Wall in the Philosophy Department.

The following courses have been found to provide an excellent preparation for the Law School Aptitude Test (LSAT) and guidance for students who wish to explore a career in the practice of law:

PERF1111	Public Speaking
or	
PERF3111	Public Speaking: Interactive Speech
PHIL1115	Recent Moral Issues
PHIL2108	Critical Thinking
PHIL2203	Philosophy of Law
POLSC2115	Civil Liberties
POLSC2602	Introduction to Law and the Judicial System
POLSC3607	Constitutional Law

Pre-Medical, Pre-Dental, Pre-Veterinary Studies

Pre-Medical Studies describes a suggested curriculum that is a strong preparation for careers in medicine, dentistry, or veterinary medicine. The same curriculum is also an excellent preparation for other health-related fields such as nursing, physician's assistant, physical therapy and public health. A student may choose any major at Emmanuel College, but the Association of American Medical Colleges (AAMC) requires students to complete at a minimum the following courses:

BIOL1105	Introduction to Cellular and Molecular Biology w/Lab
BIOL1106	Introduction to Organismic and Evolutionary Biology w/Lab
CHEM1101	Principles of Chemistry I w/Lab
CHEM1102	Principles of Chemistry II w/Lab
CHEM2101	Organic Chemistry I w/Lab
CHEM2102	Organic Chemistry II w/Lab
PHYS2201	General Physics I w/Lab (prerequisite is Calculus)
PHYS2202	General Physics II w/Lab (prerequisite is Calculus)
One year (two semesters) of English	

In general, medical schools want well-rounded students with a broad liberal arts and sciences education. Early in their college career students are advised to consult the individual requirements of the medical, dental, or veterinary college they wish to attend. At Emmanuel College, the Health Sciences concentration in the Biology major is an excellent preparation for medical school, and most students will choose this path. Regardless of major, students interested in applying for medical school, dental school, or veterinary school are reminded that they should pursue a course of study that will prepare them for the Medical College Aptitude Test (MCAT) or Dental Aptitude Test (DAT). Most students will take one of these tests in the spring of their junior year, if they plan to attend professional school immediately after graduation. All colleges of veterinary medicine require some standardized test, like the Graduate Record Exam (GRE), MCAT, or other. Students are also strongly advised to take a commercial MCAT/DAT/GRE Test preparation course that begins about two to three months before they are scheduled to take the MCAT, DAT, or GRE tests.

Many medical schools recommend experience in a health care setting to gain practical experience and insight into what a life in the medical professions means. Suggestions include working in a clinical research setting, emergency room at a hospital, social service setting, physician's office or as an emergency medical technician (EMT). Students interested in a career in the dental field are required to have a certain number of hours shadowing a dentist or working in a dental office/clinic. An application to veterinary school is also greatly strengthened by a student's experience with large animals before they apply.

Specific advising for students interested in a career in the health professions is provided by the Health Professions Advisory Committee (HPAC). The HPAC helps students determine a specific program geared to their particular discipline and advises them in the application process. It is recommended that students identify themselves to the HPAC as soon as possible. The committee is chaired by Dr. Josef Kurtz in the Biology Department.

Psychology

Linda Lin, Ph.D.
Chair

Psychology is a rich and varied discipline. Dedicated to the scientific study of the complexity and diversity of the mind and behavior, psychology covers a broad area of study, including cognition, memory, motivation, interpersonal relationships, personality, psychological disturbance and psychotherapy.

Psychology majors receive a broad liberal arts education as well as training in the specialized knowledge and skills of psychology. This training can be applied in a wide variety of work settings, such as with children and the elderly, or in institutional and mental health facilities. Emmanuel graduates have continued their education at the master's and doctoral level in psychology, social work, health care and other professional fields. Some graduates work in human resources, personnel and related careers in business and academia. Graduates have also been involved in research, in college teaching, and in human services within a variety of institutions and agencies and within a broad range of clinical settings.

The psychology department offers a B.A. degree in psychology with three concentrations, which help to guide students' coursework in an area that helps them to meet their academic and professional goals.

Developmental psychology is a program that concentrates on developmental psychology through the human life span.

Counseling and health psychology concentrates on interviewing skills and modern research on coping and dealing with stress and other health-oriented issues.

The *neuroscience* concentration is the result of a collaboration between the psychology and biology departments. This program of study is designed to provide students with a solid foundation in the psychological, biological and chemical sciences.

The early core courses in psychology provide the scientific background for later courses that build upon students' knowledge base, capacity to analyze and critical-thinking skills. Upper-level courses allow students to explore more deeply specific areas in scientific psychology and further develop critical sophistication through directed research, exposure to psychological literature and senior internships.

Learning Goals and Outcomes

The psychology department's Learning Goals are based in the *Principles for Quality Undergraduate Psychology Programs*, a report put out by the American Psychological Association, which "recognizes the importance of undergraduate education in advancing psychology as a science, promoting human welfare, and fostering students' growth and development," (APA.org). Each goal is broadly articulated, with the recognition that the content, depth, and breadth of the course are dependent upon a number of factors (e.g., 1000–4000-level).

1. **Knowledge and Critical Engagement in Psychology:** Students will understand and can apply the major concepts, theoretical perspectives (biological, behavioral, cognitive, developmental, and social), empirical findings, and historical trends in psychology, as well as the APA Code of Ethics.

2. **Research Methods in Psychology:** Students will be able to engage in research design, sampling, data collection, data analysis and interpretation.
3. **Information and Technological Literacy:** Students will be proficient in the use of information and technology for many purposes relevant to the field of Psychology.
4. **Communication Skills:** Students will be proficient in written and oral communication in a variety of formats for educational and professional purposes.
5. **Personal and Professional Development:** Students will understand the links between personal and professional values, knowledge and skills, and academic and career goals.

To further articulate how each goal is addressed within the Psychology program course structure, Student Learning Outcomes (SLOs) are articulated for each course that is part of the major and minor. Bloom's taxonomy was used as a framework for distinguishing the level of skill or knowledge expected within the given course. These levels are: Remembering, Understanding, Applying, Analyzing, Evaluating and Creating. The student learning outcomes reflect both the Psychology program goals and the level of learning expected for each goal. The departmental goals and course-specific student learning outcomes are included in all course syllabi.

The Capstone Experience

All Psychology majors complete a two-semester capstone experience in their senior year. Based upon their professional interests, students select from two courses: PSYCH4494-4495 Internship in Psychology I & II offers students the opportunity to engage in clinical or professional work at any number of institutions. Students are supervised by a qualified professional on-site, and attend regular class meetings with a faculty instructor. Students interested in research experience select PSYCH4282-4283 Senior Directed Research I & II. This capstone option affords students the opportunity to engage in empirical research either at an off-campus research site or develop and implement an independent research project with a faculty advisor. Students are supervised and attend regular class meetings with a faculty instructor. Both capstone options meet the professional and educational needs of the students. Graduate programs and professional research positions expect or require significant applied experience. The two-semester capstone is unique and helps set our graduates apart from Psychology majors at other institutions.

Requirements for Departmental Major

Required Courses

PSYCH1501	General Psychology
PSYCH2209	Physiological Bases of Behavior in Psychology
PSYCH2801	Methods and Statistics I
PSYCH2802	Methods and Statistics II
PSYCH3111	Cognition

Additional Requirements for Departmental Concentrations

Developmental Psychology:

PSYCH2303	Child and Adolescent Psychology
PSYCH2304	Adulthood and Aging
PSYCH3601	Counseling Theories and Techniques

Senior capstone experience (2 semesters):

PSYCH4282-3	Senior Directed Research I & II
or	
PSYCH4494-5	Internship in Psychology I & II

At least one elective from the following:

PSYCH2103	Relationships, Marriage and the Family

PSYCH2105	Cross-Cultural Psychology
PSYCH2203	Social Psychology
PSYCH2405	Health Psychology
PSYCH3101	Seminar: Psychology of Women
PSYCH3211	Theories of Personality
PSYCH3212	Abnormal Psychology
PSYCH3215	History and Systems of Psychology

Counseling and Health Psychology:

PSYCH2405	Health Psychology
PSYCH3212	Abnormal Psychology
PSYCH3601	Counseling Theories and Techniques

Senior capstone experience (2 semesters):

PSYCH4494-5	Internship in Psychology I & II
or	
PSYCH4282-3	Senior Directed Research I & II

At least one elective from the following:

PSYCH2103	Relationships, Marriage and the Family
PSYCH2105	Cross-Cultural Psychology
PSYCH2203	Social Psychology
PSYCH2303	Child and Adolescent Psychology
PSYCH2304	Adulthood and Aging
PSYCH3101	Seminar: Psychology of Women
PSYCH3211	Theories of Personality
PSYCH3215	History and Systems of Psychology

Neuroscience:

BIOL1110	Anatomy and Physiology
BIOL2201	Neurobiology
CHEM1101	Principles in Chemistry I
CHEM1102	Principles in Chemistry II
PSYCH2405	Health Psychology
or	
PSYCH3212	Abnormal Psychology
BIOL3137	Medical Neuroscience
BIOL4160	Neuroscience Seminar
PSYCH4478	Directed Study
or	
PSYCH4496	Internship

With departmental approval, psychology majors may substitute BIOL1110 and BIOL1111 Human Anatomy and Physiology I and II for PSYCH2209 Physiological Bases of Behavior.

Once students declare their major and are assigned an advisor, they should consult with their department advisor as soon as possible.

Requirements for Minor in Psychology

At least five courses are required.

PSYCH1501	General Psychology
PSYCH3211	Theories of Personality
either:	
PSYCH2303	Child and Adolescent Psychology
or	
PSYCH2304	Adulthood and Aging
either:	
PSYCH2203	Social Psychology
or	
PSYCH2105	Cross-Cultural Psychology
either:	
PSYCH3212	Abnormal Psychology
or	
PSYCH3601	Counseling Theories and Techniques

Distinction in the Field

College-wide criteria specify completion of a research project and a 3.5 minimum GPA in the major. Psychology majors in any concentration complete a substantive research project with the approval of the department.

A final paper in submitted to the department for review, and the student presents his/her project during Senior Distinction Day. Distinction is recommended based

upon the quality of the project as evaluated through the paper and presentation.

Recommended Four-Year Sequence of Courses for Psychology Majors

First Year

PSYCH1501	General Psychology
MATH1117	Introduction to Statistics
BIOL1110	Human Anatomy and Physiology I
and	
BIOL1111	Human Anatomy and Physiology II
or	
PSYCH2209	Physiological Bases of Behavior

Second Year

PSYCH2209	Physiological Bases of Behavior
PSYCH2801	Methods and Statistics I
PSYCH2802	Methods and Statistics II
Depending on student's track:	
PSYCH2303	Child and Adolescent Psychology
PSYCH2304	Adulthood and Aging
PSYCH2203	Social Psychology
PSYCH2405	Health Psychology

Third Year

PSYCH3111	Cognition
Depending on student's track:	
BIOL2201	Neurobiology
PSYCH3601	Counseling Theories and Techniques
PSYCH3212	Abnormal Psychology
PSYCH3215	History and Systems of Psychology

Fourth Year

PSYCH4494-5	Internship in Psychology I & II
or	
PSYCH4282-3	Senior Directed Research I & II
Electives:	
PSYCH2103	Relationships, Marriage and the Family
PSYCH3101	Seminar: Psychology of Women
PSYCH3211	Theories of Personality

Sociology

Catherine S. Bucker, Ph.D.
Chair

The major in sociology prepares students for life in a global society. Whether students enter the world of work immediately after graduation or go on to graduate school, professional school, or a year of service in a non-profit in the U.S. or abroad, the ability to think sociologically will enhance their academic and professional lives.

The department offers a wide array of courses that prepare students to critically analyze the key institutions that comprise society and the dominant social and demographic issues that confront the world in the 21st century.

Sociology courses stress the development of critical-thinking skills, quantitative and qualitative research skills, and oral and written analysis and argument. The internship allows students to meld theory with practice outside the classroom in a range of social research, social service, health care, social justice, criminal justice and educational organizations in the Boston area. The seminar serves as a capstone to the sociology majors' undergraduate career.

Graduates of the sociology department have distinguished themselves nationally and internationally as lawyers, social workers, college and university professors and administrators, teachers, human resource directors, probation officers, health care and social service administrators, journalists, government officials, leaders of religious and non-profit organizations, corporate managers, market researchers and social researchers. They also have made very important contributions to the work of creating a more just global society through their involvement in social movements for peace, social justice, civil rights, women's rights, democracy and human rights throughout the world.

Learning Goals and Outcomes

At the completion of the Sociology major, the student will:

- Demonstrate an appreciation of the sociological perspective and the sociological imagination in our understanding of social reality.
- Demonstrate an understanding of sociological theories, paradigms, and concepts.
- Demonstrate an understanding of sociological research methods.
- Acquire intellectual and professional skills.
- Apply sociological concepts to micro and macro issues of inequality, diversity, and globalization.
- Develop an appreciation of social justice concerns.

The Capstone Experience

The culminating experience for all Sociology majors is the Senior Seminar course (SOC4999). This course is completed in the spring of students' last year of study. In order to begin the capstone experience, students must have fulfilled most requirements in the major. During the capstone experience, students write and present on a substantial research paper on a Sociological topic to demonstrate their achievement of the goals of the major program. Specifically, students need to include in their final paper the application of a Sociological perspective and Sociological theories to their respective topic, an understanding of appropriate social research methods to use, and how the topic ties to issues of inequality, diversity, or globalization. Student achievement is evaluated by the instructor and papers are shared

with Sociology Department faculty. In addition, students will complete a comprehensive exam.

Requirements for Departmental Major

SOC1101	Introduction to Sociology: Analysis of Society in Global Perspective
SOC2113	Methods of Social Research
SOC3101	Theories of Society
SOC4194	Internship
SOC4999	Seminar in Sociology

Five additional sociology courses, at least one of which is 3000-level. Either SOC3103 or SOC3104 is recommended.

Requirements for Departmental Major with a Concentration in Social Inequality and Social Justice

Required Departmental and Core Courses

SOC2127	Social Class and Inequality
SOC3115	The Sociology of Globalization

Three electives must be chosen from the following:

SOC1105	Major Institutions in U.S. Society
SOC2105	Race, Ethnicity, and Group Relations
SOC2107	The Urban World
SOC2123	Health Care: Systems, Structures, and Cultures
SOC2131	Catholic Social Teaching
SOC2205	War and Peace
SOC3201	Worlds in Motion: The Causes and Consequences of Migration

Recommended Courses

POLSC2409	The Politics of International Economic Relations
THRS3133	Social Justice and Religious Traditions

Requirements for Departmental Major with a Concentration in Human Services

Required Departmental and Core Courses

SOC1111	Introduction to Social Work
SOC2201	The Practice of Social Policy

Three electives must be chosen from the following (one of which must be 3000-level):

SOC2105	Race, Ethnicity, and Group Relations
SOC2115	Family and Gender Roles
SOC2119	Age and Generations
SOC2123	Health Care: Systems, Structures, and Cultures
SOC2127	Social Class and Inequality
SOC3103	Advanced Quantitative Research Methods
SOC3104	Advanced Qualitative Research Methods

Recommended Courses

PHIL2113	Health Care Ethics
PSYCH3601	Counseling Theories and Techniques

Requirements for Departmental Major with a Concentration in Crime and Justice

Required Departmental and Core Courses

SOC2101	Criminology
SOC2203	Crime and Justice

Three electives must be chosen from the following (one of which must be 3000-level):

SOC2105	Race, Ethnicity, and Group Relations
SOC2127	Social Class and Inequality
SOC2207	Deviant Behavior and Social Controls
SOC3103	Advanced Quantitative Research Methods
SOC3104	Advanced Qualitative Research Methods
SOC3203	Organized Crime: A Sociological Exploration of Mobs, Gangs, and Cartels
SOC3205	Crimes Against Humanity

Recommended Courses

CHEM1107 (or CHEM1117)	Forensic Chemistry
ITECH3105	Social Issues in Computing

Requirements for Departmental Minor

SOC1101	Introduction to Sociology: Analysis of Society in Global Perspective
SOC2113	Methods of Social Research
SOC3101	Theories of Society

Three additional sociology courses

SOC2113 has a prerequisite of either MATH1117 Introduction to Statistics or MATH2113 Applied Statistics.

Distinction in the Field

A Distinction in the Field option involving significant research under faculty direction is available to majors with a 3.5 GPA in department courses.

Recommended Four-Year Program in Sociology

First Year

SOC1101	Introduction to Sociology: Analysis of Society in Global Perspective

Additional sociology courses

Second Year

SOC2113	Methods of Social Research

Additional sociology courses

Third Year

SOC3101	Theories of Society

Additional sociology courses

Fourth Year

SOC4194	Internship (*Fall*)
SOC4999	Seminar in Sociology (*Spring*)

Additional sociology courses

Theology & Religious Studies

Reverend Thomas L. Leclerc, M.S, Th.D.
Chair

Because religion plays a central role in human culture, religious literacy is critical for anyone wishing to understand our rapidly globalizing world. The study of theology and religion allows for the contemplation of crucial human questions regarding the origins of the universe, the purpose of existence, the nature of morality, and our final destiny. The Theology & Religious Studies program engages all religions with openness and respect. As a Catholic College, Emmanuel welcomes students of all faiths as well as those who do not identify with a religious faith. Courses are offered in Catholicism and Christianity, as well as world religions such as Judaism, Buddhism, Hinduism, Islam and Chinese religions. Courses frequently consider questions about poverty, ecology, and human rights, and an emphasis on experiential learning, service learning, and social justice helps prepare students to be engaged and astute global citizens.

Courses in Theology & Religious Studies help students:

- Understand religion as a significant dimension of human experience
- Explore religions as historically rooted and constantly developing traditions
- Explain how religious worldviews shape moral reasoning and practice
- Analyze primary texts from major religious traditions
- Discover the interactions of religion with society, politics, the arts and culture

Recognizing the study of theology and religion as an integral part of a liberal arts education, Emmanuel requires all students to take two courses in the department of Theology & Religious Studies. These courses introduce students to the academic study of religion and provide the kind of training in research and analysis, critical thinking, and expository writing which both employers and graduate schools are seeking. Students choose to major in Theology & Religious Studies for a variety of reasons. Often they find it complements career goals in teaching, social work or other helping professions. As a liberal arts degree, it is also solid preparation for further study in law or business. Some students go on to graduate programs in religion, theology or ministry.

Learning Goals and Outcomes

Upon completion of the major or minor in Theology & Religious Studies, students will be able to:

1. Compare and contrast popular misconceptions of religion with scholarly knowledge of religion.
2. Demonstrate an understanding of religions as historically rooted and constantly developing traditions.
3. Apply theological claims to moral reasoning and practice.
4. Competently analyze primary texts from at least one major religious tradition.
5. Analyze the interaction of religion with society, politics, the arts and culture.
6. Evaluate theological claims for internal consistency, coherence with human experience and social expression.
7. Synthesize acquired knowledge into an original work of critical scholarship.
8. Demonstrate the skills to write cogently, reason critically, present professionally and discuss competently.

The Capstone Experience

The culminating experience for Theology and Religious Studies majors is a Directed Research and Seminar course (THRS4182). This course is typically completed in the student's final year of study after most major requirements are complete. For this course, students work closely with a faculty advisor to conduct independent research and to write a major paper that demonstrates both the ability to examine a topic in depth and to integrate and synthesize two or more areas in Theology and Religious Studies, e.g., scripture and ethics. Student achievement is evaluated by the faculty advisor and papers are shared with department faculty.

Requirements for the Major in Theology & Religious Studies

The Major in Theology & Religious Studies consists of ten courses distributed as follows:

Two introductory courses:

THRS1111	Introduction to the Bible
THRS1101	Introduction to Religious Studies
or	
THRS1103	Introduction to Catholic Theology

At least three courses from the following:

THRS2108	Religion and the Environment
THRS2111	Love and Justice
THRS2114	The Prophets: Power, Politics, and Principles
THRS2135	World Religions
THRS2201	War, Peace, and Religions
THRS2203	Ethics in the New Testament: Discipleship and Community
THRS2205	The Gospels
THRS2208	Global Christianity
THRS2217	Women in the World Religions
THRS2219	Women in Christian Traditions
THRS2221	Radical Christianity
THRS2301	Health Care: Social Justice and Economics

At least one course from the following:

THRS2105	Judaism
THRS2202	Hinduism
THRS2211	Islam
THRS2212	Buddhism
THRS2215	Chinese Religions

Three other 2000- or 3000-level courses, at least two of which must be 3000-level, or 4178, Directed Study.

Also required:

THRS4182	Directed Research and Seminar

Students may include an approved internship as one of their ten courses.

Requirements for the Departmental Minor in Theology & Religious Studies

The Minor in Theology & Religious Studies provides a convenient curriculum for students who would like to explore their religious questions beyond two courses, but who do not have room in their schedule for either a full-time major or a double major. The Minor consists of five courses chosen in consultation with a departmental advisor, at least one of which must be at the 3000-level, and no more than two at the 1000-level.

Requirements for an Interdisciplinary Minor in Catholic Studies

In continuity with the mission of Emmanuel College and of its founding congregation, the Sisters of Notre Dame de Namur, the Catholic Studies program at Emmanuel seeks to educate students in the rich academic tradition, cultural heritage and commitment to social justice that are hallmarks of the Catholic tradition. Drawing on a variety of courses from across the college's curriculum,

this interdisciplinary program deepens students' understanding and appreciation of the ways in which the church's history and traditions have shaped and been shaped by the thinking and actions of ordinary and extraordinary Catholics.

Two introductory courses:

THRS1103	Introduction to Catholic Theology
THRS1111	Introduction to the Bible

Two courses from the following offerings:

ART2223	From Patronage to Practice: The Catholic Art Tradition
ENG2325	Spirituality and the Literary Imagination
HIST2127	Religion, Society, and Europe
HIST2128	Immigrants in the American Experience
HIST2129	American Catholics: Diversity and Change
PHIL3115	Ancient and Medieval Philosophy
THRS2108	Religion and the Environment: Ethical Explorations
THRS2111	Love and Justice: Christian Ethics
THRS2151	Religious Traditions of Rome
THRS2203	Ethics in the N.T.: Discipleship and Community
THRS2205	Gospels: Portraits of Jesus
THRS2207	The Church: Sacramental Community for Justice
THRS2209	History of Christianity
THRS2217	Women in the World Religions
THRS2219	Women in Christian Traditions
THRS2131/ SOC2131	Catholic Social Teaching

One of the following:

(With the approval of the instructor, the student seeking to apply one of these courses to a Catholic Studies minor will be required to write the main paper for the course on a Catholic topic.)

THRS3133	Social Justice and Religious Traditions
THRS3135	Contemporary Issues in Roman Catholicism
THRS3143	Interpreting Vatican Council II: Tradition and Transition
THRS3201	The Bible and Art

Distinction in the Field

A Distinction in the Field option involving significant research under faculty direction is available to majors with a 3.5 GPA in department courses.

National Honors Society

Students who meet the following criteria will be admitted Theta Alpha Kappa, the National Honor Society for Religious Studies and Theology:

- Completion of 12 or more credits in Theology & Religious Studies courses;
- A GPA of 3.5 or above in Theology & Religious Studies courses;
- An overall GPA of 3.0 or above;
- A rank in the top 35% of the class.

Recommended Four-Year Program

First Year

THRS1111	Introduction to the Bible
THRS1101	Introduction to Religious Studies
or	
THRS1103	Introduction to Catholic Theology

Second Year

Two 2000-level courses

Third Year

Three courses at either 2000- or 3000-level

Fourth Year

Two courses at either 2000- or 3000-level

or

One course at the 2000- or 3000-level and

THRS4178 Directed Study

or

One course at the 2000- or 3000-level and an internship

THRS4182 Directed Research

Course Descriptions

Course numbers 1000 through 1999 are defined as introductory, elementary, and general requirement courses appropriate for first-year students and others with no special background. These courses ordinarily would have few or no prerequisites.

Course numbers 2000 through 2999 are defined as lower-level undergraduate courses, ideal for second- and third-year students. These courses build on materials from 1000-level courses and may carry prerequisites.

Course numbers 3000 through 3999 are defined as upper-level undergraduate courses, courses for majors and courses that may require significant prerequisites.

Course numbers 4000 through 4999 are defined as advanced upper-level undergraduate courses, including senior seminars/capstone courses, advanced directed study courses and so on.

General Requirements

The courses marked with the following abbreviations indicate fulfillment of the domains of knowledge component of the general academic requirements:

Aesthetic Inquiry (AI-L); (AI-A)
Historical Consciousness (H)
Social Analysis (SA)
Scientific Inquiry (SI)
Scientific Inquiry with Laboratory (SI-L)
Quantitative Analysis (QA)
Religious Thought (R)
Moral Reasoning (M)

See page 8 for more information regarding each requirement.

Accounting

ACCT1201 Financial Accounting (QA)

At its core, financial accounting converts data into financial information for decision making. The course introduces students to the methods and procedures accountants use to gather data, record their financial effects, summarize them into financial statements, analyze and interpret the economic impact, and report them to stakeholders.
Fall and spring semesters. 4 credits
Prerequisite: Concurrently with ITECH1103 or demonstration of proficiency

ACCT2201 Managerial Accounting

The use of accounting in planning, controlling, and decision making is examined in this course. Cost terms, classification, and behavior are fully developed and utilized in budgeting, break-even analysis, and pricing of products and services. Simulation exercises in production, cost accumulation systems, and budgeting will make extensive use of the Excel electronic spreadsheet.
Fall and spring semesters. 4 credits
Prerequisites: MGMT1101 and ACCT1201

ACCT2203 Intermediate Accounting I

Accounting theory is applied to develop financial statements of proper form and content. Asset items of the balance sheet are treated comprehensively.
Fall semester. 4 credits
Prerequisites: ACCT1201 and ACCT2201 or concurrently with ACCT2201

ACCT2204 Intermediate Accounting II

Liabilities, reserves, and stockholders' equity items are thoroughly treated. The analysis of financial statements through the use of the ratio method is stressed.
Spring semester. 4 credits
Prerequisite: ACCT2203

ACCT2206 Cost Accounting

The control aspects of material, labor, and overhead accounting are stressed. The course covers job and process costs, standard costs, direct costing, marketing cost, cost in decision making, capital budgeting, and profit planning.
Fall semester, alternate years, expected fall 2012. 4 credits
Prerequisites: ACCT1201 and ACCT2201

ACCT3203 Auditing and Assurance Services

This course focuses on the theory and practice of auditing and assurance services, including the preparation of working papers and reports for various types of clients, the relationship with the client, and professional ethics.
Spring semester. 4 credits
Prerequisites: ACCT2203 and ACCT2204

ACCT3296 Accounting Internship

The accounting internship course involves experiential learning in accounting-related positions with a corporation, public accounting firm and/or a government agency. The course also requires attendance to a seminar where students apply theoretical knowledge to the practical setting where they have chosen to complete their internship work. Together with the Internship supervisor, a project is defined for the student that will add value to the organization and that will help the student build expertise and confidence in an area of mutual interest. The student completes the project as part of the internship.
Fall and spring semesters. 4 credits
Prerequisites: ACCT2203 Intermediate Accounting, ACCT2204 or concurrently with ACCT2204 and approved internship placement. This course is limited to Accounting Majors.

ACCT3411 Federal Income Taxes

Students study federal income tax laws as they apply to individuals, partnerships, corporations, and fiduciaries.
Spring semester. 4 credits
Expected in spring 2012
Prerequisite: ACCT1201

ACCT3413 Accounting Information Systems

This course focuses on the design, use, evaluation, and control of accounting information systems. Business transactions will include order entry, sales, purchasing, accounts receivable, and accounts payable, among others. Real-world accounting applications will be used.
Fall semester. 4 credits
Prerequisite: ACCT2201

ACCT4178 Directed Study

This course is limited to seniors.
Fall and spring semesters. 4 credits
Prerequisite: Permission of instructor

ACCT4201 Advanced Accounting

This course examines advanced accounting topics including consolidated financial statements, mergers and acquisitions, partnerships and nonprofit organizationss.
Fall semester. 4 credits
Prerequisites: ACCT2203 and ACCT2204

American Studies

AMST1101 Introduction to American Studies (AI-L)

This course is designed to introduce students to some of the significant works, interpretative methods, and central concerns of American Studies. Employing an interdisciplinary analytical approach and focusing on a variety of texts (including works of film, literature, and folklore as well as less traditional texts of academic study, such as advertisements), this course explores popular and academic formulations of American identity and considers a range of American experiences. In our studies, we will focus especially on times, places, and texts that illuminate the complexity and diversity of American culture.
Spring semester. 4 credits

AMST4178 Directed Study

Under the guidance of a faculty member, students will undertake and complete a major research project on an American Studies-related topic.
Offered as needed. 4 credits
Prerequisite: Permission of department chair

AMST4995 Internship

This course involves an internship in a cooperating institution, regular discussion sessions, and the completion of several projects related to the internship site. Students select their internship with the approval of the agency and a department faculty member.
Offered as needed. 4 credits
Prerequisites: INT1001, senior status, and permission of department chair

Art

Art History

ART1201 Survey of Art I: From Prehistoric to Medieval Art (AI-A)

This course is a chronological survey of art from around the world, covering prehistoric, ancient and medieval art. Emphasis will be placed on stylistic developments as they are expressed within specific cultural contexts. The course will introduce students to the language of art history, including the analytical, critical, and art historical methodologies used by art historians.
Fall and spring semesters. 4 credits

ART1202 Survey of Art II: From the Renaissance to the Beginnings of Modernism (AI-A)

This course is a chronological survey of art from around the world, covering a time period from the late 15th century to the mid-19th century. Emphasis will be placed on stylistic developments as they are expressed within specific cultural contexts. The course will introduce students to the language of art history, including the analytical, critical, and art historical methodologies used by art historians.
Fall and spring semesters. 4 credits

ART2201 Visual Constructions of Gendered Identity (AI-A)

This course is an examination of the ways in which gender constructions are revealed in works of art throughout history and across cultures. Using the lens of art history, we will consider the shifting meanings of art objects based on historically and culturally constructed notions of the so-called masculine and feminine.
Fall semester, alternate years, expected fall 2013. 4 credits

ART2202 Art of Resistance: Social Justice and the Visual Arts (AI-A)

This course is an examination of the ways in which art has been employed by artists to promote social justice. Taking a cross-cultural approach, the course will consider key artistic movements throughout history that have been grounded in a philosophy of social change as well as individual works that stand out within an art movement for their progressive perspective.
Spring semester, alternate years, expected spring 2013. 4 credits

ART2204 From Globalization to Transnationalism: Art in the Contact Zone (AI-A)

This course is an examination of cultural exchange from the perspective of a broad range of artists and art communities, with roots from Asia to the Middle East and Africa and including the indigenous peoples of North and South America, in an effort to understand how expanded international and transnational connections have redefined artistic production throughout the world. Beginning with an historical perspective on cultural exchange, the course will then consider the widespread acceleration of cultural exchange in the late 20th century.
Fall semester, alternate years, expected fall 2012. 4 credits

ART2213 Daguerreotypes to Digital Prints: The History of Photography

This course surveys the history of photography from its beginnings in the early19th century to the present. We will examine the use of photography for aesthetic, documentary, and "scientific" purposes, the stylistic shifts in photography related to aesthetic interests, and the interpretations of subject matter based on social and cultural concerns. More broadly, we will evaluate the shifting relationship between photography and the visual arts, which culminates in the primacy of photography as a medium by the

late 20th century. The impact of digital photography on photography as art will also be considered.
Fall semester. 4 credits

ART2215 Modern Art (AI-A)

This course is an examination of art trends that have come to define modern art from the 1860s to the 1950s and the postmodern challenges to modern art that began to emerge in the 1960s and continue into the 21st century. Emphasis will be placed on the importance of new types of media and techniques that transformed art, the shifting significance of the art object as an artistic necessity, and the changing view of the artist's role from creative genius to cultural critic.
Spring semester. 4 credits

ART2217 American Art to 1940 (AI-A)

This course is an examination of American art from its indigenous roots to the mid-20th century. We will consider the American visual arts tradition in relation to constructions of national identity and the critiques of those constructions by art historians today. We will also consider the ways that issues of class, race, and gender have been examined by American art historians. While considering the aesthetic qualities that have come to define American art, we will concentrate on the relationship between American art and the political, economic, and social climate of the United States at the time in which it was produced.
Spring semester. 4 credits

ART2221 Contemporary Art and Artistic Practice (in conjunction to Artist in Residence Program) (AI-A)

A four-credit art history course focused on contemporary art trends as they relate to the studio practices of four artists in residence at Emmanuel College. This is a unique opportunity to study art history grounded in the direct experiences of working artists. Through weekly meetings with resident artists, students will examine the working methods and conceptual frameworks that inform artistic practices. At the same time, an historical and contextual framework for these practices will be developed through classroom discussions. Media to be examined include ceramics, photography, and printmaking. The role of social justice in contemporary art practices will also be considered. Learn about contemporary art from a broad lens that covers both theory and practice, and earn four humanities credits in an accelerated format.
Summer. 4 credits

ART2223 From Patronage to Practice: The Catholic Art Tradition (AI-A)

This course examines the tradition of Catholic art from the Renaissance to the present. Topics covered include the history of art patronage by the Catholic Church, the spread of Catholic art around the world through missionary activities, the artistic production of practicing Catholics and the appropriation of Catholic imagery by non-Catholic artists. The course will pay special attention to the position of Catholic abstract artists during the Modern Period in relation to both avant-garde art movements and to the Catholic Church.
Spring semesters, alternate years, expected spring 2014. 4 credits

ART3209 From Modern to Postmodern: Art Since 1940

Focusing on art from 1940 to the present, this course covers the transition from Modernism to Postmodernism. After examining the rise and fall of painting, this course will pay close attention to new media used by artists, including performance art, video art, and installation art. The course will investigate the shifting definition of art in the late 20th century and the artist's role as cultural critic.
Spring semester, alternate years, expected spring 2014. 4 credits
Prerequisite: Junior or senior standing only

ART3391/2 Special Topics in Art History

This course is a focused study of topics in art history that warrant complex analyses and in-depth investigation. The course will be designed to assist students in further developing their research skills. Students will consider the critical theory that serves as the foundation for the methodologies used by art historians as well as scholars in other disciplines.
Spring semester, alternate years, expected spring 2013. 4 credits
Prerequisite: Junior or senior standing only

Studio Art

ART1401 Basic Drawing I

This course is designed to develop facility in a variety of media and discrimination in seeing through observation of form, structure and movement in natural forms. Lectures, critiques and museum assignments are an integral part of the course.
Fall and spring semesters. 4 credits
$100 studio fee

ART1402 Basic Drawing II

This course is designed to study and develop the concepts and processes of visual perception in drawing and to explore personal expression. Students increase their awareness of the visual world by articulating their responses to drawing through critiques and written assignments.
Spring semester. 4 credits
Prerequisite: ART1401
$100 studio fee

ART1407 Introduction to Digital Processes

This course is an introduction to the computer imaging environment, relative to visual synthesis. Students will use various two-dimensional imaging software, digital typesetting and layout tools as well as hypermedia and motion graphics software in an effort to complete a concise direction as individual visual thinkers.
Fall and spring semesters. 4 credits
$100 studio fee

ART2401 Painting I

This course is an introduction to painting in oil and related media and offers an elementary understanding of physical properties of the medium. Spatial relationships of color, form, light and composition are explored through the process. Lectures, critiques and museum assignments are an integral part of the course.
Spring semester. 4 credits
Prerequisite: ART1401, ART2403 or permission of instructor
$100 studio fee

ART2403 Design and Composition

The understanding of two-dimensional design is essential to all image making. This studio core course explores the formal elements of line, texture, value, space and composition. Design projects in black and white and in color which expand students' visual perception are the focus of the course. Lectures, critiques and museum assignments are an integral part of the course.
Fall and spring semesters. 4 credits
$100 studio fee

ART2411 Introduction to Printmaking

This course is an introduction to the printmaking processes of intaglio and relief. Lectures, critiques and museum assignments are an integral part of the course.
Fall semester. 4 credits
$100 studio fee

ART2413 Photography I

This course introduces students to the traditional tools and techniques of black and white photography in an analog, darkroom-based lab environment. Students learn the function of a camera and lens, proper

exposure and development of the negative and print, methods of presentation and preservation techniques. This course stresses the photographic process as a means of expanding visual expression and communication. Students are introduced to the history of photography as an art form.
Fall and spring semesters. 4 credits
$100 studio fee

ART2415 Life Drawing

Using a variety of media, this course studies the human form. Human anatomy, expressive possibilities of the human form and compositional problems as related to the figure(s) in space are explored. Lectures, critiques and museum assignments are an integral part of the course.
Fall and spring semesters. 4 credits
Prerequisites: ART1401, ART1402
$100 studio fee

ART2432 Graphic Design I: Text, Image, Structure

In this course, basic design principles and skills are expanded through a series of projects, which focus on the formal elements of typography as an expressive medium, color, hierarchy of information, structure and legibility within the context of design. Through lectures, demonstrations, and research, the historical/social impact of typography and graphic design innovations in production, visual thinking and media will be introduced.
Fall semester. 4 credits
Prerequisites: ART1401, ART1402 (graphic design minors are not required to take ART1402), ART1407, ART2403
$100 studio fee

ART2433 3D Form Studies

Understanding three-dimensional form impacts sculpture, industrial design, graphic design, architecture, as well as the execution of successful two-dimensional images. Form study is a three-dimensional studio core course, which is designed to develop students' problem-solving skills. It will examine perception, organization, analysis, colors, objects and environments in real space. The course is structured around studio projects where students are required to apply various approaches of generating and developing ideas. Group critiques are given weekly. Simple technical processes with various media will be introduced through demos as well as some of the major ideas influencing three-dimensional art and design in the history of art.
Fall and spring semesters. 4 credits
$100 studio fee

ART2443 Digital Photography I: New Technologies in Photography

This course provides each student with an ability to maintain a stable digital color work space from capture to print. By means of demonstration and course projects, students will establish technical knowledge and ability with professional digital single lens reflex (DSLR) cameras. The fundamentals of available light control, processing of RAW captured image files, use of Photoshop from a photographer's perspective, and maintenance of working color space will be introduced.
Fall and spring semesters. 4 credits
Prerequisite: ART1407 or permission of instructor
$100 studio fee

ART2451 Ceramics I

This course is designed to introduce students to basic handbuilding skills. Demos include pinch pot, slab, coil, leather-hard slab, paper armature techniques, extruder, glazing etc. Throughout the semester, students will experience handbuilding techniques to experiment and explore the possibilities of the medium. They will also facilitate skills to control the medium. The course projects offer a variety of approaches, forms, and ideas. We

will be exploring realistic, abstract, non-representational forms, both pedestal work as well as wall pieces, and both functional and sculptural work.
Fall and spring semesters. 4 credits
$100 studio fee

ART3402 Interactive Design

This advanced course introduces students to concepts and techniques of interactive design and industry-standard web development applications. Through focused projects, students will explore interactive paradigms of user experience, information architecture and navigation design with emphasis on organization and usability. Current and future directions of web interactivity will be addressed with a focus on CSS, browser compatibility, bandwidth limitations and the integration of dynamic content.
Fall and spring semesters. 4 credits
Prerequisites: ART1401, ART1402 (graphic design minors do not need to take ART1402), ART1407, ART2403, ART2432
$100 studio fee

ART3412 Photography II: Idea and Image

This unique hybrid course offers students with fundamental technical and aesthetic knowledge in the disciplines of film and/or digital photography an opportunity to develop their understanding and faculty of the medium further. Within an environment of enhanced critical review and independence, the course provides a more comprehensive review and application of advanced photochemical techniques and lighting systems, and promotes a project-based exploration of the medium's ability to facilitate the expression of concrete and abstract ideas.
Spring semester. 4 credits
Prerequisites: ART1407, ART2213, ART2413, or ART2443
$100 studio fee

ART3422 Printmaking Workshop

Through experimental approach and self-generated independent projects, students will build upon previous printmaking knowledge. Emphasis will be placed upon continued development of personal imagery and technical competency. Studio work, study of master prints, museum visits, and discussions are an integral part of the course. Silkscreen and photosensitive processes are introduced.
Spring semester. 4 credits
Prerequisite: ART2411 or permission of instructor
$100 studio fee

ART3431 Motion Design

In this advanced course, students build upon fundamentals of design while exploring time-based media. Students will experience concept building, storyboarding and problem solving, while investigating issues of type, image, sequence, scale, contrast, movement, rhythm and balance. Focus will be on the dynamic communication of visual systems of information with an emphasis on audience, organization, legibility and purpose. Projects will address web and broadcast production of advertising, informational graphics, and narrative shorts.
Fall semester. 4 credits
Prerequisites: ART1401, ART1402 (graphic design minors do not need to take ART1402), ART1407, ART2403
$100 studio fee

ART3432 Graphic Design II: Advanced Print Design

This advanced course is an exploration of complex print projects and the application of learned design skills as it relates to clients and the community. Using concepts, problem-solving skills, and design issues of type, image, structure and hierarchy, students will develop solutions to various print materials such as books, magazines, mailers, posters and periodicals.

Spring semester. 4 credits.
Prerequisites: ART1407, ART1401, ART1402 (graphic design minors do not need to take ART1402), ART2403, ART2432
$100 studio fee

ART3451 Ceramics II

This course will introduce advanced hand-building techniques in both sculptural and functional applications of ceramic art, as well as introductory wheel-throwing techniques. A variety of forms such as sculpture, installation, and tableware will be the explored in the course. Demos include wheel throwing, plaster mold making, slip casting, and screen printing (on clay).
Spring semester. 4 credits
Prerequisite: ART2451
$100 studio fee

ART4178-4179 Directed Study I & II

This course is open only to juniors and seniors who have had experience in a specific area. Approvals of the chairperson and instructor are required.
Fall and spring semesters. 4 credits

ART4194-4195 Internship I & II

This course involves a formal, supervised experience in galleries, museums, corporate collections, art centers, graphic design firms, broadcasting and publishing or state arts funding organizations. Students must apply one semester in advance to the chair of the department.
Fall and spring semesters. 4 credits
Prerequisites: INT1001, permission of instructor

ART4412 Photography III: Pixel to Page: Advanced Photography Projects

This course offers advanced students of photography an opportunity to exercise known and new sets of imaging and art-making tools to independently conceive and execute an intellectually and visually engaging series of photo-based work. Students will self-publish visually contiguous handmade and web portfolios of their work. Each student is required to submit personal work to various competitions and juried exhibitions, a critical step in building any young designer and/or art maker's résumé. Additionally, we begin a practical discussion and implementation regarding the means by which young visual artists and designers can best prepare for a career in a creative profession.
Spring semester. 4 credits
Prerequisites: ART1407, ART2213, ART2413 or ART2443, ART3412
$100 studio fee

ART4417 Senior Studio

This capstone course for all studio majors examines advanced problems in two-dimensional and three-dimensional design with an emphasis on the student's individual process of problem solving and the strategies used. Students work on individual projects over the course of the semester and meet weekly for group critiques.
Fall semester. 4 credits
Prerequisites: ART2403, ART1407, ART2433, ART1401, ART1402, and permission of instructor
$75 studio fee

ART4432 Graphic Design III: Senior Studio

In this capstone course, graphic design majors construct a personalized identity system in preparation for entrance into professional practice. In addition, this course is designed to be an active studio, where students research a specific area of graphic design and document their design process in preparation for their senior thesis project.
Fall semester. 4 credits
Prerequisites: ART1401, ART1402, ART1407, ART2403, ART2432, ART3432
$100 studio fee

ART4451 Ceramics III

This course is designed to provide an opportunity for students to develop their own vision and produce a cohesive body of work. All students enrolled in this course are required to have either a solo exhibition or a group exhibition at the end of the semester. Advanced throwing techniques will be introduced. This course will also introduce information regarding professional practice. Students are prepared and encouraged to exhibit their work professionally upon completing this course.
Spring semester. 4 credits
Prerequisite: ART3451
$100 studio fee

Art Education

ART3501 Methods and Materials of Teaching Art

This course deals with the methods and techniques of teaching art, design and craftwork in elementary or secondary school.
Spring semester, alternate years, expected spring 2014. 4 credits
$55 studio fee

Art Therapy

ART2301 Introduction to Art Therapy

This course is an introduction to the field of art therapy, its history, theoretical perspectives, and applications for various populations in mental health, special education and rehabilitation.
Spring semester. 4 credits
Prerequisite: Sophomore status
$55 studio fee

ART3301 Principles of Art Therapy

This course provides an in-depth study of the field of art therapy. Through readings, training exercises and case presentations, students gain a deeper understanding of art therapy and the adaptability of methods and materials in clinical and educational practice.
Fall semester. 4 credits
Prerequisite: ART2301 or permission of instructor
$55 studio fee

ART4365 & 4366 Art Therapy Practicum I & II

This weekly seminar provides students with a forum for sharing their required training experiences at off-campus clinical sites under the supervision of professional art therapists. It also serves as a focus for integration of practice with research and writing, culminating in an art therapy thesis. Students are prepared for professional development in the field of art therapy and are introduced to ongoing professional activity available through workshops and organizations, as well as graduate training programs.
Practicum I, fall semester. 4 credits
Practicum II, spring semester. 4 credits
Prerequisites: ART2301, ART3301 and permission of instructor

Biochemistry

BIOL2131 Biochemistry I

Biochemistry I is an intermediate level course and, as such, functions to provide a basic understanding of the structure and function of the living cell at the molecular level. Students are expected to master the chemical structures of the major groups of biomolecules (proteins, carbohydrates, lipids and nucleic acids) and to understand the biochemical basis of cellular metabolism. Contemporary approaches to biochemical research are integrated into the classroom. Three hours lecture.
Fall semester. 4 credits
Prerequisites: BIOL1105 or its equivalent, CHEM2101, or permission of instructor
Required of all biology majors

BIOL3132 Advanced Topics in Biochemistry

This is a laboratory-based course in which the student will learn modern biochemical techniques such as protein expression, protein purification, and enzyme assay. Emphasis will be on developing independent laboratory skills. This is a Colleges of the Fenway course given at one of the member institutions. Six hours laboratory.
Spring semester. 4 credits
Prerequisite: BIOL2131
(Cross-referenced with CHEM3132)
$55 lab fee

BIOL3141 Systems Biochemistry

The high-throughput methods that underlie contemporary biomedical research: genome sequencing, proteomics, DNA and RNA chips, high-throughput drug screening, are all based on biochemical principles. This course is aimed at providing students with advanced understanding of the biochemical basis of contemporary high-throughput technology. The aim is to train students to understand the technology at a deeper level by exposing them to the principles upon which the technology is built. Topics covered include genome sequencing, micro - arrays, proteomics and high-throughput screening for protein-protein interactions.
Spring semester. 4 credits
Prerequisite: BIOL2131
Recommended: BIOL2123, BIOL3125

BIOL4999 Biochemistry Senior Seminar

This seminar provides senior biochemistry majors with the opportunity for in-depth study of a biochemical topic chosen by the student within the seminar theme. Since extensive library research is required, the course will begin with a consideration of library resources, the use of search engines, and discussions of ethical conduct in biochemical research and publication. Each student will write a scientific review article on their topic and present their work at a seminar open to the Emmanuel community.
Fall semester. 4 credits
Prerequisite: BIOL2131, senior standing or permission of department
Recommended: BIOL2123, BIOL3125

Biology

BIOL1101 Life on Earth (SI-L)

This introductory biology course is designed primarily for non-science majors seeking an understanding of life processes. Topics include cellular structure, metabolism, genetics, genetic engineering, human systems, plant structure and function, evolution, and ecology. Laboratories include experiments, demonstrations and films to illustrate these phenomena. Three hours lecture, two hours laboratory.
Fall semester. 4 credits
$55 lab fee

BIOL1102 Human Biology (SI-L)

This course covers selected topics in human biology, chosen for their unique importance in the lives of women and men. Biological similarities and differences between females and males at all stages of life are considered. Topics discussed include basic anatomy and physiology, genetics, sexuality, reproduction, endocrinology, and medical problems of women and men. Laboratory exercises using models, slides and experiments supplement the lecture topics. Three hours lecture, two hours laboratory.
Spring semester. 4 credits
$55 lab fee

BIOL1103 Human Biology (SI)

This is the same course as BIOL1102, but without the laboratory component. This course covers selected topics in human biology, chosen for their unique importance in the lives of women and men. Biological similarities and differences between females and males at all stages of life are considered. Topics discussed include basic anatomy and physiology, genetics, sexuality, reproduction, endocrinology, and medical problems of women and men. Three hours lecture.
Spring semester. 4 credits

BIOL1105 Introduction to Cellular and Molecular Biology (SI-L)

This is the first of a two-semester introductory biology course intended for, but not limited to, students considering a biology major. Beginning with the key molecules of the cell, the course moves from molecular to cellular while illustrating key concepts with examples from human diseases such as cystic fibrosis, myasthenia gravis, rheumatoid arthritis and cancer. Topics include: the role of carbohydrates in cellular activity, illustrated by glucose regulation and diabetes; signaling molecules and signal transduction; transport across membranes into and out of cellular compartments; protein structure and function; how cells regulate enzymes; cellular receptors for hormones, neurotransmitters and growth factors; and inheritance, DNA and the molecular biology of transcription and translation. The laboratory stresses problem solving with a variety of exercises. Students learn to use molecular visualization software for analysis and study of DNA and proteins. Three hours lecture, three hours laboratory.
Fall semester. 4 credits
Required of all biology majors, unless exempted by departmental permission
$55 lab fee

BIOL1106 Introduction to Organismic and Evolutionary Biology (SI-L)

This course surveys the kinds of living organisms found on the planet and investigates the evolutionary relationship between them. Emphasis is placed on structure, function and experimentation at the organismal level. Although this course is the logical successor to BIOL1105, there is no requirement that BIOL1105 precede it, although previous coursework in biology is beneficial. Three hours lecture, three hours laboratory.
Spring semester. 4 credits
Prerequisite: BIO1105

Required of all biology majors, unless exempted by departmental permission
$55 lab fee

BIOL1110 Human Anatomy and Physiology I (SI-L)

This combined course in anatomy and physiology covers the basic structure and function of the human body. The topics covered include cellular anatomy and physiology, the integumentary system, skeletal system, muscular system, nervous system and the special senses. Laboratory exercises may include dissection, computer simulations and experiments in human physiology. This Human Anatomy and Physiology I course is for non-biology majors; it does not count toward the requirements for a major in biology. Three hours lecture, two hours laboratory.
Fall semester. 4 credits
$55 lab fee

BIOL1111 Human Anatomy and Physiology II (SI-L)

This is a continuation of the first semester course BIOL1110. The topics covered include the circulatory system, respiratory system, digestive system, urinary system, endocrine system and reproductive system. Laboratory exercises may include dissection, computer simulations and experiments in human physiology. This Human Anatomy and Physiology II course is for non-biology majors; it does not count toward the requirements for a major in biology. Three hours lecture, two hours laboratory.
Spring semester. 4 credits
Prerequisite: BIOL1110 or permission of instructor
$55 lab fee

BIOL1112 Biology and Society (SI)

This class focuses on decision making on scientific and technological issues and the importance of civic responsibility around science. This course explores the important roles of biology and scientists in society historically and currently and the potential for the future. The nature of science is studied with applications to different scientific and technological disciplines. Appropriate ways of understanding and assessing science are considered, and ethical issues are discussed. Examples of current controversies in biology are studied, and the influence of government and the impact on the general public are explored. For a major project in the course, each student chooses a current scientific issue to research and develops an action plan for implementing education or change at the town, state, country, or international level.
Fall semester, alternate years, expected fall 2012. 4 credits

BIOL1211 Emerging Infectious Diseases (SI)

Emerging Infectious Diseases (EIDs) is designed primarily for non-science majors who are interested in understanding the impact of globalization on the spread of infectious diseases. This course should be of particular interest to students majoring in Global Studies and related fields. Anthrax, Swine Influenza, Lyme disease, Ebola, SARS, polio, smallpox, plague, malaria, mad cow disease, MRSA and West Nile virus continue to attract news headlines. EIDs will cover the impact of globalization on the spread of infectious diseases, the biological mechanisms of EIDs, the ecology of disease agents and vectors, agencies involved in fighting the spread of diseases, bioterrorism in the past, present and future, and the socioeconomic impact of EIDs. Lectures, debates, book discussions, case studies, films, and projects will be integral parts of this course. Three hours lecture.
Fall semester, alternate years, expected fall 2012. 4 credits

BIOL1215 Introduction to Nutrition (SI)

Introduction to Nutrition provides an understanding of nutritional requirements and the roles of nutrients in body functioning. Students discuss how to design a healthy diet, weight control and physical fitness. Topics include nutrition throughout various stages of life, evaluation of food intakes and habits, world food problems and malnutrition, nutrition and health, and food processing and food safety. Study of major discoveries within nutrition research and the relationship between nutrition and health provides a framework for the focus of this biology course in scientific inquiry. This nutrition course is for non-biology majors; it does not count toward the requirements for a major in biology.
Spring semester, alternate years, expected spring 2014. 4 credits

BIOL2105 Plant Biology

The objective of this course is to provide students with a thorough understanding of the morphology, anatomy, and physiology of plants. The initial emphasis is on the "lower" or more primitive species such as the algae, mosses and ferns. The bulk of the semester is spent on an in-depth consideration of the "higher" or more evolved plants, specifically the angiosperms (flowering plants) and gymnosperms (cone bearing plants). Particular emphasis is accorded the angiosperms because of their abundance and economic importance. Of the approximately 325,000 known plant species on earth, roughly 230,000 are angiosperms and practically all of the economically important plants (those used for food, drugs, fibers, etc.) fall into this group. The laboratory is an opportunity to obtain first-hand experimental and observational information about living plants. Much of the lab work is done in the rooftop greenhouse where students gain practical greenhouse experience. Collaborative groups of three to four students design and implement experiments to determine the required factors for seed germination. Later specific examples of representative flora are studied in the lab and experiments are set up to investigate the role of mineral nutrients, light, gravity and plant hormones on plant growth and development. Three hours lecture, three hours laboratory.
Spring semester, alternate years, expected spring 2014. 4 credits
Prerequisites: BIOL1105 and BIOL1106 or permission of instructor
$55 lab fee

BIOL2107 Ecology

Ecology is the study of the relationships which exist between living things and the environment. Students examine the ecosystem from the simplest level (a species) to the most complex (the biosphere). An understanding of ecology is of importance not only because it tells us how the world works, but more pragmatically because it gives us information for dealing with the changes (both good and bad) that have been brought about by human activity on the earth. Air and water pollution, climate change, human overpopulation, diminishing fossil fuels, extinction of species all represent problems of the human species brought about primarily by its own activities. During the laboratory, students examine water quality, the nitrogen cycle, species competition, predation and parasitism among other activities. Students become familiar with analysis of water and soil samples. Field trips to ecologically relevant places take place throughout the semester. Time is dedicated to student-designed experiments investigating the Muddy River ecosystem. Three hours lecture, three hours laboratory.
Spring semester, alternate years, expected spring 2013. 4 credits
Prerequisites: BIOL1105 and BIOL1106 or permission of instructor
$55 lab fee

BIOL2113 Human Nutrition

This course covers the vital roles of nutrients in human body functioning. Nutritional requirements, nutrient sources in foods and nutritional disorders are examined. Students discuss how nutrients interact and learn to balance nutrients in foods within a healthy diet. The critical role of nutrients in physiology and health is a key focus and is studied by examining nutrition throughout the lifespan. Regulation of nutrient intake and processing is examined. Students study weight control and the key functions of nutrients in physical fitness. Topics include food safety, processing and biotechnology. The complex issues concerning malnutrition, world hunger and the environment are also examined. This nutrition course is for biology majors.

Spring semester, alternate years, expected spring 2014. 4 credits

Prerequisites: BIOL1105 and BIOL1106 or permission of instructor

BIOL2115 Determinants of Health and Disease

The objective of this course is to offer insight into important human diseases. Content will vary and will reflect student input. There is a strong communication component to this course as students will give multiple oral presentations on topics such as cancer (oncogenes, tumor suppressors), infectious diseases (tuberculosis, salmonella, hepatitis), genetic disorders (obesity, cystic fibrosis, pituitary dwarfism, hemophilia, muscular dystrophy), immune diseases (rheumatoid arthritis, asthma, AIDS, diabetes), diseases of the nervous system (Parkinson's, Alzheimer's, depression), respiratory diseases (emphysema) and others. Reading materials will consist of primary literature, review articles and other sources.

Spring semester, alternate years, expected spring 2013. 4 credits

Prerequisites: BIOL1105 and BIOL1106 or permission of instructor

BIOL2119 Current Topics in Biological Research

This is an introductory level course that describes and analyzes the emerging fields of biotechnology, genetic engineering and molecular biology. The course focuses on recent developments that will have a revolutionary impact on our lives. Topics may include transplantation, artificial organs, rational drug design, combinatorial libraries, drug delivery systems, exotic epidemics, transgenic animals, knockout mice, gene therapy, antisense and others. Readings from a wide spectrum of books and periodicals are assigned as a basis for class discussion, short papers and oral presentations. Students are encouraged to view the challenges of modern biology from scientific, social and ethical viewpoints.

Spring semester, alternate years, expected spring 2014. 4 credits

Prerequisites: BIOL1105 and BIOL1106 or permission of instructor

BIOL2123 Genetics

This course covers Mendelian and molecular genetics. Students examine the principles of gene segregation analysis, gene mapping, chromosome structure, DNA replication, transcription, translation and regulation of gene expression. Particular attention is paid to the role of genetics in our world, human, bacterial, and viral genetics. Genetically modified organisms, genome analysis, pharmacogenomics and their social implications are analyzed through discussions and scientific readings. Ethical issues, such as risks for genetic discrimination, genetic testing and personal genomics, are discussed. Problem solving is also emphasized. Three hours lecture and one-hour recitation will be dedicated to problem-solving skills.

Fall or spring semester. 4 credits

Prerequisites: BIOL1105 and BIOL1106, CHEM1101 and CHEM1102 or permission of instructor

Required of all biology majors

BIOL2131 Biochemistry

Biochemistry is an intermediate level course and, as such, functions to provide a basic understanding of the structure and function of the living cell at the level of individual molecular types. Students are expected to master the chemical structures of the major groups of biomolecules (proteins, carbohydrates, lipids and nucleic acids) and to understand the biochemical basis of cellular metabolism. Contemporary approaches to biochemical research are integrated into classroom. Three hours lecture.
Fall and spring semesters. 4 credits
Prerequisites: BIOL1105 or its equivalent, CHEM2101, or permission of instructor
Required of all biology majors

BIOL2135 Anatomy and Physiology I

This course is the first semester of Anatomy and Physiology for biology majors. This course will examine the structure and function of the human body through investigation of the major organ systems. General physiological principles, especially mechanisms of homeostasis and structure-function relationships, will be emphasized for each system. The interactions among organ systems within a total body physiologic framework will be studied with particular emphasis being placed on homeostatic imbalances and disease states. This semester the topics covered include tissues: histology, integumentary system, skeletal system, muscular system, nervous system and special senses. Students interested in a career in the health professions are particularly encouraged to take both semesters. Three hours lecture, three hours laboratory.
Fall semester. 4 credits
Prerequisites: BIOL1105 and BIOL1106
$55 lab fee

BIOL2137 Anatomy and Physiology II

This course is the second semester of Anatomy and Physiology for biology majors. This will examine the structure and function of the human body through investigation of the major organ systems. General physiological principles, especially mechanisms of homeostasis and structure-function relationships, will be emphasized for each system. The interactions among organ systems within a total body physiologic framework will be studied with particular emphasis being placed on homeostatic imbalances and disease states. This semester of the two-semester sequence covers the endocrine system, circulatory system, respiratory system, digestive system, metabolism and nutrition, urinary system and reproductive system. Three hours lecture, three hours laboratory.
Spring semester. 4 credits
Prerequisites: BIOL1105, BIOL1106 and BIOL2135 or permission of instructor
$55 lab fee

BIOL2151 Marine Microbiology

The world's ocean environment contains enormous biological diversity. The vast majority of that diversity is microbial (both procaryotic and eucaryotic) and remains poorly described. This course will examine the biology of the microbiota found in the marine environment. Students will examine what is known about marine bacteria, archaea, and single-cell eucaryotic cells. What microorganisms are present near the coastline, in the open ocean, at coral reefs, and at deep-sea hydrothermal vents? What structural or physiological adaptations allow them to succeed? How do these organisms affect the global marine environment? What is the potential for the discovery of new bioactive and antimicrobial compounds? The laboratory component of this course will be conducted in the field. Students will travel to Australia's Great Barrier Reef (or other relevant marine

ecosystem); survey the indigenous microbial fauna with the aim of discovering new organisms and searching for novel bioactive compounds of microbial origin.
Spring semester, alternate years, expected spring 2014. 4 credits
Prerequisites: BIOL1105 and BIOL1106

BIOL2201 Neurobiology

This course is designed to introduce students to the exciting and ever-evolving field of neuroscience from molecular to behavioral levels. Consideration of the fundamentals of neuroanatomy, neurophysiology and neurochemistry as they relate to brain function is emphasized. Topics include neuronal communication, sensory, motor and autonomic systems, learning and memory, neuronal plasticity and higher level functioning with a focus on behavior. Throughout the course, examples from current research and clinical references will be utilized to reinforce and illustrate key concepts. Three hours lecture, three hours laboratory.
Spring semester. 4 credits
Prerequisite: BIOL2135 or PSYCH2209 or permission of instructor
$55 lab fee

BIOL2301 Experimental Biology Laboratory

This laboratory-based course will meet for six hours each week with the aim of training science students in the practice of science. Students will be trained in core biochemical, genetic, molecular, and cellular techniques while engaged in open-ended projects. Upon completion of this course, student-scientists will be able to culture bacteria and yeast cells, and employ these cultured organisms in biochemical and molecular experiments. Core techniques to be covered include (but are not limited to): microscopy (and state-of-the-art imaging methods), PCR, chromatography/electrophoresis, recombinant DNA methods, and other cellular techniques. Students will be capable of conducting laboratory investigations, accurately recording observations and critically analyzing experimental results. Students should be able to organize raw data into a final scientific report. This course is required for all biology majors.
Fall and spring semesters. 4 credits
Prerequisites: BIOL2123 and CHEM2101
$55 lab fee

BIOL3101 Analysis of Development

The processes of development: gametogenesis, fertilization, morphogenesis, differentiation, metamorphosis and regeneration are examined. Emphasis is on vertebrate development, with consideration of invertebrates and plants when appropriate. Laboratory includes observation of developmental events coupled with experimental analysis of underlying mechanisms. Three hours lecture, three hours laboratory.
Fall semester, alternate years, expected fall 2013. 4 credits
Prerequisite: BIOL2135 or permission of instructor
$55 lab fee

BIOL3103 Cell Biology

This course includes a detailed examination of the structure and function of living systems at the cellular level. Particular attention is paid to the relationship between the fine structure of the cell and cellular mechanisms such as transport, movement, secretion and reproduction. Selected cellular systems such as neurons and muscle cells are examined in detail to illustrate specific phenomena. The laboratory component of the course is designed to provide hands-on experience investigating concepts discussed in the lecture and learning important experimental techniques. Students work together as groups of three to four students each. Some of the labs are done in the traditional mode of demonstration and observation while others are investigative. Three weeks are set aside for the collaborative

student groups to design and implement investigations of membrane transport in red blood cells from several different species. Three hours lecture, three hours laboratory.
Fall semesters, alternate years, expected fall 2012. 4 credits
Prerequisite: BIOL2131 or its equivalent
$55 lab fee

BIOL3105 Endocrinology

The structure and function of the endocrine system is examined, with special emphasis on endocrine gland anatomy and physiology as well as the mechanisms of hormone action. Developmental, comparative, behavioral and clinical aspects of endocrinology are considered.
Fall semester, alternate years, expected fall 2013. 4 credits
Prerequisite: BIOL2131 concurrent or permission of instructor

BIOL3119 Immunology

The course covers the current advances and classical foundations of immunology. It includes: innate and adaptive immunity; the anatomic, cellular and molecular basis of the immune response; clonal selection; immunoglobulin structure and specificity; antibody-antigen interactions, key signaling pathways of T cells and B cells; cytokines; apoptosis in the immune system, classic and novel pathways of antigen processing and presentation; allergy and other forms of hypersensitivity; tolerance, autoimmune diseases and immune deficiency, including HIV.
Spring semester, alternate years, expected spring 2014. 4 credits
Prerequisite: BIOL2131 or its equivalent

BIOL3125 Molecular Biology

Molecular biology is a discipline at the center of current advances in medicine, genetics, immunology, development and agriculture. The course entails a rigorous and detailed exploration of various biological mechanisms, beginning with an examination of DNA replication, RNA transcription, and protein synthesis, followed by analysis of gene regulation, signal transduction, the role of mutations, RNAi, and the field of genetic engineering. Laboratories illustrate important concepts of molecular biology and provide hands-on training in recently developed techniques. Three hours lecture.
Fall semester. 4 credits
Prerequisite: BIOL2131 or permission of instructor

BIOL3127 Microbiology

Focusing primarily on medical aspects of microbiology, with particular attention to pathogenic bacteria and viruses, the course covers fundamental structure, physiology, and metabolism of microorganisms, as well as recent concepts in bacterial and viral genetics. Microbial disease and immune defenses are also addressed. Laboratories follow lecture material. Three hours lecture, three hours laboratory.
Spring semester. 4 credits
Prerequisites: BIOL1105 and BIOL1106 or their equivalent, BIOL2131 or permission of instructor
$55 lab fee

BIOL3132 Advanced Topics in Biochemistry

This is a laboratory-based course in which the student will learn modern biochemical techniques such as protein expression, protein purification, and enzyme assay. Emphasis will be on developing independent laboratory skills. This is a Colleges of the Fenway course given at one of the member institutions. Six hours laboratory.
Spring semester. 4 credits
Prerequisite: BIOL2131
(Cross-referenced with CHEM3132)
$55 lab fee

BIOL3135 Cancer Biology

In 1971, President Nixon declared a "war on cancer," which was followed by increased levels of funding and support, with the intention of "beating" this disease within ten years. Over 35 years later, we are still very far from finding a cure. This course will require students to draw on knowledge learned during their studies within the biology major, including genetics, cell, physiology, anatomy, biochemistry, immunology, and molecular biology, as we undertake a rigorous treatment of cancer as a "holistic" biological problem and explore both what is known and what remains to be learned. Primary research and review articles will serve as the basis for this course.
Spring semester, alternate years, expected spring 2013. 4 credits
Prerequisite: BIOL2131; BIOL3103 or BIOL3125 recommended

BIOL3137 Medical Neuroscience

This course is designed with the future medical student and health professional in mind. Lecture content will focus on diseases and disorders of the nervous system. Clinical case studies will be discussed, thus making this a good course for pre-med students. While there is no separate laboratory, students will participate in class on group projects working on clinical cases as if they were working in the medical field. This course is an upper-level elective course for completing the neuroscience concentration.
Fall semester, alternate years, expected fall 2012. 4 credits
Prerequisite: BIOL2201 or PSYCH2209 or permission of instructor

BIOL3141 Systems Biochemistry

The high-throughput methods that underlie contemporary biomedical research: genome sequencing, proteomics, DNA and RNA chips, high-throughput drug screening, are all based on biochemical principles. This course is aimed at providing students with advanced understanding of the biochemical basis of contemporary high-throughput technology. The aim is to train students to understand the technology at a deeper level by exposing them to the principles upon which the technology is built. Topics covered include genome sequencing, microarrays, proteomics and high-throughput screening for protein-protein interactions.
Spring semester. 4 credits
Prerequisite: BIOL2131
Recommended: BIOL2123, BIOL2135
(Cross-referenced with CHEM3141)

BIOL3211 Experiential Internships in the Natural Sciences

Biology majors may apply to do an internship in a non-research setting. The internship sites and project must be appropriate for biology, and it is the student's responsibility to obtain an internship. The options for sites could include venues that would allow for career exploration. Examples of experiences include museum work, science writing, business in a biological company, environmental work, and a project in a clinical or veterinary setting. A proposal for the internship must be submitted by the first week of the semester for committee review. The proposal describes the project, the name and commitment from the onsite supervisor, and the expectations and significance of the internship. Students meet for a minimum of 15 hours per week at the internship site. Students meet weekly with a faculty coordinator and are evaluated by the site supervisor and faculty coordinator. A comprehensive portfolio and formal presentation are required. This one-semester internship counts as an Emmanuel College elective, but not a Biology elective.
Fall and spring semesters. 4 credits
Prerequisites: INT1001, junior or senior status, and permission of department

BIOL4160 Seminar

Students read and discuss current research and give in-depth oral presentations. Topics may include: human genetic disorders, endocrinology, biochemistry of development, neuroscience, molecular biology, reproductive physiology, genomics, cancer biology, advanced physiology or others. The neuroscience seminar satisfies the seminar requirement for biology and psychology majors with a concentration in neuroscience.
Spring semester. 4 credits
Prerequisites: BIOL2123 and BIOL2131 or permission of instructor
Neuroscience Seminar prerequisite: BIOL2201 or PSYCH2209 or permission of instructor
Required of all senior biology majors

BIOL4178-4179 Directed Study

Conducted one-on-one with an individual member of the biology faculty, this course is an in-depth study of an important topic chosen mutually by student and instructor. Directed Study is an elective in addition to, not as a replacement for, the required six biology electives.
Fall and spring semesters. 4 credits
By faculty invitation only.

BIOL4194-4195 Research Internships in the Natural Sciences I & II

Qualified students interested in careers in research or the health professions may undertake senior year research projects on campus under the supervision of Emmanuel science faculty from Biology, Chemistry, or Physics, or at off-campus institutions such as Brigham and Women's Hospital, Children's Hospital, Beth Israel Deaconess Medical Center, Dana-Farber Cancer Institute, and the New England Aquarium. With their research supervisor, students plan and carry out projects that reflect their interests and goals. A proposal for the internship must be submitted by September 1 for committee review. The proposal describes the project, the name and commitment from the onsite supervisor, and the expectations and significance of the internship. Students spend a minimum of 15 hours per week at the internship site. Students meet weekly with a faculty coordinator and are evaluated by the site supervisor and faculty coordinator. An undergraduate thesis and presentations, including a defense, are required. BIOL4194 and BIOL4195 together represent a two-semester course. Students are not permitted to register for only one semester. BIOL4194 may count as a 3000-level biology elective with laboratory. BIOL4195 does not count as one of the eleven biology courses, but both BIOL4194 and BIOL4195 are required for distinction in the field of biology in addition to a 3.5 grade point average in biology.
Fall and spring semesters. 4 credits each
Prerequisites: INT1001, senior status, 3.0 grade point average, and permission of department

BIOL4999 Biochemistry Senior Seminar

This seminar provides senior biochemistry majors with the opportunity for in-depth study of a biochemical topic chosen by the student within the seminar theme. Since extensive library research is required, the course will begin with a consideration of library resources, the use of search engines, and discussions of ethical conduct in biochemical research and publication. Each student will write a scientific review article on their topic and present their work at a seminar open to the Emmanuel community.
Fall semester. 4 credits
Prerequisites: BIOL2131, senior standing or permission of department
Recommended: BIOL2123, BIOL3125
(Cross-referenced with CHEM4999)

Chemistry

CHEM1101 Principles of Chemistry I (SI-L)

This course considers basic measurement in chemistry, description of matter, the mole, stoichiometry, quantitative information from balanced chemical equations, solution chemistry, atomic structure, bonding and molecular shape. The laboratory sessions focus on development of laboratory technique. The calculations and problems associated with these topics require a basic mathematical background. Three hours lecture, three hours laboratory.
Fall semester. 4 credits
Prerequisite: MATH1101 (or taking concurrently)
$55 lab fee

CHEM1102 Principles of Chemistry II (SI-L)

This course is a continuation of CHEM1101 and considers the states of matter, colligative properties, fundamental aspects of acid-base chemistry, basic principles of equilibrium, kinetics and selected aspects of thermo - dynamics. The laboratory sessions focus on quantitative behavior related to acids/bases, exploring equilibrium, heat content and properties of solutions. Three hours lecture, three hours laboratory.
Spring semester. 4 credits
Prerequisites: MATH1101, CHEM1101
$55 lab fee

CHEM1103 Chemical Perspectives (SI-L)

This one-semester advanced course is designed to further develop the fundamental topics in chemistry; such as stoichiometry, atomic and molecular structure therochemistry, equilibrium, electrochemistry and kinetics. This course will replace CHEM1101 and CHEM1102 sequence in the chemistry major or minor for qualified students.
Three hours lecture, three hours laboratory.
Fall semester. 4 credits
Prerequisite: MATH1101 and departmental examination
$55 lab fee

CHEM1104 Chemistry of Everyday Life (SI-L)

This survey course is designed primarily for non-majors who are interested in the chemistry involved in everyday life. This course takes a tour of the home, covering a wide range of topics, including the chemistry of cooking, cosmetics, cleaners, the chemical basis of photography and radon in the basement. The amount of time spent in any one room in the home is based on class interest. Laboratories include experiments and demonstrations to elucidate topics discussed in lecture. Three hours lecture, two hours laboratory.
Fall semester, alternate years, expected fall 2012. 4 credits
$55 lab fee

CHEM1105 Prescription and Non-Prescription Drugs (SI-L)

This course offers the student a basic understanding of common prescription and over-the-counter drugs, their uses, misuses, interaction, side effects and contraindications. The course presents the student with methods to evaluate current drugs as well as new products as they come on the market. Laboratories include experiments and demonstrations to elucidate topics discussed in lecture. Three hours lecture, two hours laboratory.
Fall semester, alternate years, expected fall 2013. 4 credits
$55 lab fee

CHEM1107 Forensic Chemistry (SI)

Forensic chemistry is a unique and challenging application of science to the law. This course will introduce the students to the application of science to criminal and civil law, including an overview of forensic chemistry, analysis of trace evidence, forensic

toxicology and drug analysis, DNA profiling and other sub-disciplines. Special emphasis will be placed on the techniques of sampling a crime scene and the use of physical evidence to help solve cases. Students will learn how to unlock the mystery of crimes through application of modern techniques. Three hours lecture.
Spring semester, alternate years, expected spring 2013. 4 credits

CHEM1108 Chemistry and Art (SI-L)

This course is designed to introduce non-science majors to the relationship of chemistry and art. After laying a foundation based on introductory topics (atomic structure, light and color), this course will focus on the chemistry of photography, painting and pigments. The topics of art conservation and methods of detection of art forgeries will also be introduced. Guest lecturers will be invited and trips to the local art museums will be encouraged. The laboratories include experiments and demonstrations to elucidate topics discussed in lecture. Three hours lecture, two hours laboratory.
Spring semester, alternate years, expected spring 2013. 4 credits
$55 lab fee

CHEM1110 Introduction to Physical Sciences (SI-L)

This course is an introduction to physical science. Students will learn how to apply scientific concepts to create and understand scientific explanations of physical phenomena. Topics covered will include: motion, energy, heat, light, basic electricity, physical, and chemical changes. This course is required for those planning on teaching at the elementary school level. Laboratory experiments will focus on elucidation of lecture material. Equivalent of three hours lecture, two hours laboratory.
Spring semester. 4 credits
$55 lab fee

CHEM1111 Chemistry: A World of Choices (SI)

This is the same course as CHEM1112, but without the laboratory component. An introduction to the chemical concepts needed to understand many of the numerous scientific problems confronting society today. It will examine the way chemistry impacts today's world and will cover fundamental principles of chemistry with particular emphasis on the role of chemistry in modern society, and the benefits and costs of chemical technology. This course is designed to help to understand and appreciate the important role that chemistry plays in our personal and professional lives and to use the principles of chemistry to think more intelligently about scientific and technological real-world issues, to make informed decisions in matters as diverse as environmental issues, medical care and public policy. Three hours lecture.
Spring semester, alternate years, expected spring 2014. 4 credits

CHEM1112 Chemistry: A World of Choices (SI-L)

An introduction to the chemical concepts needed to understand many of the numerous scientific problems confronting society today. It will examine the way chemistry impacts today's world and will cover fundamental principles of chemistry with particular emphasis on the role of chemistry in modern society, and the benefits and costs of chemical technology. This course is designed to help to understand and appreciate the important role that chemistry plays in our personal and professional lives and to use the principles of chemistry to think more intelligently about scientific and technological real-world issues, to make informed decisions in matters as diverse as environmental issues, medical care and public policy. Three hours lecture, two hours laboratory.

Spring semester, alternate years, expected spring 2014. 4 credits
$55 lab fee

CHEM1117 Forensic Chemistry (SI-L)

Forensic chemistry is a unique and challenging application of science to the law. This course will introduce the students to the application of science to criminal and civil law, including an overview of forensic chemistry, analysis of trace evidence, forensic toxicology and drug analysis, DNA profiling and other sub-disciplines. Special emphasis will be placed on the techniques of sampling a crime scene and the use of physical evidence to help solve cases. Students will learn how to unlock the mystery of crimes through application of modern techniques. Three hours lecture, two hours laboratory.
Spring semester, expected spring 2013.
4 credits
$55 lab fee

CHEM1125 Prescription and Non-Prescription Drugs (SI)

This is the same course as CHEM1105, but without the laboratory component. This course offers the student a basic understanding of common prescription and over-the-counter drugs, their uses, misuses, interaction, side effects and contraindications. The course presents the student with methods to evaluate current drugs as well as new products as they come on the market. Three hours lecture.
Fall semester, alternate years, expected fall 2013. 4 credits

CHEM2101 Organic Chemistry I

This course considers the structure, bonding and reactivity of the following classes of carbon compounds: alkanes and alkyl halides. Particular attention will be paid to stereochemistry, isomerism and the mechanisms of organic reactions. The laboratory sessions focus on common organic techniques used to analyze reaction progress and for purification of compounds. Three hours lecture, three hours laboratory.
Fall semester. 4 credits
Prerequisites: CHEM1101, CHEM1102 or CHEM1103
$55 lab fee

CHEM2102 Organic Chemistry II

This course is a continuation of CHEM2101 and considers the structure, bonding and reactivity of the following classes of carbon compounds: alkenes, alkynes, alcohols, ethers, aldehydes, ketones, carboxylic acids, carboxylic acid derivatives and aromatic compounds. Particular attention will be paid to multi-step synthesis of target molecules from readily available starting materials. The laboratory sessions focus on the synthesis, purification (utilizing techniques learned in the first semester) and identification of organic compounds using spectrometric techniques. Three hours lecture, three hours laboratory.
Spring semester. 4 credits
Prerequisites: CHEM1101, CHEM1102 or CHEM1103, and CHEM2101
$55 lab fee

CHEM2104 Analytical Chemistry

In this course the principles and techniques of various chemical and instrumental methods of qualitative and quantitative analysis are discussed and applied. Topics include gravimetric, titrimetric, electrochemical and spectrochemical analysis, as well as basic analytical methodology including statistical analysis of data and testing for bias. Laboratories include the application of these methods and the analysis of environmental, biological, pharmaceutical and food samples. Three hours lecture, four hours laboratory.
Spring semester. 4 credits
Prerequisites: CHEM1101, CHEM1102 or CHEM1103
$55 lab fee

CHEM2108 Instrumental Methods of Analysis

This is a one-semester upper-level course in chemistry. The fundamental principles of analytical instrumentation will be described. Practical, real-world applications of these techniques will be explored in the laboratory. Topics will include electronics, optical spectroscopy, vibrational spectroscopy, Fourier transforms, NMR spectroscopy, mass spectrometry, chromatographic methods and electroanalytical methods. Three hours lecture, three hours laboratory.
Spring semester, alternate years, expected spring 2013. 4 credits
Prerequisites: CHEM2101 and CHEM2104
$55 lab fee

CHEM2111 Biochemistry I

Biochemistry lays the foundation for a full understanding of the biological chemistry of the living cell. Students will study the structure of the biological molecules that make up living things and the physical and chemical properties that make them suited to their particular functions. Emphasis will be placed on the relationship between the structure of a molecule and the role it plays in the overall economy of the cell. The laboratory component for this course is roughly divided into two halves: the first aimed at imparting laboratory skills; the second permitting collaborative student-designed investigations. Three hours lecture, three hours laboratory.
Fall semester, alternate years, expected fall 2012. 4 credits
Prerequisites: BIOL1105 or its equivalent, CHEM2102, or permission
$55 lab fee

CHEM2113 Chemistry of Boston Waterways (SI)

The course will provide opportunities for students to conduct environmental research projects on the water, soil and air quality of historical Fenway, as well as fully evaluate the impact of Man on the environment. The students will be able to perform projects according to their interests. The students will collect the samples and analyze them for EPA controlled pollutants typical of an urban environment. They will then investigate the effect of the pollutants on human health and environment using modern analytical methods, chemical instrumentation, and computer modeling. The results will be reported to local environmental organizations with suggestions for the most effective means of reducing these pollutants. The students will also have the option of presenting this information on the state of the environment to local schools and communities. Students will complete about 30 hours of service work in the areas of environmental conservation, activism or education. As a wrap-up to the course, they will participate in the annual Muddy River clean-up event honoring Earth Day.
Spring semester, alternate years, expected spring 2013. 4 credits
Prerequisite: CHEM1101 or CHEM1102 or CHEM1103 or CHEM1112 or permission of instructor

CHEM2114 Chemistry of Fire and Explosives

Fire and explosives, in their relation to combustion, fire-fighting, military, and forensics, all depend on the principles of chemistry and physics. This course will provide students a basic introduction to these principles, including thermodynamics, kinetics, equilibrium, organic and inorganic structure, reactivity, and nuclear chemistry. With this students will have a foundation of scientific information and will have experience relating science to society and media. Additional emphasis will be placed on case studies, fire and explosives in the news, and forensic investigation. Demonstrations will provide students with important visualization of these applications.

Fall semester, alternate years, expected fall 2012. 4 credits
Prerequisites: CHEM1101, CHEM1102 or CHEM1102

CHEM3101 Advanced Inorganic Chemistry

This course covers basic concepts of atomic structure, stereochemical principles and bonding models applied to main group and transition metal compounds and to the structure of solids. It considers elementary molecular orbital and ligand field theory and reaction mechanisms of d-block complexes as well as the fundamental knowledge of biological functions of metal complexes in living organisms. Basic principles of inorganic coordination chemistry will be discussed and applied to the understanding of the role of metal ions in biology.
Fall semester, alternate years, expected fall 2013. 4 credits
Prerequisites: CHEM1101, CHEM1102 or CHEM1103, CHEM2101 or CHEM2102

CHEM3105 Physical Chemistry I

This course is the first of the two-semester physical chemistry sequence. It covers the laws of thermodynamics and their application to chemical and selected biological systems. Topics considered include the kinetic-molecular theory of ideal and real gases, thermochemistry, physical transformations of pure substances and simple mixtures, phase stability and transitions, chemical equilibrium, acid-base equilibria, solutions of electrolytes and electrochemical cells. The laboratory involves practical experiments based on selected lecture topics as well as computer modeling projects.
Fall semester. 4 credits
Prerequisites: CHEM1101, CHEM1102, or CHEM1103, PHYS2201, PHYS2202, MATH1111, MATH1112
Recommended: MATH2103
$55 lab fee

CHEM3106 Physical Chemistry II

This course is the second of the two-semester physical chemistry sequence. It introduces students to the principles of quantum mechanics. The Schrödinger equation is used to solve a series of important chemical problems including the harmonic oscillator, the rigid rotor and the hydrogen atom. The valence-bond and molecular orbital theories of chemical bonding are discussed, and methods for performing quantum chemical calculations, including variational and perturbation methods, are introduced. The quantum mechanics of spin and angular momentum are discussed and used to interpret magnetic resonance spectra. The laboratory involves practical experiments based on selected lecture topics as well as computer modeling projects.
Spring semester. 4 credits
Prerequisites: CHEM1101, CHEM1102, or CHEM1103, PHYS2201, PHYS2202, MATH1111, MATH1112, or CHEM3105
Recommended: MATH2103
$55 lab fee

CHEM3115 Introduction to Toxicology

Toxicology is the study of the adverse effects of chemicals on living organisms. In this course, we will study the symptoms, mechanisms, treatments, and detection of selected human poisons. Students will be introduced to the concepts of dose-response relationships, toxicity of metabolites, and chemical toxicology.
Spring semester, alternate years, expected spring 2014.
Prerequisite: CHEM2102 or permission of instructor
Highly recommended: CHEM2111 or BIOL2131

CHEM3116 Introduction to Research Methods

This course provides basic science research competence focusing on the logic of scientific research, the identification and formulation

of research problems, research design strategies, techniques used for gathering quantitative and qualitative data professionalism and ethics in science, and the analysis and presentation of research results through both formal teaching sessions and discussion groups. It is intended for advanced students who major in science or math and who plan to apply to graduate or professional programs for which a research methods course is required, or in which the student will be expected to perform research. Students will participate in actual research projects with a faculty member of the chemistry department at Emmanuel College.
Spring semester, alternate years, expected spring 2014. 4 credits
Prerequisite: Completion of at least four courses in science and/or mathematics major

CHEM3121 Introduction to Molecular Modeling

The course is devoted to practical implementations of readily available software designed for specific aspects of molecular modeling. Lectures are intended to provide the background needed to understand the how and why of computational techniques that will be applied. Computer exercises represent the major portion of this course. Each student will be also asked to formulate a small research project and present the result to the class. The computer exercises and research project are expected to be student's individual work: data collection and interpretation are to be completed independently. This course is intended for advanced students who major in science or math and who plan to apply to graduate or professional programs. One hour lecture, two hours computer exercises.
Fall semester, alternate years, expected fall 2012. 4 credits
Prerequisites: CHEM1101 and CHEM1102 or CHEM1103 and one of the following: CHEM2101 or CHEM2111, MATH1111 and MATH1112 or PHYS2201 and PHYS2202

CHEM3123 Advanced Chemical Synthesis

In this laboratory-based course, students will learn laboratory techniques common in the academic research laboratory. Students will prepare, purify and characterize a variety of organic and inorganic compounds. The course concludes with each student using the techniques learned to synthesize an organic compound independently after performing an exhaustive literature search. One hour lecture, four hours laboratory.
Fall semester, alternate years, expected fall 2013. 4 credits
Prerequisite: CHEM2102 or permission of instructor
$55 lab fee

CHEM3132 Advanced Topics in Biochemistry

This is a laboratory-based course in which the student will learn modern biochemical techniques such as protein expression, protein purification and enzyme assay. Emphasis will be on developing independent laboratory skills. Three hours lecture, four hours laboratory.
Spring semester. 4 credits
Prerequisite: CHEM2111 or BIOL2131
(Cross-referenced with BIOL3132)
$55 lab fee

CHEM3141 Systems Biochemistry

The high-throughput methods that underlie contemporary biomedical research: genome sequencing, proteomics, DNA and RNA chips, high-throughput drug screening, are all based on biochemical principles. This course is aimed at providing students with advanced understanding of the biochemical basis of contemporary high-throughput technology. The aim is to train students to understand the technology at a deeper level by exposing them to the principles upon which the technology is built. Topics covered

include genome sequencing, microarrays, proteomics and high-throughput screening for protein-protein interactions.
Spring semester. 4 credits
Prerequisite: CHEM2131
Recommended: BIOL2123, BIOL2135
(Cross-referenced with BIOL3141)

CHEM3211 Experiential Internships in the Natural Sciences

Chemistry majors may apply to do an internship in a non-research setting. The internship sites and project must be appropriate for chemistry, and it is the student's responsibility to obtain an internship. The options for sites could include venues that would allow for career exploration. Examples of experiences include museum work, science writing, science business, environmental work, a crime laboratory and a project in a clinical or industrial setting. A proposal for the internship must be submitted by the first week of the semester for committee review. The proposal describes the project, the name and commitment from the onsite supervisor, and the expectations and significance of the internship. Students meet for a minimum of 15 hours per week at the internship site. Students meet weekly with a faculty coordinator and are evaluated by the site supervisor and faculty coordinator. A comprehensive portfolio and formal presentation are required.
Fall and spring semesters. 4 credits
Prerequisites: INT1001, junior or senior status, and permission of department

CHEM4160 Senior Seminar in Chemistry

This seminar provides senior chemistry majors with the opportunity for in-depth study of a chemical topic chosen by the student within the seminar theme. Since extensive library research is required, the course will begin with a consideration of library resources, the use of search engines, and discussions of ethical conduct in chemical research and publication. Each student will write a scientific review article on their topic and present their work at a seminar open to the Emmanuel community.
Spring semester. 4 credits
Prerequisite: Successful completion of at least four upper-level chemistry courses
Recommended: CHEM3116 and at least one upper-level chemistry elective

CHEM4178 Directed Study

Students investigate topics in chemistry not covered in existing courses.
Fall and spring semesters. 4 credits
Prerequisite: Open to qualified students with department approval

CHEM4194-4195 Research Internships in the Natural Sciences I & II

Qualified students interested in careers in research or other professions may undertake senior year research projects at off-campus research institutions, or with on-campus faculty conducting research. The work may involve observation and research in clinical, industrial or environmental chemistry. A proposal for the internship must be submitted by September 1 for committee review. The proposal describes the project, the name and commitment from the onsite supervisor, and the expectations and significance of the internship. Students meet for a minimum of 15 hours per week at the internship site. Students meet weekly with a faculty coordinator and are evaluated by the site supervisor and faculty coordinator. An undergraduate thesis and presentations, including a defense, are required.
Fall and spring semester as needed.
4 credits each
Prerequisites: INT1001, senior status, 3.0 grade point average in chemistry courses, and permission of department
Recommended: CHEM3116

Economics

ECON1101 Principles of Microeconomics (SA)

Microeconomics focuses on how individual markets work. The emphasis is on how consumers make choices and how privately owned businesses produce goods, set wages and earn profits. It also addresses policies designed to overcome market failure, including antitrust law, taxation, environmental regulation, and the redistribution of income. Tools of analysis include supply and demand, profit maximization in competitive and monopolistic markets, and the tradeoff between incentives and equity in policy design. Microeconomic theory is applied to a variety of markets, such as energy, software, pharmaceuticals, housing and labor markets.
Fall and spring semesters. 4 credits
Prerequisite: Concurrently with ITECH1103 or demonstration of proficiency

ECON1103 Principles of Macroeconomics (SA)

Macroeconomics studies the well-being of societies by focusing on unemployment, economic growth, inflation, poverty, income inequality, and globalization. There is a multitude of contributing factors, including the actions of governments, individuals, and firms. Specifically, the Federal Reserve, tax and trade policies, financial systems, values and beliefs all contribute to the well-being of a society in complex ways. Macroeconomics provides a theoretical framework for understanding these interactions, causes and their effects, and informing difficult policy decisions. Furthermore, macroeconomics enables individuals and firms to understand the economic environment that affects them both personally and professionally.
Fall and spring semesters. 4 credits
Prerequisite: Concurrently with ITECH1103 or demonstration of proficiency

ECON2101 History of Economic Thought

This course revolves around key ongoing debates in economic theory over the nature of economic growth, the ideal economic system, and the role of government in the economy. The historical, political, and philosophical context of the evolution of economics is examined. As a survey of economic thought, the course also provides an overview of the entire body of economic theory, from the inception of economics to current techniques and ideas.
Fall semester. 4 credits
Prerequisites: ECON1101 and ECON1103

ECON2113 The Politics of International Economic Relations

This course will explore the inter-relationships of economics and politics in the international arenas. Students will study the interdependence of economies, questions of economic development, the power of multinational corporations, international trade and trade agreements, oligopolies, oil, environment and the arms trade.
Fall and spring semesters. 4 credits
Prerequisite: Either one economics or one political science course
(Cross-referenced with POLSC2409)

ECON3103 The International Economy

This course will analyze the workings of the international economy and the economic interdependencies between nations using current theoretical models. Four major topics are covered: international trade agreements, the international financial system, multinational corporations, the relationship between rich and poor countries and the prospects for economic development.

Fall semester, alternate years, expected fall 2012. 4 credits
Prerequisites: ECON1101 and ECON1103

ECON3105 Money and Financial Markets

What is money? How does the stock market work? How do financial markets impact the economy? This course will analyze the role of financial markets and institutions in the world economy, with special emphasis on the U.S. economy, and an in-depth look at the banking industry, the bond market, markets in stocks, foreign currencies, financial futures and derivatives. The course explores the impacts of financial activity on real economic activity and considers the effects of government policies and regulations on financial markets.
Fall semester, alternate years, expected fall 2011. 4 credits
Prerequisite: Successful completion of ECON1103

ECON3109 Emerging Economies

This course offers an overview of economic development and general theories of development and underdevelopment. Specific topics include debt relief, population growth, HIV/AIDS, migration, the special role of women, microfinance, agrarian reform, education, health care, privatization, aid, nationalization, monetary and fiscal policy, exchange rate regimes, foreign capital flows, and trade negotiations. The roles of international organizations and private industry in economic development are also examined.
Spring semester, alternate years, expected spring 2013. 4 credits
Prerequisite: ECON1103

ECON3113 Economics of Health Care

This course uses economic analysis to examine selected issues in health care. The course includes an examination of current and proposed private and government health programs in terms of access, equity, and efficiency and their potential impact on the structure of health care delivery in the United States. In addition, the federal health budget, cost-benefit analysis, and an overview of management techniques for health institution administration are discussed.
Spring semester, alternate years, expected spring 2013. 4 credits
Prerequisite: ECON1101

ECON3115 Economics and the Environment

This course examines the environmental impact of economic activity and effectiveness of environmental policy. Topics include: the depletion of minerals and oil, management of renewable resources such as water and forests; the conservation of biodiversity; mitigation of global climate change; and the regulation of pollution. Environmental policies are assessed in terms of costs, benefits, ease of implementation and the prospects for encouraging sustainable development.
Spring semester, alternate years, expected spring 2012. 4 credits
Prerequisite: Successful completion of ECON1101

ECON3425 Economics of Sport

Focuses on the application of economic theories and concepts to individuals and organizations within the sports industry (amateur and professional). Students will understand the applicability of economic models (and their limitations) to sports activities and the sports industry.
Alternate spring semesters, expected spring 2013. 4 credits
Prerequisites: ECON1101 and MGMT2401

ECON4178-4179 Directed Study

This course is limited to seniors.
Fall and spring semesters. 4 credits
Prerequisite: Permission of instructor

Education

EDUC1111 The Great American Experiment (SA)

This course is a comprehensive overview of the historical, philosophical and societal foundations of American education. Issues of race, class, gender, sexual orientation and learning differences are highlighted within the context of the positive and negative impact the schools have on society.
Fall and spring semesters. 4 credits

EDUC2211 Elementary Curriculum, Assessment and Instructional Design for Diverse Learners I

This course is designed to provide students with the background and practical skills related to the curriculum planning process for grades 1-6. Students will explore a variety of learning styles and instructional methods in meeting the needs of all students. Course objectives include examining the Massachusetts Curriculum Frameworks, their development and impact on student learning, and ways to implement the frameworks in instruction and assessment.
Fall semester. 4 credits
Prerequisites: PSYCH1401, EDUC1111

EDUC2212 Elementary Curriculum, Assessment and Instructional Design for Diverse Learners II

This course is a sequel to Part I. Students will apply the theories and skills developed in the first course. Through site placements in local, urban elementary schools, students will regularly observe various pedagogical practices and reflect on their observations, as well as share in small group and whole class discussions. Course objectives include implementing the Massachusetts Curriculum Frameworks in instruction and assessment as they relate specifically to student achievement and expected student outcomes.
Spring semester. 4 credits
Pre-practicum field-based experience
Prerequisites: EDUC2211 and successful completion of the Communication and Literacy MTEL

EDUC2311 Secondary Curriculum, Assessment and Instructional Design for Diverse Learners I

This course is designed to provide students with the background and practical skills related to the curriculum planning process for grades 5-8 and 8-12. Students will explore a variety of learning styles and instructional methods in meeting the needs of all students. Course objectives include examining the Massachusetts Curriculum Frameworks, their development and impact on student learning, and ways to implement the frameworks in instruction and assessment.
Fall semester. 4 credits
Prerequisites: PSYCH1405, EDUC1111

EDUC2312 Secondary Curriculum, Assessment and Instructional Design for Diverse Learners II

This course is a sequel to Part I. Students will apply the theories and skills developed in the first course. Through site placements in local, urban middle and high schools, students will regularly observe various pedagogical practices and reflect on their observations, as well as share in small group and whole class discussions. Course objectives include implementing the Massachusetts Curriculum Frameworks in instruction and assessment as they relate specifically to student achievement and expected student outcomes.
Spring semester. 4 credits
Pre-practicum field-based experience
Prerequisites: EDUC2311 and successful completion of the Communication and Literacy MTEL

EDUC3211 Literacy and Literacy Methods I

This course will introduce students to theories and current practice in literacy teaching and learning focusing on young learners (grades 1 and 2). Course topics will include organizing and managing literacy instruction, current assessment practices in literacy, and the components of a literacy program in reading, writing and word study. Students will learn a variety of instructional tech-niques for reading, writing, oral language development, vocabulary development, spelling and phonics, and differentiated instructional strategies to meet the needs of English language learners and diverse populations of learners.
Fall semester. 4 credits
Prerequisite: EDUC2212

EDUC3212 Literacy and Literacy Methods II

This course is a continuation of Literacy and Literacy Methods I. The course will reinforce and extend student knowledge and understanding of the theories and current practices in literacy teaching and learning that were introduced in Literacy and Literacy Methods I. Course topics will include organizing and managing literacy instruction, current assessment practices in literacy, and the components of a literacy program in reading, writing and word study at the intermediate elementary level (grades 3-6). Students will learn a range of instructional techniques for reading, writing, oral language development, vocabulary development, spelling, grammar and usage and differentiated instructional strategies to meet the needs of English language learners and diverse populations of learners.
Spring semester. 4 credits
Pre-practicum field-based experience
Prerequisite: EDUC3211

EDUC3213 Mathematics Methods

This course will introduce students to current, research-based practices in the instruction of mathematics at the elementary level. Through readings, hands-on activities, observations and the design and presentation of lessons, students will develop understanding of and skill in inquiry-based mathematics teaching and learning which focus on problem solving. Students will also explore the use of technology and mani-pulatives in mathematics teaching and techniques for integrating and reinforcing literacy skills, especially reading and vocabulary development.
Fall semester. 4 credits
Pre-practicum field-based experience
Prerequisites: MATH2122 and EDUC2212

EDUC3215 Explorations in Science and Engineering: Grades 1-6

Through introducing explorations of natural phenomena into the experiences of teacher candidates, the course develops the knowledge, skills and dispositions necessary to introduce the practices and habits of mind characteristic of scientific inquiry and the engineering design process into the elementary classroom. The course meets standards for teacher preparation articulated by the Massachusetts curriculum frameworks and the National Science Education Standards. Topics include children's ideas in science, the nature of children's science learning and the implications for teaching.
Spring semester. 4 credits
Prerequisite: EDUC2212

EDUC3311 Secondary Methods: Classroom Management

This course will be a study of different approaches to classroom management in grades 5 to 8 and 8 to 12 and assist students in developing their skills in classroom management. Developing competencies in various approaches to classroom management

as well as questions concerning goals, curriculum, discipline, motivation and instructional methods are addressed. Students will be taught current computer technology to assist in effective management.
Fall semester. 4 credits
Pre-practicum field-based experience
Prerequisite: EDUC2312

EDUC3318 English Language Arts Instructional Methods Grades 6-12

This course will examine current theory and practice in the teaching of English Language Arts. The course includes "best practices," content-specific goals, techniques and strategies that promote higher-order thinking, and the design and management of inquiry-based learning experiences. It will address the teaching and learning of written and oral expressions, reading, literature, spelling, grammar, mechanics and usage. Students will become familiar with the Massachusetts Curriculum Frameworks for English Language Arts at the middle and high school levels and with a wide range of instructional resources and web-based resources.
Spring semesters, alternate years, expected spring 2013. 4 credits
Pre-practicum field-based experience
Prerequisite: EDUC2312

EDUC3315 Social Studies Methods: Grades 3-12

This course will examine current theory and practice in the teaching of social studies/history at the intermediate elementary through high school levels, presenting "best practices" that include interdisciplinary planning and instruction, content specific curriculum goals, techniques and strategies that promote higher order thinking, and the design and management of inquiry-based learning experiences. Students will become familiar with the standards for social studies/history at the elementary and high school levels in the Massachusetts History/Social Studies Frameworks, and with a range of instructional materials and web-based resources.
Spring semester. 4 credits
Pre-practicum field-based experience
Prerequisites: EDUC2212 or EDUC2312
Mathematics, Science and Spanish Methods: Cross-registration at Simmons College

EDUC4467 Student Teaching Practicum

Supervised student teaching in elementary or secondary classes provides the opportunity for experience in all aspects of teaching and provides students with understanding of the culture of schools as institutions.
Fall semester. 12 credits
Prerequisite: Senior status required and successful completion of all required Massachusetts Tests for Educator Licensure

EDUC4468 Student Teaching Capstone Seminar

This seminar examines the educational issues that grow out of the daily student teaching experience in elementary and secondary classrooms. It is designed to accompany and enhance the practicum experience.
Fall semester. 4 credits

EDUC4490 Special Education Practicum

A 150-hour practicum experience in an inclusion, resource, or self-contained classroom under the supervision of a licensed teacher
of special education and college supervisor, for students enrolled in EDUC4491 who are seeking licensure as a Teacher of Moderate Disabilities.
Spring semester. 6 credits
Prerequisites: EDUC4467 and EDUC4468

EDUC4491 Teaching Students with Disabilities for General Education Professionals

This course examines the theoretical and practical issues that teachers must address as they implement effective inclusion of children with disabilities in general education classrooms. Class participants will become familiar with the role of the general education teacher in special education. Topics to be studied include: the legal foundations of inclusion; disability categories and the IEP eligibility process; appropriate strategies for supporting the academic, behavioral, and social aspects of inclusive teaching; and strategies for positive collaborative interactions with other professionals and parents. Students pursuing licensure will complete EDUC4490 Special Education Practicum.
Spring semester. 4 credits
Prerequisites: EDUC4467 and EDUC4468

English

ENGL1101 Writing Workshop

This course provides students with the opportunity to refine their college writing skills and address issues of organization, focus and grammar. Emphasis is placed on drafting and revising assignments. Students also meet individually with instructors to discuss essays. Admission is based on foundation skills assessment.
Fall and spring semesters. 4 credits

ENGL1103 First-Year Writing

This course is dedicated to providing students with the writing and research skills necessary for academic success. Drawing on a variety of texts and media, students engage rhetorical strategies designed to place them firmly within the intellectual discourse. Additionally, theme-based writing assignments focus on sharpening students' ability to organize, synthesize and interpret data, assess and make persuasive arguments while practicing advanced research strategies. Through peer edit and workshop revision, students come to see writing as both process and empowerment. Students should expect to write a minimum of three or four longer (3- to 5-page) essays as well as several shorter assignments.
Fall and spring semesters. 4 credits

ENGL1105 Introduction to Literature (AI-L)

This course introduces students to the major literary genres of poetry, fiction and drama. Readings will combine classical and modern literature. The emphasis will be on learning how to think and write critically about literature.
Fall and spring semesters. 4 credits

ENGL1208 Persuasive Strategies and Rhetorical Traditions

Rhetoric, or the ancient art of persuasion, is the foundation for study in communication, literature and writing. Students apply

their knowledge of the historical, social and political roots of rhetoric to the analysis of a variety of contemporary media and texts, including advertising, television, music lyrics, journalism, classical and popular literature, and entertainment. Students learn that all texts function as instances of persuasion. This is a writing-, reading-, and speaking-intensive course and particular emphasis is placed on the development of ability in these areas. This course is required of all majors in the English department.
Fall and spring semesters. 4 credits

ENGL1502 Introduction to Communication, Media and Cultural Studies

This survey course provides students with an introductory working knowledge of theory in the field. Through the evaluation and application of primary texts in interpretive, rhetorical, and critical theories of media and communication, students will develop skills in critical analysis, reading, and writing in the discipline.
Fall and spring semesters. 4 credits

ENGL2101 English Literature I (AI-L)

This course surveys English literature from the medieval period to the 18th century. Reading a broad range of canonical and non-canonical texts in both an historical and cultural context, students will examine the ways in which literature challenges dominant values. Students will distinguish the characteristics of different literary periods, analyze specific passages and understand how those analyses participate in the construction of the English literary canon.
Fall semester. 4 credits

ENGL2102 English Literature II (AI-L)

This course surveys English literature across the 19th, 20th and 21st centuries. Reading a broad range of canonical and non-canonical texts in both an historical and cultural context, students will examine the ways in which literature challenges dominant values. Students will distinguish the characteristics of different literary periods, analyze specific passages and understand how those analyses participate in the construction of the English literary canon.
Spring semester. 4 credits

ENGL2103 Literary Mirrors: Introduction to World Literature (AI-L)

Embark on a literary journey to Africa, Europe, Asia and Central and South Americas with major world authors who treat in short novels the triumphs and tragedies of the human condition. This course is designed to foster critical thinking and to improve writing skills. All readings are in English.
Spring semester, alternate years, expected spring 2013. 4 credits
(Cross-referenced with LANG2103)

ENGL2105 Contemporary Latin American Fiction (AI-L)

Conducted in English, this literature in translation course introduces students to major contemporary authors from the Latin American Boom to the present. Students will engage in literary analysis of representative prose from Argentina, Chile, Colombia, Mexico, Peru and Puerto Rico. Reading selections will expose students to literary styles characteristic of Latin American writers as well as to the socio-political reality of the Americas.
Fall semester, alternate years, expected fall 2012. 4 credits
(Cross-referenced with LANG2105)

ENGL2106 Irish Identities: Literature and Culture (AI-L)

This class will examine the vibrant and problematic formations of Irish identities in literature and culture, beginning in the 1600s and ending in the early years of the 20th century. While the class will conclude the semester reading 20th-century literary works of

Ireland's "great writers" (W.B. Yeats and James Joyce, for example), it will begin the semester reading a number of texts that establish the important colonial perspective of Ireland's identity such as Edmund Spenser's *A View of the State of Ireland*, Jonathan Swift's Anglo-Irish tracts, and Lady Morgan's *The Wild Irish Girl*, all of which derive from the Anglo-Irish perspective, which emphasizes the English influence on Irish history and culture. The trajectory of this class attempts to capture the persistent struggles for an Irish identity free from England's influence; the class ends in the anxious atmosphere of the early 20th century, during which the agitations for Home Rule led to partition and civil war. Additional texts may include James Joyce's *Dubliners* and *A Portrait of the Artist as a Young Man*, Edna O'Brien's *The Country Girls*, and Lady Gregory's *Visions and Beliefs in the West of Ireland*.
Fall semester, alternate years, expected fall 2013. 4 credits

ENGL2124 History through Fiction: Event and Imagination

History and literature question and illuminate one another as the imagined world of the political novel is read against, and as part of, historical events. How do such works as *The Heart of a Dog*, *The Victory*, or *Nervous Conditions* present politics and society? How, in reading them, do we gain a greater understanding of power relations and human relations in times of crisis and stasis? Works will be placed in context and then discussed in terms of perspective, ideology, style and impact. When last offered, the theme of the course was Jewish history through fiction; upcoming themes include ancient and early modern history through fiction, imperialism and colonialism in fiction, and history through detective and mystery stories.
Spring semester, alternate years, expected spring 2013. 4 credits
(Cross-referenced with HIST2124)

ENGL2303 The Modern American Novel (AI-L)

Focusing on American novels since World War I, this course will introduce students to a range of literary responses to some of the dramatic historical developments and cultural changes of the modern era. Students will study the formal and aesthetic developments in the modern novel while also examining each literary work in its historical context. Writers studied will include both well-known and lesser-known figures, and the novels discussed will lend themselves to a consideration of the diversity of American experiences that has characterized American modernity.
Fall semester, alternate years, expected fall 2012. 4 credits

ENGL2304 American Voices I: U.S. Literature to 1865 (AI-L)

This course examines the development of American literature from Columbus to Whitman. Students will consider the aesthetic characteristics of non-fiction, fiction, and poetry, as they engage with religious and political movements like Puritanism and slavery, interrogate themes like self-reliance and individualism, and discuss sociocultural issues such as class dynamics, the treatment of indigenous peoples by European settlers, and gender relations. Students consider each text within its historical context in order to understand how it simultaneously responds and contributes to the conditions that have given rise to it. Throughout the semester, students will identify and define the characteristics that constitute an American voice.
Fall semester. 4 credits

ENGL2305 Writing Women (AI-L)

This course surveys the role of women in British and/or American literary culture, as both creators and subjects of literary and cinematic expression. Readings include a range of poetry, short stories, novels and visual texts such as paintings and film.

Spring semester, alternate years, expected spring 2014. 4 credits

ENGL2309 The Haves and the Have-Nots: American Authors on Money, Class and Power (AI-L)

Since Puritan times, Americans have linked material wealth and economic success with self-worth and identity. This course explores how writers have grappled with the issues of money, class and power and traces the theme of consumerism throughout the American literary canon. The readings are drawn from a variety of American writers from the 17th through the 21st centuries and may include texts by Franklin, Howells, Fitzgerald and Wharton as well as lesser-known works by women, African American and Native American authors.
Spring semester, alternate years, expected spring 2014. 4 credits

ENGL2321 Love and Gender in British Literature and Film (AI-L)

This course focuses on representations of gender as they relate to love relationships in a variety of films and British literary texts. The course provides an introduction to gender theory as it applies to literary and media studies, with a heavy emphasis on pre-1700 British literature. Readings may include the sonnet sequences of Lady Mary Wroth and Sir Philip Sidney, Shakespeare's *Twelfth Night*, Virginia Woolf's *Orlando*, and Jeanette Winterson's *The Power Book*. Films may include *Il Postino* (Radford 1994), *Soldier's Girl* (Pierson 2003), *Eternal Sunshine of the Spotless Mind* (Gondry 2004), *Bridget Jones's Diary* (Maguire 2001), and *Melancholia* (Von Trier 2011).
Fall semester, alternate years, expected fall 2012. 4 credits

ENGL2323 Short Fiction (AI-L)

This course introduces students to the intensive study of short fiction. Students read a wide array of short stories and analyze them in relation to aesthetic and cultural issues, including race, class, and gender. Writers may include Sherwood Anderson, Anton Chekhov, James Joyce, Ernest Hemingway, Zora Neale Hurston, Amy Tan, Raymond Carver and Jhumpa Lahiri.
Fall and spring semesters. 4 credits

ENGL2325 Spirituality and the Literary Imagination (AI-L)

The recent widespread popularity of best-sellers and television shows dealing with angels, the soul and other religious topics suggests that God is anything but dead in the 21st century. Spirituality has always been a topic of great intellectual interest to artists and writers, from St. Augustine and Julian of Norwich to modern-day writers such as Isaac Bashevis Singer, Thomas Merton and Kathleen Norris. This course examines the ways in which Christian and non-Christian writers have grappled with their faith and relationship with a higher being over the course of centuries. Readings cover both fiction and non-fiction, with a special emphasis on Catholic writers.
Spring semester, alternate years, expected spring 2013. 4 credits

ENGL2402 Shakespeare: Tragedies, Comedies, Histories and Romances (AI-L)

This course is a survey of Shakespeare's plays from the four dramatic genres: comedy, tragedy, history, and romance. It provides an in-depth study of a selection of plays as well as a consideration of broader concerns such as canonicity. How do modern audiences respond to Shakespeare's plays? Do they resonate with a 21st-century audience because of certain "universal" truths unearthed by a 16th-century "genius"? If so, what are those universals? Why do Shakespeare's plays persist at the core of the Western canon? What are the specific features of a Shakespeare comedy, tragedy, history, or romance? These are some of the questions we will explore as we seek to understand the plays as well as

their place in the literary canon and in our lives.
Spring semester. 4 credits

ENGL2406 The Rise of the British Novel (AI-L)

A survey of the 18th- and 19th-century British novel with an emphasis on its development from the cultural margins to literary preeminence, and the way that this rise intersects issues of class, gender, and empire. Novelists may include Defoe, Richardson, Fielding, Austen, the Brontë sisters, Eliot, Dickens and Hardy.
Fall semester, alternate years, expected fall 2014. 4 credits

ENGL2408 The Modern British Novel: Empire and After (AI-L)

This course surveys major British fiction from the early 20th century to the present with particular emphasis on how the novel and short story give narrative shape to issues of class, gender, race, nationality in the period of the British Empire's decline and fall. Writers may include James Joyce, E.M. Forster, Virginia Woolf, D.H. Lawrence, Doris Lessing, V.S. Naipaul and Jeanette Winterson.
Spring semester, alternate years, expected spring 2013. 4 credits

ENGL2409 The Political Novel (AI-L)

The novel has always been political, especially when it claims that it is not. It necessarily reproduces some of the cultural and political ideology that informs it. As a commodity, for example, it advances the priorities of consumer capitalism and contributes to the hegemonic imperatives of the ruling class. How, then, do we read novels that criticize the economic and political system that produces them? Can novels which challenge dominant political assumptions become legitimate vehicles to engender significant social change? If so, what does this capability say about the sociocultural power of subversive texts and the relationship between political ideas and literary aesthetics? This course will consider these questions, along with many others, as it examines several 20th-century American novels that interrogate the complexities of politics and political life in America and abroad. Novels may include *Blood Meridian*, *The Grapes of Wrath*, *Ceremony*, and *Under the Feet of Jesus*.
Fall semester, alternate years, expected fall 2013. 4 credits

ENGL2413 African American Literature: A Tradition of Resistance (AI-L)

This course traces the African American literary tradition from its origins to the present, focusing in particular on ways that African American narratives have challenged and changed American literary, political, and historical discourses. Readings will include folktales, fugitive slave narratives, and political writings, as well as fiction, poetry and drama from the Harlem Renaissance to the contemporary moment. Writers may include Frederick Douglass, W.E.B. Dubois, Langston Hughes, Zora Neale Hurston and Toni Morrison.
Spring semester, alternate years, expected spring 2014. 4 credits

ENGL2417 Literature of the Black Atlantic (AI-L)

This course surveys the literatures and cultures of the Black world—including Africa, the Caribbean, and Black Britain—in the 20th century. Through an examination of representative works of prose fiction, drama, poetry, film, and music by major figures of Black Africa and its Atlantic diaspora (including, for example, Chinua Achebe, Buchi Emecheta, Jamaica Kincaid, "dub" poet Linton Kwesi Johnson, and reggae musician Bob Marley), the course explores how Black culture and consciousness have been shaped by their engagements with issues of race, class, nationality, and gender in the successive historical contexts of colonialism,

anti-colonial resistance, and the post-colonial, "globalized" world.
Fall semester, alternate years, expected fall 2013. 4 credits

ENGL2501 Journalism

Taught by a professional journalist, this course introduces the roles, responsibilities, and habits of print and online journalists in order to consider the place of journalism in an age of increased technology and media influence. Students receive practice in selected assignments typical of contemporary journalistic writing and research, such as beat reporting, investigative journalism and interviewing, with opportunities to revise their work for possible publication in the College's student publications.
Fall and spring semesters. 4 credits
Prerequisite: ENGL1208 or ENGL1502

ENGL2504 Prose Writing

This course explores selected types of writing often associated with the term "literary nonfiction," giving students the opportunity for active reading as well as frequent practice in composing and revision. Conducted in the workshop format, this course will provide students the opportunity to learn editing skills through the evaluation of their peers' writing. Students will work in the genres of the personal essay, the memoir, and the experimental form, and will be introduced to the publishing world through introduction to literary venues and forums for their work.
Fall semester. 4 credits

ENGL2506 Poetry Writing

This course is an overview of the craft of poetry writing in a workshop format. Students will read and discuss the work of a broad selection of contemporary poets. Various exercises will be assigned to demonstrate the relationship between form and content. Students will be introduced to basic figures of speech and concepts in poetic form (sonnet and ballad, for example), rhyme, and meter. Students will compose portfolios from daily journals and class workshops.
Spring semester, alternate years, expected spring 2013. 4 credits
Prerequisite: ENGL1103

ENGL2507 Fiction Writing

An overview of the craft of fiction writing and the creative process, study will focus on storytelling structure, use of narrative and scene, the importance of conflict, sensory details, the revelation of character through dialogue and action, and the paramount importance of point-of-view to literary technique. Students will read and discuss published short fiction, write assigned exercises and read/hear the completed manuscripts of class members.
Spring semester. 4 credits
Prerequisite: ENGL1103

ENGL2521 Public Relations and Persuasion

This course relies on theories of persuasion as a way to analyze common practices within the field of public relations (PR). Students will be introduced to modern techniques of PR as well as methods of critiquing the wider social, cultural and political implications of the covert manipulation of public opinion. Case studies of "successful" PR campaigns will be evaluated to illustrate these effects and to examine how the profession differentiates itself from advertising.
Fall semester. 4 credits

ENGL2523 Advertising and Culture: Representation and Semiotics in Mass Media

Advertising is a ubiquitous cultural force with effects that go far beyond the selling of products. To help students better understand how a variety of messages are represented across print, televisual and digital media, this course will introduce the concept of semiotics and how it aids in the "reading" of the

connotative meanings of the images, sounds, and copy used in ad campaigns. Students will refine their skills of analysis by considering how ideology is coded and decoded by the producers and consumers of contemporary advertising.
Spring semester. 4 credits
Prerequisite: ENGL1208 or ENGL1502

ENGL2604 American Voices II: U.S. Literature Since 1865 (AI-L)

A survey of American literature from the Civil War to the contemporary era, this course introduces students to major works of U.S. fiction, poetry, and drama. Students examine key literary movements, including realism, modernism, and postmodernism, and study a diverse array of U.S. writers who have shaped, extended, or challenged them.
Spring semester. 4 credits

ENGL2701 Literature and Film (AI-L)

This course focuses on investigating the relationships between different media, specifically traditional forms of literature and film, with special attention to understanding the cultural significance of these texts. Students will read literature from a variety of genres, including poetry, short stories, plays and novels. Films to be viewed will include direct adaptations of these works; alternative representations of the work's plots, themes, or characters; and cinematic renderings of literary figures and the literary imagination. Students are also introduced to basics of film history and film theory.
Fall semester, alternate years, expected fall 2013. 4 credits

ENGL3301 The American West in Film and Literature

Poet Derek Walcott tells us that the poet is the voice of the landscape, suggesting a dynamic interplay between our inner and outer landscapes. This course concentrates on the influence of the American landscape on the lives and thoughts of European colonial settlers to the cowboys and cowgirls of the Wild West to contemporary writers and visual artists. Using the lens of the landscape of the West, the class examines the literature of tolerance, democracy and ambition.
Spring semester, alternate years, expected spring 2014. 4 credits
Prerequisites: ENGL1208 or ENGL1502; and two 2000-level courses and junior or senior status

ENGL3303 Images of Masculinity

This course explores the construction of masculinities in post-World War II American literature and film, concentrating on whether masculinity is conceived as natural and immutable or is culturally or historically determined. We will examine how versions of masculinity relate to cultural developments such as feminism, the "crisis in masculinity," and drag culture. We will also explore the connections between sex, gender, sexuality, race, and class. Readings have included John Irving, *The World According to Garp*; Walter Mosley, *The Man in My Basement*; Arthur Miller, *The Death of a Salesman*; and Annie Proulx, *Brokeback Mountain*. Films have included *Fight Club* (Fincher 1999); *The Graduate* (Nichols 1967); *Training Day* (Fuqua 2001); *Venus Boyz* (Baur 2002); *Brokeback Mountain* (Lee 2005); and *Y Tu Mamá También* (Cuaron 2001). Theoretical texts include readings from theorists such as Michel Foucault, Thomas Laqueur, and Judith Halberstam.
Fall semester, alternate years, expected fall 2013. 4 credits
Prerequisites: ENGL1208 or ENGL1502; and two 2000-level courses and junior or senior status

ENGL3305 Satire

Beginning the English 18th century—"the Age of Satire"—this course will present works by Jonathan Swift, Daniel Defoe, Delarivier Manley, Oliver Goldsmith, and

Jane Collier as a context through which the genre that "never quite means what it says" takes shape as a mode of political critique whose effects have always been provocatively suspect. Other texts may include Jane Austen's "juvenilia" and *Northanger Abbey*, Michael Moore's *Stupid White Men: And Other Sorry Excuses for the State of the Nation*, and *The Simpsons*.
Spring semester, alternate years, expected spring 2014. 4 credits
Prerequisite: ENGL1208 or ENGL1502; and two 2000-level courses and junior or senior status

ENGL3307 Survey of Literature for Children and Young Adults

This course provides a historical and critical survey of major writers and illustrators in children's and young adult literature and explores the distinguishing characteristics of literature written for children. Students will read a range of traditional and contemporary literature and explore major authors and illustrators and a variety of genres. Through reading, discussion, in-class writing exercises, written assignments, and a research paper, students will become informed and analytical readers of literature written and illustrated for children and adolescents.
Spring semester. 4 credits
Prerequisites: PSYCH1401, ENGL1105, ENGL2304
Note: This course does not count toward any English department major or minor.

ENGL3309 Characters of the Long 18th Century

This seminar investigates the significance of the different characters one encounters in the textual productions (poetry, prose, and drama) from the "long 18th century." In current scholarship, the definition of this period varies widely, but for the purposes of this class, the time period begins at the Restoration of the Stuart monarchy to England's throne (1660) and concludes in the chaotic years following the French Revolution (1790s). The characters students will encounter include the fop, the gossip, the intellectual, the rake, the virtuous lady, the slave, the self-made man, the virtuoso, the newsman and woman, the emerging feminist, and the abolitionist. Part of the class will involve coming to terms with the uncomfortable excesses (slavery, misogyny, revolution, etc.) that these characters embody and that pervade this period of English history generally. Primary texts for this class will include John Wilmont, Second Earl of Rochester's poetry, George Etherege's *The Man of Mode*, Aphra Behn's *The Rover*, Susanna Centlivre's *A Bold Stroke for a Wife*, Jonathan Swift's *A Tale of a Tub*, Joseph Addison and Richard Steele's *The Tatler* and *The Spectator*, Aphra Behn's *Oroonoko*, Eliza Haywood's *Love in Excess*, and Daniel Defoe's *Robinson Crusoe*, Jane Collier's *An Essay on the Art of Ingeniously Tormenting*, and Mary Wollstonecraft's *A Vindication of the Rights of Woman*.
Spring semester, alternate years, expected spring 2013. 4 credits
Prerequisites: ENGL1208 or ENGL1502; and two 2000-level courses and junior or senior status

ENGL3421 Spanish Caribbean Literature (AI-L)

This course will introduce students to the literature of the Spanish Caribbean, engaging them in literary analysis of major authors from Cuba, Puerto Rico and the Dominican Republic. Special attention will be given to the author's literary style, themes developed and to the ideological content of each piece. Students will also get a glimpse of this region's historical and sociopolitical conditions. At the end of the semester participants will have acquired an appreciation of the literature of the Spanish-speaking Caribbean as well as a

better understanding of the complex issues affecting this interesting region.
Fall semester, alternate years, expected fall 2013. 4 credits
(Cross-referenced with LANG3421)

ENGL3501 Writing for Electronic Media

Writers who can write effectively for electronic media will be tomorrow's success stories. News organizations, publishers, and commercial businesses are seeking writers steeped in new media, especially those who can write for the web. In this project-based course, students will master writing for podcasts, audio slideshows and videos. In addition, they will sharpen their journalistic skills (through regular blogging, for example), and build a professional portfolio that will assist them in finding work in the media business.
Spring semester. 4 credits
Prerequisites: ENGL1208 or ENGL1502; ENGL2501 (both required) and one other 2000-level or above English offering and junior or senior status

ENGL3504 Advanced Prose Writing

A requirement for Writing and Literature track majors, this course will be taught in the format of a writing workshop, with the goal of extending and refining the skills of non-fiction writing that students were introduced to in ENGL2504 Prose Writing.
Spring semester. 4 credits
Prerequisites: ENGL1208or ENGL1502, ENGL2504, Writing and Literature Concentration English majors with junior or senior status or by permission of the instructor

ENGL3601 Crime Stories and American Culture

This course will examine crime narrative traditions and their function in American culture. The course begins with the birth of the classic detective story and traces the form through various transformations in 20th-century America, including the emergence of hardboiled "private eye," noir films, police procedurals and the "true crime" genre. Throughout the semester, we will analyze the social and political implications of each genre and each text, focusing especially on the representation of crime and society, as well as the portrayal of policing, forensic science, law, order, class, race, gender and justice.
Fall semester, alternate years, expected fall 2013. 4 credits
Prerequisites: ENGL1208 or ENGL1502 and two 2000-level courses and junior or senior status

.ENGL3701 Media Theory

This course approaches the history of media theory from the focal point of its newest branch, new media theory. "New Media" is an umbrella term for all forms of electronic communication that are digitally produced and distributed. Unlike traditional forms of communication, these media are interactive and non-linear. From this vantage point, we will examine our relationship with media, new and old. We will explore this relationship by focusing on images of technology in popular culture. With new media, we are placed in a scene we seem to direct. But to what extent are we being directed? Significant fears—specifically technophobia—have sprung from pondering that question. By studying popular representations of a technologically driven world and by examining our own practical experience with new technologies, we will seek to understand both our fears and our fascination with changes in media. The course combines theoretical readings with the study of a variety of primary texts such as films (*Metropolis*, *Terminator*), television (*Lost*), interactive fiction (*253* and *Afternoon*), social networks (Facebook, MySpace), and computer games (*Adventure*, *The Sims*)
Spring semester. 4 credits
Prerequisite: ENGL1208 or ENGL1502 and two 2000-level courses and junior or senior status

ENGL3703 Critical Theory and the Academy

What does it mean to study literature? What does it mean to be a literary critic? What role does theory play for a literary critic in analyzing literature? Does "high theory" have any application outside of the academy? Should it? What are the connections between theory and practice? These are some of the questions we will explore as we study the history and development of literary and cultural theory. We will focus on the dominant theoretical approaches of the 20th and 21st centuries, including Marxism, structuralism, deconstruction, feminist criticism, queer theory, and post-colonial theory. This course is recommended for all interested in literary and cultural theories and especially those interested in the teaching profession or those continuing on to graduate school, where a basic working knowledge of major theories is expected.
Fall semester, alternate years, expected fall 2012. 4 credits
Prerequisites: ENGL1208 or ENGL1502 and two 2000-level courses and junior or senior status

ENGL3705 Monsters, Madness and Mayhem: The Gothic Tradition in Film and Literature

This course traces the development of the Gothic tradition in both literature and foreign and American cinema. We will examine the historical roots of the genre in British literature, then shift our focus to American writers and their treatment of the Gothic in classic and contemporary fiction. We will also spend time viewing some classic "B" films that use the Gothic as a central cinematic and narrative device, and compare those versions to the literature. However, the central question we will ask of all the texts for the course is "what does the enduring popularity of the Gothic in both literature and film say about us and the genre itself?"
Fall semester, alternate years, expected fall 2012. 4 credits
Prerequisites: ENGL1208 or ENGL1502 and two 2000-level courses and junior or senior status

ENGL3707 Film Theory

The course introduces students to the history of film and to "classical" and contemporary approaches to theorizing film. At the same time that students learn about cinema as an artistic form, they learn to think and write critically about its cultural relevance. Students read key theoretical texts, study nine films, and learn to analyze them using various theoretical approaches, including ideological criticism, psychoanalytic theory, feminist theory, and queer theory. Possible films include *Citizen Kane* (1941), *Strike* (1925), *It's a Wonderful Life* (1946), *Rear Window* (1954), *Fatal Attraction* (1987), *The Color Purple* (1985), *Paris Is Burning* (1990), and *Slacker* (1991).
Fall semester. 4 credits
Prerequisites: ENGL1208 or ENGL1502, two 2000-level English courses and junior status.
American Studies students: Junior status and instructor's permission

ENGL3708 Digital Culture

What happens to a culture when it spends significant amounts of time socializing in mediated spaces? What is a "digital culture" and does it differ significantly from an "analog culture?" This course considers, in theory and practice, the effects of "new media" on contemporary society. By evaluating critical theory in media and cultural studies, students will gain a clearer understanding of how the digital world has altered the ways we think, behave, and interact.
Spring semester, alternate years, expected spring 2014. 4 credits

Prerequisites: ENGL1208 or ENGL1502, two 2000-level English courses and junior or senior status.

ENGL3801 Feature Writing

Taught by a professional editor, this course focuses on learning to research, write, and edit feature-length articles for newsletters, newspapers, or magazines. The course explores topics such as research, project management, interviewing, article structure, editing for content and copy, as well as roles and responsibilities of writers and editors working in professional settings.
Fall and spring semesters. 4 credits
Prerequisites: ENGL1208 or ENGL1502, ENGL2501, one other 2000-level English course and junior or senior status

ENGL3804 Critical Approaches to Organizational Communication

Critical Approaches to Organizational Communication focuses on how power may be understood and how it informs our daily organizational lives. Students will learn and increase their knowledge of a variety of critical theories and apply these to numerous organizations. Major perspectives on organizational culture and power will be utilized to analyze and inform student understandings of organizations so students are better able to negotiate relationships of power. We will examine how identity is constructed, negotiated, and constrained through everyday communication in and across organizations; how factors such as race, class and gender inform our everyday workplace actions; how our workplaces provide constraints upon our activities in subtle yet effective ways and how those constraints may be challenged and/or resisted. Special emphasis will be placed on analysis of organizational cultures via critical theory with the aim of achieving a healthy and robust work life.
Spring semester, alternate years, expected spring 2014. 4 credits
Prerequisites: ENGL1208 or ENGL1502; and two 2000-level courses and junior or senior status

ENGL3991-3992 Special Topics I & II

This course emphasizes the study and application of theoretical perspectives to literary and media texts, as well as advanced research and writing projects requiring secondary sources. The topic for the course will be determined by the instructor.
Fall and spring semesters. 4 credits
Prerequisites: ENGL1208 and two 2000-level courses and junior or senior status

ENGL4160 Writing Seminar

Students will extend and refine the skills of writing, revision, and editing developed in ENGL2504 Prose Writing and ENGL3504 Advanced Prose Writing, as well as engage directly with the publishing process by submitting their best work for consideration by journals, magazines, anthologies, and contests, with the ultimate goal of publication.
Spring semester. 4 credits
Prerequisites: ENGL1208 or ENGL1502, ENGL2504, ENGL3504, and Writing and Literature Concentration English majors with junior or senior status or instructor approval

ENGL4178 Directed Study

Under the guidance of a faculty member, students select, read, and research a particular literary, writing, or media-related topic.
Offered as needed. 4 credits
Prerequisites: Two 3000-level literature or theory courses and senior status

ENGL4991-4992 Independent Study

This course is limited to seniors whose proposal for Distinction in the Field has been accepted by the department. Under the guidance of a member of the English faculty, students complete a 40-page research paper which is the sole requirement for

Distinction in the Field of English graduation honors.
Offered as needed. 2 credits
Prerequisites: Two 3000-level literature or theory courses, proposal approval, and senior status

ENGL4994-4995 Internship I & II

Students gain practical and professional training and experience in a range of fields, including, but not limited to, journalism, broadcasting, advertising, publishing, public relations, and corporate, political, or governmental communication. Students work a minimum of 15 hours per week at their placement and meet regularly with other interns and the course instructor while completing several projects related to their internship site. All placements must receive instructor approval.
Fall and spring semesters. 4 credits
Prerequisites: INT1001, two 3000-level literature or theory courses, senior status, and permission of instructor

ENGL4999 Senior Seminar

Students will examine how different texts (e.g., popular and classic literature, movies, television, etc.) present and shape a variety of issues such as gender, race and class throughout all levels of culture. Specific topics and texts will be determined by the instructor, but will include theoretical and critical material as well as primary sources. "Texts" could be all of one kind or a combination of different media, also to be determined by the instructor. Active student participation and a major research project are required.
Fall and spring semesters. 4 credits
Prerequisites: Two 3000-level literature or theory courses and senior status

Foreign Languages

Arabic

LANG1661 Beginning Arabic I

Beginning Arabic I will introduce students to Modern Standard Arabic and to the cultures of the Arab world. This program is designed for students with little or no prior knowledge of Arabic who are committed to the study of this fascinating language. The course will emphasize the spoken language while developing basic reading and writing skills as well. It will also present grammatical structures in context, relating abstract concepts to practical skills. Students will be introduced to a range of Arabic, from colloquial to standard, in authentic contexts. They will be encouraged to verbally communicate in Arabic with one another and with the instructor.
Fall semester. 4 credits

LANG1662 Beginning Arabic II

Beginning Arabic II will continue to introduce students to Modern Standard Arabic and to the cultures of the Arab world. The course is designed for students who have completed Beginning Arabic I or its equivalent and are committed to the study of this fascinating language. It will emphasize the spoken language while developing basic reading and writing skills as well. It will also present grammatical structures in context, relating abstract concepts to practical skills. In addition, students will gain ample cultural knowledge, learning about conventional forms of politeness, social greetings and culturally appropriate etiquette.
Students will be introduced to a range of Arabic from colloquial to standard in authentic contexts. They will be encouraged to verbally communicate in Arabic with one another and with the instructor.
Spring semester, 4 credits

LANG2661 Intermediate Arabic I

Intermediate Arabic I is a language immersion course that seeks to improve all areas of language communication and develop cultural competency. Intermediate Arabic I will continue to introduce students to Modern Standard Arabic and to the cultures of the Arab world. The course will emphasize the spoken language while developing speaking, listening, reading, and writing skills. Intermediate Arabic will also expand vocabulary and introduce key grammatical structures. Class discussions, pair work, and oral presentations will improve oral proficiency.
Fall semester. 4 credits
Prerequisite: LANG1662 or equivalent

LANG2662 Intermediate Arabic II

This course, a continuation of Intermediate Arabic I, strengthens language skills and enables students to master more vocabulary and grammar. The course will also help develop proficiency in reading and writing Standard Arabic, as well as knowledge of spoken Standard Arabic and of the Egyptian and Levantine dialects. It includes readings of medium length, composition exercises, review of Arabic grammar, listening exercises, and conversation practice in Modern Standard Arabic. In addition to the textbook, students will be introduced to authentic Arabic texts and material such as Arabic newspapers, magazines and a website. Activities include reading and listening for comprehension, conversation practice, and in-class presentations covering a wide range of topics related to Arabic language and culture. Students are also required to give three presentations on topics approved beforehand that enables them to talk about issues such as Arabic and American culture, personal experiences, family life, readings, politics, entertainment and the like.
Spring semester. 4 credits

LANG2664 The Arab World through Its Literature

In "The Arab World through Its Literature," students will be exposed to one of the richest and oldest cultures of the world while focusing on the aesthetic and cultural significance of influential Arabic literary texts written in a variety of genres. Arabic literature from the pre-Islamic times to the present continues to mirror essential aspects of the Arab world such as social, political, theological or aesthetic. After placing each text in its historical and cultural context, class discussions will focus on critical issues presented in each reading and on the literary merits of each text. Some of the authors include legendary pre-Islamic poet Antara Ibn Shaddad, as well as the winner of the Nobel Prize for literature Najib Mahfuz, a contemporary writer. Students will also read a selection from the eighth century aesthetic poetess Rabia al-Adawiyya as well as contemporary leading Arab feminists that include Egyptian author Nawal al-Sadawi and the Moroccan Fatima al-Mernissi. This course will also cover the impact of the Arab Spring on Arab literary expressions to demonstrate the influence of this momentous event on the consciousness of Arab literary figures. A selection of audio-visual segments that complement reading materials will be presented and discussed in class. In addition to contributing to class discussions, participants are required to submit weekly critical essays of assigned readings, write a final research paper on a literary topic selected in consultation with the professor, and give a PowerPoint presentation of their research. Upon completion of this course, students will have developed an appreciation for the literary heritage of the Arab multifaceted culture and attained a broad perspective on Arab culture within the context of the universal human experience.
Spring semester. 4 credits

French

LANG1201 Beginning French I

This course is a language immersion program that introduces French to students with little or no previous knowledge of the language while developing basic comprehension, speaking, reading and writing skills. The students are encouraged to communicate with each other and the instructor through role-playing and interpersonal activities. A video program supplements classroom instruction.
Fall semester. 4 credits

LANG1202 Beginning French II

This course is a continuation of LANG1201. Students will continue their progress in conversational French while developing basic language skills. A video program supplements classroom instruction.
Spring semester. 4 credits
Prerequisite: LANG1201 or equivalent

LANG2201 Intermediate French I: Language through Film

This course is part of a language immersion program that emphasizes oral communication through interpersonal activities, while also further developing basic comprehension skills, such as listening, speaking, reading, and writing, through a variety of classroom activities and homework assignments. A conversationally interactive cultural component is also emphasized, through the viewing and discussion of both classic and contemporary French films.
Fall semester. 4 credits
Prerequisite: LANG1202 or equivalent

LANG2202 Intermediate French II: Language through Film

This language immersion course, a continuation of LANG2201, continues to develop listening, speaking, reading and writing skills in the French language.
Spring semester. 4 credits
Prerequisite: LANG2201 or equivalent

LANG2213 French Conversation and Composition I

Develops proficiency in the oral and written use of French language through literary and cultural readings, written essays and oral presentations. Students will expand their vocabulary and will also review key grammatical concepts.
Fall semester. 4 credits
Prerequisite: LANG2202 or permission of instructor

LANG2215 Darkness in the City of Lights: Contrasting Views of Paris in Modern French Literature and Culture (AI-L)

France's capital has had an enormous impact on the mind and machinations of modern French writers, especially since the middle of the 19th century. Through novels, novellas, short stories, poems, and films, contrasting accounts of life in the city of Paris will be studied, offering radically opposing views of the French capital. As a setting for realist fiction (Balzac, Hugo, Maupassant), Paris breeds hatred and love, good and evil, emancipation and regression, sin and redemption. As a source of lyrical expression and moral reflection (Baudelaire, Apollinaire), Paris elicits both optimistic and pessimistic meditations on modern city life. As a stage for surrealistic and/or carefree wanderings (*Cléo de 5 à 7*, *Amélie*), the French capital leads to chance encounters which are not devoid of strange and disquieting discoveries about the world and the self. This course, conducted in English, travels to Paris in January.
Fall semester, alternate years, expected fall 2013. 4 credits

Italian

LANG1301 Beginning Italian I

Beginning Italian I is a language immersion course designed for students with little or no prior knowledge of Italian. Its objective is to introduce the language and culture of Italy while developing basic comprehension, speaking, reading and writing skills. The course emphasizes oral communication, encouraging students to verbally communicate in Italian with one another and with the instructor.
Fall semester. 4 credits

LANG1302 Beginning Italian II

Beginning Italian II is a continuation language immersion course designed for students with prior knowledge of Beginning Italian I. Its objective is to continue to introduce the language and culture of Italy while developing basic comprehension, speaking, reading and writing skills. The course emphasizes oral communication, encouraging students to verbally communicate in Italian with one another and with the instructor.
Spring semester. 4 credits
Prerequisite: LANG1301 or equivalent

LANG2301 Intermediate Italian I

This course offers a language immersion program that further develops basic comprehension skills such as listening, speaking, reading and writing. A primary objective of the course is to help students acquire a good command of spoken and written Italian, and an appreciation of the culture of Italy. Students will engage in a variety of inter - personal activities, will study the structure of the language and will be introduced to literary readings.
Fall semester. 4 credits
Prerequisite: LANG1302 or permission of instructor

LANG2302 Intermediate Italian II

This language immersion course, which follows LANG2301, continues to develop listening, speaking, reading and writing skills in Italian language. The development of strong communication skills and an appreciation of the culture of Italy will remain at the center of the program.
Spring semester. 4 credits
Prerequisite: LANG1302 or permission of instructor

LANG2315 Today's Italy: A Journey through Literature, Cinema and Everyday Life (AI-L)

Students will analyze and discuss some masterpieces of Italian literature and some movies inspired by them. The course is comprised of two parts of four weeks each. The first four weeks will be at Emmanuel, the second four weeks will be in Milan (Italy). During the first part of the course, students will be reading and discussing some of the masterpieces of Italian literature from the 19th and 20th centuries, with a specific focus on Milan. The readings will include two plays by Nobel Prize winners Luigi Pirandello and Dario Fo, Primo Levi's masterpiece "If This Is a Man," and Calvino's "The Invisible Cities." The cultural voyage will culminate in Milan, during the second part of the course, where students will visit some of the actual sites described in their readings and will view movies inspired by the works they read. The virtual images from the literary pages and the "real" ones from the movies will help them discover how modern city life in Italy is strictly intertwined with and deeply rooted into the nation's historical, artistic and cultural background. This course, taught in English, travels to Milan, Italy during the summer where students will complete the coursework started at Emmanuel, as well as take 4 credits in intensive Italian language at the Università Cattolica.
Program is open to COF students.
Prerequisites: None
Spring semester, alternate years, expected spring 2013. 4 credits

Spanish

LANG1401 Beginning Spanish I

This course is a language immersion program that introduces Spanish to students with little or no previous knowledge of the language while developing basic comprehension, speaking, reading and writing skills. The students are encouraged to communicate with each other and the instructor through role-playing and interpersonal activities. A video supplements classroom instruction.
Fall semester. 4 credits

LANG1402 Beginning Spanish II

This course is a continuation of LANG1401. Students will continue their progress in conversational Spanish while developing basic language skills. A video supplements classroom instruction.
Spring semester. 4 credits
Prerequisite: LANG1401, LANG1402, or equivalent

LANG2401 Intermediate Spanish I

This course is a language immersion program that emphasizes oral communication through interpersonal activities. Class work and home assignments further develop basic comprehension, speaking, reading and writing skills. A video program provides the basis for classroom discussion.
Fall semester. 4 credits
Prerequisite: LANG1402 or equivalent

LANG2402 Intermediate Spanish II

This course is a continuation of LANG2401. Conversational skills are emphasized through role-playing and interpersonal activities. Literary readings are incorporated into the course.
Spring semester. 4 credits
Prerequisite: LANG2401 or equivalent

LANG2413 Spanish Conversation and Composition I

This course encourages the student to integrate the grammatical structures already learned into meaningful communication in the context of practical settings. Varied activities and audiovisual material will supplement literary readings, readings of cultural interest, and readings on public events as a stimulus to everyday oral and written language use.
Fall semester. 4 credits
Prerequisite: LANG2402 or equivalent

LANG2414 Spanish Conversation and Composition II

This course is a continuation of LANG2413. It continues to emphasize oral and written expression while strengthening key grammatical structures necessary for meaningful communications. Varied activities will supplement cultural and literary readings.
Spring semester as needed. 4 credits

LANG2415 Spanish at Work in the Community

This is an upper-level language course that will promote linguistic fluency and better cultural understanding of the Latin American and Latino communities in the United States. The course's content will focus on Hispanic immigration, emphasizing the experiences of the Latin American and Latino communities of the United States. It will concentrate on the largest groups of immigrants, those from Mexico, Puerto Rico and Cuba, exploring issues related to language, identity, socio-economic realities and demographics. Class discussions will center on cultural and literary readings and films. Students will provide community service to non-profit organizations within the Boston area, as well as to local schools, where they will be using their language skills while assisting Spanish-speakers.

Spring semester, alternate years, expected spring 2013. 4 credits
Prerequisite: LANG2413 or permission of instructor

LANG2416 Latin American Peoples and Cultures (AI-L)

This Latin American culture course will introduce students to the cultures and peoples of the region from pre-Columbian to modern times. Following a thematic approach, students will gain a better understanding of significant historical events, geographical regions, indigenous cultures, regional languages, religious customs and beliefs, music, and other forms of artistic expression. Literary texts from different Spanish-speaking countries will illustrate the richness and diversity of this complex world. Students will read Inca Garcilaso de la Vegas account of Pizarro's conquest of Perú, José Martís vision of Cuba, Marta Truebas's gripping narrative of military repression in the Southern Cone, and Nellie Campobello's fiction of the Mexican revolution. They will also read a selection of poetry and short stories relevant to the content of the course. Music and film will also be incorporated into the program.
Spring semester, alternate years, expected spring 2014. 4 credits
Prerequisite: LANG2413 or permission of instructor

LANG2417 Hispanic Culture and Language through Film

This course will introduce students to the heterogeneous culture of the Hispanic world through the use of films and other selected materials provided by the instructor. The course aims to provide students with a panoramic appreciation of Hispanic cultures as well as to develop their linguistic proficiency through the use of films and other assorted materials (music, pictures, paintings, articles, short narratives, and the like). The course will place special emphasis on the links that tie the films with the broader economic, sociopolitical and historical landscape of the Hispanic world. It also offers a comprehensive review of grammar, systematic vocabulary building, and intensive practice in oral and written expression. All movies will be shown in their original language with subtitles. The course will be conducted in Spanish.
Fall semester, alternate years, expected fall 2014. 4 credits
Prerequisite: LANG2413 or permission of instructor

LANG2418 The Art of Spain

This course provides students with a broad survey of visual art from Spain. The course looks at different periods in Spanish art and its lasting impact in Spanish society. During the course, the student will be also able to recognize the most important masterpieces of the Spanish art, know the reasons that account for their unanimous positive appraisal, and analyze their artistic characteristics and their social and historical implications. The aim of the course is to practice and further develop the four basic skills (listening, reading, speaking and writing). Students will discuss issues of relevance to Spanish Art while expressing their own personal opinions, reactions, conclusions, etc. The practice and application of grammatical features and vocabulary is integrated into the content of the course, and students are expected to formally study and practice these structures individually through the explanations provided and the practice activities assigned as homework. The course will include lectures and field visits to the Museum of Fine Arts. The course will be conducted in Spanish.
Spring semester. 4 credits
Prerequisite: LANG2413

LANG2419 Approaches to Hispanic Literature (AI-L)

The last half of the 20th century witnessed a revolution in literary theory and criticism. Drawing on a vast network of other disciplines such as philosophy, anthropology,

linguistics, political economy, sociology, women's studies, religion, etc., this course will introduce students to this vast and varied present-day field. The critical and theoretical concepts presented in this class aim to provide undergraduate students with the tools to conduct in-depth study of literary texts.
Fall semester, alternate years, expected fall 2013. 4 credits
Prerequisite: LANG2413 or permission of instructor

LANG2605 Spain: A Cultural Approach (AI-L)

This course presents an overview of Spanish culture in the physical reality of the geography of Spain, the trajectory of its history and the rich values of its art.
Spring semester, alternate years, expected spring 2013. 4 credits
Prerequisite: LANG2413 or permission of instructor

LANG3411 Latin American Literary Giants (AI-L)

This course will focus on the most influential Latin American authors. It will engage students in literary analysis of representative texts by Borges, Neruda, Paz, Garcia Marquez and others. Readings will include a wide range of poetry, short stories and novels.
Spring semester, expected spring 2016. 4 credits
Prerequisite: LANG2413 or permission of instructor

LANG3417 Spanish American Experience: An Overview (AI-L)

This course examines the developments of Spanish American literature through the study of the most representative literary movements and cultural periods.
Fall semester, alternate years, expected fall 2014. 4 credits
Prerequisite: LANG2413 or permission of instructor

LANG3427 Contemporary Spanish American Women Novelists (AI-L)

This course introduces the student to outstanding women novelists of the contemporary period, such as Rosario Castellanos, Elena Poniatowska, Marta Traba, Rosario Ferré and Isabel Allende. Discussions will focus on literary analysis, sociopolitical context and feminist perspective.
Spring semester, expected spring 2014. 4 credits
Prerequisite: LANG2413 or permission of instructor

LANG3429 Great Figures of Spanish Literature (AI-L)

This study of selected texts of the most outstanding Hispanic authors across the centuries will bring the student into contact with the evolution and artistic richness of the literary history of Spain.
Fall semester, alternate years, expected fall 2013. 4 credits
Prerequisite: LANG2413 or permission of instructor

LANG3431 Contemporary Spanish Novel (AI-L)

The student will read and discuss relevant works of the most outstanding contemporary novelists of Spain, noting particularly the changed social, political and cultural environment of present day Spain as evidenced in these novels.
Spring semester, expected spring 2013. 4 credits
Prerequisite: LANG2413 or permission of instructor

LANG3433 Modern Hispanic Drama (AI-L)

This is an approach to the study of Hispanic society and culture of the contemporary period through the reading, discussion of, and analysis of selected works of outstanding dramatists of the period.

Spring semester, expected spring 2015.
4 credits
Prerequisite: LANG2413 or permission of instructor

LANG4478-4479 Directed Study
Fall and spring semesters. 4 credits
Prerequisite: Permission of instructor

LANG4999 Senior Seminar
Students will conduct in-depth research of a chosen topic that will result in a significant senior paper. There will be regular peer-reviewed oral presentations of progress.
Spring semester. 4 credits
Prerequisites: Two 3000-level Hispanic literature courses and senior status

Literature in Translation

LANG2103 Literary Mirrors: Introduction to World Literature (AI-L)
Embark on a literary journey to Africa, Europe, Asia and Central and South Americas with major world authors who treat in short novels the triumphs and tragedies of the human condition. This course, conducted in English, is designed to foster critical thinking and to improve writing skills.
Spring semester, alternate years, expected spring 2013. 4 credits
(Cross-referenced with ENGL2103)

LANG2105 Contemporary Latin American Fiction (AI-L)
Conducted in English, this literature in translation course introduces students to major contemporary authors from the Latin American Boom to the present. Students will engage in literary analysis of representative prose from Argentina, Chile, Colombia, Mexico, Peru and Puerto Rico. Reading selections will expose students to literary styles characteristic of Latin American writers as well as to the sociopolitical reality of the Americas. Conducted in English.
Fall semester, alternate years, expected fall 2014. 4 credits
(Cross-referenced with ENGL2105)

LANG2107 From Damsel in Distress to Femme Fatale: Parisian Women in Modern French Cinema and Literature (AL-L)
This course will look at the myriad roles of Parisian female personae as depicted during the later part of the 19th century, and the long span of the 20th-century period. Through modern original readings and films (in translation or with subtitles), we will explore the complex and complicated identities of Parisian women, perhaps as varied as the differences between the 20 districts comprising the city itself. We will study the progression of the representation of "femmes Parisiennes," from one end of the spectrum to the other. First we are introduced to the "damsel in distress," ostensibly in need of a man to "save" her, and later the "femme fatale," not only capable of taking care of herself but also in possession of the talent for luring men into dangerous or compromising situations. At the same time, we will tease out the shifting cultural identities of women from a state of disempowerment to one of empowerment, including the increasing visibility of French women in the Parisian workplace. Conducted in English.
Fall semester, alternate years, fall 2014.
4 credits

LANG2215 Darkness in the City of Lights: Contrasting Views of Paris in Modern French Literature and Culture (AI-L)
France's capital has had an enormous impact on the mind and machinations of modern French writers, especially since the middle of the 19th century. Through novels, novellas, short stories, poems, and films, contrasting accounts of life in the city of Paris will be studied, offering radically opposing views

of the French capital. As a setting for realist fiction (Balzac, Hugo, Maupassant), Paris breeds hatred and love, good and evil, emancipation and regression, sin and redemption. As a source of lyrical expression and moral reflection (Baudelaire, Apollinaire), Paris elicits both optimistic and pessimistic meditations on modern city life. As a stage for surrealistic and/or carefree wanderings (*Cléo de 5 à 7*, *Amélie*), the French capital leads to chance encounters which are not devoid of strange and disquieting discoveries about the world and the self. This course, conducted in English, travels to Paris in January.
Fall semester, alternate years, expected fall 2013. 4 credits

LANG2315 Today's Italy: A Journey through Literature, Cinema and Everyday Life (AI-L)

Students will analyze and discuss some masterpieces of Italian literature and some movies inspired by them. The course is comprised of two parts of four weeks each. The first four weeks will be at Emmanuel, the second four weeks will be in Milan (Italy). During the first part of the course, students will be reading and discussing some of the masterpieces of Italian literature from the 19th and 20th centuries, with a specific focus on Milan. The readings will include two plays by Nobel Prize winners Luigi Pirandello and Dario Fo, Primo Levi's masterpiece "If This Is a Man," and Calvino's "The Invisible Cities." The cultural voyage will culminate in Milan, during the second part of the course, where students will visit some of the actual sites described in their readings and will view movies inspired by the works they read. The virtual images from the literary pages and the "real" ones from the movies will help them discover how modern city life in Italy is strictly intertwined with and deeply rooted into the nation's historical, artistic and cultural background. This course, taught in English, travels to Milan, Italy during the summer where students will complete the coursework started at Emmanuel, as well as take 4 credits in intensive Italian language at the Università Cattolica.
Program is open to COF students.
Prerequisites: None
Spring semester, alternate years, expected spring 2013. 4 credits

LANG3421 Spanish Caribbean Literature (AI-L)

This course will introduce students to the literature of the Spanish Caribbean, engaging them in literary analysis of major authors form Cuba, Puerto Rico and the Dominican Republic. Special attention will be given to the author's literary style, themes developed and to the ideological content of each piece. Students will also get a glimpse of this region's historical and sociopolitical conditions. At the end of the semester participants will have acquired an appreciation of the literature of the Spanish-speaking Caribbean as well as a better understanding of the complex issues affecting this interesting region. Conducted in English.
Fall semester, alternate years, expected fall 2013. 4 credits
(Cross-referenced with ENGL3421)

Global Studies & International Affairs

GLST4100 Global Studies Senior Seminar

This seminar is the senior capstone course which allows students to apply their analytical, writing and research skills to practical situations and to use them in the composition of a senior paper. Students will both participate in an internship and meet as a seminar class. As much as possible, the internship and required paper will be related. Each student will present his/her research in the seminar, and write a senior thesis.

Spring semester. 4 credits
Prerequisite: INT1001

History

HIST1105 United States History to 1877 (H)

This survey course explores the major political, social and economic developments of the United States through 1877. The central ideas and conflicts that shaped American society from the Colonial era through Reconstruction are examined through the lives, experiences, and contributions of various Americans including the working class, African Americans, and immigrants, among others. Topics include colonization and contact with Native Americans, colonial development, the American Revolution, the origins and development of American slavery, western expansion, and the Civil War. The goal of this course is to teach students to write critically about the early history of the United States, and to challenge broad-based assumptions about American history.

Fall and spring semesters. 4 credits

HIST1106 United States History Since 1877 (H)

This survey course examines the major political, social and economic developments of the United States by exploring the central ideas and conflicts that shaped American society since the Civil War. The lives, experiences, and contributions of various groups of Americans including the working class, African Americans, and immigrants, among others, are a central focus of the course. Some of the broader themes emphasized include industrialization, territorial expansion, international relations, the women's movement, and the struggle for civil rights. The successful student will recognize ways in which conflicts, innovations and changing ideas shaped American society.

Fall and spring semesters. 4 credits

HIST1107 African History: Themes (H)

This course focuses on major themes in the history of Africa, beginning with its position as the cradle of humanity. Then, the formation of non-state societies as well as empires and kingdoms prior to the 15th century is discussed. Most of the course concerns increasing interactions between Africa and the outside world from the 15th through the 18th centuries, the intense and brutal colonization of the late 19th century, and nationalist, anti-colonialist and liberation movements of the 20th century. The course concludes with a consideration of contemporary Africa. Attention is given to African cultures, and films are shown as appropriate.
Fall semester. 4 credits

HIST1108 World History to 1500 (H)

World History is an effort to view the past with a "wide angle lens." This involves looking at history not on a local or national scale, nor even exploring a specific part of the world, but looking at history on a truly global scale. World History to 1500 examines processes of change that affected very large numbers of people over very long periods of time: the emergence of complex societies (civilizations), the rise of religions that have endured for thousands of years, the development and transfer of technologies that affected everyday life, and the development of systems of government. This course crisscrosses the globe to give students an idea of the similarities and differences and, above all, the perhaps unexpected interconnectedness that mark the early and pre-modern years of human experience.
Fall and spring semesters. 4 credits

HIST1109 Modern World History (H)

This course examines how the modern world has been shaped through historical encounters, antagonistic or not, among Europe, Africa, Asia and the Americas from the 1500s to the present. Given the chronological and geographical expanse, we will focus mainly on significant patterns and long-term developments rather than on specific figures or chronological details. The goals of the course are to acquaint the student with some of the historical roots of the contemporary world and its problems; to introduce stu-dents to the various ways historians have approached these issues; and to help facilitate analytical and critical thinking, reading and writing skills.
Fall and spring semesters. 4 credits

HIST2105 America Since 1960

America's history from 1960 to the recent past is explored in this class. The course will focus primarily on social and cultural history, diversity, and change since 1960, including the struggle for civil rights, the women's movement, youth culture, the counter culture, the anti-war movement, gay and lesbian rights movements, and the resulting political, social and economic ramifications. Students are asked to challenge broadly held assumptions and reflect critically upon the past generation through the use of readings, film, music, and other non-traditional primary sources.
Fall semester, alternate years, fall 2012. 4 credits

HIST2119 19th-Century Europe (H)

This course begins with the French Revolution and the Napoleonic Era and examines the political, economic, social, cultural and diplomatic history of Europe to the close of the 19th century. Among the topics to be covered are: the industrial revolution; new ideologies such as nationalism, liberalism, socialism and romanticism; the revolutions of 1830 and 1848; unification of Italy and Germany; Bismarckian diplomacy; militarism; the new imperialism; and the turn-of-the-century mind.
Fall semester. 4 credits

HIST2120 Europe in the Era of World War (H)

This course begins with Europe at its zenith and the background to the Great War. The devastation of that war, and the troubled international relations and radicalization of domestic politics that followed from it, are major topics, as are the Russian Revolutions of 1917 and subsequent development of the Soviet Union, the actions of the fascist parties and states, especially the ascendancy of Nazism in Germany, and the causes and course of World War II. Film and personal accounts are a prominent part of the course.
Spring semester, alternate years, expected spring 2014. 4 credits

HIST2122 History of Colonial Latin America (H)

This course surveys the social, political, economic, and ecological transformations as they unfolded in colonial Portuguese- and Spanish-America from the pre-Columbian period to the 1820s. Class discussions and assigned reading will address the contributions of native peoples, Africans and Iberians in creating vibrant and complex regional societies. Themes for this course include race and gender relations, urban versus rural relations, mercantilism, colonialism, and self-rule. Although the overall structure of the course is thematic, examples will be drawn predominantly from the colonial histories of the Caribbean region, Mexico, Brazil, Argentina, Bolivia and Peru.
Fall semester, alternate years, expected fall 2012. 4 credits

HIST2124 History through Fiction: Event and Imagination

History and literature question and illuminate one another as the imagined world of the political novel is read against, and as part of, historical events. How do such works as *The Heart of a Dog*, *The Victory*, or *Nervous Conditions* present politics and society? How, in reading them, do we gain a greater understanding of power relations and human relations in times of crisis and stasis? Works will be placed in context and then discussed in terms of perspective, ideology, style and impact. Thematic emphasis varies each semester. In recent semesters, reading and discussion have focused on foundational fictions; the Gulag; Jewish history through fiction; and imperialism and colonialism in fiction. Future topics will include ancient and early modern history through fiction, and history through detective and mystery stories.
Spring semester, alternate years, expected spring 2013. 4 credits
(Cross-referenced with ENGL2124)

HIST2125 History of Modern Latin America (H)

This course surveys the history of Latin America from approximately 1810 to the present. This period witnessed the emergence of capitalist economies and the creation of governments based on the nation-state model. This course will focus on how these two transformations impacted Latin American societies across regional, ethnic, gender, and class lines and the various social movements they produced. Class discussions will focus on the following themes: Colonial legacies, economic development, gender and class relations, urban versus rural relations, and revolution. The course will also address the push-pull factors associated with emigration to the United States and Europe.
Spring semester. 4 credits

HIST2127 Religion, Society and Europe

This course looks at religious beliefs and practices in modern Europe from the French Revolution to the mid-20th century. Such forms of religious affiliation and expression as apparitions, pilgrimages, the occult, and minority and dissident churches are major topics, as are religious life in cities, women and religious life, and the challenges posed by science and atheism to religion. Most

of the course is concerned with varieties of Christianity, but Judaism is also considered.
Spring semester, alternate years, expected spring 2014. 4 credits

HIST2128 Immigrants in the American Experience

This course examines the history of immigration to America from the colonial era until the recent past. Emphasis is given to the role immigrant groups have played in the nation's history and the contributions they have made in shaping America's diverse culture. It will examine the "push" and "pull" factors which helped propel emigrants to the United States, particularly its cities. The course focuses on the diverse immigrant experience and the debate over assimilation as well as the problems and promises immigrants have historically confronted upon their arrival in the United States. Students are expected to develop an appreciation for the role of immigration in American history and challenge broadly held assumptions about immigration by writing and thinking analytically about the topic through the use of actual immigrant experiences, film and field trips.
Spring semester, alternate years, expected spring 2014. 4 credits

HIST2130 African American History: 1865 to the Present (H)

This course examines the history of African Americans from the end of the Civil War to the present. Topics include: emancipation; Reconstruction and its aftermath; the rise of Jim Crow; Booker T. Washington and his critics; migration and the making of urban ghettoes; the Harlem Renaissance; African Americans and American popular cultures; the origins, conduct, and legacy of the Civil Rights Movement; the "War on Poverty;" and race in contemporary American politics.
Spring semester, alternate years, expected spring 2014. 4 credits

HIST2140 History of Modern Middle East

This course will begin by studying the institutions and internal and international dynamics of the Ottoman Empire, beginning with its 14th century rise, including its 16th century height and its role and influence as the seat of the Caliphate. Our concentration will then turn to the imperial decline from the 18th century, with particular focus on increasing competition and colonization by European powers. We will study competing ideas of culture and governance that emerge in the 19th century, as well as the effect of World War I on the region. We will therefore include indigenous programs of reform and reaction to the strong impact of European imperialism. The creation of the Mandates of Iraq, Transjordan, Palestine, Syria and Lebanon, along with the separate situation of Egypt, effectively created the contemporary Middle East as well as some of its most pressing problems. Throughout, but particularly in conclusion, the course focuses on ethnic and religious interrelationships in the region by mid-century.
Spring semester. 4 credits.

HIST2205 Women in American History

The central focus of this course is the contributions of women to the country's history since the Colonial era. Various topics will be addressed, including work, family, race, ethnicity, reform and the development of the modern women's movement. The course will combine lectures, discussions, readings, a walking tour of Boston's women's history, and films in re-examining the role of women in American society and the reasons for their marginalization. Students will develop interpretive and analytical skills through writing assignments and class discussion.
Fall semester, alternate years, expected fall 2013. 4 credits

HIST2401 Modern China: Continuity and Change (H)

This course surveys China's history from about 1800 to the present. This course has no prerequisites and assumes no prior background in Chinese history. The course provides a rudimentary familiarity with China's chronological history from the 19th century to the present, while also introducing some of the key intellectual and historiographical issues in the field of modern Chinese history. The course first sets up a fairly detailed picture of daily life during this period. In the sixth week of the course, we deliberately introduce the element of change and explore the decline and fall of the Qing dynasty and the development of "modern" China.
Fall semester. 4 credits

HIST2701 Historical Methods and Research

This course introduces students to basic historical research methods, interpretations, and the processes of historical writing. Students will examine and learn how to use both primary and secondary sources, gather information, form questions, and gain the skills necessary to conduct research. Students will additionally study the major historical methodologies of history, including social, political, gender, environmental, and economic analyses.
Spring semester. 4 credits
Prerequisites: At least two 1000-level history courses

HIST3107 A History of Boston

This course examines the history of Boston since its founding in 1630. The city's history will be explored in a number of ways, including its geographic expansion and growth, the development of its neighborhoods, immigration and politics, among other areas. Students will develop an appreciation of Boston's varied and unique history through readings, lectures, outside assignments and field trips.
Spring semester, alternate years, expected spring 2014. 4 credits
Prerequisite: HIST1105 or HIST1106

HIST3111 United States and Global Issues: 19th and 20th Centuries

This upper-level course examines the interaction between the United States and other parts of the world from the early 19th century to the end of the Cold War. The course is arranged topically and looks at the connection between world events and how they shaped, and were shaped by, the United States. Examples include revolution, trade and commerce, war, colonization, industrialization and various cultural conflicts. The students will learn to think and write critically about the United States's connection with the world and to understand the complexity of the interaction.
Fall semester, alternate years, expected fall 2013. 4 credits
Prerequisites: HIST1106 and HIST1109

HIST3119 The Individual and Society in European History

This course treats themes and events in European history in the pre-modern as well as the modern period. The lives and achievements of learned people, aristocrats, peasants, children, rebels, visionaries and other notable and interesting Europeans are studied to provide students with a window on European culture and society. Each time the course is offered, a particular theme will be used to organize the material, such as religious expression and dissent, the history of friendship, the idea of the individual, and attitudes toward animals.
Fall semester, alternate years, fall 2012. 4 credits
Prerequisites: Sophomore standing and HIST1109 or HIST2119

HIST3121 Surviving Columbus: History of Native Americans, 1492 to 1992

This course explores the events and currents of the past 500 years from the perspective of selected Native groups in North and South America, from the period of the first contact through the colonial period and culminating in the modern period. Course readings and class discussions focus almost exclusively on the indigenous peoples of Mesomerica and the Andes, the Pueblo nations in present-day New Mexico, and the Lakota Sioux nation of present-day South Dakota. Successful students will understand the ways in which Native Americans construct their identities and organize their communities and how these strategies allowed them to adapt and survive the changing economic and political processes associated with colonization and nation-building.

Spring semester, alternate years, expected spring 2014. 4 credits

Prerequisites: HIST1105 or HIST1106 and HIST2122 or HIST2125

HIST3205 Themes in the History of the American West

By taking the idea of the many "Wests" and many Western experiences as a starting point, this course explores the history of the American West as both a region and an idea. Part cultural, intellectual and geographic history, the course will highlight a number of selected themes that defined the region from the Corps of Discovery (1803) to the present day. Although the antebellum period will receive some attention, the overarching focus is the Trans-Mississippi West after 1865. Course readings and class discussions will draw from the following topics as they relate to the West: myth and popular culture, boom and bust cycles, women's history, Hispanics and Chicanos, Native America, environmental history, Chinese history, the New Deal, and World War II and the nuclear age. This course is designed as a seminar to facilitate high levels of discussion and interaction, so active participation is required.

Fall semester, alternate years, expected fall 2012. 4 credits

Prerequisites: HIST1105, HIST1106, and junior standing

HIST3231 Europe Since World War II

This course examines important developments in Europe from the post-World War II era to the present. Among the topics covered are: the quest for economic and political recovery, including the debate over which individuals, parties and movements are the appropriate post-War leaders, the division of the continent and the histories of Eastern European states in the Soviet sphere, diplomatic relations within Europe and between European states and various world powers, decolonization, the collapse of Communism, European culture and living standards, terrorism and activisms, and changing European identities. At the end of the course, students will characterize the power and achievements of the European Union, and Europe's contemporary place in the world.

Spring semester. 4 credits

Prerequisites: HIST1109, HIST2119, or HIST2120

HIST3225 Themes in Latin American History

This course explores Latin America through selected themes that shaped the region's history. They include colonialism, transnational identities, utopianism, modernity, and environmental perceptions. Course readings and class discussions will focus on congruent as well as contradictory processes experienced by the people of Latin America individually and collectively. The period covered spans the colonial period to the present day. This course will also consider thematic intersections as they relate to Latin

American emigration to the United States and Europe in the 20th century.
Fall semester, alternate years, expected fall 2013. 4 credits.
Prerequisites: HIST2122 or HIST2125

HIST3504 From Lenin to Putin: A History of the Soviet Union and Its Collapse

This course will examine the roots of the Russian Revolution of 1917, the 70 years of the Soviet regime, and the brief history of Russia as an independent state since 1991. In addition to politics, both domestic and international, the course will survey economic policies, everyday life, and cultural accomplishments in the Soviet Union over the past century.
Fall semester, alternate years, expected fall 2013. 4 credits

HIST4000 Senior Seminar: Historiography

This course is a seminar on historiography, the history of historical writing. Covering a variety of topics, the course will give students an overview of historical writing across time. By the end of the course, students will be familiar with historical methods, classic and recent interpretations of history, varieties of approaches to the past, and major ideologies and arguments in the field. The course will be a capstone experience and will provide students with a foundation for their future research.
Spring semester. 4 credits

HIST4178-4179 Directed Study I & II

Fall and spring semesters. 4 credits
Prerequisite: Permission of department chair

HIST4194-4195 Internship I & II

This course involves an internship in a cooperating institution, regular discussion sessions, and a project term paper. Students select their internship with the approval of the agency and a department faculty member.
Fall and spring semesters. 4 credits
Prerequisite: INT1001

Information Technology

ITECH1101 Computers for the Liberal Arts

In the past three decades of the top 30 innovations, most were related to information technology (IT). This course is for students who want a broad exposure to fundamental innovations in IT and explores how to use the Internet more effectively, protect yourself against online dangers and villains, and develops skills in computing that advance your career. Students will use Microsoft Office applications Excel, Word and PowerPoint and solve real world problems such as writing serious research papers, using functions and formulas to analyze numerical data, creating charts and tables, writing newsletters, and making powerful presentations. Students will collaborate with classmates using Google tools, Prezi and Twitter.

Fall and spring semesters. 4 credits

ITECH1103 Online Introduction to Electronic Spreadsheets

This is a two-credit course offered in an online format with students and faculty just meeting for class three to four times during the semester. The course is designed for students who can work independently and demonstrate good time management and organizational skills. Using Microsoft Excel, we will explore the creation of worksheets, formatting, using formulas and functions, importing data, building charts and graphs, along with sorting, filtering and other database functions. This course will establish the foundation for further exploring data structures as well as help building the necessary skills for statistics.

Fall and spring semesters. 2 credits

ITECH2100 Information Technology for a Changing Society

This course will examine technology as one of the major forces shaping our world economically, politically, socially and personally, as well as a readily available tool for communication and discovery. Using various Information Technology devices to obtain and evaluate information, analyze data and consider its impact on our society, this course will give students an opportunity to explore the role of technology in work, education, entertainment and creating well-rounded individuals in a world dominated by quantitative data. Through a mix of traditional and technology-assisted tools, students will investigate differences, challenges and opportunities that arise from communicating with Voice over IP technologies and Digital Stories, along with examining the recent science and research assessing the impact of technology on cognitive development.

Fall semester. 4 credits

ITECH2101 Problem Solving with Computers (QA)

The best way to learn about data analysis is to do it. Computers make it easy to gather, organize, and present information using software and computational tools for efficient analysis. With interesting data from the humanities, business, social sciences, and sports, you will work with analytical and computational tools such as Excel, SPSS, Word, and PowerPoint. Sometimes there is just too much data. What do you do? No matter what discipline you are in, dealing with data is now a part of every job. You can take personal, corporate, and research data stored on computers and transform them into useful information. Using large national data sets such as the General Social Survey, you will learn the basic tools of analysis; learn how to design surveys and polls, pose questions that require collaborative solutions, learn

problem-solving skills and active learning in addition to engaging in teamwork.
Fall semester. 4 credits

ITECH2107 Computer Databases: Designs and Applications (QA)

People rely on databases for providing critical information for decision making. This course offers students majoring in management, science and the humanities an opportunity to learn the database environment: its evolution, advantages over file processing systems and the major components in designing a safe and user-friendly system. No previous experience with databases is required. Using Microsoft Access, students use a variety of case studies to explore issues relating to the physical design of databases, examine multiple ways to organize, maintain and report data, define relationships between tables, create complex queries and study major issues related to data privacy, security and user friendliness.
Spring semester, alternate years, expected spring 2014. 4 credits

ITECH2109 The Internet: Use, Abuse, and the Law

Emerging Internet technologies such as Google allow people to create, collaborate, share, and socialize online. At the heart of these technologies are important issues of privacy, security, and intellectual property. In this course, you will examine broad questions of social and technology policy through the lens of specific lawsuits. Topics will include security, phishing, spyware, copyright, and fair use, peer-to-peer file sharing, digital rights management, online speech, anonymity, privacy, citizen journalism and politics, competition and antitrust, and pornography and child protection. Working in teams and using case studies, you will critically examine the use and abuse of the Internet. Additionally, you will develop strong hands-on skills using browsers, Google docs, Google groups and sites, and technologies such as Wikis, Twitter, and news feeds.
Spring semester, alternate years, expected spring 2013. 4 credits

ITECH3103 Information Systems in the Workplace

This course in designed to help students use and manage information systems and technology in their personal lives as well as their careers. This class will place emphasis on presenting up-to-date aspects of web and Internet technologies, neural science, human-computer interaction, applications of emerging technologies for a large array of disciplines such as business, communications, medicine, biology, chemistry and psychology. Real-world case studies will be examined along with tools and resources for managing business operations, supporting decision making, marketing and advertising.
Spring semester. 4 credits.
Prerequisites: Junior or senior status, or permission of instructor

ITECH3105 Social Issues and Technology (SA)

This course will explore the social, legal, philosophical, ethical, political, constitutional and economic impact of the rapid development of technology on our society. Students will examine the "flattening" or total globalization of the modern world as facilitated by various technologies, including Web 2.0 tools such as blogging, crowd-sourcing projects like Wikipedia, and social networking outlets like Twitter and Facebook. The content will be anchored in thematic categories including: the economy, work and workplace, computers, people, social institutions, risk, security, international perspectives and philosophical frontiers. The course includes a service learning component at the NDEC-Notre Dame Education Center.
Fall semester, alternate years, expected fall 2014. 4 credits
Prerequisites: Junior or senior status, or permission of instructor

Management

MGMT1101 Introduction to Business

This survey course introduces students to business and management in the 21st century. Topics covered include: the role of business; macro and micro economics of business; the legal, social, and ethical environment of business; and stakeholders and stakeholder relationships. The functional areas of business are also covered: management, operations, finance, accounting, and marketing. The course emphasizes the remarkable dynamism and liveliness of business organizations, raises issues of ethics and social responsibility, and encourages students to engage in self-reflection around career issues in business and management. (Formerly MGMT1303)
Fall and spring semesters. 4 credits
Prerequisite: Completion of college computer literacy requirements

MGMT2111 Personal Finance (QA)

This course is designed for non-management/
accounting majors seeking an understanding of personal finance. This course introduces students to a broad range of concepts and problem-solving skills for planning and managing personal financial decisions across the many phases of personal and professional life. Students will learn to make appropriate financial decisions for themselves and their families. They will understand the implications of finan-cial decisions made by them and others on their communities and society as a whole. Personal financial statements, appropriate credit, insurance decisions, investment in various financial instruments and real assets, as well as retirement planning will be covered. This course includes a financial literacy service project. Declared management/accounting majors are not permitted to enroll.
Fall semester. 4 credits
Prerequisites: Sophomore standing, completion of the college computer literacy requirement and satisfied math competency

MGMT2202 International Management

This course focuses on the strategic role of culture and ethics in the implementation of global strategies. Emphasis is on the management functions, resources, and strategies required for organizations (not-for-profit and for-profit) to sustain competitive advantage in world markets. With ever-accelerating advances in technology and world events, the complex dimensions of global business relationships entwined with interpersonal relations are discussed.
Fall semester. 4 credits
Prerequisite: MGMT1101

MGMT2211 Leadership: Person and Process (SA)

Students will become familiar with models and theories of leadership and be able to apply leadership concepts and ideas to the lives and accomplishments of many different leaders, some well-known, others not. Through readings, class discussions, group activities and projects, students consider questions like: "What is leadership?" "What makes a great leader?" and "How can leadership be learned?" Students will also develop greater leadership self-awareness through assessments and class work.
Fall and spring semesters. 4 credits
Prerequisite: Sophomore standing

MGMT2301 Legal Environment of Business

This course provides students with an understanding of the legal environment in which businesses operate. Students will learn to use knowledge and understanding of ethics, law, and regulation in making business decisions. (Formerly titled Business Law)

Fall and spring semesters. 4 credits
Prerequisite: Sophomore standing

MGMT2307 Organizational Behavior (SA)

Organizational Behavior (OB) concentrates on understanding and predicting the behavior of people and groups in the work environment. No matter what role people play in a work organization—as individual contributors, team members, or managers—understanding OB concepts and developing OB skills will enhance their ability to initiate and sustain healthy working relationships and to contribute more effectively at work. In this course, students will learn organizational behavior concepts and theories, apply them in cases and exercises, develop greater self-awareness, and practice team skills. In addition, the course devotes attention to career issues and ethical concerns that arise between and among people at work.
Fall and spring semesters. 4 credits
Prerequisite: Junior standing

MGMT2401 Introduction to Sport Management

Principles, practices and issues in sport management. This course will provide an overview of the history of sport and sport management in the United States, the relationship between sports and society, the business of sport, contemporary legal and ethical issues that are associated with athletes, athletics, and organized sports and career possibilities for students interested in sport management.
Fall and spring semesters. 4 credits
Prerequisite: MGMT1101

MGMT2410 Introduction to Entrepreneurship

An introduction to the entrepreneurial process: deciding to be an entrepreneur, finding and developing a good idea, determining feasibility and gathering needed resources, launching the venture, and managing the entrepreneurial organization. Concepts, ideas, and practices learned in this course apply to for-profit entrepreneurship as well as to social entrepreneurship.
Spring semester. 4 credits
Prerequisites: MGMT1101 and ACCT1201

MGMT3110 Management Research for Positive Change

This project-based course gives students the opportunity to develop skills in social research methods as they collect and analyze data needed for organizational decision making and action. Students will gain experience in research design, the collection of data, the analysis of data using the Statistical Package for the Social Sciences (SPSS), and the presentation of results to support positive change.
Alternate fall semesters, expected fall 2013. 4 credits
Prerequisites: Junior standing, MATH1117, and MGMT1101

MGMT3207 Human Resource Management

Large or small, for-profit or not-for-profit, the effective management of human resources is a challenge all organizations face. This course will introduce students to the central functions they will need to successfully manage human capital, whether they work in HR, finance, operations, marketing, accounting, or general line management. HR activities covered in this course include recruiting and selecting employees, training them, evaluating their performance, and rewarding them. Other HR concerns covered in this course include labor relations, work and family, health and safety at work, and diversity.
Fall semester. 4 credits
Prerequisites: MGMT1101

MGMT3211 Leadership at Work

Being an effective leader at work requires self-knowledge, an understanding of conceptual and practical models of organizational leadership, a range of leadership behaviors and skills, as well as ongoing leadership

development. In this course, students will learn from conceptual material, experience, behavioral exercises, cases, discussion, and reflection. The focus is on both the leader and the organizational context of leadership. Topics include: self-understanding, models of leadership, ethics and values, trust, communication, power and influence, vision, leading change, shaping culture, and leadership diversity.
Spring semester. 4 credits
Prerequisites: Junior standing, MGMT2211

MGMT3301 Principles of Marketing

This course focuses on the total system of interacting business activities involved in the movement of goods from producers to consumers and industrial users. It involves analysis of the marketing functions performed by the manufacturers, wholesalers, retailers, agent middlemen, and market exchangers. This course examines consumer and industrial products and services; private, public, for-profit, not-for-profit organizations; as well as the social, ethical, and legal implications of marketing policies. Students evaluate pricing, branding, choice of distribution channels, selective selling, and the planning and implementation of sales programs. Emphasis is on a managerial approach to making responsible marketing decisions.
Fall and spring semesters. 4 credits
Prerequisites: Junior standing, MGMT1101, ACCT1201 and ECON1101

MGMT3302 Operations Management

Operations management is the discipline that focuses on how organizations produce goods and provide services. Students learn concepts and techniques related to the design, planning, production, delivery, control, and improvement of both manufacturing and service operations. They address problems and issues confronting operations managers such as process improvement, forecasting, capacity planning, facility layout, location planning, inventory management, quality management, and project management. This course employs practical methods for analyzing and improving manufacturing and service operations, and considers the interface of operations to other management functions.
Fall and spring semesters. 4 credits
Prerequisites: Junior standing, ACCT2201, MATH1117, and MATH1111 or MATH1121

MGMT3305 Financial Management

Topics in this course include the search for financing and the management of funds already invested, economic value added (EVA) and wealth creating strategies, financial analysis and planning, valuation of stocks and bonds, the management of working capital, the cost of capital and capital budgeting analysis. Also reviewed are financial markets, institutions and interest rates.
Fall and spring semesters. 4 credits
Prerequisites: Junior standing, MGMT1101, ACCT1201, and ACT2201

MGMT3421 Sport Finance

The application of accounting and finance concepts and theories to sports organizations. The course will engage students with hands-on material through problems and cases.
Alternate fall semesters, expected fall 2012, fall 2014. 4 credits
Prerequisites: Junior standing, MGMT3305, and MGMT2401

MGMT3422 Sport Marketing

Application of Marketing principles and theories to sports events, facilities, athletes, and products. The course will also explore the role of athletes in the promotion of products and services as well as the role of a marketing program in generating sports business revenue.
Alternate spring semesters, expected spring 2012, spring 2014. 4 credits

Prerequisites: Junior standing, MGMT3301, and MGMT2401

MGMT3423 Sport Law

A review of legislation, and cases relating to professional and amateur athletics and athletes, sports events, sports merchandising, contracts, broadcasting, and sponsorships. Students will learn applicable law and analyze cases and situations using legal precedence, legal theory, and ethical concepts as they may apply.
Alternate fall semesters, expected fall 2011, fall 2013. 4 credits
Prerequisites: MGMT2301 and MGMT2401

MGMT3501 Advertising and Promotion

This course takes a managerial approach to advertising campaign decisions and promotional strategies for products and services, with an emphasis on creativity, implementation, and results. Students learn how to evaluate advertising and promotion campaigns and they learn how to plan and execute campaigns using traditional and new media. They also explore a range of social, legal, and ethical issues related to advertising and promotion.
Spring semester. 4 credits
Prerequisites: Junior standing, MGMT3301

MGMT4178 Directed Study

This course is limited to seniors.
Fall and spring semesters. 4 credits
Prerequisite: Permission of instructor

MGMT4303 Strategic Management

This is one of two capstone courses of the management curriculum. This course focuses on the formulation and implementation of strategy. Students use tools and knowledge from other courses to extract, develop, and make sense of technological, financial, economic, marketing, operational, geographic, and human information. Emphasis is placed on the strategy process (assessing company performance, identifying problems and possibilities, developing strategies, putting strategies and plans into action) as well as the ethical issues and social responsibilities that should be addressed in the formulation and implementation of strategic decisions. Cases and/or simulation exercises will be a pedagogical component of this course.
Fall and spring semesters. 4 credits
Prerequisites: MGMT2307, MGMT3301, MGMT3302, and MGMT3305. This course is limited to management seniors.

MGMT4396-4397 Management Internship I & II

The management internship is one of two capstone courses of the management curriculum that involves experiential learning in a for-profit or not-for-profit firm related to the student's prospective career. The course requires that students apply theoretical knowledge to a practical setting, and provides them with the opportunity to gain experience in their chosen career and make a contribution to the organization in which they complete their internship. In addition to working at their internship site, students attend weekly seminar sessions that will deal with theoretical, practical, and ethical aspects of work. Together with the Internship supervisor, a project is defined for the student that will add value to the organization and that will help the student build expertise and confidence in an area of mutual interest. The student completes the project as part of the internship.
Fall, spring and summer semesters. 4 credits
Prerequisites: INT1001, MGMT2307, MGMT3301, MGMT3302, MGMT3305, and approved internship placement.

Mathematics

MATH0010 Basic Math

This course prepares the student to take college-level mathematics courses as well as to take other college-level courses requiring quantitative skills. This course reviews charts and graphs, estimating and computing, fundamental problem-solving techniques and using basic algebra to solve problems encountered in applications. This course is offered on a pass/fail basis. Satisfactory completion of MATH0010 constitutes satisfaction of the college-wide mathematical competency requirement. Assignment to MATH0010 is based on performance on the foundation skills assessment.
Fall semester. 4 credits (will not be counted toward 128-credit graduation requirement)

MATH1101 College Algebra (QA)

This course studies properties, graphs, and uses of algebraic expressions, including linear, quadratic, exponential and logarithmic equations. The focus of the course is on application of algebra to real-world problems. The course is designed primarily for students who plan to major in an area that requires more mathematics, and who need additional preparation in algebra.
Fall and spring semesters. 4 credits
Prerequisite: Satisfactory score on foundation skills assessment

MATH1103 Precalculus Mathematics (QA)

This course is designed to prepare students for calculus (MATH1111). It includes the study of polynomial, exponential, logarithmic and trigonometric functions and their graphs.
Fall and spring semesters. 4 credits
Prerequisite: Satisfactory score on foundation skills assessment or MATH1101

MATH1105 Topics in Contemporary Mathematics (QA)

This course is designed for students planning to take no further mathematics courses. Topics covered may include logic, graph theory, cryptology and the structure of the number system. This course does not prepare the student for further work in mathematics.
Fall and spring semesters. 4 credits
Prerequisite: Satisfactory score on foundation skills assessment

MATH1111 Calculus I (QA)

This course studies limits and continuity, differential calculus of algebraic, trigonometric and transcendental functions, applications of the derivative, and introduction to integration through the fundamental theorem of calculus.
Fall and spring semesters. 4 credits
Prerequisite: Satisfactory score on foundation skills assessment or MATH1103

MATH1112 Calculus II (QA)

This course is a continuation of Calculus I and includes methods of integration, applications of the definite integral, and infinite sequences and series.
Fall and spring semesters. 4 credits
Prerequisite: MATH1111 or by placement by department

MATH1117 Introduction to Statistics (QA)

This is an introductory course in statistics. It presents the concepts, techniques, and methods used in the description and analysis of data, and in statistical inference. The fundamental ideas of probability theory as required for the study of statistical methods are presented, as well as many applications. Course involves regular use of Excel.
Fall and spring semesters. 4 credits
Prerequisites: Satisfactory score on foundation skills assessment or MATH1101 and ITECH1101 or ITECH1103

MATH1120 Foundations of Mathematics for Teachers I (QA)

MATH1120 is the first course in a three-semester mathematics content sequence designed to develop fundamental computation skills and a comprehensive, in-depth understanding of K-8 mathematics among elementary education majors. This course focuses on numeration systems and properties of numbers. Different numeration systems will be studied, followed by operations on whole numbers, integers and rational numbers. Problem solving will be emphasized throughout the course.
Spring semester. 4 credits
Prerequisite: Satisfactory score on foundation skills assessment

MATH1121 Applied Mathematics for the Natural, Social and Management Sciences (QA)

This is an introductory course for those majoring in fields other than mathematics. The course covers linear functions and linear models, quadratic functions, exponential and logarithmic functions, and an intuitive introduction to differential calculus. Coursework will emphasize applications to real-world problems.
Fall and spring semesters. 4 credits
Prerequisite: Satisfactory score on foundation skills assessment or MATH1101

MATH1122 Foundations of Mathematics for Teachers II (QA)

MATH1122 is the second course in a three-semester mathematics content sequence designed to develop fundamental computation skills and a comprehensive, in-depth understanding of K-8 mathematics among elementary education majors. This course begins with a study of patterns and functions, followed by a study of two-dimensional geometry, and concludes with a study of measurement. Problem solving will be emphasized throughout the course.
Fall semester. 4 credits
Prerequisite: MATH1120

MATH2101 Linear Algebra (QA)

This course serves as a transition from computational mathematics to more theoretical approaches. This course also provides the student with some of the most useful tools of applied mathematics. Topics include systems of linear equations, matrices, determinants, vector spaces and linear transformations. This is a gateway course for the major in mathematics, and must be satisfactorily completed before a student declares a major in mathematics.
Fall semester. 4 credits
Prerequisite: MATH1111 or MATH1121 or placement by department

MATH2103 Calculus III (QA)

This course studies multivariable calculus. Topics covered include vector valued functions, functions of several variables, partial derivatives and multiple integrals.
Fall semester. 4 credits
Prerequisite: MATH1112

MATH2104 College Geometry (QA)

In this course, we use geometry as a lens through which we examine topics in algebra, trigonometry, the history of mathematics, and mathematically appropriate pedagogy. Students will gain a deeper understanding of the underlying structure of geometry, and the interconnectedness of geometry with other branches of mathematics. Students will examine how these advanced mathematical topics are reflected in secondary mathematics curricula. Particular emphasis will be placed on the development of mathematical reasoning through critical analysis and construction of formal mathematical proof. Technology, including the graphing calculator, Excel and Geometer's Sketchpad, will be an important part of this course.
Spring semester, alternate years, expected spring 2013. 4 credits
Prerequisite: MATH1111

MATH2107 Differential Equations

In this course we study the theory and applications of ordinary differential equations. Topics covered include first-order equations, linear equations, systems of equations and modeling using differential equations.
Fall semester, alternate years, expected fall 2014. 4 credits
Corequisite: MATH2103

MATH2109 Discrete Methods (QA)

Topics such as logic, methods of proof, number theory, counting principles and graph theory are covered. This is a gateway course for the major in mathematics and must be satisfactorily completed before a student declares a major in mathematics.
Spring semester. 4 credits
Prerequisite: MATH1111

MATH2113 Applied Statistics (QA)

This course is an introduction to the practice of statistics. Topics covered include descriptive statistics, estimation, hypothesis testing, regression and nonparametric methods.
Spring semester. 4 credits
Corequisite: MATH1112

MATH2115 Introduction to Programming with MATLAB (QA)

MATLAB is a programming language that is used extensively by mathematicians and scientists in both academia and industry. This course, which does not assume any prior experience with programming, will introduce students to this powerful programming language as they formulate and solve quantitative problems. Applications will be drawn from mathematics and science, depending on student interest.
Spring semester, alternate years, expected spring 2012. 4 credits
Prerequisites: Completion of college computer literacy requirement and MATH1103 or placement

MATH2122 Foundations of Mathematics for Teachers III

MATH2122 is the third course in a three-semester mathematics content sequence designed to develop fundamental computation skills and a comprehensive, in-depth understanding of K-8 mathematics among elementary education majors. The course will focus on topics in linear programming, analytic geometry, probability, and statistics. This course, like Foundations I and II, will deepen students' knowledge of mathematics and provide a solid foundation for learning about the methods for teaching elementary school mathematics. The course will also prepare students for the mathematics subtest required for Massachusetts state licensure.
Spring semester. 4 credits
Prerequisite: MATH1122

MATH3101 Real Analysis

This is an introduction to the theoretical foundations of real analysis. The completeness of the real number system, limits, continuity and theory of differentiation and integration are covered.
Spring semester, alternate years, expected spring 2014. 4 credits
Prerequisites: MATH2103, MATH2109

MATH3103 Probability

This course is an introduction to the theory of probability and its applications. Topics include random variables, probability laws, joint distributions, the Law of Large Numbers and the Central Limit Theorem.
Spring semester, alternate years, expected spring 2013. 4 credits
Corequisite: MATH2103

MATH3105 Advanced Statistics

This course is a continuation of MATH2113 Applied Statistics. More advanced topics in statistics will be covered, including contingency tables, exact tests, nonparametric methods, single and multiple linear regression and

logistic regression. At the end of the course, students will research a procedure or methodology on their own, write a short paper summarizing what they have learned, and give a short presentation.
Fall semester, alternate years, expected fall 2013. 4 credits
Prerequisites: MATH2113, MATH3103

MATH3107 Abstract Algebra

This is an introduction to abstract algebra. Properties of groups, rings, fields and homomorphisms will be studied.
Fall semester, alternate years, expected fall 2013. 4 credits
Prerequisites: MATH2101, MATH2109

MATH3109 Operations Research

In this course, students will learn how to translate a variety of real-world business problems into mathematical models that can then be solved using standard techniques from Operations Research. The course will rely heavily upon applications and algorithms, including study of the mathematical underpinnings for further clarification. Students will learn to use a standard software package for solution of their mathematical formulations.
Fall semester, alternate years, expected fall 2014. 4 credits
Prerequisites: MATH2101 and either MATH1111 or MATH1121

MATH4101 Programming in SAS

SAS is a statistical software package used by statisticians in many different fields. This course will teach students how to develop functions and scripts in SAS. Students should have some previous programming experience and familiarity with statistical methods. After using SAS to analyze data sets in a variety of fields, students will develop and pursue an independent research project. Students will finish the course by giving oral presentations on their work.
Spring semester, alternate years, expected spring 2014. 4 credits
Prerequisite: MATH3105

MATH4157 Senior Seminar

The seminar gives upper-level mathematics majors the opportunity to study an area of mathematics in-depth. Each student will prepare and present a paper to the class on la selected topic. Seminar topics are chosen by faculty and mathematics majors.
Spring semester. 4 credits
Prerequisite: Senior mathematics major status

MATH4178 Directed Study

The course is available for junior or senior mathematics majors. This is an independent study of material not covered in offered courses.
Offered as needed. 4 credits
Prerequisite: Consent of department chair

MATH4194 Internship

This is a directed experience in mathematics. Students are required to meet regularly with an assigned member of the department and complete a final paper.
Offered as needed. 4 credits
Prerequisites: INT1001, consent of department chair

Performing Arts

PERF0111 Theatrical Productions

The Performing Arts Department presents two to four theatrical productions each semester, ranging from small-scale, student-directed shows to large, main-stage performances. Students must be enrolled to participate in one or more of these productions. Participation can be as a performer, technician, and/or administrative assistant, and may include acting, singing, dancing, design, construction, musical accompaniment, crew, front-of-house support, writing of original material to be staged, or any combination of these in support of a show. Students are not required to work on all the productions in the semester, but are required to participate in at least one, including a minimum two hours of non-performance support for any production for which they volunteer. Students may register after the drop/add period, as cast and crew lists are posted periodically throughout the semester. Students may also register for as many semesters as they choose.
Fall and spring semesters. 0 credits

PERF0311 Saints and Singers: EC Chorus

The chorus is open to all students by audition, including those from the COF. There is at least one concert each semester, with additional performances opportunities. Works performed range from choral classics to Broadway. There are many solo and small ensemble opportunities available to members of the chorus.
Fall and spring semesters. 0 credits (Pass/Fail)

PERF0312 Performance Techniques for the Singing Actor

This course incorporates movement, acting and vocal techniques for those interested in musical theater. Course study to culminate in a scenes recital.
Fall and spring semesters. 0 credits (Pass/Fail)

PERF1101 The Theater: History and Appreciation (AI-A)

This survey course traces the history of theater as an art form, a branch of literature, a vocational craft and ultimately as an expression of the human condition. Students begin with an introduction to the elements of theater: its architecture, terminology and the roles and functions of each contributing artist in the theatrical process. From here the history of the theater is discussed, beginning with its early origins and including study of key areas in theater history: Greek theater, religious theater of the Middle Ages, the Elizabethan Era, the Restoration theater, Victorian spectacle and the Era of Modernism. Finally, a critical perspective is applied to the present-day theater and students discuss how influences from each of the preceding eras have affected what is presented and the expectation of audiences today.
Spring semester. 4 credits

PERF1102 Introduction to Performing Arts

The gateway course to the COF minor in Performing Arts, this course is a survey of dance, theater, music, and performance art through observation and listening, readings, and experiential learning. The class will include lectures, discussions, and attendance at performances, as well as performance activities. Students will study the varied roles of performing arts in history and throughout the world, as well as their role in contemporary society. The business of performing arts will also be considered.

Students will study music, theater, and dance terminology, fundamentals, and basic techniques of each art form.
Spring semester. 4 credits

PERF1111 Public Speaking: Voice and Diction

Fundamentals of public speaking are studied, including volume and projection, proper posture and voice-body integration, diction, clarity and techniques for engaging an audience. These skills are then applied to the composition, analysis and presentation of formal and informal speeches as well as role-playing exercises concerning other business and social situations.
Spring semester. 4 credits

PERF1211 Dance: Barres and Ballet

This course will emphasize learning about dance through Ballet technique. We will explore dance history of Ballet through class demonstrations, participation, lectures, written assignments, and handouts. Through movement participation, students will learn barre and floor ballet combinations and technique culminating in a Ballet Final.
Fall semester. 4 credits

PERF1212 Dance: Concepts and Practice

This course will explore the history and importance of dance. It will also familiarize students with a broad range of dance techniques and vocabularies such as Modern, Jazz, Hip Hop, Cardio, Latin, and Yoga. Through movement participation and dancing as a group, it will introduce students to a range of musical rhythms and body organization patterns. Instruction will include dancing in class, class lectures, films, and handouts; written analyses will also be required. Students will be able to demonstrate the skills they learned in their final.
Spring semester. 4 credits

PERF1301 Song: From the Monks to the Monkees (AI-A)

In this course, students will explore the history of Western music through its songs. After learning certain basic musical concepts and discussing what types of works can fall under the category of "song," the topic will be explored chronologically, with emphasis on text setting and stylistic characteristics. These issues will be addressed through lectures, reading and video presentations; however, the greatest emphasis will be on in-class and especially out-of-class listening.
Fall semester. 4 credits

PERF1302 Music-Theater through the Ages (AI-A)

In this course, students will explore the history of Western music through music-theater. After learning certain basic musical concepts and discussing what types of works can fall under the category of "music-theater," the topic will be explored chronologically, starting with Medieval liturgical drama and ending with contemporary opera and film. Emphasis will be on addressing text setting, dramatic narrative, and stylistic characteristics. These issues will be addressed through lectures, reading and video presentations; however, the greatest emphasis will be on in-class and out-of-class listening and viewing.
Spring semester. 4 credits

PERF1303 History of the American Musical Theater (AI-A)

Emphasizing music and theater equally, this course studies the origins of American musical theater from its European opera and operetta influences, through vaudeville and minstrel shows and including the many variations of the form over the last half century.
Fall semester. 4 credits

PERF1304 Musics of the World (AI-A)
This course will explore non-Western music from various parts of the world. After an introduction of basic musical concepts, the history, culture and music of various peoples will be examined by geographic region. The topics will be addressed through lectures, reading and video presentations; however, the greatest emphasis will be on in-class and especially out-of-class listening.
Fall and spring semesters. 4 credits

PERF1321 The ABCs of Music Notation: Dots, Lines, and Squiggles (AI-A)
This course will develop the student's abilities in the basics of musical notation and practical skills. The student will become familiar with the rudiments of Western notation (clefs, staves, notes, key signatures, and time signatures) and how they apply to the melodic, harmonic, and rhythmic structures of music in various styles and genres. The course will also address the history of notation, especially in terms of how the various methods of writing music down informed and interacted with the creation of music in any given period. No previous experience in music required.
Fall semester. 4 credits.

PERF2101 Studies in Drama: Ritual and Social Reality
This course is a survey of dramatic literature from the classical period to the modern era, with an emphasis on drama's fundamentally communal character. The playwrights considered may include Sophocles, Aristophanes, Plautus, Shakespeare, Behn, Moliere, Ibsen, Chekhov, Brecht, and Beckett, as well as medieval and renaissance genres such as the mystery and morality plays and the commedia dell'arte.
Fall semester, alternate years, expected fall 2013. 4 credits

PERF2102 Modern Drama
This course analyzes selected plays by British, European, American and world dramatists of the 20th century, with close attention to the evolving methods and sensibilities associated with the cultural movements of naturalism, modernism, and postmodernism. Writers may include Ibsen, Shaw, Wilde, Brecht, Beckett, O'Neill, Soyinka, Churchill, Kushner, Friel, and Wilson.
Fall semester. 4 credits

PERF2111 Acting: Basic Techniques
This course is a production-oriented study of movement, acting and improvisation techniques. Students practice rehearsal methods, text analysis and interpretation, and learn the basic fundamentals of acting. Students perform scenework as well as improvisation, and careers in acting are discussed.
Fall semester. 4 credits

PERF2112 Acting: Styles and Genres
Basics of acting discussed in PERF2111 are applied to specific styles and genres, including Greek Drama, Elizabethan Theater, Restoration Comedy, Comedy of Manners and Realism. Students present scenes from classic plays and study the conventions of various major periods in theater history.
Spring semester. 4 credits

PERF2113 Playing Shakespeare: from Study to Stage
The course combines the reading of a small selection of Shakespeare's plays with a performance component in which students prepare scenes for class presentation. Students also consider staging and performance issues by attending live performances and by analyzing film versions of the plays. By adding a theatrical dimension to the traditional study of texts, the course translates the written word into that complex of speech and action that brings drama to life.

Fall semester, alternate years, expected fall 2012. 4 credits

PERF2212 The Moving Body

This course provides an introduction to principles of the body in motion and its application to dance and other movement techniques. Students will investigate physiology through movement exploration, observation, reading assignments, and written analyses. Various theories will be considered, including experiential anatomy, Laban Movement Analysis, and Bartenieff Fundamentals. Through these methods, students will improve physical performance and increase range of expression.
Spring semester. 4 credits

PERF2312 Advanced Performance Techniques for the Singing Actor

This class is designed for the student interested in vocal performance. Repertoire will consist primarily of musical theater selections to be chosen with the instructor's guidance. The student will develop his or her vocal and dramatic talent by participating in vocal performance and critique. Through analysis and research the student will discover tools to interpret vocal music with the goal of producing an effective and stylistically accurate interpretation.
Fall semester. 4 credits
Prerequisite: PERF0312 or permission of instructor

PERF2321 Harmony through Creative Composition

In this course, students will explore Western tonal harmony by writing their own works of music. Starting with short, single-line tunes and gradually working toward larger-scale melodies and harmonies, the basics of tonality—melody, rhythm, harmony, and form—will be learned and applied to create songs and/or works for solo or ensemble instruments. Students need not have had previous experience composing music, but a basic ability to read and notate music is required.
Spring semester. 4 credits
Prerequisite: PERF1321 or permission of instructor

PERF2322 Read and Sing!

This course will teach the skills necessary for being able to sing or perform a piece of music at sight. Through graduated work with rhythms, intervals, modes, keys, and words, students will, in the end, be able to look at a printed song, hear it in their head, and sing it without ever having heard it previously.
Spring semester. 4 credits
Prerequisite: PERF1321 or permission of instructor

PERF3101 Dramaturgy and Play Analysis

This course offers study and analysis of theater history and topical readings. Individual research projects by class members are required.
Spring semester, alternate years, expected spring 2014. 4 credits
Prerequisite: PERF1101 or permission of instructor

PERF3111 Public Speaking: Interactive Speech

In this course, advanced techniques of interpersonal communication will be stressed, enabling the student to handle the complexities of business and social interaction. Role-playing situations include interviews, negotiations and debates. An emphasis will be placed on audience interaction, proxemics and nonverbal communication, as well as the balance of power between parties in any situation where two or more parties directly interact.
Spring semester, alternate years, expected spring 2014. 4 credits
Prerequisite: PERF1111 or permission of instructor

PERF3121 Theatrical Design and Production

In this course, students gain hands-on experience with every aspect of theatrical production, from show selection and script analysis to lighting, costuming and scenic design. In conjunction with the instructor, students will select a script or set of short scripts as the basis for a project portfolio. Each part of the production process will then be explored in relation to each student's project, beginning with the thematic analysis of the script, and continuing with set design, lighting design, costume design, sound design, prop selection, casting, blocking and production publicity. Professionals in each field may also be invited to visit class and field student questions. Students will also participate in the current Emmanuel College Theater Guild production (PERF0111) and will apply skills developed in class to the actual working production for credit. A particular emphasis will be placed on the technical side of the directorial process.
Spring semester, alternate years, expected spring 2013. 4 credits
Prerequisite: PERF1101 or permission of instructor

PERF3122 Playwriting

Students will learn the elements of a well-made play, guidelines for submission of manuscripts professionally to theater companies and dramatists' organizations, elements of drama, crafting of stage directions, and the process of producing, acting in, and directing original work. To this end, students will each develop a new play workshop-style and also read from, act in, and direct scenes from these original works. Emphasis will be placed on writing specifically for actors and directors.
Fall semester, alternate years, expected fall 2013. 4 credits

PERF4131 Theater Arts Internship

This internship is designed to offer the student related experience in a theater company, organization or talent agency.
Prerequisites: INT1001, PERF1111, PERF2111, PERF3111, and permission of department chair
Fall and spring semesters. 4 credits

PERF4178/4179 Directed Study I and Directed Study II

Students take part in independent and individual study in the field of their choice. Fields offered include: directing (student directs his or her own production under faculty supervision), playwriting, dramaturgy, individual performance, advanced technical projects, recital (voice or piano), topics in music theory, topics in musical analysis, topics in music history, and composition.
Fall and spring semesters. 4 credits

PERF4331 Music Internship

A music internship is designed to offer the student related experience in a company or organization.
Fall and spring semesters. 4 credits
Prerequisites: INT1001, PERF1321, PERF1302 or 1304, and permission of department chair

Applied Study in Music

Students who wish to take lessons in any of the following should consult with the department chair. The College does not award academic credit for these lessons, and the student is responsible for paying any fees. Scholarships to cover fees are available through audition. Contact department chair for details.

- *Piano*
- *Voice*

Philosophy

PHIL1103 Philosophy of Religion (R)

This course examines philosophical questions about God and religion. It will clarify the concepts of God in the great religious traditions stemming from Abraham and examine the classic arguments designed to prove that this God exists. Additional topics discussed are miracles, the possibility of life after death, the natural evils embedded in God's creation, the tension between modern science and religion, and the atheistic critiques of Nietzsche and Freud.
Fall semester. 4 credits

PHIL1111 Literature and Philosophy (AI-L)

This course explores philosophical themes and ideas that have been central to Western thought from Antiquity to the present. Topics such as ethical dilemmas, love and knowledge, fate and fortune, self-consciousness, freedom and salvation, the experience of death, the concept of time, and the crisis of meaning in modernity will be examined through close readings of selected works of fiction (dramas, poems, novels and short stories), rather than conventional works of philosophy. The class will help students interpret literature more deeply, beyond the concerns of plot and character alone, with greater attention to its philosophical content.
Fall semester. 4 credits

PHIL1112 Aesthetics (AI-L)

The philosophical field of aesthetics has a long history that includes contributions from some of the most prominent philosophers of Western history. The class will explore a variety of key areas regarding aesthetics, including the nature of beauty, the grounds of aesthetic judgment, and the various functions of art in society, with reference to some of the most important texts of aesthetic philosophy. The course takes a historical approach, beginning with classical ideas of aesthetics in antiquity, through the early-modern period, and concluding with aesthetics theory in the modern era. Controversial questions will also be examined, such as whether artistic evaluations can possibly be objective, or whether determinations of beauty and artistic merit are culturally determined.
Spring semester. 4 credits

PHIL1115 Recent Moral Issues (M)

The nature of ethical decision making is first discussed. Skills of moral reasoning are then applied to various issues such as capital punishment, euthanasia, abortion, world hunger, preferential treatment and discrimination, pornography and censorship, environmental ethics, war and terrorism, reproductive technology, genetic engineering, animal rights, and the legalization of drugs.
Fall and spring semesters. 4 credits

PHIL1201 Global Ethics (M)

This course examines what various cultures consider to be a good moral life. It examines both the moral principles offered by many cultures to determine right from wrong, and the values that they believe we ought to pursue to lead full, rich and happy lives. Moral traditions considered include European, Asian, Arab, African, Latin American, Caribbean, and Native American. In this global age, multicultural ethical views will deepen a student's appreciation of major ethical traditions from various cultures, serve as a foundation for further exploration, and develop moral reasoning and critical-thinking skills.
Fall semester. 4 credits

PHIL1205 Health Care Ethics (M)

After an overview of the various normative frameworks for making moral decisions and judgments that moral philosophies and moral theologies propose, the course will

focus on intelligent decision making about the ethical issues and dilemmas that arise in the field now known as bioethics. Among the topics considered are: patient choices and informed consent, proxy decision making, advance directives, brain death, withholding life-prolonging treatments and feeding tubes, diagnostic and experimental interventions on human embryos, cloning, artificial reproductive techniques, surrogate motherhood, preimplantation and prenatal testing, treatment and destruction (abortion) of fetuses, treatment of seriously defective babies, euthanasia and physician-assisted suicide, medical research on human subjects, transplanting organs from dead and living donors, the ethical implications of genetic medicine and genomic information, and the ethical issues arising in managed care payment systems.
Fall semester. 4 credits

PHIL1207 Ethics at Work (M)

After a brief introduction to moral theory and moral reasoning the course will examine some typical ethical issues that arise in managing organizations. Case studies will help students develop their skills in deliberation and ethical decision making.
Fall semester. 4 credits

PHIL2101 Problems in Philosophy (M)

This course discusses fundamental problems in philosophy, problems which recur with each generation: the nature of reality, the existence of God, the nature of the self, life after death, the nature and foundations of society, right and wrong, good and evil, the meaning of life and the nature of knowledge. Major philosophers from various historical periods are discussed but the emphasis is on how answers to their questions affect the basic beliefs and world view of students.
Fall and spring semesters. 4 credits

PHIL2104 Theories of Human Nature (M)

This course is an introduction to a wide variety of views on how human beings understand human nature. It will consider the accounts of Confucianism, Hinduism, the Bible, the early Greeks (Plato and Aristotle), Darwin, Descartes, Kant, Marx, Nietzsche, Freud, Hume and Skinner. The course will conclude with an overview of some contemporary issues and topics: gender, sociobiology, evolutionary psychology and cognitive science.
Fall and spring semesters. 4 credits

PHIL2106 Ethical Theory (M)

This course addresses some fundamental questions about the "Good Life" and what makes life worth living. Students will explore questions about what makes an action "right" or "wrong," what makes us happy, what kinds of qualities a person should have, and how we should treat other people. The course will begin with an examination of various conceptions of the good life and what it means to be virtuous. This will be followed by a discussion of the central moral theories that continue to influence contemporary discussions about ethics: Aristotle's Virtue Ethics, Utilitarianism, and Immanuel Kant's Deontology. Throughout the semester, we will also consider the ways in which feminist and non-Western perspectives both parallel and challenge some of the ideals of Western moral philosophy.
Fall semester. 4 credits

PHIL2108 Critical Thinking (M)

The goal of this course is to improve skills of critical thinking. Students learn to define concepts accurately, to examine assumptions of their thinking, to be aware of various points of view, to reason correctly and evaluate the reasoning of others, and to examine the logical consequences and interconnections of their beliefs. Students practice various techniques to improve

problem-solving skills and their ability to think creatively.
Spring semester. 4 credits

PHIL2115 History and Philosophy of Science (M)

This course is an introduction to the history and philosophy of science. It covers the major historical developments from Aristotle through the rise of Newtonian science to the 20th-century developments in relativity theory, quantum theory, and genetics. It also considers major philosophical questions relating to science, questions such as the nature of scientific truth and method, empirical fact, inductive reasoning, theory formation and scientific revolutions, falsifiability, instrumentalism, realism, and neuroscience.
Spring semester. 4 credits

PHIL2119 Symbolic Logic (QA)

The study of logic can make a deep and lasting contribution to the intellectual life of every student. Knowledge of the principles of clear and accurate thinking are required to evaluate information and judge between competing cognitive claims. The study of symbolic logic is an especially effective way to develop the higher order reasoning skills which such abilities require. Both categorical logic and propositional logic are examined in this course, which will focus on how to symbolize arguments and construct proofs of their validity. Topics discussed include syllogisms, sentential connectives, truth tables, quantification, rules of inference, formal and informal proofs, and criteria for proper definitions.
Fall semester. 4 credits

PHIL2201 Existentialism and the Meaning of Life (M)

Existentialism, unlike many technical and academic philosophical movements, is a philosophy of life. It begins with the recognition that we are inescapably responsible—responsible for our outlook on life, responsible for what we do and do not do, responsible for the kind of person we are, and responsible for what we become in life. It's up to us, no matter what the circumstances, to find meaning and value in our lives. This course will examine major themes of existentialism in the writings of Kierkegaard, Dostoevsky, Nietzsche, Jaspers, Sartre, Camus, Marcel, and Frankl.
Spring semester. 4 credits

PHIL2203 (M) Philosophy of Law

This course begins with a general introduction to the central concepts and issues in philosophy of law. After some consideration of the history of legal philosophy, it next discusses such topics as the nature of judicial decision making, legal responsibility, various theories of punishment, and the basis of various rights, such as property rights and the right to privacy. The last part of the course discusses some of the various ways that the relationship between ethics and the law has been understood.
Fall semester. 4 credits

PHIL3109 Philosophy of Mind

This course will begin by discussing the problem of how mental phenomena fit into a physical universe. The past century's most influential responses to the problem will be discussed: behaviorism, the identity theory, and functionalism. Next, topics such as whether computers could ever have thoughts or consciousness, the extent to which our thoughts and experiences depend on the nature of our environment, and how it is that the mental causally interacts with the physical, will be discussed. Additional questions to be explored include: What is consciousness? What is the mind-body problem? Are mental states identical with neural states? Is there something it is like to be in a mental state? What is the problem of mental causation? We will consider some of the

most important historical answers offered to the topics and questions above, as well as some of the views philosophers have developed in response to the contemporary sciences of the mind.
Spring semester. 4 credits
Prerequisite: Junior status or permission of instructor

PHIL3115 Ancient and Medieval Philosophy

This course is a textual analysis of ancient philosophy, including the pre-Socratic philosophers, Socrates, Plato, Aristotle, and the Stoics. Medieval philosophers studied include Augustine, Anselm, Bonaventure and Aquinas.
Spring semester, alternate years, expected spring 2013. 4 credits
Prerequisite: Junior status or permission of instructor

PHIL3201 Race, Ethnicity and Ethics

This course is an introduction to critical race theory as well as to moral issues surrounding race and ethnicity. In the process of analyzing "race" and "ethnicity," the class will discuss how historical and contemporary understandings of these concepts have given rise to various moral concerns surrounding discrimination, rights, personal and group identity, and citizenship. Topics discussed will include racism, assimilation, pluralism, multiculturalism, group rights, and the value of diversity.
Fall semester. 4 credits
Prerequisite: Junior status or permission of instructor

PHIL3215 Modern Philosophy

This course is an examination of some central ideas of major modern philosophers, including Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume and Kant, as well as associated authors. These philosophers greatly influenced the development of the contemporary mind. Emphasis is on epistemology and metaphysics, especially the rationalist and empiricist traditions, with some discussion of political philosophy. Students will read original texts and, with the help of background readings, interpret their meaning and significance.
Fall semester. 4 credits
Prerequisite: Junior status or permission of instructor

PHIL4178-4179 Directed Study

Fall and spring semesters. 4 credits
Prerequisite: Permission of instructor

PHIL4999 Senior Seminar in Philosophy

Topics in major areas of philosophy will be discussed. A major paper and presentation are required. This course fulfills the capstone requirement in philosophy.
Spring semester. 4 credits
Prerequisite: Open only to senior philosophy majors

Physics

PHYS1116 Astronomy (SI)

This course is the same as PHYS1117, but without the laboratory component. This course is an introduction to the origin and evolution of the universe, emphasizing the methods of acquiring astronomical information. Basic physical concepts such as atomic structure, thermodynamics and electromagnetic radiation are presented at an elementary level. Three hours lecture.
Fall semester, alternate years, expected fall 2012. 4 credits

PHYS1117 Astronomy (SI-L)

This course is an introduction to the origin and evolution of the universe, emphasizing the methods of acquiring astronomical information. Basic physical concepts such as atomic structure, thermodynamics and electromagnetic radiation are presented at an elementary level. Three hours lecture, two hours laboratory.
Fall semester, alternate years, expected fall 2012. 4 credits
$55 lab fee

PHYS1121 Energy and the Environment (SI-L)

In this course, students study energy use, production, and environmental effects. Topics include: energy basics, fossil fuels, alternative energy (solar, wind, biomass, etc.), nuclear energy, acid rain, ozone depletion, climate and global warming. The class will focus on scientific and quantitative issues, however, political and social aspects will also be touched upon. Three hours lecture, two hours laboratory.
Fall semester, alternate years, expected fall 2012. 4 credits
$55 lab fee

PHYS1122 Energy and the Environment (SI)

This course is the same as PHYS1121, but without the laboratory component. Students study energy use, production, and environmental effects. Topics include: energy basics, fossil fuels, alternative energy (solar, wind, biomass, etc.), nuclear energy, acid rain, ozone depletion, climate and global warming. The class will focus on scientific and quantitative issues, however, political and social aspects will also be touched upon. Three hours lecture.
Fall semester, alternate years, expected fall 2012. 4 credits

PHYS2201 General Physics I (Calculus based) (SI-L)

This course is a mathematical treatment of introductory physics using calculus. This course provides an introduction to the classical mechanics of particles and rigid bodies. Topics include: vectors, momentum, energy, angular momentum, conservation laws, basic thermodynamics, Newton's laws of motion, statics, projectile motion, oscillations, and orbits. Three hours lecture, three hours laboratory.
Fall semester. 4 credits
Prerequisites: MATH1111, MATH1112
$55 lab fee

PHYS2202 General Physics II (Calculus based) (SI-L)

This course is a mathematical treatment of introductory physics using calculus. This course provides an introduction to the classical theories of electromagnetism and optics. Topics include: electrostatistics, electric and magnetic fields, electric circuits, magnets, Maxwell's equations, waves, optics, interference, and diffraction. Three hours lecture, three hours laboratory.
Spring semester. 4 credits
Prerequisites: PHYS2201, MATH1111, MATH1112
$55 lab fee

PHYS4178-4179 Directed Study

This is an independent study of material not included in existing courses.
Fall and spring semesters. 4 credits
Prerequisite: Permission of department

Political Science

POLSC1201 Introduction to American Politics and Government (SA)

This course offers an overview of the American political system. Included are examinations of the American presidency, Congress, political parties, interest groups, the courts and the mass media. Students analyze the way in which American society attempts to realize the goals of a constitutional democracy, as well as the successes and failures of the system.
Fall and spring semesters. 4 credits

POLSC1301 Introduction to Comparative Government and Politics (SA)

This course offers a comparative analysis of the structure and operation of selected European, African, Latin American and Asian governments. Emphasis is placed on the structure, functions and operations of the political systems in each country.
Fall and spring semesters. 4 credits

POLSC1401 Introduction to International Relations (SA)

The course introduces students to the dynamics of the interrelationships in the international arena. It examines the interactions of states and international organizations as well as sub-national actors such as guerrilla groups. The course explores the theoretical concepts used to explain the international system and applies them to international politics today in Europe, the Middle East, Asia, Africa and Latin America.
Fall and spring semesters. 4 credits

POLSC1501 Political Theory

This survey course will provide an intro - duction to major political philosophers, concepts, and to competing ideologies on political science by presenting some of the fundamental theoretical schools and by examining many of the approaches that underlie contemporary ideologies. Special attention will be placed on the theoretical background that ultimately deals with the complex triangular relationship between the individual, society, and the state.
Spring semester. 4 credits

POLSC2203 Political Socialization

Political socialization, the "people-oriented" explanation of political events, is concerned with the knowledge, values and beliefs of the average citizen. What do citizens demand of their government? Under what conditions are they willing to support its leaders? What is the relationship between citizens' attitudes and the way the state operates? How are political standards and beliefs transmitted from generation to generation? By what agents? These questions are addressed throughout the semester.
Fall semester, alternate years, expected fall 2013. 4 credits

POLSC2207 Politics and the Media

This course examines the impact the mass media has on the workings of the American political system. The course investigates the continually increasing influence of the media in terms of its interaction with political institutions, its role in campaigning, its use by politicians and office-holders, its effect upon recent trends in the political arena (e.g., its treatment of violence, riots, etc.) and possible future effects.
Spring semester, alternate years, expected spring 2014. 4 credits

POLSC2211 Campaign Strategies and Electoral Politics

How and why do certain candidates win elections while others are failures? Is it superior ability or clever campaign strategy? Ultimately, the question is whether or not we, the people, vote for the candidate or the campaign. This course attempts to answer these questions by exploring the American electoral system on the national, state, and

local levels. We will assess effective campaign techniques, the role of political parties, and the increasing influence of interest groups in U.S. political campaigns to determine what factors affect a successful campaign strategy.
Fall semester, alternate years, expected fall 2012. 4 credits

POLSC2225 The 1960s

The decade of the 1960s represents different things to different generations. The decade was a combination of a peculiar set of events, conflicts and emotions. To those who lived through it, it was a difficult period in time. Yet now there is a nostalgia about it. For those who did not live through it, there is often a sense of "lost moments." This course shall explore the many events, personalities and movements that constitute the unique period of the 1960s.
Spring semester, alternate years, expected spring 2014. 4 credits

POLSC2228 State and Local Government

The course reviews the position of the states under the Constitution, the relationship of the states to the citizens, and state control over the municipalities and other local units of government.
Spring semester, alternate years, expected spring 2013. 4 credits

POLSC2229 Public Administration

This course is an analysis of the general nature of bureaucracy in public and private organization. Its characteristics as a mechanism for decision making, with emphasis on American experience, are stressed, with particular attention to problems of goal setting, innovation and accountability.
Fall semester, alternate years, expected fall 2013. 4 credits

POLSC2232 Political Parties and Interest Groups

While a great deal of attention is paid to legislative, executive and judiciary institutions in the political arena, political parties and interest groups arguably have as much, if not more, influence in politics. Questions arise on the relative influence of parties and interest groups in political institutions and society. This course will explore the relevance and strength of parties in government and the electorate, as well as the role of interest groups in the process.
Prerequisite: POLSC1201
Spring semester, alternate years, expected spring 2013. 4 credits

POLSC2301 Politics of Race and Ethnicity in Latin America

Latin America, stretching from the southern border of the United States to the southern tip of the continent, is diverse and complex. In this course, students will examine the politics of Latin America at three levels: regional, sub-regional, and national.
Fall semester, alternate years, fall 2014. 4 credits

POLSC2302 European Politics: From Transition to Integration

Comparative study of politics in several Western European countries, with an emphasis on political development, institutions, major issues in contemporary politics, and the impact of European integration. Special attention will be paid to the issue of Europe-making related to the post-EU/NATO enlargement and the post-9/11 situation and European-Atlantic relations.
Spring semester, alternate years, expected spring 2013. 4 credits
Prerequisite: POLSC1301

POLSC2403 Turkey and the Middle East

The course takes place in Istanbul, Turkey in association with Bilgi University and explores Turkey's relations with the states

and people of the Middles East, especially following the election of the Justice and Development Party in 2004. We will concentrate on Turkey and Iran, Iraq, Israel, the GCC states and Syria.
Summer, alternate years, expected summer 2013. 4 credits

POLSC2401 American Foreign Policy

This course will examine when and how the United States acts in the world arena. We will analyze the role of domestic politics, the interpretation of the national interest, and the formulation of policy.
Fall semester, alternate years, expected fall 2013. 4 credits

POLSC2409 The Politics of International Economic Relations

This course will explore the interrelationships of economics and politics in international arenas. Students will therefore study the interdependence of economics, questions of economic development, the power of multinational corporations, international trade and trade agreements, oligopolies, oil, environment and arms trade.
Fall and spring semesters. 4 credits
Prerequisite: Either one economics or one political science course
(Cross-referenced with ECON2113)

POLSC2411 The Contemporary Middle East: Challenges and Promise

This course will introduce students to the states, political movements, conflicts and the possibilities for peace in the Middle East. Students will begin by examining the major international dynamics of the region, such as the Palestinian-Israeli dispute, the interactions of the Gulf Region, and the Syrian-Lebanese-Israeli triangle. The discussion will then turn to the domestic political, social, and economic environment challenging the people and governments of the area. Lastly, students will look at the implications for the United States of the complexities of this region—its challenges and its promise.
Fall semester, alternate years, expected fall 2014. 4 credits

POLSC2413 International Law and Institutions

In this course, students will examine the sources and historical foundations of contemporary International Law as well as the international institutions most closely associated with its application. Students will gain an understanding of the role played by state actors, international institutions and NGOs in both the development of international law and its application, as well as of the difficulties of enforcing these norms on sovereign states. This will be demonstrated through applied case studies in specific areas of international law, such as humanitarian law, the Responsibility to Protect Doctrine, the Law of Seas, the use of force, and the environmental law.
Spring semester, alternate years, expected spring 2014. 4 credits.

POLSC2415 In the Footsteps of Thucydides

The course examines the theoretical genesis of the dominant argument of International Relations, namely that of the Realist and the Neorealist paradigm. Thucydides, an Athenian general and a combatant in the "world war" of his day, which pinned two great alliances against each other and ultimately caused the demise of the entire city-state system, traces the seductive lure of state power and its effects on those who possess it as well as those who seek it. Students will trace the footsteps of Thucydides through the pages of *The Peloponnesian War* and in Athens, Sparta and Milos, where "the strong did as they wished and the weak suffered as they must." This course travels to Greece in March.
Spring semester, alternate years, expected spring 2014. 4 credits

POLSC2417 Statecraft & Globalization

In a globalized political system, states' ability to use statecraft is affected by the condition of the international system and the structure of alliance membership. The current Eurozone crisis that has at its epicenter the southern Mediterranean littoral states of Portugal, Italy, Greece, and Spain (PIGS) presents interesting dimensions of statecraft that states practice within institutional arrangements such as the European Union and NATO, at a time of economic crisis.
Spring semester, alternate years, expected spring 2014. 4 credits

POLSC2419 The Geopolitics of Democracy

In this course, we will examine the conflict of geopolitical interests versus domestic forces that challenge the modern state. We will begin by outlining the dominant arguments that have defined the emergence of liberal democracy as "the only game in town" as well as the new geopolitical "great game." We will then proceed to examine how the coveting of energy highways within the new geopolitical great game affects the domestic political priority of democratic governance in the eastern Mediterranean.
Summer, alternate years, expected summer 2014. 4 credits

POLSC2421 Model United Nations

The Model United Nations (MUN) course aims to increase the student's knowledge of international issues, policy making and the activities of the United Nations. You will also gain valuable skills in public speaking, research and writing, negotiation and powers of persuasion, leadership, organization, and interpersonal communication. Students will gain these skills through course assignments, and, most importantly, by playing the role of United Nations delegates at MUN and Crisis conferences during the fall semester. You will have the opportunity to represent EC as a delegate at Model UN and Crisis conferences locally as part of the course. Students are responsible for attending classes, completing several assignments in preparation for attending and participating in two Boston-area MUN conference at Boston University and the Harvard National Model United Nations conference in February, following the end of the semester.
Fall semester. 4 credits

POLSC2503 Revolution and Nationalism

This course discusses the nature and causes of rebellion and revolution with special regard to the national self-assertion of societies emerging from imperialism since World War I.
Spring semester, alternate years, expected spring 2013. 4 credits
Prerequisite: POLSC1501

POLSC2602 Introduction to Law and the Judicial System

This course provides a general introduction to the study of law and the judicial process in the U.S. It will explore the different areas of law, giving students an overview of the many different directions in which the study of law may take them.
Fall semester, alternate years, expected fall 2014. 4 credits

POLSC2603 Problems of Law and Society

The course evaluates the current ability of legal institutions to deal with a variety of societal problems such as discrimination, child rights, the aged, drug addictions, AIDS, prisoner rights and rehabilitation, and the environment.
Fall semester, alternate years, expected fall 2013. 4 credits

POLSC2701 Research Methods in Political Science

The aim of this course is to give students opportunities to conduct their own research and to understand and use the research of others. Both qualitative and quantitative methods will be covered, including library

and archival research, legislative documents, election data, and multivariate analysis. The immediate aim of the course is to provide students with the necessary tools to conduct research and to create substantive work in any of the sub-fields of Political Science, and thus to prepare them for their own Senior Seminar capstone paper. Students will be encouraged to submit their Research Methods course for presentation at a professional conference such as the Northeast Political Science Association meeting.
Spring semester. 4 credits
Prerequisites: MATH1117, at least one 1000-level Political Science course, and sophomore status

POLSC3160 American Political Thought

This course is a study of the themes and cycles in the history of American political thought between the time of the Founding and the dawn of our era in the 1960s. Throughout this course, we will consider the importance of philosophy in the story of American political development, and try to see the trajectory of American philosophy in the future, and what it means in our own lives, as citizens of an enduring constitutional republic.
Spring semester, alternate years, expected spring 2013. 4 credits

POLSC3201 Public Policy, Congress and the Legislative Process

Understanding the basic characteristics and nature of Congress is critical to a fuller appreciation of the development of American government and politics as a whole. With this in mind, the course focuses upon what Congress is and why; the impact political parties have had upon its development and its internal workings; its relationship with the Presidency; and its impact in shaping public policy and representing public opinion.
Spring semester, alternate years, expected spring 2014. 4 credits
Prerequisite: POLSC1201 or permission of instructor

POLSC3202 The American Presidency

This course studies the development and contemporary importance of the Presidency as an institution of national and international leadership.
Fall semester, alternate years, expected fall 2014. 4 credits
Prerequisite: POLSC1201 or permission of instructor

POLSC3209 Public Policy, the Law and Psychology

Public policy and the law affect, and are affected by, many disciplines, with psychology playing an increasingly prominent role in the legal system. One cannot truly understand psychology, the law, or public policy in the United States without understanding the interrelationships of these three realms of knowledge and practice. This course will explore the evolving interactions at the theoretical and practical level among psychology, law and public policy. This is a service-learning course, which requires two to three hours per week devoted to working at an appropriate site.
Spring semester, alternate years, expected spring 2013. 4 credits
Prerequisites: POLSC1201, PSYCH1501, or PSYCH2203

POLSC3301 Comparative Politics of Developing States

This course explores various models of the government of changing societies, such as those evolving out of revolution and military juntas, as well as the politics of economic and religious change. Africa, Asia and Latin America are the areas of concentration.
Fall semester, alternate years, expected fall 2014. 4 credits
Prerequisite: POLSC1301 or permission of instructor

POLSC3303 Street Democracy

This course focuses on protest movements and their role as interest articulation mechanisms specifically within transitioning and consolidated democracies. The main question that this course raises is: Do protest movements work to hinder or enhance the process of democratic consolidation, and to what extent? Comparative methods will be used to identify, compare and contrast protest movements in Latin America and Europe.
Fall semester, alternate years, expected fall 2013. 4 credits
Prerequisite: POLSC1301

POLSC3305 Women in Global Politics: From the Barrio to Elected Office

Although women continue to comprise a disproportionate share of the world's illiterate, poor, displaced, underpaid, unemployed, and underrepresented populations, they play, from the barrio to elected office, increasingly visible and diverse political roles. Using the comparative method, this course will discuss women in global politics by focusing on three thematic areas. First, we will examine the process and effect of women's movement from activism to office holding, as they struggle for suffrage, party membership, and electoral success. In the second part, we will concentrate on comparative cases from different regions, including Europe, focusing on women's role in development, especially in the sensitive and important area of the environment. The last section will deal with the role of women as activists for social justice and democracy, from the Amazonian rainforest to Burma to the European labor market.
Spring semester, alternate years, expected spring 2014.
Prerequisite: Junior status. POLSC1301, 2301, and 2302 recommended.

POLSC3403 Human Issues in International Relations

Through the use of novels, films, biographies, and special studies, students examine the phenomena which play an increasing role in the world arena. These may include: nationalism, genocide, refugee movements, and international intervention.
Spring semester, alternate years, expected spring 2014. 4 credits
Prerequisite: POLSC1401 or permission of instructor

POLSC3405 Strategies of War and Peace

This course emphasizes conflict resolution. It begins with the study of various methods of war then moves to the analysis of the evolving methods of negotiation and reconciliation. The class will culminate with a month-long negotiation simulation working to resolve a contemporary conflict situation.
Spring semester, alternate years, expected spring 2013. 4 credits
Prerequisite: POLSC1401 or permission of instructor

POLSC3407 Political Islam

This course will be conducted as a seminar around one theme each time it is offered. The types of themes that may be rotated include: political reform in the Middle East; human rights in the Middle East; women in the Middle East; water in the Middle East; the Peace Process in the Palestinian-Israeli Dispute; U.S. policy in the Middle East; and political Islam in the Middle East. Students will lead and participate in discussions throughout the semester. The seminar will culminate with the presentations of each student's individual research papers.
Fall semester, alternate years, expected fall 2013. 4 credits
Prerequisite: POLSC2411 or permission of instructor

POLSC3607 Constitutional Law

Through an examination of Supreme Court decisions, the first part of this course explores the constitutional powers of the Presidency, Congress, and the judiciary as well as the constitutional relations between states and the federal government. The second part of the course will focus on individual rights and freedoms.
Fall semester, alternate years, expected fall 2013. 4 credits
Prerequisite: POLSC1201 or permission of instructor

POLSC4100 Senior Seminar and Internship in Political Science

This seminar is the senior capstone course which allows students to apply their analytical skills to practical situations. Students will both participate in an internship and meet as a seminar class. As often as possible the internship and required research project should interrelate. Each student presents his/her research in the seminar and writes a senior thesis.
Spring semester. 4 credits
Prerequisite: INT1001

POLSC4178 Directed Study

Prerequisites: INT1001, permission of department chair. 4 credits
Offered as needed. 4 credits

Psychology

PSYCH1401 Child Psychology (SA)

This course studies child growth and adolescent development, learning theory and its application to classroom management, measurement theory and techniques. Papers emphasize integration of theory and practice. This course will not count toward the psychology major unless the student also has taken PSYCH1405.
Fall and spring semesters. 4 credits

PSYCH1405 Adolescent Psychology (SA)

This course studies the physical, cognitive, social and moral development from the onset of adolescence to young adulthood. The influence of heredity, family, culture, school and peers will be discussed, including common adolescent problems as well as adolescent psychopathological disorders. Special emphasis will be placed on the characteristics and needs of early adolescents and the role of professionals in adolescent assessment, coordination and education. This course will not count toward the psychology major unless the student also has taken PSYCH1401.
Fall and spring semesters. 4 credits

PSYCH1501 General Psychology (SA)

This course introduces the broad field of psychology by surveying a wide range of topics, including personality, development, motivation, emotion, adjustment, cognition, consciousness, the nature of psychological research, social problems and behavioral disorders. The objective is for students to gain a base of knowledge, which they will broaden and deepen in other psychology courses.
Fall and spring semesters. 4 credits

PSYCH2103 Relationships, Marriage and the Family (SA)

This course considers how intimate relationships are formed, what makes a successful relationship and how relationships fail. Topics include people's choices of different lifestyles, sex and love, communication and conflict. Modern data is used to consider changes in the typical family, the troubled family and abuse, and racial and ethnic patterns in family life.
Fall and spring semesters. 4 credits

PSYCH2105 Cross-Cultural Psychology (SA)

Psychology addresses such fundamental questions as "What is the essential nature of humankind?" "How does the social environment affect individuals' development?" and "How do people change and evolve?" Understanding cultural differences (e.g., race, ethnicity, social class) is necessary to understand the complex influences on attitudes, beliefs, and behavior. The cultural communities in which children are raised differ significantly, and these can (and do) shape individual identities. One's sense of self, in turn, impacts self-perceptions, motivations, social and psychological adjustment, perceptions of others, and social behavior. Therefore, the purpose of this course will be to understand cross-cultural differences in thought, perceptions, behavior, and identity. In this course, we will examine the theories and research in psychology as both scientists and as members of our own cultural groups.
Fall semester. 4 credits

PSYCH2203 Social Psychology (SA)

Social psychology deals with the study of people and the environmental contexts in which they live. Social psychology encompasses a broad range of topics, including such areas as conformity, attitudes, gender, attraction and love, helping and aggression, and prejudice and discrimination. Through lectures, discussions, demonstrations and group activities, we will take a scientific approach to explore these everyday topics. We will examine classic, as well as more contemporary, research in social psychology, critically evaluate this research and apply social psychological findings to real-world situations.
Fall and spring semesters. 4 credits

PSYCH2209 Physiological Bases of Behavior (SI)

This course covers current knowledge concerning the relationship between anatomy and physiology on the one hand, and behavior on the other. Although the focus is on the central nervous system, other structures having wide ramifications for behavior, such as sex differentiation and cardiac, endocrine and gastrointestinal systems, are studied.
Fall and spring semesters. 4 credits
Prerequisite: PSYCH1501

PSYCH2303 Child and Adolescent Psychology

This course offers a comprehensive view of the research and theory dealing with the psychological development of the individual through the stages of childhood and adolescence. Within these stages, the focus will be on the specifics of cognitive, emotional, physical, social and moral tasks of development. In addition to dealing with the key markers of early life stages, language development and the emergence of personality, appropriate applications from research will be made to parenting and educational situations.
Fall and spring semesters. 4 credits
Prerequisite: PSYCH1501

PSYCH2304 Adulthood and Aging

This course offers a comprehensive view of the research and theory pertaining to the developmental tasks of adulthood and the later adult years. The focus is on normal adjustment processes, both biological and

psychological, from young adulthood, through mid-life, to the end stages of life. Topics will include the biological process of aging, changes in emotional and cognitive functions, relationships, parenting, mid-life crises, life choices as to occupation and retirement, coping and adaptation.
Fall and spring semesters. 4 credits
Prerequisite: PSYCH1501

PSYCH2405 Health Psychology

This course deals with the psychophysical bases of health and illness. It considers health-enhancing and health-endangering behaviors, the causes of stress, ways of dealing with stress and the psychological preparation for stressful situations. Psychological research on coping and adaptation is applied to specific questions of pain, illness and modern behavioral medicine.
Fall and spring semesters. 4 credits
Prerequisite: PSYCH1501
Recommended: PSYCH2209, or BIOL1110 and BIOL1111

PSYCH2801 Methods and Statistics I

This course will introduce psychology students to the scientific method and the basics of conducting research, including the use of appropriate measures, design, and analyses. Students will learn to use PsychINFO, follow the elements of the American Psychological Association's 6th edition manual of style, and compose a research report. Validity, reliability, descriptive statistics, sampling distributions, ethics, simple measures, probability theory, hypothesis testing, basic inferential statistics, and the foundations of a statistical package will be covered. Students will be expected to conduct a complete research project by the end of the course.
Fall and spring semesters. 4 credits
Prerequisites: PSYCH1501 and MATH1117

PSYCH2802 Methods and Statistics II

This course will begin where Methods and Statistics I ended. It will cover non-experimental and experimental designs and introduce more complex methods including simple programming. Students will be expected to become proficient in using a statistical package to analyze data. Between and within subject designs and their analogous statistical techniques will be taught, followed by factorial design and two-way analyses of variance. Use of frequency counts and non-parametric statistical techniques will be introduced. The course will end with students conducting a complete research project.
Fall and spring semesters. 4 credits
Prerequisites: PSYCH1501, MATH1117, and PSYCH2801

PSYCH3101 Seminar: Psychology of Women

The experiences of women, both as a group and as unique individuals, are an important focus of research by psychologists today. In this service-learning course, students will examine critical issues in the field (e.g., gender roles, body image, violence against women), integrate research with applied resources and service in the Boston area, and develop educational programs on these issues for adolescent girls. Classic and contemporary research will guide dialogues about specific issues women and girls face as a group. Examining Boston's resources (e.g., shelters) will allow students to study how theoretical and empirical research is applied to real-world situations and affects real individuals. Finally, students will work with small groups of adolescent girls to develop resources and programs that will ultimately benefit them and their peers. The work accomplished in this service-learning seminar will reflect the core mission of social awareness and social justice.
Spring semester, alternate years, expected spring 2013. 4 credits
Prerequisites: Junior or senior status, PSYCH1501, or PSYCH2203 or permission of instructor

PSYCH3111 Cognition

This course is designed to introduce students to cognitive psychology with an emphasis on cognitive methods. Students will examine internal mental processes such as attention, memory, language, and reasoning. At all times, students will be challenged to make links between cognitive theory, research, and methods.
Fall and spring semesters. 4 credits
Prerequisites: PSYCH1501, PSYCH2207

PSYCH3211 Theories of Personality

This course presents the major features of several important personality theories, including the psychoanalytic, the humanist and the cognitive-behavioral. Emphasis will be given to contemporary and psychodynamic theories. Case studies will be used to clarify, compare and contrast different theoretical approaches.
Fall and spring semesters. 4 credits
Prerequisite: PSYCH1501

PSYCH3212 Abnormal Psychology

This course studies mental deviation from the normal; the etiology and description of various symptom categories, including the changes brought about by D.S.M. IV; major explanatory systems, methods of diagnosis and study of abnormal mental processes, and methods of treatment and rehabilitation.
Fall and spring semesters. 4 credits
Prerequisite: PSYCH1501

PSYCH3215 History and Systems of Psychology

This is a seminar-like presentation of the evolution of psychological concepts from the 18th century to the present. Emphasis is placed on contributions from philosophy and the physical sciences in the early stages of science leading to the development of modern theoretical approaches and systems.
Spring semester, alternate years, expected spring 2014. 4 credits
Prerequisites: Two courses in psychology including PSYCH1501

PSYCH3601 Counseling Theories and Techniques

This course provides an introduction to the theories and techniques of behavior change and psychotherapy. Students will be exposed to various schools of thought, with greater emphasis on empirically validated treatments. Specific skills in interviewing and clinical techniques will be learned through role-plays and classroom demonstrations.
Fall and spring semesters. 4 credits
Prerequisite: PSYCH1501
Recommended: PSYCH3211, PSYCH3212

PSYCH4178 Directed Study

A student, with departmental approval, may pursue research in a specialized area in psychology under the personal direction of one or more members of the department.
Offered as needed. 4 credits
Prerequisite: Junior or senior status or permission of instructor

PSYCH4282-4283 Senior Directed Research I & II

Students in any track may do a directed research project. This course rotates among department members who will oversee student work and conduct class meetings. Students can either (a) develop and implement their own research study or (b) participate significantly in an existing research study at an outside placement. Students must have a research supervisor (either a faculty member or qualified researcher at an outside institution). All students will produce an APA style, formal manuscript that contains a literature review, description of research methods, analysis of data, and a discussion of the relevance of the study.
To ensure that students working at outside institutions have significant exposure to the research process, several requirements must

be met by the supervisor, including providing students with background to the theory and development of the study, experience in collecting and entering data, and ability to analyze data for the students' own projects. There will be regular class meetings, as well as individual meetings, to discuss individual projects.
Fall and spring semesters. 4 credits (8 credits total)
Prerequisites: PSYCH1501, PSYCH2801, PSYCH2802, attendance at (1) capstone information session, application submission by the Friday before Spring Break, and senior status. Students who wish to study abroad during their junior year must submit their application by the Friday before Winter Break. Credit granted upon completion and acceptance of the work. Some students may be advised to complete INT1001.

PSYCH4478 Senior Directed Study

A student, with departmental approval, may pursue research in a specialized area in psychology under the personal direction of one or more members of the department.
Offered as needed. 4 credits
Prerequisite: Senior status

PSYCH4494-4495 Internship in Psychology I & II

This course involves supervised work experience in clinical or social service-oriented placements. Over the course of two semesters with the guidance of the faculty and internship office, students are responsible for finding and arranging their own internship. Students are expected to be working at their sites by the end of the first week of classes (for a total of 150 hours per semester) and meet on campus for a weekly seminar.
Fall and spring semesters. 4 credits (8 credits total)
Prerequisites: INT0001, PSYCH1501, PSYCH2801, PSYCH2802, PSYCH3601, attendance at (1) information session, application submission by the Friday before Spring Break, and senior status. Students who wish to study abroad during their junior year must submit their application by the Friday before Winter Break. Credit granted upon completion and acceptance of the work.

PSYCH4496 Internship in Psychology

This course is for those students who, by exception, need only one semester of internship. This course involves supervised experience in practical or clinical settings designed for psychology majors. Students are required to complete 250 hours at their sites.
Fall semester. 4 credits
Prerequisites: INT0001, six courses in psychology including PSYCH3601, and permission of instructor. Senior status required.

Sociology

SOC1101 Introduction to Sociology: Analysis of Society in Global Perspective (SA)

This course will help students to understand the complexities of the global society by introducing students to the discipline of sociology and its tools. Students will explore what society is, what institutions are, and how they vary from place to place and over time, how groups of people are divided within society, and how these different groups behave and interact. We will read works by major theorists and researchers, and we will use the city of Boston as a lab in order to understand social issues on the local level.
Fall and spring semesters. 4 credits

SOC1105 Major Institutions in U.S. Society (SA)

This course will introduce students to the major institutions that underlie and organize U.S. society. We will explore the government, the economy, the military, the system of education, and the prison system, as well as other institutions within the United States. This course will provide both sociologists and non-sociologists with a framework for thinking about the major structures in U.S. society. We will explore how the institutions are structured, how they came to look this way, and their differential implications for groups and individuals within the United States.
Fall semester, alternate years, expected fall 2012. 4 credits

SOC1107 Introduction to Anthropology (SA)

The goal of this course is to introduce students to the comparative study of human societies. With the help of hands-on research exercises, ethnographic accounts and video documentaries, students will explore the beliefs and cultural practices of social groups from all parts of the world. The course begins by examining the research methods used by anthropologists before turning to the comparative study of the perspectives and customs of various communities. Students will compare different groups' approaches to food production and consumption; child-rearing and family life; gender and sexuality; and race, ethnicity and social class. Students will also carry out a research project which they will present at the end of the course.
Spring semester. 4 credits

SOC1111 Introduction to Social Work

This course provides an overview of social problems, social welfare systems, and social work practice from both historical and contemporary perspectives. Students become familiar with interventions at individual, family, community, and societal levels. Social work values and ethics provide the framework for exploring fields of social work practice and work with vulnerable populations.
Spring semester. 4 credits

SOC2101 Criminology

This course explores theories about the causes of crime by examining the theoretical underpinnings of criminal behavior and social control. The course analyzes those theories that label or define certain behaviors as deviant or criminal. It examines the social functions that those behaviors and processes fulfill, and the institutions that influence and are influenced by those behaviors and processes. The course analyzes the foundations and success or failure of various crime prevention, and punishment and rehabilitation strategies.
Fall semester. 4 credits

SOC2105 Race, Ethnicity and Group Relations (SA)

How do prejudice, power, and privilege shape the ways we define race and ethnicity and meanings we give to them? How are we

to understand patterns of inequality in the United States using these concepts? What other variables, such as religion or gender, manifest themselves in the racial and ethnic mix? In addition to studying the U.S., the course will explore contemporary racial, ethnic, and religious conflicts around the world.
Fall semester. 4 credits

SOC2107 The Urban World

The goal of this course is to introduce students to sociological perspectives on metropolitan areas in the United States and internationally. The course begins by examining the historical development of cities before analyzing the social organization of contemporary urban spaces, with regard to social class, race, ethnicity and gender. The course draws on case studies of metropolitan areas in the global north and south to familiarize students with urban problems related to the labor market, housing, poverty, segregation, and crime. We will go on a walking tour to explore the uneven social development in Boston.
Fall semester, alternate years, expected fall 2012. 4 credits.

SOC2113 Methods of Social Research

Students are introduced in this course to qualitative and quantitative methodologies for social research. Surveys, in-depth interviews, focus groups, participant observations, and content analysis are described and conducted, exploring the strengths and weaknesses of each methodology. Individual and group research projects using various methods are conducted.
Fall and spring semesters. 4 credits
Prerequisites: SOC1101 and either MATH1117 or MATH2113

SOC2115 Family and Gender Roles

This course examines historical and cultural influences on the family and on the origin and development of male and female gender roles as they develop within the family and are expressed in all areas of social life. Particular attention is paid to changes across time and those occurring in contemporary societies. The contributions of the women's movement to ways of thinking about gender and inequality are also included.
Fall semester. 4 credits

SOC2119 Age and Generations

This course seeks to understand the life course in its social context. Focus will be given to childhood, adolescence, young adulthood, middle-age, elders, and the oldest-old. The relationship between and among generations will be examined, with particular attention to the millennial generation, Gen X, the baby boomers, and the World War II generation. Analysis of the social factors shaping each generation will be a key focus, with attention given to the Internet as a key factor in the socialization of the young. The needs of the vulnerable subpopulations of young and old in societies will be examined, with analysis of infant mortality and life expectancy rates in the more developed and developing nations. The anti-aging and the anti-anti-aging movements in Western societies will be highlighted.
Spring semester, alternate years, expected spring 2014. 4 credits

SOC2123 Health Care: Systems, Structures and Cultures

This course examines one of the most contentious issues and complex institutions in the U.S. and world today: access to and delivery of health care. It provides an overview of the social meaning of health and illness. The course analyzes the roles of hospitals, physicians, nurses, insurance and drug companies, alternative and complementary medicine, and the hospice movement. It contrasts the U.S. health care system to Canadian and European systems and discusses health care needs in developing countries. The course takes advantage of Emmanuel's proximity

to world-class medical institutions in the Longwood Medical Area.
Fall semester, alternate years, expected fall 2012. 4 credits

SOC2127 Social Class and Inequality (SA)

What are the origins, forms and consequences of the unequal distribution of wealth and power in American society and in selected societies around the world? This course will explore the theories, both classical and contemporary, that have sought to explain how resources come to be distributed so unequally. We will also explore what the practical implications of such economic stratification are for certain groups in American society. Particular attention will be paid to the real-world implications of economic inequality and the public policies that have (and have not) been put into place to deal with the issue.
Fall semester, alternate years, expected fall 2012. 4 credits

SOC2129 Cultural Geography (SA)

Cultural geography deals with the many different uses and perceptions of space, locally and globally. It examines how language, religion, economics, and political practices vary over time. A central concern is to analyze the reciprocal relationship between cultural transmission and environment. The course celebrates and critically analyzes geographic human diversity in rural and urban settings in industrial and less-developed areas worldwide. The course examines solutions for the ecological survival of the planet.
Fall and spring semesters. 4 credits

SOC2131 Catholic Social Teaching

This course will provide an introduction to over 100 years of Catholic social teaching, using papal encyclicals, and pastoral letters from the U.S. Catholic Conference of Bishops primarily. Analysis of the documents and critiques of the teachings will also be used. Each of the documents will be grounded in its sociological, political, economic and religious context. A service-learning component will be included in the course introducing students to service to people in poverty in the Boston area. The mission of national and international Catholic social justice organizations will also be highlighted.
Spring semester. 4 credits
(Cross-referenced with THRS2130)

SOC2201 The Practice of Social Policy

Students will learn about the creation and implementation of welfare reform and poverty-related policies as a means of understanding the policy-making process. Students will consider the political and economic context for policymaking in Massachusetts today as they research one social policy and consider advocacy strategies. Activities include a visit to the State House and a mock legislative hearing.
Spring semester, alternate years, expected spring 2014. 4 credits

SOC2203 Crime and Justice

Sociology reminds us that the way in which a society defines and responds to crime is a choice. This course examines the institutions of the U.S. criminal justice system, focusing on law enforcement, the courts, and corrections, with special emphasis on the sociological roles of crime victims, police, prosecutors, jurors, judges, wardens, probation, and parole officers within those institutions. Local and federal institutions will have particular focus, particularly the Boston Police Department and the Federal Bureau of Investigation. A cross-cultural perspective will also be introduced.
Fall semester, alternate years, expected fall 2013. 4 credits

SOC2205 War and Peace

This course uses an interdisciplinary approach to exploring the causes and consequences of war and terrorism. The course also explores peaceful ways of living and resolving conflict. Students will learn about the human, social, and financial costs of war, in particular the adverse effects on the lives of children. Students will also explore the historical and contemporary aspects of the ethics of peace. Students will learn the difference between negative peace, understood as the absence of war, and positive peace, defined as professional-active peacemaking, by learning about the peacemaking strategies of individuals, social groups and organizations actively engaged in creating a peaceful world.
Spring semester, alternate years, expected spring 2014. 4 credits

SOC2207: Deviant Behavior and Social Controls

The class focuses on the sociological study of the social construction to deviant behaviors and society's response to those behaviors deemed "deviant." These behaviors and the influence of social controls will be examined from positivist and social constructionist sociological and criminological perspectives. A range of behaviors will be covered, including but not limited to heterosexual deviance, interpersonal violence, sexual violence, alcoholism, illegal drug use, and Internet deviance. The main goals of this course are to: 1) expand students' knowledge of deviant behaviors, 2) acknowledge and understand the subjectivity of such behaviors, 3) learn related theoretical perspectives and empirical research, and 4) examine the role social controls (and labeling) play in defining deviant behaviors and societal responses to these behaviors.
Spring semester. 4 credits

SOC3101 Theories of Society

The goal of this course is to introduce students to classical and contemporary sociological theories. Students will become familiar with competing sociological perspectives by studying the works of prominent 19th-, 20th-, and 21st-century social theorists. Students will learn to identify the major concepts of classical and contemporary social theories and will apply them to current social problems. Students will evaluate the content of theories by assessing theorists' explanations of social inequality and their views on the mechanisms of social change.
Fall semester. 4 credits
Prerequisites: SOC1101 and at least one other Sociology course, and junior or senior status or permission of instructor

SOC3103 Advanced Quantitative Research Methods

This course is designed to give students the opportunity to build upon and expand the capabilities they developed in the Methods of Social Research course. Students will conduct secondary data analysis using the General Social Survey or another approved data set. Students will develop and test hypotheses using a variety of statistical tests. A substantial research paper and presentation are required. This course will help students prepare for both graduate school and the workplace.
Spring semester, alternate years, expected spring 2014. 4 credits
Prerequisites: SOC2113 and junior or senior status or permission of instructor

SOC3104 Advanced Qualitative Research Methods

Students will explore approaches and conventions of qualitative research methods and get experience by applying these methods. Students will practice qualitative research by conducting their own projects based on in-depth interviewing or

ethnographic observation. Carrying out these research practices will give students the opportunity to gain hands-on experience with research design, data collection, analysis and presentation.
Spring semester, alternate years, expected spring 2013. 4 credits
Prerequisites: SOC2113 and junior or senior status or permission of instructor

SOC3115 The Sociology of Globalization

This course explores the sociological aspects of globalization. We will examine whether globalization has increased prosperity or created social inequalities in the global South and North. The course also discusses the role of major global institutions, such as the United Nations, the International Monetary Fund, and the World Bank, in shaping social development. On a field trip to New York City, students will learn about the United Nations and non-governmental organizations involved in international development.
Fall semester, alternate years, expected fall 2013. 4 credits
Prerequisite: Junior or senior status or permission of instructor

SOC3121 Religion, Spirituality and Global Society

In this course students analyze global religion in sociological perspective. Religion and spirituality, as they are manifested in various forms across the world, will be examined using sociological concepts of culture, structure, function, gender, race, social class and generation. Issues of social cohesion, social conflict and social change will be examined through the lens of politics and religion nationally and internationally. Fundamentalism and evangelicalism and new religious movements will be highlighted. Visits to religious sites in the Boston area will be included.
Fall semester, alternate years, expected fall 2013. 4 credits
Prerequisite: Junior or senior status or permission of instructor

SOC3201 Worlds in Motion: The Causes and Consequences of Migration

This course introduces students to the major theories of international migration and immigrant incorporation. Why do people undertake costly, emotionally painful, and, often, life-threatening journeys? What happens to them once they arrive in their place of destination? And how do factors such as race and gender impact the settlement process? Although the course will primarily focus on immigration to and settlement in the United States, we will also explore the process of migration to other parts of the world. Contemporary issues, such as the current guest worker debate in the United States and the incorporation of Muslim immigrants in the U.S. and Western Europe, will also be covered. Course requirements include a significant research paper and presentation.
Spring semester, alternate years, expected spring 2013. 4 credits
Prerequisite: Junior or senior status or permission of instructor

SOC3203 Organized Crime: A Sociological Exploration of Mobs, Gangs, and Cartels

Many of us have heard of the Italian, Irish, and Jewish Mafias, the Colombian drug cartels, and the Chinese gangs. The portrayals by the mainstream media create and reproduce stereotypes, without explaining why there is an ethnic component to so many forms of organized crime. This course will explore what organized crime actually is and what makes it distinct from crime generally, the origins of organized crime, the various processes and institutions that allow or even encourage organized crime to develop in a society, its connection to ethnicity, and why particular ethnic groups have relied more heavily on organized crime than have other ethnic groups during particular historical periods.

Spring semester, alternate years, expected spring 2013. 4 credits
Prerequisite: Junior or senior status or permission of instructor

SOC3205 Crimes Against Humanity

This course examines crimes against humanity from a sociological perspective. Crimes against humanity are consistent and widespread atrocities condoned by a government or de facto authority. This course will discuss the links between these crimes and the social stratification of different societies along the lines of gender, race/ethnicity, and social class. Students will analyze crimes against humanity such as murder, extermination, torture, human trafficking, sexual slavery, the enforced disappearance of persons, and the crime of apartheid. The course also explores the work of institutions that fight crimes against humanity, especially Interpol, the International Criminal Court (ICC), and the Truth and Reconciliation Commission (TRC) in South Africa. The course also takes a close look at how civilians and non-governmental organizations mobilize to fight crimes against humanity.
Spring semester, alternate years, expected spring 2014. 4 credits.
Prerequisite: Junior or senior status or permission of instructor

SOC4182 Directed Research

This course involves independent research in conjunction with a member of the department. It is open to senior sociology majors with departmental approval.
Fall and spring semesters. 4 credits
Prerequisite: Senior status

SOC4194 Internship in Sociology: Field Research in Professional Settings

Students participate in a supervised experience in a variety of sites: the courts and justice system, in social service and health care agencies, or in local or international social justice organizations. The students will gain practical experience in professional settings with supervision while preparing an analytical paper based on their experience in the field.
Fall semester. 4 credits
Prerequisite: INT1001
Open to senior sociology majors only. Most major requirements must already be fulfilled.

SOC4999 Seminar in Sociology

Topics in theory and research in the major areas of sociology will be presented and discussed by students and faculty. A major paper and presentation are required of all students. This course fulfills the capstone requirement.
Spring semester. 4 credits
Prerequisite: Open to senior sociology majors only. Most major requirements must already be fulfilled.

Theology & Religious Studies

THRS1101 Introduction to Religious Studies (R)

This course offers an introduction to the academic study of religion. In addition to some of the theories of religion, students will explore some of the most common phenomena found in religious traditions, such as symbols, rituals, human identity, ethics, ideas of the afterlife, and so forth.
Fall semester. 4 credits

THRS1103 Introduction to Catholic Theology (R)

This course introduces students to the central aspects of Catholic theology today. Catholic theology is the result of the Church's reflection upon its own experience of faith. Since the experience of faith is shaped by the historical and cultural context in which it takes place, the course will address contemporary formulations of Catholic theology as well as their origins and development. Students will encounter Catholic understandings of God, of Jesus Christ, of the Church, sacraments, biblical interpretation, tradition, morality, and hopes for the afterlife, among other themes. Special emphasis will be placed on the transformation of Catholic practice and theology after the Second Vatican Council.
Fall and spring semesters. 4 credits

THRS1111 Introduction to the Bible (R)

The Christian Bible consists of two parts: the first testament contains those sacred texts that comprise the Jewish Bible, and the second testament adds the early Christian writings held sacred by the Church. This course explores the meaning of these texts to believing communities today by examining the cultural, theological and historical influences that shaped them. Students will become acquainted with the basic plot, characters, literary forms, religious institutions, theology and ethical teachings of the Bible.
Fall and spring semesters. 4 credits

THRS2102 In the Beginning: Genesis to Deuteronomy (R)

This course will enable students to acquire a detailed familiarity with the characters, plot, and theological concerns of the Pentateuch (the first five books of the Bible). The focus will be on the main events and characters of these books, for example, creation, Adam and Eve, Noah, Abraham and Sarah, Moses and the deliverance from Egypt, as well as the main religious institutions in Israel such as Sabbath, worship, covenant, and Law. Topics will be examined using the methods of modern historical biblical interpretation as well as ancient Christian and Jewish methods of biblical interpretation. Students will also participate in a Passover (Seder) Supper.
Spring semester, alternate years, expected spring 2013. 4 credits

THRS2105 Judaism (R)

This course offers an introduction to Judaism and surveys its history. It examines scripture, beliefs, ritual, ethics, intellectual life and the roles of women.
Spring semester, alternate years, expected spring 2014. 4 credits

THRS2108 Religion and the Environment: Ethical Explorations (R)

In this course, students will engage in the debate about the relationship between humans and their environment from a comparative religious ethical perspective. Discussion will address such questions as the roots of current environmental concerns, various religious ethical perspectives on these concerns and personal responsibility to the other-than-human world.
Fall semester, alternate years, expected fall 2012. 4 credits

THRS2111 Love & Justice (R)

This course explores how Christians' faith shapes their understandings of what to do and how to be. Attention is paid to the sources and methods in Christian ethics, focusing on the Biblical ideas of justice and love as key themes. A variety of ethical issues such as economic justice, marriage and sexuality, the environment, and topics in health care are examined, drawing on a range of historical and contemporary approaches to these questions. This course includes a required service learning component.
Fall semester. 4 credits

THRS2114 The Prophets: Power, Politics, and Principles (R)

The Hebrew prophets were vocal critics of the power structures and political institutions of their day. They took a stand against the abuse of power, exploitation of the poor, land grabbing, self-seeking, religious corruption, and other societal ills. This course will examine the range of ethical issues the prophets addressed, discover the principles they championed, and invite students to make application of these principles to present-day social issues.
Spring semester, alternate years, expected spring 2014. 4 credits

THRS2130 Catholic Social Teaching (R)

This course will provide an introduction to over 100 years of Catholic social teaching, using papal encyclicals and pastoral letters from the U.S. Catholic Conference of Bishops primarily. Analysis of the documents and critiques of the teachings will also be used. Each of the documents will be grounded in its sociological, political, economic and religious context. A service-learning component will be included in the course introducing students to service to people in poverty in the Boston area. The mission of national and international Catholic social justice organizations will also be highlighted.
Spring semester. 4 credits
(Cross-referenced with SOC2131)

THRS2131 Relationships and Sexuality: Christian Perspectives (R)

This course explores diverse Christian views on human sexuality and relationships with particular attention to issues of social justice and peace, gender and sexual orientation.
Spring semester, alternate years, expected spring 2013. 4 credits

THRS2135 World Religions (R)

Students will encounter some of the world's many religious traditions by studying their origins, writings, rituals and beliefs as well as contemporary expressions of these religions.
Spring semester. 4 credits

THRS2151 Religious Traditions of Rome

This course will explore the various religious traditions that shaped life in Rome from ancient times to today with a focus on Roman religion, Mithraism, Judaism and Christianity. We will explore the intersection of religious beliefs and practices with art, architecture, politics and various aspects of daily Roman life such as family life, leisure, economics and learning. The course is built around an eight-day trip to Rome over the spring break with pre-trip and post-trip meetings required. The travel component is required for participation in this course.
Spring semester, alternate years, expected spring 2013. 4 credits

THRS2154 India: Religion, Culture, Justice (R)

This is a travel course to the increasingly important nation of India. A preparatory course will take place in the spring semester and consist of 15-20 hours of contact time, followed by a travel component that will

occur over three weeks in the summer. Together, they will constitute a four-credit course. Both the travel and preparatory course will focus on the religions of India, with an emphasis on Hinduism. The relationship of Hinduism to broader Indian culture and justice movements will be explored as well. Through our travels we will encounter Indian religions (primarily Hinduism) at an experiential level, gaining anthropological, architectural, musical, and artistic knowledge of Indian culture.
Spring and June, alternate years, expected spring 2013. 4 credits

THRS2201 War, Peace, and Religions (R)

Does religion primarily pacify or foment violence? Adherents of many of the world's religions understand their religions to be religions of peace. Yet there is no denying the many instances of religiously inspired violence in today's world. This course will explore the ways in which world religions promote war and peace, with an eye toward understanding when and how our own religious communities can be more effective at peacemaking and the promotion of human rights.
Spring semester, alternate years, expected spring 2014. 4 credits

THRS2202 Hinduism (R)

This course will provide the student with an introductory knowledge of the Hindu tradition. Over the semester, we will study the historical development, diverse beliefs, exemplary practices, ethical teachings, and primary texts of Hinduism. We will also participate in field trips to Hindu communities in Boston, thereby gaining experiential knowledge of the Hindu-American community. By the end of the course, the student will have acquired rigorous scientific knowledge of Hinduism. Just as importantly, the student will have obtained a sympathetic, yet critical, understanding of the diverse strains of this ancient tradition.
Spring semester, alternate years, expected spring 2014. 4 credits

THRS2203 Ethics in the N.T.: Discipleship and Community (R)

Christian morality can only be "Christian" in reference to Jesus Christ, who, according to Christian faith, continues to call people to follow him and to become his disciples. Today's Christian can only encounter Jesus Christ and get to know him through the community of his disciples and through the traditions preserved by that community, the core of which is present in the New Testament. This course will engage a wide array of texts from the New Testament in order to characterize both the kind of ethics that it proposed to Christians at the time when the diverse documents contained in it were originally written, and the kind of ethics that it proposes to Christians today. The course will also include an introduction to diverse ethical models and systems espoused by Christian authors today, with special emphasis on virtue ethics.
Spring semester. 4 credits

THRS2205 The Gospels: Portraits of Jesus (R)

The four canonical gospels (Matthew, Mark, Luke and John) are the primary sources for the life and teachings of Jesus of Nazareth. This course will explore how the words spoken by Jesus became oral stories about Jesus and were finally written down as the texts we have today. We will focus on each gospel's distinctive theological interpretation of the historical figure of Jesus and will examine what makes each gospel unique with respect to the others. The course will also discuss some of the gospels that are not included in the Bible, such as *The Gospel of Thomas*, *The Infancy Gospel of James*,

and *The Gospel of Mary Magdalene*.
Fall semester, alternate years, expected fall 2012. 4 credits

THRS2207 The Church: Sacramental Community for Justice (R)

While Americans continue to believe in God and value spirituality, participation in religious institutions is declining. At the same time, Christianity insists on the necessity of the church as community with other believers. Why does the Christian tradition consider this dimension of faith to be so crucial? And what is the relationship of the church to such important current issues as peace, justice, the environment, and women's rights? The course will also examine contemporary understandings and experience of the sacraments and what it means to say that the church is a sacramental community. Although primarily focused on the Catholic church, there will be comparative attention to other Christian communities and the ecumenical movement toward dialogue among them.
Fall semester, alternate years, expected fall 2012. 4 credits

THRS2208 Global Christianity (R)

Christianity is a global religion, not only because it is geographically spread throughout the world, but because it realizes itself in and through the diverse cultures in which it is embedded. This course will examine the many different expressions of Christianity around the world to search for their differences and commonalities. Sociopolitical implications and relationships to other globalizing processes will also be critically examined as well as the rise of fundamentalisms across cultures and denominations. Although attention will be paid to the history of Christianity in specific countries and cultures, the course will be especially concerned with how Christianity is lived and understood today by the people in the variety of cultures and denominational expressions we will examine.
Fall semester, alternate years, expected fall 2013. 4 credits

THRS2209 History of Christianity: Between Prophecy and Compromise (R)

This survey course will address the major historical, theological and doctrinal developments in the 2,000-year-long history of the Christian church. Special attention will be given to most influential turning points and to the recurring tension between those who tried to accommodate the Christian message to the surrounding culture in order to make it more socially relevant, and those who interpreted the role of Christianity as a witness against the prevailing culture's values and expectations.
Fall semester, alternate years, expected fall 2013. 4 credits

THRS2211 Islam (R)

This course will introduce students to Islam from its classical period to the present day, including its interaction with the West. Particular attention will be paid to ethical teachings and practices, the lived experiences of Muslims, and the theological, cultural and geographical diversity within the tradition. The course will include a field trip to a local mosque.
Fall semester, alternate years, expected fall 2012. 4 credits

THRS2212 Buddhism: Beliefs and Practices (R)

This course will introduce students to Buddhism both as a textual tradition and as a lived, historical reality. We will study not only Buddhist texts, but Buddhist practices and social organization as well. Ritual, dance, meditation, art, architecture, philosophy, psychology, and pilgrimage will all be considered in this comprehensive course. We will not consider Buddhism as a single tradition

due to its great historical, geographic and ethnic diversity. Instead, the course will present Buddhism in all its internal complexity, from 500 BCE to 2000 CE, from India to Japan to America. Just as importantly, the course will include several site visits to Buddhist temples in Boston, where we will gain experiential knowledge of Buddhism. Students will be encouraged to contemplate Buddhism and its ultimate claims regarding human existence in both a sympathetic and critical manner.
Spring semester, alternate years, expected spring 2013. 4 credits

THRS2213 Latin American Liberation Theologies (R)

Liberation Theology is both one of the main developments in Christian theology in the second half of the 20th century and arguably the only theology which has originated in Latin America and has not been "imported" from Europe into the continent. These characteristics make it worth study-ing for any student interested in Christian theology as well as those interested in Latin American affairs. This course will focus on the methodology of Liberation Theology, on its Christology, and on its view of the hurch and the church's role in society. The main authors to be studied are Gustavo Gutierrez, Leonardo Boff, and Jon Sobrino. The discussion of the topic will be introduced by a review of Latin American history and religion between 1492 and present time, of Vatican II and its impact on current Catholicism and Catholic theology, and of some of the sociological and philosophical methodologies appropriated by Liberation theologians such as "theory of dependence" and Marxism. Since part of the ecclesial practice in which Liberation Theology originates includes political persecution and martyrdom, the course will also study briefly personalities such as Mons. Romero, Dom Helder Camara, Ignacio Ellacuria, Sr. Dorothy Stang, SND, et al.
Spring semester, alternate years, expected spring 2013. 4 credits

THRS2215 Chinese Religions (R)

This course will introduce students to Chinese religions (especially folk traditions, Taoism, and Confucianism) as textual traditions and as lived, historical realities. We will study not only Chinese texts, but Chinese practices and social organization as well. Ritual, dance, meditation, art, architecture, philosophy, psychology, sociology, mysticism, history, and pilgrimage will all be considered in this comprehensive course. As a survey, the course will fully acknowledge the tremendous variety of Chinese religions due to China's historical, geographic and ethnic diversity. Just as importantly, the course will include a site visit to a Tai Chi center in Boston, where we will gain experiential knowledge of Chinese religion in practice. Students will be encouraged to contemplate Chinese religions and their ultimate claims regarding human existence in both a sympathetic and critical manner.
Fall semester, alternate years, expected fall 2013. 4 credits

THRS2217 Women in the World Religions (R)

This course addresses issues of concern to women in comparative perspective. Drawing on women's voices from multiple religious and cultural traditions, the course explores such issues as women's leadership roles, languages and imagery, family life and sexuality, relationship to sacred texts, and so forth.
Fall semester, alternate years, expected fall 2013. 4 credits

THRS2219 Women in Christian Traditions (R)

The religious and social experiences of women in the various Christian traditions form the basis for this course. Topics

include the changing roles women have played in multiple cultural, historical and denominational expressions of Christianity; language and imagery; leadership and women's ordination; topics of particular interest to class participants.
Spring semester, alternate years, expected spring 2014. 4 credits

THRS2221 Radical Christianity (R)

This course will introduce students to an important expression of Christian faith that is neglected by the American media—radical Christianity. While the media tend to focus almost exclusively on the activities and teachings of conservative Christianity, this course will focus instead on those Christians expressing their faith in the most compassionate, dangerous, unconventional, and self-sacrificial ways. We will briefly survey the sources and history of Christian activism. However, the bulk of the course will be spent studying contemporary expressions of radical Christianity—Christian Peacemaker Teams in Iraq, relief workers in Darfur, educators in Haiti, and inner-city activists in Philadelphia. We will examine their motivations and biographies, as well as their interpretations of the teachings of Jesus Christ. In so doing, we will gain knowledge of an important sociological movement within Christianity, as well as the provocative theology that energizes this movement.
Fall semester, alternate years, expected fall 2012. 4 credits

THRS2223 The First Christians

The first followers of Jesus of Nazareth were a diverse group of people who left behind a significant body of writings, only some of which are found in the New Testament. Among the first Christians there were completing understandings about a number of important issues. Who is Jesus? Was he simply a good and righteous man? A powerful prophet? The Son of God? Could he be both human and divine? What does it take to join this group called Christians? How should a follower of Jesus live? How should the community of Christians organize itself: what are its structures, how is authority used, and who gets to decide? This course will examine these and other issues by carefully studying all the letters of the New Testament as well as other early Christian writings such as the *Didache*, The Letters of Ignatius, and
1 Clement, among others.
Fall semester, alternate years, expected fall 2013. 4 credits

THRS2301 Health Care: Social Justice and Economics (R)

This interdisciplinary course will examine social justice issues raised by decision making in health care from the perspectives of Christian ethics and of economics, using primarily a case study approach. Issues addressed will include problems in the distribution of health care globally and within the U.S. (including racial and gender disparities), the global AIDS epidemic, nursing strikes, the evaluation of various possibilities for health care reform, and priorities in drug development and biomedical research.
Summer. 4 credits

THRS2305 Religion, Gender & AIDS in South Africa (R)

This travel and service-learning course to South Africa and Swaziland examines the complex interplay between religion, culture, and gender as they relate to the HIV/AIDS epidemic in the region. Particular attention will be paid to the ways in which religious communities have been both an obstacle and a resource in combatting this epidemic and the factors contributing to it. During the two-week travel portion in May, students will have the opportunity to visit faith communities and important historical sites.

They will also carry out service with child-headed households and with a Hospice at Home program for AIDS patients.
Spring semester, alternate years, expected spring 2013. 4 credits

THRS3133 Social Justice and Religious Traditions

The relationship of social issues with religious belief and commitment is the subject of investigation in this course. Students will study past and present social teachings of some of the major religious traditions, exploring how religious beliefs can translate into social visions of justice, developing some tools and techniques of social and religious analysis, and discussing and analyzing social issues of particular concern to class participants in light of how some of today's religious communities struggle to resolve these concerns.
Fall semester, alternate years, expected fall 2012. 4 credits
Prerequisite: Junior or senior status and THRS1101 or THRS1103 or THRS1111 or permission of instructor

THRS3135 Contemporary Issues in Roman Catholicism

This course deals with selected issues of concern in the Roman Catholic Church that arise out of the church's encounter with contemporary cultures. These issues will be examined in their historical context especially in the light of Vatican Council II's teaching. Students have the opportunity to choose a research project in an area of their own particular interest.
Spring semester, alternate years, expected spring 2014. 4 credits
Prerequisite: Junior or senior status and THRS1101 or THRS1103 or THRS1111 or permission of instructor

THRS3143 Interpreting Vatican Council II: Tradition and Transition

This course is an exploration of the impact of Vatican Council II on the life and ministry of the church today. It will examine the continuing relevance of Vatican II for the life of the church today and the conflict of interpretations over its meaning. Topics will include the mission of the church, roles of laity and women, leadership and authority, ecumenism and the relationship of Mary and the church.
Spring semester, alternate years, expected spring 2013. 4 credits
Prerequisite: Junior or senior status and THRS1101 or THRS1103 or THRS1111 or permission of instructor

THRS3201 The Bible in Art

The Bible has inspired creative works in many artistic media, from catacomb paintings to stained glass, canvas to mosaics, frescos to friezes, illuminated manuscripts to monumental sculptures. In order to understand and appreciate much of the art and culture of the West, a basic familiarity with the Bible is needed. This course will use modern and traditional methods of biblical interpretation to study key stories and characters of the Bible and will examine how they are represented and interpreted by some of the great works of art.
Fall semester, alternate years, expected fall 2012. 4 credits
Prerequisite: Junior or senior status and THRS1101 or THRS1103 or THRS1111 or permission of instructor

THRS3203 World Religions in Conflict and Dialogue

This is a course in interreligious thought. It will address the relationships between various religions, how religions think about one another, how they think against one another, and how they think with one another. In order to study interreligious relations at a deep level, we will study the self-concept of various religions—are they the only true religion, the most true religion, or one good religion among many? We will also study

how religions interpret other religions—are other religions seen as an opportunity for dialogue or as a threat to survival? Does interaction with other religions deepen or dilute religious practice? Through studying these issues, we will come to a preliminary understanding of interreligious thought in an intensely globalized environment.
Spring semester, alternate years, expected spring 2014. 4 credits

THRS4178 Directed Study
Fall and spring semesters. 4 credits
Prerequisite: Permission of instructor

THRS4182 Directed Research
Fall and spring semesters. 4 credits
Prerequisite: Permission of instructor

Interdisciplinary Courses

FYS1101 First-Year Seminar
(Open to first-year students only.) The first-year seminar program comprises one-semester topical seminars unified under the theme, "Knowledge, Values and Social Change." These seminars are designed to introduce the first-year students to the ways in which the liberal arts construct knowledge; to enhance their abilities to read closely, analyze information, construct arguments and communicate effectively; to educate students in the expectations and values of the academic community, and to provide first-year students with an opportunity to work closely with a member of the faculty.
Fall semester. 4 credits

HONOR2201 Affective Reading: Sympathy and the Institution of the English Novel (AI-L)
Affective Reading: Sympathy and the Institution of the English Novel will provide students with an interdisciplinary analysis of one of the most recognizable literary genres in the world. Tracing the developments of different philosophical approaches to sympathy in the 18th century, this course will consider how novels respond to the emotional needs of their readers by presenting the possibilities and limitations of human interaction. Emerging at a time when the slave trade provided the basis of the English economy, these theories and the novels that embody their significance struggle to represent the irony of what it means to be human. Readings will include, but are not limited to, selections from Thomas Hobbes' *Leviathan*, David Hume's *A Treatise of Human Nature*, Oliver Goldsmith's *The Vicar of Wakefield*, Jane Austen's *Persuasion*, and Mary Shelley's *Frankenstein*.
Spring semester. 4 credits

HONOR2202 Reading Shakespeare: An Interdisciplinary Approach (AI-L)

This course uses an interdisciplinary approach to explore Shakespeare as a powerful cultural force through which ideas about history, the literary canon, the theater, art, politics, religion, gender, sexuality, class, and society itself are produced. We focus on two plays written at the turn of the 17th century, *Twelfth Night* and *Hamlet*. In addition to doing in-depth readings of the plays in their historical contexts, we study film adaptations (Almereyda's *Hamlet*, Fickman's *She's the Man*, and Pool's *Lost and Delirious*), famous readings of the plays (Freud, Coleridge, and T.S. Eliot), and significant theoretical approaches (feminist, psychoanalytic, new historicist, queer theory).
Spring semester. 4 credits

HONOR2401 Social Justice and Catholic Social Teaching (SA)

In this course, students will examine issues of social justice through the lens of Catholic Social Teaching and community service. The course covers social issues concerning the global south as well as the global north. It explores over 100 years of Catholic Social Teaching, using papal encyclicals and pastoral letters primarily from the U.S. Conference of Bishops as well as the Conferences of African and Latin American Catholic Bishops. Students will analyze these documents and provide critiques of the teachings. With the help of a service-learning component, the course allows students to obtain in-depth knowledge about and apply the mission of national and international Catholic social justice organizations. The preparations for the service-learning component of the course will begin during the January intersession. Students who take this course cannot also take SOC2131 or THRS2130.
Spring semester. 4 credits

HONOR2402 Justice: Theories, Evidence, and Practice (M)

This course provides students with a foundational knowledge of theories of justice by engaging them in a survey of analyses that approach issues of justice and injustice from an interdisciplinary perspective. The course challenges students to reflect on how justice can be achieved within a capitalist global society that is profoundly unequal. Students will critically assess "evidence" of justice and injustice from different theoretical and artistic standpoints. As justice is not merely a theoretical issue but also a practical one (and an urgent one at that), students will apply the knowledge of justice acquired in the first part of the course to the actual pursuit of justice in the last part of the course. Readings may include John Rawls' *A Theory of Justice*, Herbert Marcuse's *One-Dimensional Man*, Amartya Sen's *The Idea of Justice*, Martha Nussbaum's *Creating Capabilities*, and selections of Gustavo Gutierrez's *A Theology of Liberation*.
Fall semester. 4 credits.

HONOR2501 Science in the Larger World (SI)

The world of science is often perceived as existing in a vacuum; the dispassionate search for truth independent of influence and bias. In reality, the practice of science sits right in the middle of the "spaghetti bowl" of knowledge, impacting fields such as law, politics, literature, art, religion, and business, and being equally subject to influence from these fields and others. What would the science be in going to the moon without Jules Verne? What impact will knowing your genetic sequence have on your future job options? Does prayer play any role in surgical outcomes? We will address these questions (and many others) as we investigate the role of science in the larger world around us.
Fall semester. 4 credits

HONOR3901 Creating and Producing Music-Theater (AI-A)

The conception and production of Music-Theater works with a significant musical component and is a complex, creative undertaking, involving efforts by many individuals in a wide variety of roles working separately, as a team, and as leaders of that team. These productions, and the intense artistic and interpersonal interactions that occur as a result of creating them, have been part of Western society since the Middle Ages. From 1600-1920, Music-Theater was the dominant form of large-group artistic achievement and entertainment; it continues to be a vital part of Western cultural expression to this day. This course will explore the history of this genre, the various musical, literary, visual, and architectural techniques required, and the group dynamics that arise from its creation and realization. It will culminate in an original scene with words, music, and sets, based on a historical event, and created by the class as a whole.
Fall semester. 4 credits

IDS2113 Basic Issues in Women's Studies (SA)

This interdisciplinary course examines some of the issues and themes raised by the second and third waves of the women's movement and by the current scholarship on women. It examines concepts such as patriarchy, feminism, gender stereotypes and sexism. Through the study of literature, anthropology, sociology and feminist theory, it looks at women's creativity, self-definitions and cultural images, taking into account variations of experience by race and class.
Spring semester, alternate years, expected spring 2014. 4 credits

IDS4494 Internship

Students enrolled in interdisciplinary majors may complete an internship in an appropriate setting with the approval of their advisor.
Fall and spring semesters. 4 credits
Prerequisite: Senior status

Competency Program

INT1001 Pre-Internships and Career Development

This course is required for students before they complete an internship. It is open to sophomores, juniors and seniors. The course prepares students for successful internship/job searches and teaches search strategies to secure a quality placement. The course includes: helping students focus, skills assessment, identifying resources, career research, résumé and cover letter writing, interviewing tips and mock interview practice, networking, and safety and professionalism in the workplace. Several sections of this course are offered every semester. Upon successful completion of this course, students will receive a pass notation on their transcript.
Fall, spring, or summer semester.

Graduate and Professional Programs

Undergraduate Professional Programs

Bachelor of Science in Business Administration (BSBA)

Bachelor of Science in Nursing (BSN)

Graduate Programs in Education

Master of Arts in Teaching (MAT)

(Elementary and Secondary Initial Licensure Tracks)

Graduate Programs in School Administration

- Master of Education in School Administration (M.Ed.)
- Certificate of Advanced Graduate Study in Educational Leadership (C.A.G.S.)
- Professional Development Programs in Education

Graduate Programs in Human Resource Management

Master of Science in Human Resource Management (HRM)

Graduate Certificate in Human Resource Management (HRC)

Graduate Programs in Biopharmaceutical Leadership

Master of Science in Management with specialization in Biopharmaceutical Leadership (BPM)

Graduate Certificate in Biopharmaceutical Leadership (BPC)

Graduate Programs in Management

Master of Science in Management (MSM)

Graduate Certificate in Management and Leadership (MLC)

Graduate Programs in Research Administration

Master of Science in Management with specialization in Research Administration (RAM)

Graduate Certificate in Research Administration (RAC)

Graduate Program in Nursing

Master of Science in Nursing (MSN)

(Education and Management Tracks)

General Policies and Procedures

Emmanuel College Community Standards

Emmanuel College has a long-standing reputation for academic excellence and intellectual inquiry, for values-based education and for a caring, friendly environment. Members of the Emmanuel College community are expected to demonstrate respect and show sensitivity to differences in others. All members of the community are entitled to and responsible for maintaining an environment of civility that is free from disparagement, intimidation, harassment and violence of any kind. This is applicable in all environments, including online courses.

Students are responsible for understanding and adhering to the Emmanuel College community standards. Violations will be addressed by the administration and could result in dismissal from the College. Please refer to the Graduate and Professional Program's Student Handbook for more information.

Ethical Statement

In both online and face-to-face classes, students and faculty may share real-life experiences, knowledge, feelings, reactions and opinions which relate to the curriculum. This can be an integral part of the learning process. Confidentiality must be respected at all times. Students, faculty, and staff may not share confidential information externally. It is a violation of the Emmanuel College ethical standard for any student, faculty, or staff member to use information shared, or comments or opinions expressed during classroom discussions, in a manner which is intended to or has the possibility to humiliate, embarrass, harass, damage, or cause injury to the student in his or her personal, public, or professional life.

Attendance Policy

Completing a course in an accelerated format requires that students take a great deal of responsibility for their own learning outcomes. For face-to-face classes, students are expected to attend each and every class and arrive punctually. For hybrid and online courses, students are expected to attend class meetings as scheduled and participate regularly in the online environment throughout the course.

In the case of a family, personal or medical emergency, the student is required to notify the faculty member as soon as aware of the situation. He/she will help to make arrangements to complete the work, if at all possible.

Students who miss two or more class meetings of a face-to-face seven-week course will not be able to complete the course or receive a passing grade. Students should drop the course immediately after missing the second class. If the second class missed occurs after the fifth week of a session, students will receive an F for the course.

Students who miss due dates for two or more assignments in an online or hybrid* course will not be able to complete the course or receive a passing grade. Students should drop the course immediately after missing the second assignment. If the second assignment missed occurs after the fifth week of a session, students will receive an F for the course.

**Please note that missing the due date for one assignment and missing a class meeting in a hybrid course would constitute two assignments.*

In all of these cases, the student is liable for the full tuition.

MSM/HRM9038 Capstone Seminar (14 weeks) Attendance Policy

The Capstone Seminar is an intensive 14-week course that requires students to do original research, work independently, and take a great deal of responsibility for their own learning outcomes. The Seminar is offered in two formats: fully online and a campus-based format that alternates face-to-face sessions with independent work. Both formats make extensive use of Blackboard Vista, the Emmanuel online learning management system. All Capstone Seminar students are expected to submit assignments and participate regularly in the online environment throughout the course.

Attendance in fully online Seminars requires active weekly participation within Black - board. Failure to log in several times within one week and submit that week's assignments counts as an absence. Students with two or more absences will not be able to complete the course or receive a passing grade. Students should drop the course immediately after failing to log in for a second week and missing a second assignment. If the absence occurs after the close of the drop period, the student will receive an "F" for the course.

Attendance in campus-based Seminars requires punctual arrival at scheduled class meetings and active participation online within Blackboard. Failure in one week to participate online or attend a face-to-face session counts as an absence. Students with two absences will not be able to complete the course or receive a passing grade. Students should drop the course immediately after the second absence, regardless of whether the absence was from a face-to-face meeting or weekly online work. If the second absence occurs after the close of the drop period, the student will receive an "F" for the course.

Regardless of format, if you are unable to participate on any given week due to a family, personal, professional or medical emergency, you are required to notify the faculty member as soon as you are aware of the situation. The faculty member will help you make arrangements to complete your work if at all possible. Please note that, given the intensive nature of the course and your responsibility for conducting original research, even these types of absences count toward attendance.

Withdrawal

Students may withdraw officially from the College at any time with the written authorization of their Academic Advisor. Students must notify the Office of the Registrar in writing. Failure to register for courses over one academic year constitutes an automatic administrative withdrawal. Mere absence from classes and examinations is not a withdrawal, nor does it reduce financial obligations. Please see page 248 for complete information regarding course withdrawals and tuition refunds. A student holding a Federal Stafford Loan must complete exit counseling upon withdrawal.

Readmission Policy

Students who have withdrawn, yet were previously officially accepted into a program of study, will need to submit a new application and updated admissions requirements in order to be considered for readmission into the program. Students who have been withdrawn and had never been formally accepted in the program will need to submit a new application along with all other required application documents. An application for readmission is not a guarantee of readmittance into a program. All prior fiscal obligations to the College must be resolved with the Office of Student Financial Services prior to re-enrollment.

Health Insurance

Required Coverage

All three-quarter-time students are required by the Commonwealth of Massachusetts to be covered under an acceptable health insurance plan. It is assumed that students will be covered under the student health insurance secured through Emmanuel College. All three-quarter-time students are automatically charged the health insurance premium. See section on Finance for more information.

Student Health Insurance Waiver

The Commonwealth of Massachusetts requires students enrolled at least three-quarter time (9 credits) to be covered under an acceptable health insurance plan. Students who are enrolled at least three-quarter time will automically be billed for the cost of the insurance unless a health insurance waiver is submitted. The waiver may be completed online at www.universityhealthplans.com. The health insurance premium will be removed from your bill statement only after the signed waiver is received. Any student who does not meet the deadline will be charged in full for the premium. In addition, once the premium is paid, it cannot be refunded.

Voluntary Coverage

Any student who is enrolled less than three-quarter time (less than 9 credits) is not required to enroll in the health insurance plan. However, all students taking at least three credits are eligible to enroll, and may do so through University Health Plans.

Dependents

Eligible students who enroll in the student health insurance plan may purchase insurance for their dependents as defined in the Student Health Insurance Brochure. Please see the brochure for eligibility requirements and rates.

Prerequisites

A prerequisite indicates an academic requirement that must be met prior to taking a particular course. The prerequisite(s) is noted at the end of each course description. Most upper division courses have a prerequisite(s) and cannot be taken until the student has completed the prerequisite(s).

Registration

The Office of the Registrar is the resource for course registration and schedules, grades, transcript requests, enrollment verification, and other matters related to records and registration.

Location: The Office of the Registrar is located at 400 The Fenway, Boston, MA in the Administration Building, Room 335.
Phone: 617-735-9960
E-mail: gppreg@emmanuel.edu
Hours: Monday – Thursday, 8:30 a.m. – 6:30 p.m.; Friday, 8:30 a.m. – 4:30 p.m.

Students may also register for classes through Online Academic Resources, which is accessible via the Emmanuel College Portal. Online Academic Resources is a real-time database that permits students to view and register for course offerings by term, subject, meeting times, days and instructor assignments. Students cannot drop a course via Online Academic Resources, however; they must contact the Registrar's Office by phone or e-mail confirmation.

Campus Safety Office: ID Cards

For the safety of all, it is required that students, employees and faculty members have a valid Emmanuel College photo identification card on their person while attending classes or visiting the campuses. The Campus Safety Office is located in the Administration Building, Room 155 on the Boston campus. Students must be registered and present documentation from the College that has

their student ID number in order to receive a photo ID. The Campus Safety Office can be reached at 617-735-9710.

Bookstore Information

Location: 400 The Fenway, Boston MA Marian Hall, Room 211
Phone: 617-264-7697
E-mail: bkstore@emmanuel.edu
Website: www.emmanuel.bkstr.com
Hours: Please call or check the website for current hours.

Course materials can be purchased or rented (when applicable) through the Emmanuel College Bookstore. The Bookstore also has a selection of clothing, gifts, supplies, and drinks/snacks. Your course title and number will be required to order your course materials and can be found on your course syllabus.

Order In-Store: Students may purchase or rent (when applicable) in-store.

Order Online: Students may purchase or rent (when applicable) course materials online at the Emmanuel College Bookstore's website by clicking on the "Textbooks and Course Materials" link (do *not* do an advanced search for materials).

Order by Phone: Students may purchase by phone (rental not available in phone transactions) through the Bookstore during business hours. Please identify yourself as a Graduate and Professional Programs student when calling.

Course materials can be picked up at the Bookstore or shipped to you. Ground shipping is free (charges do apply for expedited shipping methods) and generally takes one to two days to deliver within the Boston area. If an in-store pick-up will happen after business hours, please ask to have your books left in the Emmanuel College Campus Safety Office.

Please purchase textbooks one session at a time and two weeks prior to the start of class, since textbooks may change or new editions may be published. For a full refund, books must be returned in their original condition with the original sales receipt within one week from the first class (applies to dropped classes and cancelled classes as well).

Academic Policies and Procedures

Academic Integrity Policy

All Emmanuel students are responsible for understanding and adhering to standards of academic integrity. A copy of the Academic Integrity Policy is available from the Office of the Registrar or on the College website.

Grades and Transcripts

Final grades are available through Online Academic Resources: www1.emmanuel.edu. Students who need official grade reports for tuition reimbursement purposes should contact the Office of the Registrar.
Phone: 617-735-9960
E-mail: gppreg@emmanuel.edu

Grades cannot be released over the telephone. Students may request an unofficial grade from the faculty member following the end of the session.

Transcripts are available from the Office of the Registrar by mail, by fax or in person. Students may also print an unofficial transcript from Online Academic Resource, which may be accessed via the Emmanuel College Portal.

Telephone requests are not accepted. Official transcripts are provided at the written request of students for a fee.

Undergraduate Grading System

Faculty members submit final grades to the Registrar at the end of each course. Letters express the quality of the work and are correlated with grade point values as follows:

A	=	4.0
A-	=	3.67
B+	=	3.33
B	=	3.0
B-	=	2.67
C+	=	2.33
C	=	2.0
C-	=	1.67
D+	=	1.33
D	=	1.0
F	=	0
INC	=	Incomplete
IP	=	In Progress (used for two-semester-long courses)
P	=	Pass
W	=	Withdrawal
UW	=	Unofficial Withdrawal
AU	=	Audit
NG	=	No Grade was submitted by the faculty member
X	=	Non-credit item completed

A student's grade point average or credit ratio is the ratio of quality points earned to credits carried. Grades submitted at the end of a course are considered final. Only undergraduate courses with a semester grade of 2.0 (C) or above are accepted for upper division courses; grades of 1.0 (D) or above are accepted for lower division or other courses. A cumulative grade point average of 2.0 (C) is required for graduation. In order to achieve satisfactory academic progress in an undergraduate program, a minimum grade point average of 2.0 (C) must be maintained and two-thirds of attempted credits must be completed during each academic year.

Graduate Grading System

Faculty members submit final grades to the Registrar at the end of each course. Letters express the quality of the work and are correlated with grade point values as follows:

A	=	4.0
A-	=	3.67
B+	=	3.33
B	=	3.0
B-	=	2.67
C+	=	2.33
C	=	2.0
F	=	0
INC	=	Incomplete
IP	=	In Progress (used for two-semester-long courses)
P	=	Pass
W	=	Withdrawal
UW	=	Unofficial Withdrawal
AU	=	Audit
NG	=	No Grade was submitted by the faculty member
X	=	Non-credit item completed

For graduate courses, students must receive a grade of 2.0 (C) or better. A cumulative grade point average of 3.0 (B) is required for graduation.

Students who are not achieving satisfactory academic progress will be notified in writing by the Office of the Registrar.

Credit Deficiency Removal/ Repeating Courses

Graded courses may be repeated only once. Courses may be repeated to replace an F (0), to meet college requirements, or to improve a student's grade point average. The student must repeat the same course. Another course may be substituted only with the approval of an Academic Advisor. Credit will be awarded only for one of the two courses and the higher of the two grades will be calculated in the grade point average. The original grade remains on the transcript. It is the student's responsibility to submit a completed credit deficiency form from the Office of the Registrar to complete the process.

Incomplete Grades

In exceptional cases, students who have been unable to complete the work of a course may petition to receive a grade of INC. Such requests will be granted only for extraordinary reasons, e.g., serious prolonged illness. A form for each INC must be signed by the faculty member and by the student. The form is submitted to the Office of the Registrar by the faculty member with the final grade roster. Incomplete grades from the fall semester must be completed and submitted to the Office of the Registrar by February 1. Spring and summer incomplete grades must be completed and submitted to the Office of the Registrar by October 1. Incomplete grades not received by the deadline automatically become an F (0). In extraordinary circumstances, the Registrar, in consultation with the student and faculty member, may extend the INC, but not beyond the final day of that semester/ term. If the work is not completed by the end of the semester/term, the INC automatically becomes an F (0).
Note: Students on Academic Probation may not receive an Incomplete grade.

Grade Changes

Changes in any assigned grade will not be made beyond one semester after the initial awarding of the grade. A student who, after consultation with the faculty member, wishes to challenge a grade on a transcript or grade report, should follow procedures outlined in the Student Handbook

Academic Review Board

The Academic Review Board reviews petitions for exceptions to academic policies and monitors satisfactory academic progress of students towards degree completion. Students may put the request in writing to their Academic Advisor.

Unsatisfactory Academic Progress

Academic Probation

If an undergraduate student receives below a 2.0 in any semester, he/she will be placed on academic probation for the following semester. If a graduate student receives below a 3.0 in any semester, he/she will be placed on academic probation for the following semester. During this first probationary semester, the student may not receive any Incomplete grades.

Academic Dismissal

If the student fails to achieve satisfactory academic progress (see definition of Unsatisfactory Academic Progress in section above) at the end of this first probationary semester, the student will be dismissed from the College.

Academic dismissal from the Graduate and Professional Programs is permanent. Students may not petition for readmittance to the College.

Financial Aid Implications

In order to continue receiving financial assistance, students must pass a minimum of 67% of courses attempted after the completion of two semesters and maintain a cumulative grade point average of 2.0 after the completion of four semesters. Private student loans may be available to students who are not maintaining satisfactory academic progress.

Student Confidentiality

Emmanuel College regulates access to and release of a student's records in accordance with the provisions of the Family Educational Rights and Privacy Act of 1974 as amended (PL 93-380, Section 438, The General Education Provisions Act). The purpose of this act is to protect the privacy of students regarding the release of records and access to records maintained by the institution.

In compliance with the Family Educational Rights and Privacy Act of 1974 (the Buckley Amendment), Emmanuel College has committed itself to protecting the privacy rights of its students and to maintaining the confidentiality of its records. A copy of this law is available in the Office of the Registrar.

Certain personally identifiable information from a student's education record, designated by Emmanuel College as directory information, may be released without the student's prior consent. A student who so wishes has the absolute right to prevent the release of this information. In order to do so, the student must complete a form requesting non-disclosure of directory information by the end of the add/drop period. This form is available in the Office of the Registrar.

Directory information includes name, home and electronic address, home and work telephone numbers, date and place of birth, program of enrollment, anticipated date of graduation, degrees and awards received, the most recent previous educational agency or institution attended, and other similar information. Some or all of this information may be published in directories such as a student directory, an electronic student directory or other campus publications.

With regard to external inquiries, the Office of the Registrar will verify directory information, unless advised to the contrary by the student as indicated above. "Verify" means to affirm or deny the correctness of the information. The College will not provide corrections for inaccurate information. All non-directory information that is considered confidential will not be released to outside inquiries without the express consent of the student. However, the College will verify financial awards and release data for government agencies.

Students have the right to review their educational records. A student may waive this right in special cases of confidential letters of recommendation relative to admission to any educational agency or institution, application for employment, receipt of financial aid form, or receipt of any services or benefits from such an agency or institution.
A copy of the Reports and Records: Release of Student Information Policy is available in the Office of the Registrar.

All Emmanuel students are responsible for understanding and adhering to standards of academic integrity. A copy of the Academic Integrity Policy is available on the Emmanuel College website.

Transfer Credits and Non-Traditional Credits

All potential transfer credits from other regionally accredited institutions are required to be submitted to Graduate and Professional Programs. Credit may also be awarded through the American Council on Education for some courses taken through the military and in business/industry and will be treated as transfer credits from other institutions. These transfer credits are subject to all other transfer credit standards. Only transfer courses from regionally accredited institutions (or equivalent which will be verified by the appropriate agency) will be granted credit. Undergraduate-level courses must have a grade of C (2.0) or better and be worth three or more semester credit hours in order to be eligible for credit. Graduate-level courses must have a grade of B (3.0) or better and be worth three or more semester credit hours in order to be eligible for credit. Undergraduate students are able to transfer up to 80 credits. BSBA students must have at least 64 credits that meet all general education and elective requirements (see BSBA requirements). Graduate students cannot transfer more than six credits.

Prior to acceptance, an accepted student is eligible to take a maximum of two courses at other institutions with approval from their Academic Advisor. Students may not take courses at another institution during their final semester at Emmanuel.

Courses taken at other institutions will be recorded as transfer credits on the student's transcript. The transfer course grades will not be included in the calculation of the student's grade point average. The student is responsible for obtaining and completing the appropriate form, including the required permissions, before registering for a course at another institution. Students receiving financial aid are responsible for ensuring that they do not lose eligibility.

Students can earn college credit before or after acceptance by taking any of the following examinations: CLEP and DSST. Credits earned through documentation of college-level learning are considered transfer credits. Details are available through the advisors for the Graduate and Professional Programs. Students must meet the residency requirement in order to graduate from Emmanuel College.

All undergraduate CLEP and DSST exams must be completed and results submitted to Graduate and Professional Programs prior to April 15 for May graduation and prior to November 15 for December graduation. A student may earn a maximum of 32 credits through credit by examination (CLEP and DSST).

Honors

Undergraduate Dean's List

In February, June and October, the Associate Dean/Registrar publishes the names of undergraduate students who attained academic distinction the preceding term. Students with a grade point average of 3.5 with four graded courses (no pass/fail) and no Incomplete

grades at the close of the term achieve placement on the Dean's List. The records of students in designated IP (in progress) courses will be individually evaluated for honors.

Sister Marie Barry Scholars

Sister Marie Barry was the President of Emmanuel College from 1969 to 1975, and she welcomed the first group of adult students to Emmanuel College in September of 1974. Nursing students who have completed two graded courses during a term with a grade point average of 3.5 or better (no pass/fail) and no grades of incomplete are honored with the title of Sister Marie Barry Scholar.

BSBA Scholars

Business Administration students who have completed three graded courses (no pass/fail) during a term with a grade point average of 3.5 or better and no incomplete grades at the close of the term are awarded the designation of BSBA Scholar. To be eligible for any of these honors, the student must be formally accepted into their program.

Honors for Baccalaureate Degrees

Latin Honors

Latin Honors—summa cum laude, magna cum laude and cum laude—are awarded at graduation to bachelor's degree candidates who have achieved high scholastic performance and have completed at least 64 credits at Emmanuel College.

Latin Honors are awarded based on a percentage of the graduating class of undergraduate Graduate and Professional Program students as listed below:

Latin Honors	% of Graduates
Summa cum laude	4.5
Magna cum laude	the next 9.5
Cum laude	the next 15.0

Graduate students are not eligible for Latin honors.

Latin honors are calculated once all grades are submitted to the Registrar's Office.

International Certificate of Eligibility

International undergraduate students must carry a minimum of 12 credits per semester to maintain their Certificate of Eligibility. International graduate students must carry a minimum of 9 credits per semester to maintain their Certificate of Eligibility.

Class Standing

Undergraduate class standing is determined by the number of courses completed by the beginning of the first semester of the academic year; for second-year standing, 8 courses; for third-year standing, 16 courses; for fourth-year standing, 24 courses; and for graduation, 32 courses.

Graduation Requirements

A minimum of 128 credits is required for the undergraduate Bachelor of Arts and Bachelor of Science degrees. A cumulative grade point average of 2.0 (C) or better is required for graduation in the Bachelor of Arts and Bachelor of Science degrees. A grade of 2.0 (C) or better is required for major/upper division courses.

A minimum of 36 credits is required for a graduate degree. Students must earn a 2.0 (C) or better in graduate courses. A cumulative grade point average of 3.0 (B) is required for a graduate degree or certificate.

Second Bachelor's Degree

Emmanuel College's Graduate and Professional Programs offers the opportunity for students to pursue a second bachelor's degree for either the Bachelor of Science in Business Administration or for the Bachelor of Science in Nursing. Those applying follow the application process and meet the requirements for admissions of bachelor's degree candidates.

In order to earn a second bachelor's degree for either the Bachelor of Science in Business Administration or for the Bachelor of Science in Nursing, students must satisfy all major requirements and meet the 48-credit residency requirement.

Degree Applications

The student must submit a Degree Application to his/her Academic Advisor by September 15th for December completion and by February 15th for May completion. Successful completion of all academic requirements is necessary for conferral of the degree and participation in the May Commencement ceremony.
Degrees are conferred in December and May.

Certificate Applications

The student must submit a Certificate Application to his/her Academic Advisor by September 15th for December completion, by February 15th for May completion and by June 15 for August completion. Successful completion of all academic requirements is necessary for the certificate to be awarded.

Note: Students completing six-course certificate programs do not participate in May Commencement.
Certificates are awarded in December, May and August.

Policy on Commencement Participation

Students must have completed all degree requirements in order to participate in Commencement. Students in the Graduate and Professional Programs enter at multiple points throughout the academic year; therefore, they may not necessarily complete degree requirements in time for a May Commencement. The flexibility in allowing multiple entry times means that students must either plan coursework so that they finish prior to the deadline for May Commencement, or they must wait for the ceremony subsequent to their final coursework.

To participate in Commencement or receive a diploma or an academic transcript, the student cannot have an outstanding financial obligation with the College. Students who have borrowed with a federal student loan are also required to complete student loan exit counseling prior to graduation.

Note: Students completing six-course certificate programs do not participate in May Commencement.

Graduation Rates

Public Law 101-524, the Student Right-to-Know and Campus Security Act requires all institutions of higher education receiving Title IV funds to disclose the graduation rates of full-time students who are attending college for the first time. In accordance with this law, Emmanuel College's graduation rates are available in the Office of the Registrar.

Computer Literacy Requirement

All undergraduate students at Emmanuel College are required to demonstrate computer literacy. Students may take the computer applications course offered in the Business Administration program, or use a CLEP or DSST exam to meet the requirements. Students may transfer credits for a computer course (Academic Advisor will approve content equivalence). Transfer credits for the computer literacy requirement are subject to all other transfer credit standards and must not have been completed more than 10 years prior to the date of transfer. A competency exam is available through Emmanuel (no credit). If you have questions about this policy, please contact your Academic Advisor.

Support Services

Academic Advising

Integral to an Emmanuel College education is academic advising which provides a comprehensive framework where students are able to explore the curriculum and focus on achieving their goals effectively. Students may meet regularly with their Academic Advisors to learn academic policies and procedures, to develop short- and long-term academic plans, to discuss academic progress, to select and schedule courses and for referrals to additional resources. Please see GPP Student Handbook for student roles and responsibilities.

Academic Computer Center

The Academic Computer Center located in the Cardinal Cushing Library, the Macintosh classroom/lab located in the Administration Building, and the PC classrooms located in the Administration Building and Marian Hall are equipped to assist students and faculty in integrating computers across the curriculum. A growing software library, new technology, e-mail and the Internet are available in all locations for all students and faculty members.

Academic Resource Center

arcservices@emmanuel.edu

The Academic Resource Center (ARC), located on the ground floor of the Cardinal Cushing Library, offers a variety of programs, resources and support to aid students in their quest for academic success. ARC services are designed to help students develop and enhance effective academic strategies based on their own strengths and needs.

For GPP learners, the ARC offers professional Writing and Math Specialists to address particular student needs. Writing Specialists provide expert writing assistance in any discipline and at any stage of the writing process, enabling students to clarify their thoughts, revise the organization of their ideas and refine the style of their writing. The Math Specialist provides assistance with math in all disciplines

Disability Support Services

Emmanuel College is committed to providing full access of its educational programs for qualified students. We practice a non-discriminatory policy and offer classroom and testing accommodations, and assistive technology, to students with documented disabilities. The Disability Support Services office ensures that all students with disabilities can actively participate in all facets of college life. Our goal is to coordinate and provide the kind of services that will enable students with disabilities to reach their educational potential. In addition, our focus and responsibility is to increase the level of awareness among all members of the college community.

For more information on disability accommodations, please contact the Director of Disability Services in the Academic Resource Center by phone at 617-735-9923 or TTY at 617-735-9755, or visit the Emmanuel College website.

Office of Internships and Career Development

careerdevelopment@emmanuel.edu

The Office of Internships and Career Development offers a variety of resources

to assist Emmanuel College students in all phases of their career development. This includes individual career advising, walk-in hours, electronic job and internship postings and resources for academic major or career decisions, including computerized career assessments. The office offers several workshops throughout the academic year on such topics as résumé writing, interviewing skills, job search strategies, Internet resources, networking and graduate school resources.

The office organizes a variety of employer-based events, both on and off campus, such as employer information tables and information sessions, alumni panels, networking, and joint career fairs through our collaboration with other career centers in Boston.

Library Services

reference@emmanuel.edu

The Cardinal Cushing Library, open to all members of the Emmanuel College community, houses reference and circulating collections as well as online databases, reference works, and journals. The library holds over 161,500 print and electronic titles that support all academic disciplines of the College and more than 168,700 items in all formats including e-books.

In addition, the library maintains more than 2,000 print and online journal subscriptions and 61 online databases, the majority of which are accessible off campus. The library staff offers information literacy sessions, workshops, and web-based tutorials in research techniques, and participates in the First-Year Seminar Program for Liberal Arts and Sciences students.

Two conference rooms in the lower level of the library may be reserved for student group study. The library also provides media equipment, including DVD and HD camcorders, which can be reserved online at the library website, and maintains multimedia listening and viewing rooms equipped with DVD/VCRs, TV monitors, and CD players for use by the College community.

The Janet M. Daley Library Lecture Hall provides a technological center on the Emmanuel campus for lectures, courses, programs and special events. The Janet M. Daley Library Lecture Hall encourages interactive learning, facilitates connections across disciplines and provides an unparalleled educational resource in the heart of the library.

The library's automated network, Fenway Libraries Online (FLO), provides online access to Emmanuel's print and media collections as well as to the collections of nine other area institutions. The FLO network is comprised of: Emmanuel College, Emerson College, Lesley University, Massachusetts College of Art and Design, Massachusetts College of Pharmacy and Health Sciences, the Museum of Fine Arts and the School of the Museum of Fine Arts, New England College of Optometry, New England Conservatory of Music, Wentworth Institute of Technology, and Wheelock College. The FLO network maintains a shared online catalog of the members' respective holdings, offers walk-in circulation and reference privileges and provides interlibrary loan services for document delivery of books and journal articles. The Cardinal Cushing Library is also a member of the 17-library Fenway Library Consortium (FLC), which grants students and faculty access to the 1.5 million volumes collectively held. The Fenway Library Consortium includes the Brookline Public Library, Hebrew College, New England Institute of Art, Roxbury Community College, Simmons College, Suffolk University, the University of Massachusetts Boston, and the ten members of Fenway Libraries Online. All 17 institutions provide open access to research collections, and most offer circulation privileges.

Campus Ministry

Rooted in the spirit of the Catholic Intellectual Tradition, Emmanuel College strives to create a welcoming community that embraces the Gospel ethic that inspires us to seek social justice and to live compassionately. Informed by the charism of the Congregation of the Sisters of Notre Dame de Namur, that education is God's greatest work, Campus Ministry offers opportunities for students, faculty, and staff to enrich their relationship with God, self and others through prayer groups, retreats, days apart, discussion groups, spiritual direction, pastoral counseling, education, the Catholic sacramental life, interdenominational dialogue and varied community service. Living compassionately reflects yet again another Notre Dame charism, that of embodying God's goodness as the Emmanuel College community invests itself in a comprehensive volunteer service program both at home and abroad. Emmanuel College hosts the Catholic population of the member colleges of the collaboration of the Colleges of the Fenway, another vital component of the spiritual life of the College.

Counseling Services

The Counseling and Health Office provides assistance to any member of the Emmanuel College community who wishes to discuss a matter of personal concern in a supportive and confidential atmosphere. Workshops and group discussion on such topics as relationships, stress, interpersonal communication, relaxation techniques and assertiveness training are offered periodically. Short-term counseling is available upon request and special interest support groups are formed on occasion.

Finances

Schedule of Fees for Students Enrolled in the Graduate and Professional Programs

Undergraduate Management	$1,370 per course
Nursing	$1,772 per course
Graduate Nursing	$2,518 per course
Graduate Education/Management	$2,139 per course

Billing Procedures

Tuition and fees are billed two weeks prior to the beginning of each session. All balances must be paid on or before the first day of class unless another payment arrangement has been made with the Office of Student Financial Services. Students may use most financial aid as credit toward the bill. Student loans of all types may be used as credit only if the loan has been approved by the College and by the private lender. It is the responsibility of the student to pay any balance remaining after financial aid.

Payment Methods

Credit Card, Check or Money Order

MasterCard, American Express, or Discover payments can be made through the Online Academic Resources section of the student portal.

Check or money order may be mailed to:
Emmanuel College
ATTN.: Office of Student Financial Services
400 The Fenway
Boston, MA 02115

Be sure to include the student's name and social security number or College identification number on the check or money order.

Online Academic Resources

Online Academic Resources provides access to students to make web payments, view billing statements and review financial aid award letters. To access Online Academic Resources, please visit the Emmanuel College Portal.

Delinquent Accounts

Students with a past-due balance are ineligible to attend classes, register for future courses, receive a diploma or an official academic transcript. If payment is not received in a timely manner, a $100 late fee will be assessed to the account. If the account remains delinquent, the account will be referred to a collection agency and the student will be responsible for the costs incurred with the collection effort. Once an account is referred to an outside agency, all inquiries and payments are made to the collection agency.

Course Withdrawal and Refund Policy

Note: This policy is for all Graduate and Professional Programs courses. This policy also applies to all courses which run at Emmanuel College in the summer semester.

Students cannot drop a course via Online Academic Resources; however, they must contact the Office of the Registrar by phone (617-735-9960) or e-mail (gppreg@emmanuel.edu), and they need to receive a confirmation.

Please note that non-attendance does not constitute withdrawal from a course; a student must contact the Office of the Registrar to officially withdraw. Students who do not officially withdraw will be responsible for the cost of the course.

Withdrawal policy for face-to-face (F2F) and hybrid seven-week courses:

- Drops prior to the first class meeting (F2F or hybrid), the student receives a 100% refund.
- Drops prior to the second class meeting (F2F or hybrid), the student receives a 75% refund and a "W" on their transcript.

Withdrawal policy for online seven-week courses:

- Online courses will open on Monday of the first week of a session. This will be considered the course start date. The Monday of the second week of a session, at 6 pm EST, will be the deadline for withdrawal to receive a 100% refund.

Withdrawal policy for face-to-face (F2F) Nursing courses:

- Drops prior to the first class meeting, the student receives a 100% refund.
- Drops prior to the second class meeting, the student receives a 75% refund and a "W" on their transcript.

Drops after the second class meeting for F2F or hybrid seven-week classes or F2F Nursing courses, the student is liable for 100% of tuition.

Drops after 6:00 p.m. EST on Monday of the second week of online classes, the student is liable for 100% of tuition.

Course Withdrawal and Refund Policy for Capstone Seminar MSM/HRM9032 (14-week course)

Campus-Based format withdrawal and refund policy

- Drops prior to the first class meeting: the student receives a 100% refund.
- Drops prior to the start of the second week of the course: the student receives a 75% refund and a "W" on their transcript.

Online format withdrawal and refund policy

- Online courses will open on Monday of the first week of a session. This will be considered the course start date. The Monday of the second week of a session, at 6:00 p.m. EST, will be the deadline for withdrawal to receive a 100% refund.

Campus-Based format withdrawal and refund policy (cont'd)

- Drops prior to the start of the third week of the course: the student receives a 50% refund and a "W" on their transcript.
- Drops prior to the start of the fourth week of the course: the student receives a 25% refund and a "W" on their transcript.
- After the fourth week, the student cannot receive any refund.

Online format withdrawal and refund policy (cont'd)

- Drops prior to the Monday of the third week, students receive a 75% refund and a "W" on their transcript.
- Drops prior to the Monday of the fourth week, students receive a 50% refund and a "W" on their transcript.
- Drops prior to the Monday of the fifth week, students receive a 25% refund and a "W" on their transcript.
- After the Monday of the fifth week, students cannot receive any refund.

Health Insurance

The Commonwealth of Massachusetts requires students enrolled at least three-quarter time (9 or more credits per semester) to be covered under an acceptable health insurance plan. A student enrolled at least three-quarter time will be automatically billed for the cost of the insurance. If the student has health insurance, he/she may waive enrollment in the College's plan by completing a waiver online at www.university healthplans.com.
Any student who is enrolled less than three-quarter time is not required to enroll in the health insurance plan. All students taking at least three credits, however, are eligible to enroll. Students who are interested in enrolling in the health insurance plan may do so online at www.universityhealthplans.com. The 2011-2012 rates were $1,465 per year for undergraduate students and $3,013 for graduate students. The 2012-2013 rates will be available from University Health Plans in mid-May. Eligible students who enroll in the student health insurance plan may purchase insurance for their dependents as defined in the Student Health Insurance Brochure. Please see the brochure for eligibility requirements and rates.

Tuition Deferment Plan

The deferment plan requires students to pay 25% of the course tuition prior to the first day of class and allows the remaining 75% to be deferred until 30 days after the last day of the course.

To enroll in the Deferment Plan, a fully complete Deferment Plan Promissory Note is required through the Office of Student Financial Services. This includes providing all required information related to the credit card authorization. Please note that if the credit card information is invalid, or the charge is otherwise declined for any reason, payment is due immediately. Additionally, this documentation must be updated prior to the start of classes at the beginning of each semester.

Students planning to graduate must ensure the balance on their student account is paid in full prior to graduation and may not defer this payment.

Applying for Financial Aid

To apply for financial aid for the 2012-2013 academic year, you must complete a 2012-2013 Emmanuel College Application for Financial Aid for Graduate & Professional Programs and a 2012-2013 Free Application for Federal Student Aid (FAFSA). The FAFSA is available electronically at www.fafsa.gov, and the Emmanuel College Application may be found in the "Tuition & Aid" section of our website, gpp.emmanuel.edu.

The Emmanuel College federal school code is 002147.

When completing or updating the FAFSA, we strongly encourage students to use the IRS Data Retrieval tool provided on the FAFSA. If not, students may be required to request a 2011 tax return transcript from the IRS (www.irs.gov). Students will receive notification from the Office of Student Financial Services if additional information is required to determine eligibility for financial aid.

All required documentation must be received at least two weeks prior to the end of the semester. Failure to do so may result in the application not being processed and the student being financially responsible for any charges on the account.

Eligibility Requirements for Financial Aid

Requirements to receive federal and state financial aid include:

- Acceptance to and enrollment in a program of study at Emmanuel College
- Enrolled at least half-time for most forms of financial aid (e.g., loans, etc.)
- Maintaining satisfactory academic progress
- Being free from default on a previous student loan
- Being in compliance with selective service requirements
- U.S. citizenship or permanent resident status (see FAFSA for more details)

Eligibility for financial aid varies based on the criteria of the specific award. For most forms of financial aid, students must demonstrate financial need which is determined through an evaluation of the student's Free Application for Federal Student Aid (FAFSA) each year. In addition, a student's need-based financial aid may not be greater than the demonstrated financial need, nor may the student's total award package, including loans, be greater than the cost of attendance. Students must maintain half-time status (six credits) to receive most forms of financial aid. The following is the criteria to determine enrollment status:

Enrollment Status	Credits per Semester
Full-time	12 or more credits
Three-quarter	9-11 credits
Half-time	6-8 credits
Less than half-time	less than 6 credits

All financial assistance, regardless of its source, will be credited first toward institutional costs. **Withdrawal or reduction in credit load may result in an adjustment to or cancellation of the financial aid award.** The student is responsible for reading and understanding all materials sent to the student, including information published in the Academic Catalog. The student must meet all eligibility requirements to be awarded and renew financial aid. If at any time a student ceases to be eligible, the financial aid will be canceled and the student is responsible for the balance on the account.

Financial Aid Award Descriptions

Grants and Scholarships

Federal Pell Grant
A Federal Pell Grant is gift aid from the federal government to undergraduate students with significant financial need.

Massachusetts State Grants
State grants are gift aid from the Commonwealth of Massachusetts to full-time undergraduate students with significant financial need who are Massachusetts residents. Awards are estimated until the College receives notification from the state's scholarship office.

Massachusetts Part-time Grant
A Massachusetts Part-time Grant is gift aid from the Commonwealth of Massachusetts for part-time undergraduate students with significant financial need who are Massachusetts residents.

Student Loans

Subsidized Loans
Undergraduate students who demonstrate financial need are eligible for the Subsidized Federal Stafford Loan. The federal government pays interest while the student borrower is enrolled at least half-time in school and six months thereafter.

Unsubsidized Loans
Graduate and undergraduate students who do not demonstrate financial need are eligible for the Unsubsidized Federal Stafford Loan. The student is responsible for the interest on the unsubsidized loans even during periods of enrollment. Borrowers may choose to defer the interest payments while in school and during their six-month grace period, but the interest will be capitalized.

Loan Requirements
To borrow a Federal Stafford Loan, students are required to complete a Master Promissory Note (MPN) and entrance counseling. In order to complete these documents, please visit our website at gpp.emmanuel.edu or contact the Office of Student Financial Services to have the forms mailed.

Annual Stafford Loan Limits

Grade Level	Dependent Student	Independent Student
Freshman (0-31 credits)	$5,500	$9,500
Sophomore (32-63 credits)	$6,500	$10,500
Junior/ Senior (64+ credits)	$7,500	$12,500
Graduate Student	N/A	$20,500

Loan limits include both subsidized and unsubsidized amounts and cannot exceed cost of attendance minus other financial aid.

Additional Loan Options
For students with a balance remaining after financial aid or if you prefer not to apply for need-based financial aid, there are private loans available to assist with educational costs. For more information or guidance with these loans, students may contact the Office of Student Financial Services.

When planning a method of payment, it is strongly recommended that students borrow for the entire year instead of applying each semester.

Employer Partnerships
Emmanuel College partners with several area employers to provide specialized educational opportunities through its *Employer Connect* Service. Elements of employer partnerships may include:

- Tuition scholarships for employees of partner organizations
- On-site classes at employer sites
- Direct employer billing for employees receiving tuition assistance from their employer
- Information sessions at employer sites
- Responsive curriculum offerings based on workforce development goals

Students who are employed by one of the following organizations may qualify for a tuition scholarship. Students should confirm eligibility with their manager or human resources department and submit supporting documentation to the Office of Student Financial Services within the first two weeks of their first course. For continued eligibility, students are required to annually submit proof of employment to the Office of Student Financial Services prior to the start of the summer term. This documentation is defined as a letter from the student's supervisor or human resource office, on company letterhead, stating the student is a current employee of the organization.

Current Employer Partnerships include:
- Sisters of Notre Dame
- Catholic Schools (Teachers and Principals in Education courses only)
- Boston Public Schools (Teachers and Principals in Education courses only)
- Catholic Hospitals (Nurses in Nursing courses only)
- Members of the Clergy
- Blue Cross Blue Shield of Massachusetts
- Natick Soldier Systems Center
- Brigham and Women's Hospital
- Merck Research Laboratories
- City Year (Graduate courses only)
- New England Human Resource Association (Online HRM courses only)
- Notre Dame Mission Volunteers/ AmeriCorps (Graduate courses only)
- Saints Medical Center

For the most current information on Employer Partnerships, please visit gpp.emmanuel.edu and select "Employer Partnerships."

Satisfactory Academic Progress
To continue receiving financial assistance, financial aid recipients are required to maintain satisfactory academic progress toward their degree. These requirements stipulate that students maintain a minimum cumulative grade point average of 2.0 after completion of four semesters of attendance. Students must also successfully complete 67% of the attempted credits during each academic year, and must complete their degree program within 150% of the normal length of the program. Please refer to page 230 for more information regarding Satisfactory Academic Progress.

Credit Balances
Students who have a credit balance on their account with the College due to excess financial aid, private loans, tuition remission, or overpayment may request to have the credit refunded to them by completing the Refund Request Form. Students may check to see if a credit balance exists through the Online Academic Resources section of the student portal.

Students may complete the Refund Request Form in the Office of Student Financial Services or through the "My Refund Requests" section of Online Academic Resources. Once the form is received by the Office of Student Financial Services and a credit balance is confirmed to exist, payment

in the amount of the refund will be processed to the student.

Financial aid is not disbursed until enrollment verification is completed for the semester. **Due to this, financial aid refunds are not available until the end of the semester.**

Parking in Boston

To purchase a parking pass, please complete a parking application on the website at gpp.emmanuel.edu. Click on "Parking & Security," then select "Parking for GPP Students."

Once an application has been received, the request will be processed and the student's account will be charged accordingly. Once the request is processed, the parking permit will be available to be picked up in the Office of Student Financial Services, or the student may request to have it mailed.

2012-2013 Parking Rates:
7-week session pass $70

Updating Demographic Information

It is the student's responsibility to keep the College informed of any changes in name, address or telephone number. Information may be updated with the Office of the Registrar.

Contact Information

Office of Graduate and Professional Programs
Phone: 617-735-9700
Fax: 617-507-0434
E-mail: gpp@emmanuel.edu

Office of the Registrar
Phone: 617-735-9960
Fax: 617-264-7705
E-mail: gppreg@emmanuel.edu

Office of Student Financial Services
Phone: 617-735-9938
Fax: 617-735-9939
E-mail: financialservices@emmanuel.edu
Office Hours: Monday – Thursday,
8:30 a.m. – 6:00 p.m.
Friday, 8:30 a.m. – 4:30 p.m.

Undergraduate Professional Degree Programs

Bachelor of Science in Business Administration (BSBA)

Bachelor of Science in Nursing (BSN)

Undergraduate Admissions Requirements

Undergraduate Admissions Requirements

To complete your application for admission to an **undergraduate degree program,** please submit the following application materials:

1. **Completed application**

2. **Official Transcripts from all regionally accredited academic institutions attended and, if applicable, an official copy of standardized test scores and/or military credit (DD-214).** American Council on Education approved materials (or equivalent, which will be verified by the appropriate agency) will be reviewed for transfer credit as appropriate.
   - *Emmanuel College will only accept official transcripts. Official transcripts will be required for all academic regionally accredited institutions attended. Note: Generally, a GPA of 2.0 (cumulative) from previous coursework is expected.*
   - *For admission to the BSBA, a High School or GED transcript documenting High School completion is required. BSN candidates are required to submit proof of RN licensure, which is accepted in lieu of the High School transcript.*
   - *International Transcripts must be translated into English and/or evaluated by a certified credential evaluation service.*

3. **Two completed Graduate and Professional Programs Recommendation Forms**
   Recommendations should be requested from professional supervisors or educators. Recommenders should provide specific information about your abilities and your potential to succeed in the program. One recommendation should be from a current supervisor or educator, if applicable. A letter of recommendation (on institutional letterhead) is not required but may be attached to the form.

4. **Admissions Essay**
   A one- to two-page essay addressing your academic goals and career experiences.

5. **Current Résumé**
   A one-page (minimum) résumé summarizing your professional work experience and previous education.

6. **Nursing License (for Bachelor of Science in Nursing applicants ONLY)**
   Proof of current Massachusetts RN License from www.mass.gov/dph/boards/rn or eligibility to apply for reciprocity based on other U.S. State licensure.

7. **Informational meeting or interview with an Enrollment Counselor or faculty member**

8. **Optional Statement**
   If you feel there are significant weaknesses in your application that you wish to address, please do so in a separate written statement.

There are additional requirements for international students.
Please contact an Enrollment Counselor for a complete list of requirements.

Application materials should be sent to:
Emmanuel College
Graduate and Professional Programs
400 The Fenway
Boston, MA 02115
617-507-0434 (efax)
gpp@emmanuel.edu

Bachelor of Science in Business Administration (BSBA)

The undergraduate program in business administration is an accelerated degree program designed for adults. Courses are seven weeks, conducted throughout the calendar year, and offered in face-to-face or fully online formats. The high quality curriculum challenges and inspires students for career success both today and tomorrow. The work and life experience of each student is viewed as an essential contribution to the course experience. Students apply management concepts to the real-world issues they face in their professional lives. The accelerated course format allows students to earn degrees in half the time of traditional semester-based courses.

Requirements

Students must complete a degree program within eight years of their acceptance into the program or apply for an extension.

General Studies Requirements

8 courses

- Humanities (three courses)
  Selected from art, foreign language, history, literature, music, philosophy, theology and religious studies
- English Composition (one course)
- Natural Science (one course)
- Theology and Religious Studies (one course)
- Speech Communication (one course)
- World Studies (one course)

Lower Division Business/Management Requirements

8 courses/32 credits

ECON6101	Microeconomics
ECON6103	Macroeconomics
MATH6117	Introduction to Statistics
MGMT6101	Principles of Accounting I
MGMT6102	Principles of Accounting II
MGMT6105	Principles of Marketing
MGMT6107	Principles of Management
MGMT6109	Computer Applications*
or	
ITECH1101	Computer Applications for the Liberal Arts*

*Competency exam available (no credit).

Upper Division Business/Management Requirements

10 courses/40 credits

MGMT7105	Ethical Decision Making
MGMT7107	Human Resource Management
MGMT7109	Corporate Financial Management
MGMT7111	Management Information Systems
MGMT7113	Organizational Behavior
MGMT7115	Business Law
MGMT7117	Diversity Issues in Organizations
MGMT7119	International Management
MGMT7121	Introduction to Business Research
MGMT7123	Business Policy

General Elective Requirements
6 courses/24 credits

Total Courses Required for Degree
32 courses/128 credits

Residency Requirement
12 courses/48 credits
(must complete eight of the required Upper Division courses)

Learning Goals and Outcomes

At the completion of the Bachelor of Science in Business Administration Program, the student will:

1. Be able to address issues of personal and social responsibility in their organizations and communities.
2. Have fundamental knowledge of concepts and analytical tools within management, business, and economics and be able to apply this knowledge to the analysis and resolution of management problems and situations at work.
3. Communicate effectively: orally and in writing, using concepts and analytical tools from management, business, and economics.
4. Know themselves—their values, their strengths, their weaknesses, and their interests—and be able to apply this self-knowledge in their professional lives.
5. Demonstrate a proficiency of knowledge in the following areas of management, business strategy, writing, analysis, research, financial analysis, oral presentations, teamwork, ethical decision making and case study analysis.
6. Demonstrate critical or analytical thinking skills by completing individual and team projects that require students to perform case study analyses and implement management strategies.
7. Critically read literature, examine data and analyze case studies to be able to develop and implement strategies that respond to realistic management situations.
8. Function as a collaborative team member by participating in group projects.

Capstone Experience

The Bachelor of Science in Business Administration program culminates with a capstone experience with the course MGMT7123 Business Policy. Students must complete all lower and upper division course requirements in addition to permission of their Academic Advisor to enroll in this course. This course is designed to culminate the student's degree program and represents a key opportunity for program assessment. Please see the course description for more details.

Course Descriptions

The following courses are four-credit courses.

General Studies and General Elective Courses

ART1202 Survey of Art II: From the Renaissance to the Beginnings of Modernism (equivalent to ART6201)
This course is a chronological survey of art from around the world, covering a time period from the late 15th century to the mid-19th century. Emphasis will be placed on stylistic developments as they are expressed within specific cultural contexts. The course will introduce students to the language of art history, including the analytical, critical, and art historical methodologies used by art historians.

ART2217 American Art to 1940
This course is an examination of American art from its indigenous roots to the mid-20th century. We will consider the American visual arts tradition in relation to constructions of national identity and the critiques of those constructions by art historians today. We will also consider the ways that issues of class, race, and gender have been

examined by American art historians. While considering the aesthetic qualities that have come to define American art, we will concentrate on the relationship between American art and the political, economic, and social climate of the United States at the time in which it was produced.

BIOL6103 Human Nutrition

Students learn the roles of nutrients in body functioning, nutritional requirements of individuals and populations and the vital role of nutrition in health. Food intakes and habits, as well as food safety, food processing, consumerism and current nutritional issues, including world food concerns and malnutrition, are discussed. Through learning nutrition, students understand the scientific method and how to think critically about biological issues.

ECON6105 Money, Banking and the Economy

The history, purpose and function of money and banking are explored in today's competitive environment. Students examine commercial banking, the Federal Reserve System, the capital markets and interest rates and their effect on prices, income and employment. Emphasis is on the development and implementation of monetary policy and its relationship to fiscal policy.
Prerequisites: ECON6101 and ECON6103

ECON6107 Economic History of the Western World

With a major emphasis on capitalism and its history in the 19th and 20th centuries, this course examines the significant events and social upheavals that have led to changes in the conduct of commerce, including the Industrial Revolution, the growth of unions, the role of government in the market and the prospects for further change in the 21st century. Emphasis is on understanding economics as an evolving social system for the production and distribution of goods and services.
Prerequisites: ECON6101 and ECON6103

ECON6111 Government and the Nation's Economy

This intermediate-level course in macroeconomic theory provides the student with an in-depth look at the options facing government policymakers in influencing economic activity. Analyzing government's motives and obligations for intervention in the marketplace, students will learn how government effectively implements economic policy and the costs and benefits associated with an active national economic policy. Government's domestic role and the performance of the macroeconomy are explored for their impact on the global economy and world trade.
Prerequisites: ECON6101 and ECON6103

ECON6113 Managerial Economics

This intermediate-level course in microeconomic theory provides the student with an in-depth look at the application of microeconomic analysis to the decision-making process. The theory of consumer behavior and the production and cost decisions of the individual firm are analyzed. Special emphasis is placed upon understanding decision-making techniques under uncertainty and risk, and the influence of monopolistic elements in the formation of executive business policy.
Prerequisites: ECON6101 and ECON6103

ENGL1105 Introduction to Literature (equivalent to ENGL6205)

This course introduces students to the major literacy genres of poetry, fiction and drama. Readings will combine classical and modern literature. The emphasis will be on learning how to think and write critically about literature.

ENGL2323 Short Fiction
This course introduces students to the intensive study of short fiction. Students read a wide array of short stories and analyze them in relation to aesthetic and cultural issues, including race, class, and gender. Writers may include Sherwood Anderson, Anton Chekhov, James Joyce, Ernest Hemingway, Zora Neale Hurston, Amy Tan, Raymond Carver, and Jhumpa Lahiri.

ENGL6201 English Composition
This course presumes a reasonable competency in basic writing skills, including paragraph and sentence structure, grammar, and mechanics. Students concentrate on critical, analytical and argumentative essays, as well as effective business communications of varying lengths.

ENGL6203 Writing for Professionals
This course provides students with the opportunity to sharpen the writing and editing skills necessary for success in today's work environment. The focus is on the most common types of writing required of the business professional, including memos, letters, formal and informal reports, résumés and cover letters. In addition to revising their own work, students will also engage in collaborative activities designed to provide practice in reviewing and offering feedback to other writers.
Prerequisite: ENGL6201

ENGL6205 Introduction to Literature
See ENGL1105 course descrption.

HIST6111 Survey of Western Civilization I
With a focus on the development of Western civilization from its beginnings in the ancient Near East through its flowering in the Middle Ages, students examine the political and military, social and economic, and intellectual and religious contributions of various civilizations that contributed to the Western heritage. Major topics include the nature of historical inquiry and the formation of civilization, the ancient empires and nations of the Near East, Greek and Hellenistic civilization, Rome, and the forging of Western civilization in the Middle Ages. The course provides students with an understanding of the major issues of human history and the forging of a unique and specifically Western civilization.

HIST6113 Survey of Western Civilization II
This course traces the evolution of modern Western civilization. Emphasis is placed on those events and institutions that have had a decisive influence on modern Western culture. Major themes include absolutism, the Enlightenment, the French Revolution, the great wars of the 20th century, and the ideologies of the modern world.

ITECH1101 Computers for the Liberal Arts (equivalent to MGMT6101)
This course is an introduction to computers and other Information Technology tools used in today's business world. Looking at a broad picture of the computing field, its fast-paced growth and its impact on every aspect of the economy, society and our personal lives, we will try to integrate this in the context of a world governed by the Internet, the explosive development of hardware, software and telecommunications in the past 20 years, as well as addressing issues of security and privacy, ethics and the role of Information Technology in liberal arts. The class will explore techniques for improving analyses, communication and presentation of ideas using software packages such as First Class, Microsoft Office and WindowsXP or Mac OSX.

In the past three decades of the top 30 innovations, most were related to information technology (IT). This course is for students who want a broad exposure to fundamental

innovations in IT and explores how to use the Internet more effectively, protect yourself against online dangers and villains, and develops skills in computing that advance your career. Students will use Microsoft Office applications Excel, Word and PowerPoint and solve real world problems such as-- writing serious research papers, using functions and formulas to analyze numerical data, creating charts and tables, writing newsletters, and making powerful presentations. Students will collaborate with classmates using Google tools, Prezi and Twitter.

MGMT6115 Project Management

Much managerial work is actually project work. Project management provides students with experience using planning tools to track and achieve successful project outcomes, on time and on budget. Techniques for cost estimation, risk analysis, project team effectiveness and contract management will be studied.

MGMT7129 Financial Markets

Students survey financial markets, securities and institutions, including the bond, mortgage and equity markets. Investment principles, market behavior and investment strategies are explored. In addition, the course examines the use of alternative investment vehicles in an investment port - folio, including futures and options, floating rate securities and other more specialized derivative securities. The institutional features of the major markets and their role in facilitating the issue of new securities and their subsequent ownership transfer are examined.
Prerequisite: MGMT7109

PHIL1115 Recent Moral Issues (Online)

The nature of ethical decision making is first discussed. Skills of moral reasoning are then applied to various issues such as capital punishment, euthanasia and prolonging life, abortion, world hunger, preferential treatment and discrimination, pornography and censorship, poverty and welfare, environmental ethics, war, reproductive technology, genetic engineering, organ transplants, and the legalization of drugs.

PHIL2101 Problems in Philosophy (equivalent to PHIL6101)

This course discusses fundamental problems in philosophy, problems which recur with each generation: the nature of reality, the existence of God, the nature of the self, life after death, the nature and foundations of society, right and wrong, good and evil, the meaning of life and the nature of knowledge. Major philosophers from various historical periods are discussed but the emphasis is on how answers to their questions affect the basic beliefs and world view of students.
Fall and spring semesters. 4 credits

PHIL6101 Problems of Philosophy

See PHIL2101 course description.

POLSC1201 Introduction to American Politics and Government

This course offers an overview of the American political system. Included are examinations of the American presidency, Congressional political parties, interest groups, the courts and the mass media. Students analyze the way in which American society attempts to realize the goals of a constitutional democracy as well as the successes and failures of the system.

POLSC1301 Introduction to Comparative Government and Politics (SA)

This course offers a comparative analysis of the structure and operation of selected European, African, Latin American and Asian governments. Emphasis is placed on the structure, functions and operations of the political systems in each country.
Fall and spring semesters. 4 credits

POLSC1401 Introduction to International Relations

The course introduces students to the dynamics of the interrelationships in the international arena. It examines the interactions of states and international organizations as well as sub-national actors such as guerrilla groups. The course explores the theoretical concepts used to explain the international system and applies them to international politics today in Europe, the Middle East, Asia, Africa and Latin America.

PSYCH1501 General Psychology

This course introduces the broad field of psychology by surveying a wide range of topics, including personality, development, motivation, emotion, adjustment, cognition, consciousness, the nature of psychological research, social problems and behavioral disorders. The objective is for students to gain a base of knowledge, which they will broaden and deepen in other psychology courses.

SOC1101 Introduction to Sociology: Analysis of Society in Global Perspective

This course will help students to understand the complexities of the global society by introducing students to the discipline of sociology and its tools. Students will explore what society is, what institutions are and how they vary from place to place and over time, how groups of people are divided within society, and how these different groups behave and interact. We will read works by major theorists and researchers, and we will use the city of Boston as a lab in order to understand social issues on the local level.

SPCH6101 Speech Communication

Effective public and professional presentations are critical to managerial success. The fundamentals of communication provide a practical base as students improve their skill and confidence in these areas.

THRS1101 Introduction to Religious Studies (equivalent to THRS6110)

This course offers an introduction to the academic study of religion. In addition to some of the theories of religion, students will explore some of the most common phenomena found in religious traditions, such as symbols, rituals, human identity, ethics, ideas of the afterlife and so forth.

THRS1111 Introduction to the Bible

The Christian Bible consists of two parts: the first testament contains those sacred texts that comprise the Jewish Bible, and the second testament adds the early Christian writings held sacred by the Church. This course explores the meaning of these texts to believing communities today by examining the cultural, theological and historical influences that shaped them. Students become acquainted with the basic plot, characters, literary forms, religious institutions, theology and ethical teachings of the Bible.

THRS2135 World Religions (equivalent to THRS6111)

Students will encounter some of the world's many religious traditions by studying their origins, writings, rituals and beliefs as well as contemporary expressions of these religions.

THRS2301 Health Care: Social Justice and Economics

This interdisciplinary course will examine social justice issues raised by decision making in health care from the perspectives of Christian ethics and of economics, using primarily a case study approach. Issues addressed will include problems in the distribution of health care globally and within the U.S. (including racial and gender disparities), the global AIDS epidemic, nursing strikes, the evaluation of various possibilities for

health care reform, and priorities in drug development and biomedical research.

THRS6110 Religion: The Human Search for Meaning

See THRS1101 course description.

THRS6111 Introduction to World Religions

See THRS2135 course description.

Lower Division Business/ Management Courses

ECON6101 Microeconomics

Microeconomics analyzes individual economic units as it introduces supply/demand analysis and its applications, the theory of consumer behavior, production costs, price and output determination, and the efficient allocation of resources.
Prerequisite: ECON6103

ECON6103 Macroeconomics

Macroeconomics emphasizes an analysis of the economy as a whole while introducing principles of economics. Topics covered include the analysis of the Gross Domestic Product and its cyclical variability, the analysis of inflation, unemployment and government monetary and fiscal policies designed to foster economic growth and stability.

MGMT6101 Principles of Accounting I

Students learn basic accounting principles and procedures for sole proprietorships, partnerships and corporations.

MGMT6102 Principles of Accounting II

A continuation of Accounting I, this course emphasizes accounting procedures unique to corporations.
Prerequisite: MGMT6101

MGMT6105 Principles of Marketing

Marketing emphasizes relationships with the buyers of goods and services. Upon completion of the course, students have an understanding of marketing concepts, marketing functions and the relationship of marketing to other business disciplines.

MGMT6107 Principles of Management

This course examines managerial principles through study of the fundamental functions of management. Recent developments and their effect upon management and management techniques are discussed.

MGMT6109 Computer Applications

See ITECH1105 course description.

MATH6117 Introduction to Statistics

Students will gain the background necessary to be a "competent consumer" of statistical results, variables and sampling. Probability and analysis of results will be included. Knowledge of algebra is needed to be successful in this course.

Upper Division Business/ Management Courses

MGMT7105 Ethical Decision Making

Various philosophical and social/psychological decision systems are examined that can be used to resolve ethical problems that arise in management.

MGMT7107 Human Resource Management

Students analyze the nature and challenge of personnel management, the organization of a workforce, creating a favorable work environment and management/labor relations.
Prerequisite: MGMT6107

MGMT7109 Corporate Financial Management

The administrative and managerial problems of financing business are analyzed, including sources of fixed capital, expansion, cash management, portfolio management, distribution of earnings and reorganizations.
Prerequisites: MGMT6101 and MGMT6102

MGMT7111 Management Information Systems

A strategic and managerial approach is key to meeting the information needs of a company. Management information systems will be examined in terms of both physical and logical components.
Prerequisite: MGMT6109 or equivalent

MGMT7113 Organizational Behavior

This course focuses on organizational environment and behavior concepts, human resources and system ideas, motivating employees, job satisfaction, leadership, managing change, communication and group processes, and employee counseling.
Prerequisite: MGMT6107

MGMT7115 Business Law

Students are introduced to business law and the American legal system, with major emphasis on legal contracts.

MGMT7117 Diversity Issues in Organizations

Gender issues in organizations, including the changing roles of men and women in the workforce and effective management of diverse workforces, are examined.

MGMT7119 International Management

The application of fundamental management concepts, functions, and processes to the strategies and structure of modern international business activities is critical for firm competitiveness and national economic performance.
Prerequisite: MGMT6107

MGMT7121 Introduction to Business Research

Students explore straightforward methods for handling research proposals, developing data-gathering instruments, and understanding research design.
Prerequisite: MATH6117

MGMT7123 Business Policy

The formulation and administration of analytical tools for coordinating technological, financial, economic, marketing, geographic and human constraints is key for effective strategic management. This is a capstone class and should be taken at the end of the program.
Prerequisites: Completion of all lower division and all other upper division courses. Permission of Academic Advisor is required.

Bachelor of Science in Nursing (BSN)

Diane Arathuzik, Ph.D., R.N., ACNS-BC, CNE
Chair

The Bachelor of Science in Nursing (BSN) is designed for current registered nurses (RNs).

The nursing education program provides professional education in the art and science of nursing that synthesizes the Catholic intellectual tradition and a broad liberal arts and sciences base into the practice of nursing. An Emmanuel education prepares a professional nurse, who thinks critically, communicates effectively and appreciates diverse human experience. This nurse uses personal and professional standards and values to serve others in a responsible, ethical practice.

The following beliefs frame the educational experiences offered to registered nurses:

- The professional nurse is committed to the promotion of health and wellness for all persons
- The recipients of health care are unique and have distinct emotional, physical, spiritual and social needs to which the professional nurse must respond
- The nurse as caregiver uses knowledge and caring activities to effect positive outcomes for care recipients within the context of their environment
- Assuming a leadership role in health care, the nurse advocates for access to health care for all members of society, particularly vulnerable populations

The graduate of the Bachelor of Science in Nursing program at Emmanuel College is a caring, concerned professional who understands the health care needs of individuals and society. He or she holds a strong commitment to the profession of nursing. As a caregiver, the professional nurse assumes accountability to individuals and society. The professional nurse is responsible for rendering ethical professional nursing practice, achieved through lifelong learning as a foundation for self-actualization of personal and professional goals. The nursing program is accredited by the Commission of Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Washington, DC 20036-1120. Their website, www.aacn.nche.edu, is a resource for information about nursing.

Individualized Curriculum: Student progress through the nursing program is self-paced. Calendar time for program completion is based upon student choice of a full-time or part-time program of study and transfer credit evaluation.

Requirements

Nursing Major Courses

NURS3101	Concepts of Professional Practice
NURS3103	Health Assessment
NURS3105	Research in Nursing Practice
NURS3107	Leadership and Professional Roles in Nursing
NURS3111	Public Health and the Professional Nurse
NURS3113	Diversity in Health Care
NURS3115	Contemporary Healing Interventions
NURS3117	Health Promotion in Nursing Practice
NURS4170	Health Promotion Practicum
NURS4171	Senior Seminar

Prerequisite Courses

Scientific Inquiry:

BIOL2135	Principles of Anatomy and Physiology I
BIOL2137	Principles of Anatomy and Physiology II
BIOL3127	Microbiology

Social Analysis:

SOC1101	Introduction to Sociology
PSYCH1501	General Psychology
PSYCH2303	Child & Adolescent Psychology

General Studies

- Moral Reasoning; Aesthetic Inquiry; Historical Consciousness (two courses)
- Computer Applications for Nurses *(this course must be taken prior to clinical coursework)*
- Religious Thought (one course)
- Quantitative Analysis (one course)
- English Composition (one course)
- General Elective (two courses)

Total Requirements for Degree: 128 credits

Residency Requirement: 48 credits
(must complete all of the required Nursing major courses)

Learning Goals and Outcomes

At the completion of the Bachelor of Science in Nursing Program, the student will:

1. Expand a personal philosophy of nursing through reflection on the Catholic intellectual traction to effect positive outcomes for care-recipients within the context of their environments.
2. Assume accountability for evidence and knowledge-based nursing practice and responsibility for involvement as a citizen knowledgeable in health care.
3. Practice as a professional nurse whose care-giving activities reflect the analysis of theoretical knowledge from the liberal arts, sciences and nursing.
4. Integrate into the culture of nursing the concepts of caring that foster a relationship between caregiver and care-recipient which results in the achievement of mutually agreed upon outcomes on the health/illness continuum.

Capstone Experience

Teaching Learning Project (NURS4170 Health Promotion Practicum)

The purpose of this project is to evaluate the ability of nursing students to exchange perceptions, ideas, and knowledge through a variety of teaching learning strategies.

Distinction in the Field of Nursing

Students who earn a grade point average of 3.5 in nursing major courses and who successfully complete a significant senior project, to be determined in consultation with the department, may graduate with distinction in the field of nursing.

Nursing Licensure Information

Proof of RN Licensure is required for admission to the BSN program, included in the Professional Portfolio and needed for clinical practicum placements.

International Honor Society of Nursing: Sigma Theta Tau International

Eligible students may apply for membership to Sigma Theta Tau, the International Honor Society of Nursing, during enrollment in senior coursework.

Course Descriptions

NURS3101 Concepts of Professional Practice

This course introduces the student to the conceptual roots of the theoretical bases of nursing practice. The focus of the course is expansion of the student's knowledge of critical-thinking and decision-making

processes that translate the conceptual roots of nursing into caregiving practices. The evaluation of nursing theories is examined. The nurse's professional role will be explored to assist the student in role transition. This course is the designated writing-intensive course in the curriculum.
Level III
4 credits

NURS3103 Health Assessment

This course introduces knowledge and skills needed for comprehensive assessment of the client through selected experiences committed to the promotion of health and wellness. These skills include history taking and physical assessment using inspection, palpation, percussion, auscultation techniques, and documentation of findings. Students use critical thinking and decision making to integrate the resulting data in developing a client-focused plan of care.
Level III
4 credits
Prerequisite: NURS3101 or may be taken concurrently with NURS3101

NURS3105 Research in Nursing Practice

This course is an introduction to the process of scientific inquiry and its application to nursing practice. The focus is on the identification of researchable questions derived from nursing practice, the critical examination of relevant research in the literature, and the application of research findings to professional practice.
Level III
4 credits
Prerequisite: NURS3101

NURS3107 Leadership and Professional Roles in Nursing

This course examines the theories, concepts, and components of leadership and management. Students synthesize beliefs, knowing, caring and professional role with the elements of leadership and management. Attention is given to the complexities of professional nursing practice as influenced by changes in the delivery of health care.
Level III
4 credits
Prerequisite: NURS3101 or may be taken concurrently with NURS3101

NURS3111 Public Health and the Professional Nurse

This course introduces the basic concepts and theories of public health and community health as relational influences on the overall health of a community. Socioeconomic, environmental, political, cultural and historical indicators of the health of a community are addressed. This course explores belief systems that impact the health planning of community resources. Collaborative models of care giving for individuals, families and aggregates in the community are examined.
Level IV
4 credits
Prerequisites: NURS3101, NURS3103. Can be concurrent with NURS3105 or NURS3107.

NURS3113 Diversity in Health Care

This course focuses on the increasing diversity in health care. Theoretical bases in transcultural nursing, spirituality and emerging genomic research are discussed and their impact on the provision of health care services is analyzed. The opportunity to apply theory to specific situations will be available through the use of case studies and experiential learning.
2 credits

NURS3115 Contemporary Healing Interventions

This course explores the use of music, art, literature, and healing/touch modalities that enhance care giving and healing response of individuals. Age-old and contemporary health problems are examined in light of

cost-effective therapeutic interventions. The nature of human suffering is explored in relation to the goals of nursing.
2 credits

NURS3117 Health Promotion in Nursing Practice

This course addresses the importance of health promotion and illness prevention throughout the life span. Health beliefs are examined from a multidimensional wellness perspective. Incentives and barriers to healthy behaviors are addressed through examination of health promotion and health education models. The critical role of the family in the development of health beliefs and health behaviors is also explored.
Level IV
4 credits
Prerequisites: NURS3101, NURS3103, NURS3105, NURS3107, concurrent with NURS4170

NURS4170 Health Promotion Practicum

Students use conceptual frameworks and theories of health promotion to design and implement contemporary nursing inter - ventions for health promotion among vulnerable individuals and families within communities. Strategies developed for health education will integrate theory, research, and practice. Practica foci are centered on health promotion/disease prevention for vulnerable populations.
Level IV
4 credits
Prerequisites: NURS3101, NURS3103, NURS3105, NURS3107, and all sciences/ social sciences and College computer literacy requirements. Concurrent with NURS3117.

NURS4171 Senior Seminar

This course examines major contemporary nursing and health issues. Emphasis is on the role of the professional nurse in addressing global health issues. Consideration is also given to ethical and legal perspectives in nursing practice. The seminar is designed to serve as a catalyst to professional socialization whereby the student internalizes the values, norms and sense of identity characteristic of the professional nurse.
Level IV
4 credits
Prerequisites: NURS3101, NURS3103, NURS3105, NURS3107

Graduate Programs

Graduate Programs in Education

Master of Arts in Teaching (MAT)

(Elementary and Secondary Initial Licensure Tracks)

Graduate Programs in School Administration

- Master of Education in School Administration (M.Ed.)
- Certificate of Advanced Graduate Study in Educational Leadership (C.A.G.S.)
- Professional Development Programs in Education

Graduate Programs in Human Resource Management

Master of Science in Human Resource Management (HRM)

Graduate Certificate in Human Resource Management (HRC)

Graduate Programs in Biopharmaceutical Leadership

Master of Science in Management with specialization in Biopharmaceutical Leadership (BPM)

Graduate Certificate in Biopharmaceutical Leadership (BPC)

Graduate Programs in Management

Master of Science in Management (MSM)

Graduate Certificate in Management and Leadership (MLC)

Graduate Programs in Research Administration

Master of Science in Management with specialization in Research Administration (RAM)

Graduate Certificate in Research Administration (RAC)

Graduate Program in Nursing

Master of Science in Nursing (MSN)

(Education and Management Tracks)

Admission

Graduate Admissions Requirements

To complete your application for admission to a **graduate degree or certificate program,** please submit the following application materials:

1. Completed application

2. Official transcripts
Official transcripts from all regionally accredited academic institutions attended are required. Transcripts must show the completion of a bachelor's degree from a regionally accredited institution. For Master of Science in Nursing applicants, transcripts must show the completion of a Bachelor of Science in Nursing (BSN) from National League for Nursing Accrediting Commission (NLNAC) or Commission on Collegiate Nursing Education (CCNE) accredited institution.

Note that a cumulative undergraduate GPA of 2.5 or above is generally expected for acceptance to the graduate management and graduate education programs. A GPA of 3.0 or above is generally expected for acceptance to the graduate nursing program. International transcripts must be translated into English and/or evaluated by a certified credential evaluation service. Please ensure that all original transcripts are mailed to Emmanuel College's Graduate and Professional Programs.

3. Two completed Graduate and Professional Programs Recommendation Forms
Recommendations should be requested from professional supervisors or educators. Recommenders should provide specific information about your abilities and your potential to succeed in the program. One letter of recommendation should be from a current supervisor or educator, if applicable. A letter of recommendation (on institutional letterhead) is not required but may be attached to the form.

4. Admissions Essay
A three- to four-page essay addressing your educational goals, potential contributions to the program, your leadership skills, your professional experience and any special certifications.

5. Current Résumé
A one-page (minimum) résumé summarizing your professional work experience and previous education.

6. Nursing License (for Master of Science in Nursing Applicants ONLY)
Proof of current Massachusetts RN License from www.mass.gov/dph/boards/rn or eligibility to apply for reciprocity based on other U.S. State licensure.

7. Informational meeting or interview with an Enrollment Counselor or faculty member

8. Optional Statement
If you feel that there are significant weaknesses in your application that you wish to address, please do so in a separate written statement.

There are additional requirements for international students.
Please contact an Enrollment Counselor for a complete list of requirements.

Application materials should be sent to:
Emmanuel College
Graduate and Professional Programs
400 The Fenway
Boston, MA 02115
617-507-0434 (efax)
gpp@emmanuel.edu

Degree Requirements

Candidates for a master's degree must successfully complete a minimum of 36 credits. Specific credit requirements are indicated under each program section. A cumulative grade point average of B (3.0) or better is required for graduation. Emmanuel College normally allows a maximum of six years for completion of master's degree programs and four years for completion of certificate programs. Following admission, all courses applicable to an Emmanuel College degree must be taken at the College.

Enrollment Status

Three enrollment statuses are available:

- Full-time (nine or more credits per semester)
- Part-time (fewer than nine credits per semester)
- Summer session (maximum of nine credits during the summer)

Transfer Credit Policy

Emmanuel College will accept a maximum of two courses earned at the graduate level. Courses applied to a separate graduate degree will not be accepted. In order to be awarded transfer credit, prior learning must be graded B (3.0) or higher. Students must present an official transcript and course descriptions for credits to be reviewed for transfer. Credits are transferred from other academic institutions which are regionally accredited only with the approval of an Academic Advisor. The applicability of transfer credits may vary in specific programs.

Program Advising

Enrollment Counselors interview prospective graduate students and advise them on their application. Advising begins with an initial interview and continues through the student's first course. A specific program advisor is subsequently assigned, and that advisor is available to the student throughout the period of study.

Graduate Programs in Education

Master of Arts in Teaching (MAT)

(Elementary and Secondary Initial Licensure Tracks)

Graduate Programs in School Administration

- Master of Education in School Administration (M.Ed.)
- Certificate of Advanced Graduate Study in Educational Leadership (C.A.G.S.)
- Professional Development Programs in Education

Master of Arts in Teaching (MAT)

(Elementary and Secondary Initial Licensure Tracks)

Program Design

The Master of Arts in Teaching (Elementary and Secondary Initial Licensure Tracks) is for educators or career changers who are working toward an Initial License. The 36-credit program is designed to meet the requirements issued by the Massachusetts Department of Elementary and Secondary Education for the elementary level (grades 1-6) or secondary level (grades 5-8 or 8-12). Subject area majors leading to teacher licensure at the secondary level are: art, biology, chemistry, English literature, history, mathematics and Spanish. Courses are seven weeks, conducted throughout the calendar year, and offered in face-to-face or hybrid online formats.

Requirements

Elementary Licensure Track

EDUC5202	Literacy and Literacy Methods I
EDUC5204	Literacy and Literacy Methods II*
EDUC5206	Mathematics and Mathematics Methods*
EDUC5207	Curriculum, Instruction and Assessment Practices I
EDUC5208	Curriculum, Instruction and Assessment Practices II*
EDUC5210	Explorations in Science and Engineering
EDUC5401	Child and Adolescent Development
EDUC5467	Student Teaching Practicum (6 credits)
EDUC5503	Ethical and Professional Leadership
EDUC5625	Classroom and Behavior Management
EDUC5701	Technology Integration for Educators

Secondary Licensure Track

EDUC5207	Curriculum, Instruction and Assessment Practices I
EDUC5208	Curriculum, Instruction and Assessment Practices II*
EDUC5301	Reading in the Content Area*
EDUC5305	Developing Teaching Strategies*
EDUC5307	Research in the Content Area I
EDUC5308	Research in the Content Area II
EDUC5401	Child and Adolescent Development
EDUC5503	Ethical and Professional Leadership
EDUC5467	Student Teaching Practicum (6 credits)
EDUC5625	Classroom and Behavior Management
EDUC5701	Technology Integration for Educators

*Pre-practicum field-based experience is required.

Learning Goals and Outcomes

At the completion of the Master of Arts in Teaching Program following the elementary or secondary track, the student will:

1. Understand Child and/or Adolescent Development

a. Demonstrate knowledge of child and/or adolescent development and learning theory and how they apply to instructional design.

2. Know and Apply Key Educational Practices
   a. Know the principles of curriculum design and the design of instruction and apply them in analyzing and designing instruction.
   b. Know the relationship between content knowledge and instructional methods and apply that knowledge in the analysis and design of instruction.
   c. Design and deliver effective instruction.
   d. Know formative assessment and use a variety of assessments to design and refine instruction.
   e. Know and apply the principles for establishing and managing a positive classroom climate focused on student learning.
   f. Know the principles of equity and apply them in differentiating instructional techniques that meet the needs of diverse students.
   g. Know the uses of technology to enhance teaching and learning and integrate technology into instruction.
   h. Know the professional responsibilities of teaching and apply the habits of mind needed to be a reflective practitioner.
   i. Know the ethical issues of the profession of teaching and apply them in interactions with students, parents and peers.
   j. Meet the competencies required for teacher licensure by the Common - wealth of Massachusetts.

Capstone Experience

The Master of Arts in Teaching program culminates with a capstone experience with the Student Teaching Practicum EDUC5467. Students must complete all other degree requirements and pass the appropriate Massachusetts Tests for Educator Licensure (MTEL) to enroll in this course. This practicum is designed to culminate the student's degree program and represents a key opportunity for program assessment. Please see the course description and specific licensure information for more details.

Licensure Information

Candidates must pass the following Massachusetts Tests for Educator Licensure (MTEL) prior to formal acceptance into the student teaching practicum:

Elementary candidates:
- Communication and Literacy
- General Curriculum—multi-subject and math subtests
- Foundations of Reading

Secondary candidates:
- Communication and Literacy
- Subject Matter

Course Descriptions

Elementary/Secondary

*Unless otherwise noted, all courses are 3 credits.

EDUC5202 Literacy and Literacy Methods I (Elementary)

This course will examine current theory and practice in the instruction of literacy for diverse populations of students at the primary grade level. Students will become familiar with research-based strategies and techniques for the instruction of reading, writing, spelling and oral language and vocabulary development. Students will become knowledgeable about the standards for literacy in the Massachusetts English Language Arts Framework, and become familiar with a wide range of children's literature, instructional materials and assessments, as well as the processes of assessing, planning and implementing instruction to address a broad range of student abilities and needs.

EDUC5204 Literacy and Literacy Methods II (Elementary)

This course will build on the concepts, strategies and techniques introduced in Literacy and Literacy Methods I with a focus on literacy instruction at the inter - mediate elementary level, including comprehension strategies, readers' and writers' workshops, and literature circles. Students will become familiar with the standards for literacy at grades 3-6 in the Massachusetts English Language Arts Framework, and become familiar with a range of children's literature and instructional materials at the intermediate level, as well as processes for assessing, planning, implementing and managing instruction to address a broad range of student abilities and needs.
Pre-practicum field-based experience is required.

EDUC5206 Mathematics and Mathematics Methods (Elementary)

This course is grounded in constructivist theories of learning mathematics. Students will work cooperatively on mathematical tasks designed to deepen their understanding of a number of the big ideas in the elementary mathematics curriculum. The work will provide a solid foundation for learning about methods for teaching elementary school mathematics. Pedagogical topics include: creating a culture of numeracy in the elementary classroom; processes for planning, implementing and managing mathematics instruction for a variety of grouping arrangements (e.g., whole-class, small-groups and individual conferring sessions); promoting student independence during mathematics workshops, assessing students' learning and facilitating productive math talk. Attention will be focused on the Massachusetts Curriculum Frameworks for Mathematics (2011).
Pre-practicum field-based experience is required.

EDUC5207 Curriculum, Instruction and Assessment Practices – Part I

This two-semester sequential course provides students with the background and practical skills necessary for successful curriculum planning for grades 1-12. Students will examine closely the Massachusetts Curriculum Frameworks and develop lesson plans that support the standards in a variety of content areas and grade levels. In addition to incorporating significant use of technology in their instructional methods, students will identify strategies for differentiating instruction for all learning styles and accommodating various exceptionalities found in inclusive classroom settings. Finally, this course seeks to develop skills in planning curriculum and instruction, managing classroom climate and operation, promoting equity, and meeting professional responsibilities and standards for teachers as required by the Massachusetts Department of Elementary and Secondary Education.

EDUC5208 Curriculum, Instruction and Assessment Practices – Part II

This course will provide students with opportunities to learn from on-site field experiences, the practical skills necessary for successful curriculum planning in grades 1-12. Students will continue to examine the Massachusetts frameworks and develop extended unit plans and specific lesson plans that support the standards in a variety of content areas and grade levels. Students will discover the connections between instruction and student assessment and how one impacts the other. In addition to incorporating a significant use of technology in their instructional methods, students will continue to develop a portfolio reflective of the course contents. Finally, this course seeks to develop skills in planning curriculum and instruction, managing classroom climate and operation, promoting equity,

and meeting professional responsibilities, four standards for teachers as required by the Massachusetts Department of Elementary and Secondary Education.
Prerequisite: EDUC5207
Pre-practicum field-based experience is required.

EDUC5210 Explorations in Science and Engineering: Grades 1-6

This course engages students in making authentic explorations into materials and phenomena drawn from life science, physical science, and earth-space science such that they develop the knowledge and skills to introduce scientific inquiry and the engineering design process into teaching science in the elementary grade levels. Explorations involve pre-service teachers in the ways of knowing and habits of mind characteristic of scientific inquiry and the engineering design process. Science journals, science talks, and scientific conferences are introduced as core pedagogical practices to support student learning while reflecting what scientists do. Principles from complex instruction and cooperative learning promote collaboration, cooperation, and communication among diverse learners and create an inclusive scientific community in the classroom. Topics include children's ideas in science, the nature of children's science learning, and the implications of conceptual change theory for teaching and curriculum development. Additional topics include science performance tasks, technology in the science classroom, safety practices and legal requirements. The course reflects principles for teacher preparation articulated in the Massachusetts Science, Technology and Engineering Frameworks and the National Science Education Standards.

EDUC5301 Reading in the Content Area* (Secondary)

This course focuses on the principles and practices of the teaching of reading with attention to diagnostic devices, vocabulary building, improved word attack skills, and comprehension development. Emphasis is placed on reading to learn in accordance with developmental reading procedures and programs. Strategic approaches to teaching the reading of individual contents are examined.
Pre-practicum field-based experience is required.

EDUC5305 Developing Teaching Strategies* (Secondary)

This course orients students to the fundamental issues regarding instruction in content areas at the secondary level. Students are provided with opportunities to address concerns regarding the adolescent student, instructional methods and materials, organization and structure, and the role of the secondary level professional. Students gain knowledge and expertise in various approaches to teaching within the context of recent developments in the field. Specific teaching skills are emphasized and developed through microteaching laboratory experiences. Students also develop instructional units that incorporate existing, modified, and original materials, assessment instruments, media, other content areas and community resources.
Pre-practicum field-based experience is required.

EDUC5307 Research in the Content Area I (Secondary)

This course provides a foundation within which students gain an understanding and appreciation of research in their content field. The historical and philosophical underpinnings of the subject field will be examined and critiqued.

EDUC5308 Research in the Content Area II (Secondary)

Current trends in the pedagogy of the individual subject matter will be examined and demonstrated. Students will be expected to gain knowledge of best practices and the state of the art in their respective fields.

EDUC5401 Child and Adolescent Development

This course offers a comprehensive view of research and theories dealing with the development of individuals from birth through adolescence. Students will focus on the stages of cognitive, emotional, intellectual, moral, physical, and social development of the first two decades of life. Using clear understanding of relevant research and theories, students will explore strategies for applying this knowledge to instructional practices as they relate directly to student performance. Finally, students will identify atypical characteristics and instructional implications for recognizing and accommodating the exceptional child.

EDUC5467 Student Teaching Practicum (Elementary/Secondary)

The practicum is supervised teaching in elementary or secondary school classes. It provides the opportunity for experience in all aspects of teaching, and for the development of a working point of view in the field of education.
6 credits
Prerequisites: All licensure courses, successful completion of the MTEL required.

EDUC5625 Classroom and Behavior Management

The primary goal of this course is to provide each student with an understanding of the classroom management knowledge base and a framework for developing a personal management model that centers on concern for each individual student in his/her classroom. The development of such a model requires an understanding of the growing knowledge base and research. This offers alternatives to traditional practices of classroom management.

EDUC5701 Technology Integration for Educators

This course assists educators to become technologically proficient using current and emergent technologies. Topics covered encompass aspects of technology planning, online learning, learning webs, program evaluation as well as social issues relating to technology integration and change. Participants learn the roles and responsibilities of various technology leaders and utilize an array of technology applications to enhance classroom instructions, motivate learners, and connect home and school.

EDUC5750 Teaching Students with Disabilities for General Education Professionals

This course examines the theoretical and practical issues that teachers must address as they implement effective inclusion of children with disabilities in general education classrooms. Class participants will become familiar with the role of the general education teacher in special education. Topics to be studied include: the legal foundations of inclusion; disability categories and the IEP eligibility process; appropriate strategies for supporting the academic, behavioral, and social aspects of inclusive teaching; and strategies for positive collaborative interactions with other professionals and parents. Students pursuing licensure will complete EDUC5752 Special Education Practicum.
Spring semester. 3 credits
Prerequisite: EDUC5467

EDUC5752 Special Education Practicum
A 150-hour practicum experience in an inclusion, resource, or self-contained classroom under the supervision of a licensed teacher of special education and college supervisor, for students enrolled in EDUC5750 who are seeking licensure as a Teacher of Moderate Disabilities.
Spring semester. 3 credits
Prerequisite: EDUC5467

Graduate Programs in School Administration

Master of Education in School Administration (M.Ed.)
Certificate of Advanced Graduate Study (C.A.G.S.) in Educational Leadership

The graduate programs in school administration prepare educators for an Initial License as a School Principal/Assistant School Principal on the elementary (PreK-6), middle (5-8), or high school (9-12) level. Course offerings blend a strong theoretical base with the skills and knowledge required by practitioners in a school and community setting. Core courses reflect the Professional Standards for Administrators issued by the Massachusetts Department of Elementary and Secondary Education. Field-based experiences build upon the theoretical foundation and assist students to develop and enhance the leadership skills necessary to administer a sound, organized, creative, reflective and equitable teaching/learning school environment. Students may pursue this program as a Master of Education (M.Ed.). Those already holding a graduate degree may pursue this program as a Certificate of Advanced Graduate Study (C.A.G.S.).

This program is comprised of ten graduate courses and six credits of internship (36 semester hours) focusing on instructional leadership, educational foundations, legal issues, fiscal and personnel management, and community relations. Courses are seven weeks, conducted throughout the calendar year, and offered in face-to-face or hybrid online formats. An internship is required. Students should consult with their advisor regarding specific licensure requirements based on their experience and status.

Required Courses

EDUC5107	Leadership I: The Administrator as Manager
EDUC5115	Educational Testing and Assessment
EDUC5503	Ethical and Professional Leadership
EDUC5601	Budget and Fiscal Management in Schools*
EDUC5603	Leadership II: The Administrator as Instructional Leader*
EDUC5605	Community Relations in Education
EDUC5607	Legal Issues in School Administration
EDUC5611	Selection, Supervision, Evaluation and Development of School Personnel*
EDUC5621	Trends in the Development of American Education
EDUC5666	Internship School Administration I
EDUC5667	Internship School Administration II
EDUC5701	Technology Integration for Educators

*Pre-practicum field-based experience required.

Learning Goals and Outcomes

At the completion of the Graduate Programs in School Administration, the student will meet the professional standards for administrators as required by the Massachusetts Department of Elementary and Secondary Education:

Professional Standards for Administrators

A) Leadership

1. Articulates the purposes of education and the place of public schools in the United States of America.
2. Articulates vision and mission.
3. Reviews, evaluates, and revises instructional programs on the basis of sound information and relevant data.
4. Knows and encourages appropriate uses of instructional technologies.
5. Promotes activities that honor academic excellence.
6. Involves staff in preparing and implementing professional development plans that are related to improved student learning.
7. Helps staff align their curriculum with the state's curriculum frameworks.
8. Understands principles of mentoring and provides new teachers with mentors.
9. Encourages experimentation and rigorous evaluation of new pedagogical approaches.
10. Plans effectively for the implementation of policy decisions, taking into account unanticipated consequences and costs.

B) Administration

1. Demonstrates effective oral and written communication skills.
2. Uses effective methods of personnel selection, supervision, and evaluation.
3. Identifies, implements, and evaluates content-based instruction based on the Massachusetts Curriculum Frameworks.
4. Practices relevant fiscal management policies and procedures.
5. Uses technology appropriately for his or her professional position.
6. Acts with integrity, fairness, and professionalism.
7. Understands plant facilities and equipment management.

C) Equity

1. Assures presence and quality of educational programs that address the needs, interests, and abilities of all students.
2. Provides programs or activities that help all students acquire a positive civic identity and see themselves as integral members of our civic communities.
3. Fosters understanding that effort is a key factor in achievement.
4. Helps all students see themselves as unique individuals responsible for their own actions.
5. Assures high academic expectations for all students.
6. Holds teachers, students, and self to high standards of performance and behavior.

D) Community Relationships

1. Involves families and other community members in developing the vision, goals, improvement plans, and programs for the school/district.
2. Promotes partnerships among staff, families, the business community, and other community groups and uses community resources to enhance instruction.

E) Professional Responsibilities

1. Meets his or her legal and moral responsibilities.
2. Maintains interest in current developments in the professional discipline.
3. Knows educational principles and research that promote sound practices.
4. Studies educational research of relevance to professional responsibilities.

5. Is familiar with the range of instructional programs and policies that can promote academic learning for all students.
6. Is familiar with the range of student support services.
7. Is familiar with the range of professional training programs and providers for prospective teachers.
8. Knows multiple strategies to assess student performance.
9. Understands approaches to organizational change, school-based management, and school restructuring.
10. Understands federal, state, and municipal laws and regulations affecting schools, staff, and students including laws on disability, civil rights and responsibilities, issues of liability, and requirements of due process.
11. Demonstrates understanding of current issues in American education.

Capstone Experience

The Graduate Programs in School Administration culminate with a capstone experience with the School Administration Internship. Students must complete all other degree requirements and pass the appropriate Massachusetts Tests for Educator Licensure (MTEL) to enroll in this course. This course is designed to culminate the student's degree program and represents a key opportunity for program assessment. Please see the course description and specific licensure information for more details.

Licensure Information

Candidates must pass the Communication and Literacy Skills from the Massachusetts Tests for Educator Licensure (MTEL).

Course Descriptions

*Unless otherwise noted, all courses are 3 credits.

EDUC5107 Leadership I: The Administrator as Manager

This course examines the roles and responsibilities of the principal from a theoretical and practical perspective. Issues such as site-based management, community relations, facilities management, communication and supervision are addressed. Using case studies and other materials, students develop problem-solving skills and techniques.

EDUC5115 Educational Testing and Assessment

Students examine a variety of standardized measurement and assessment instruments and diagnostic techniques with specific emphasis on test construction, appropriate selection, administration, interpretation and use of results to modify instructional strategies. Through observations, demonstrations, models and class exercises students gain skills in constructing their own measurement instruments as well as using alternative forms of assessment such as portfolios, performance and demonstrations. Current issues regarding state and national testing are also discussed.

EDUC5503 Ethical and Professional Leadership

Educational leaders face ethical issues in the classroom and school setting. Through readings, discussion and analysis of case studies, students will reflect upon leadership styles. Issues of vision, influence, empowerment and inspiration will be addressed and students will develop competencies and strategies to confront and deal with ethical challenges.

EDUC5601 Budget and Fiscal Management in Schools*

This course presents an overview of sound fiscal management in the public and non-public school setting. Sources of revenue, budget preparation, allocation of resources, fiscal responsibility and ethical considerations are examined. Students develop practical budgeting and accounting techniques and financial assessment skills using spreadsheets. *Pre-practicum field-based experience is required.*

EDUC5603 Leadership II: The Administrator as Instructional Leader*

This course examines curriculum theory, models of curriculum design and the evaluation of curriculum for school and instructional improvement with an emphasis on the state curriculum frameworks. Major topics addressed are curriculum alignment, assessment, instructional planning and professional development. Emphasis is on the leadership role of the principal in shaping the instructional program of the school, setting clear and measurable goals for students. *Pre-practicum field-based experience is required.*

EDUC5605 Community Relations in Education

This course explores the historical role of the community in the education process and examines how the school has served as the principal agent for preserving and transmitting the values, ideology, technical knowledge and skills of the community. This course focuses on understanding the process of community-school change and identifying those elements that help to achieve equitable working relationships between the school and the community such as the process of school-community team building, developing consensus for decision making, group identification and group problem solving.

EDUC5607 Legal Issues in School Administration

An overview of the constitutional and statutory provisions as a basis for school law is studied and discussed, as well as an analysis of salient court decisions affecting the schools. Current legal concepts and practices that concern the rights, liabilities and responsibilities of all personnel employed by the school system are explored. Opportunities are provided for participants to review the legal ramifications of their local school's policies and official documents.

EDUC5611 Selection, Supervision, Evaluation and Development of School Personnel*

This course encompasses the many facets of the principal's role in personnel management within the school. It includes the recruitment and selection of professional and non-professional staff, professional development, techniques for supervision and evaluation, mentoring new teachers and collective bargaining. Pertinent state and federal laws and regulations are examined. Case studies and simulations offer practical strategies for addressing personnel issues. *Pre-practicum field-based experience is required.*

EDUC5621 Trends in the Development of Education

This course is a comprehensive overview of the historical and philosophical foundations of American education. It traces the fundamental Western concept of the educated person and the liberal arts in their basic variations, from its origins with the Greeks to the creative ambiguities of modern day. Students investigate the relationship between education and the liberal arts, as well as the cultural forces influencing modern education and school reform.

EDUC5666 Internship: School Administration I (3 credits)
EDUC5667 Internship: School Administration II (3 credits)
This internship experience is scheduled for advanced graduate students within the Graduate Programs in School Administration. An on-site practical school administration experience is provided as well as related seminar sessions. The experience is reserved for students who are able to assume administrative responsibilities on a part-time basis. Seminar sessions provide a support system for participants and are devoted to problem solving and discussing current issues and concerns in school administration.

EDUC5701 Technology Integration for Educators
This course assists educators to become technologically proficient using current and emergent technologies. Topics covered encompass aspects of technology planning, online learning, learning webs, program evaluation as well as social issues relating to technology integration and change. Participants learn the roles and responsibilities of various technology leaders and utilize an array of technology applications to enhance classroom instructions, motivate learners, and connect home and school.

Professional Development Programs for Educators

Annette Staros, Ed.D.
Coordinator

The Education Department develops and offers workshops and courses for teachers in response to identified needs. Professional Development Points are provided for attendance at workshops and courses for the purpose of meeting Massachusetts Department of Elementary and Secondary Education requirements for recertification. The credits provided through professional development programs are not applicable or transferable to degree-granting programs offered by the college through the Graduate and Professional Programs.

All courses are offered with the option of graduate credit as listed in the course description.

Course Descriptions

EDUC5002 Using Assessments and Interventions: Mathematics Grades PreK-2 – Part I

This 12-hour one-credit course is designed to provide participants with a practical foundation of assessment in early mathematics education. In addition to emphasizing the foundational concepts in the elementary mathematics curriculum, the course will offer a comprehensive overview of some of the most widely used mathematics assessments. Participants will learn to administer the assessments, record the results of the assessments, and use the results of the assessment to inform individual and whole class instruction. Participants will examine the most appropriate uses of each assessment tool and will begin to identify resources for individual and whole class interventions. Participants will develop their knowledge base through active participation in class discussions/activities, required course readings, and course assignments linked to their own classroom settings.

EDUC5003 Using Assessments and Interventions: Mathematics Grades PreK-2 – Part II

This 12-hour one-credit course is intended for teachers who have completed "Using Assessments and Interventions: Mathematics Grades PreK-2," Course I. Course II will deepen teachers' knowledge and understanding of the "big" mathematical ideas, concepts and skills necessary for the acquisition of early mathematics literacy. Special attention will be paid to the essential understandings young children need to master addition and subtraction. Emphasis will be placed on strategies and techniques for designing and managing differentiated learning groups for mathematics. Participants will broaden their repertoire of authentic, classroom-based assessments and instructional interventions and expand their knowledge base through active participation in class discussions/activities, required course readings, and course assignments linked to their own classroom needs.

EDUC5004 Using Manipulatives and Multiple Strategies: Mathematics 3-5

This 12-hour one-credit course is designed to provide participants with a practical foundation of instruction in mathematics education through the use of incorporating manipulatives and multiple intelligence lesson planning. In addition to emphasizing the foundational concepts in the elementary mathematics curriculum, the course will offer a comprehensive overview of some of the most widely used and most effective mathematics strategies and methodologies. Participants will learn to plan and implement student-centered lessons, evaluate the effectiveness of lessons, and use the results to inform individual and whole class instruction. Appropriate uses of each manipulative will be presented as well as additional resources for individual and whole class interventions. Participants will engage in class discussions and activities, complete required readings, and be given assignments to try techniques and strategies presented in the course in their own classrooms.

EDUC5006 Middle School Math: Algebra Strand 6-8

This 12-hour one-credit course is intended for middle school teachers of mathematics. The course will deepen knowledge and understanding of the NCTM standards for algebra for students in grades 6-8. The course will present the fundamental concepts of algebraic thinking and numerical thinking. Emphasis will be placed on providing a range of instructional strategies for teaching problem solving, promoting student thinking, developing questioning techniques, and integrating assessment of student errors into the process of instruction. Participants will develop math lessons which foster algebraic thinking through the use of manipulatives, drawings, tables, graphs, stories, applications and physical activities and learn to differentiate activities to accommodate varying levels of student understanding and abilities. Participants will be assessed through completion of assignments focused on application of techniques in their classrooms and written analyses and reflections on results.

EDUC5007 Classroom Strategies for Writing Workshop, Grades K-6 – Part I

This 12-hour one-credit course introduces the theoretical basis and components of Writing Workshop, including the use and management of writing cycles and the processes of drafting, revising, editing and publishing student writing. Instructional techniques for writers' notebooks, mini-lessons, and writing conferences are presented. Teachers will learn specific craft lessons as well as management strategies for independent writing. This course will demonstrate how teachers can take students through the writing process for personal narrative and poetry. Participants will maintain a writer's notebook; implement specific writing strategies and report in writing and through class presentations on results, sharing student work samples; and develop an instructional unit on personal narrative or poetry.

EDUC5008 Classroom Strategies for Writing Workshop, Grades K-6 – Part II

This 12-hour one-credit course will review and extend participants' understanding and skill in implementing the components of Writing Workshop which were presented in Part I, including instructional techniques for drafting, revising, editing and publishing student writing. Additional strategies for writers' notebooks, mini-lessons, writing conferences and classroom management will be presented. Instructional techniques for teaching personal narrative and poetry will be presented, and genre writing will be introduced. Participants will maintain a writer's notebook; implement specific writing

strategies; report on results in writing and through class presentations, sharing student work samples; and develop an instructional unit on poetry or genre writing.

EDUC5009 Middle School Math: Probability and Statistics Strand 6-8

This 12-hour one-credit course is intended for middle grade mathematics teachers to deepen their knowledge and understanding of the NCTM Probability and Statistics Strand 6-8. Emphasis will be placed on instructional strategies, problem solving, student thinking, questioning techniques, and assessment of student errors. Participants will develop math lessons which promote problem solving through the use of manipulatives, drawings, tables, graphs, applications, experiments, games and projects.

EDUC5010 Differentiated Instructional Strategies, K-8

This 12-hour one-credit course will focus on strategies and techniques for incorporating differentiated instruction into classroom practices to meet the diverse needs and abilities of students. Participants will explore Gardner's theory of multiple intelligences and Bloom's Taxonomy as tools for developing differentiated lesson plans and instructional units for use in everyday classroom practice.

EDUC5011 Finally! Assessments that Work

This 12-hour one-credit course is designed for teachers of grades K-8. Participants will explore practical techniques for developing and using formative and summative assessments that inform instruction and meet the diverse needs of students. Participants will develop and test with their students a variety of strategies for differentiating assessment and instruction.

EDUC5020 Instruction for All Students

This six-day three-credit course will focus on the principles of standards-based lesson design and the techniques of standards-based instruction, including the development of clearly articulated standards and objectives. A wide range of strategies and skills for teaching and assessing diverse learners and techniques for motivating and engaging all students in the learning process will be presented. Students will: compare and contrast past educational theory and practice (where we've been) and present educational theory and practice (where we're going); increase their proficiency in standards-based lesson and unit design; add to their repertoire of ways to increase student learning (framing the learning, active learning, input strategies, checking for understanding, assessment); identify and apply the attributes of standards-based education, including assessing with balance; create learning environments which reflect high standards and expectations and connections to the real world.

Emmanuel College also offers science content professional development summer institutes for teachers. Courses are designed to present current scientific research and findings in a variety of fields. Each course meets for four six-hour sessions providing professional development points for recertification. Participants may also choose to take courses for two graduate credits.

Sally Dias, Ed.D. and
Fiona McDonnell, Ed.D.
Coordinators

BIOL5001 The Physics and Biology of DNA

DNA is the central molecule of life. An enormous amount of research and teaching is devoted to understanding this molecule. In addition to being of great biological importance, DNA also provides beautiful examples of basic physical principles.

Through lectures, discussions, and laboratory and computer exercises, participants will learn about the biological role of DNA and its physical properties. Participants will see a demonstration of how biophysical data can be collected from single molecules of DNA, and be guided through the analysis of actual data. There will be group discussions on how instruction in both the life and physical sciences can be enhanced by using DNA as an example.

BIOL5002 Brain Plasticity and Neurodegenerative Diseases

Brain plasticity is the amazing ability of the brain to change in response to experience. These changes are often positive, contributing to increased learning or enhanced sensory capabilities. Neurodegenerative diseases can modify brain plasticity, yet this process is poorly understood. Participants will work as small research teams to test hypotheses using prepared biological samples and behavioral footage from mice afflicted with neurological disorders (similar to those experienced by humans). This course will meet three goals: 1) Participants will be introduced to current theories and findings in the literature, relevant to brain plasticity and neurodegenerative disorders; 2) Participants will learn strict criteria necessary to accurately quantify raw data (at the behavioral, cellular, and molecular levels); 3) Participants will determine the onset of disease symptoms and recommend a strategy for therapeutic intervention. Current intervention strategies, such as tissue transplants and stem cell therapy, will be discussed. Perhaps most importantly, participants will be provided with creative ideas/worksheets that they can use to introduce this hot topic into the high school classroom curriculum in a way that encourages meaningful student interactions and active learning.

BIOL5003 Neuroscience and Immunology

Neuroscience and immunology represent two of the fastest growing sciences in biomedical research. The scope of both of these fields incorporates genetics, cell biology, molecular biology, systems physiology, as well as advanced lab techniques including imaging, DNA analysis, and both *in vitro* and *in vivo* assays. In this institute, participants will be led through an example of the interdisciplinary approach used in an ongoing research project currently underway at Emmanuel College. During these four days, time will be split between discussions of the interplay between the nervous and immune systems, followed by hands-on lab work that will take participants through the process of studying the function of microglial cells, cells that originate in the bone marrow and migrate into the central nervous system. These studies will have important implications in further understanding such diseases as Alzheimer's, Parkinson's, and Multiple Sclerosis.

BIOL5004 Biology in the Big Picture

This course focuses on science content for high school teachers and other professionals. The world of science is often perceived as existing in a vacuum; the dispassionate search for "truth" independent of influence and bias. In reality, the practice of science sits right at the intersection of knowledge, impacting fields such as law, politics, literature, art, religion, and business, and being equally subject to influence from these fields and others. What would the science be in going to the moon without Jules Verne? What impact will knowing your genetic sequence have on your future job options? Does prayer play any role in surgical outcomes? We will address these questions (and many others) as we investigate the role of science in the larger world around us.

BIOL5005 Using Genomics to Investigate Gene Structure

This course focuses on science content for high school teachers and other professionals. The course will cover the science of genomics and how genome data can be applied to develop inquiry-based investigation into gene structure and function. Through lectures, discussions, and computer laboratory exercises, participants will learn the basic science and applications of genome sequencing. Hands-on experiences will include interactive computer-based research projects using an ongoing scientific investigation, free software, and public databases.

CHEM5001 Forensic Chemistry

This course is designed to introduce participants to some of the specialized fields of forensic science and modern tools and techniques to obtain relevant criminal and legal evidence. It will provide the fundamental principles and technology upon which they are based. The workshop will cover questions related to classwork as well as laboratory exercises that are appropriate for incorporation into the high school curriculum. The activities on each day will include lecture, group discussions, and computer and laboratory exercises.

Graduate Programs in Management

Graduate Programs in Human Resource Management

Master of Science in Human Resource Management (HRM)

Graduate Certificate in Human Resource Management (HRC)

Graduate Programs in Management and Biopharmaceutical Leadership

Master of Science in Management with specialization in Biopharmaceutical Leadership (BPM)

Graduate Certificate in Biopharmaceutical Leadership (BPC)

Graduate Programs in Management

Master of Science in Management (MSM)

Graduate Certificate in Management and Leadership (MLC)

Graduate Programs in Management and Research Administration

Master of Science in Management with specialization in Research Administration (RAM)

Graduate Certificate in Research Administration (RAC)

Graduate Programs in Human Resource Management (HRM)

Master of Science in Human Resource Management (HRM)
Certificate in Human Resource Management (HRC)

The **Master of Science in Human Resource Management** (**HRM**) is an intensive, integrated learning experience that prepares students to be able to address the strategic issues faced by human resource professionals in today's complex organizations. The curriculum challenges students to develop skills that will allow them to think critically, be an ethical leader and an effective communicator, develop effective recruitment practices, manage compensation and benefits and understand employee and labor relations. This program prepares students to function as generalists in the human resource field, to integrate academic theory and practical experience and to play an expanded role in the constantly evolving human resource function.

The degree requires 36 credits (11-12 courses). A cumulative average of 3.0 or better is required for a graduate degree. Courses are seven weeks, conducted throughout the calendar year, and offered in face-to-face or fully online formats.

The degree program focuses on the following topics:
- Organizational theories of behavior
- Organizational development
- Communication
- Leadership and strategic planning
- The employee/employer relationship: practices, procedures, and legal aspects
- Ethical and diversity issues
- Managing compensation and benefits
- Negotiation and conflict management
- Financial management
- Information systems management
- Qualitative research

The **Graduate Certificate in Human Resource Management** (**HRC**) is an intensive program that prepares students with the core knowledge needed to develop and enhance skills needed to function as an HR generalist. The curriculum challenges students to develop skills that will allow them to think critically, develop effective recruitment practices, manage compensation and benefits, and understand employee and labor relations.

Studying with a Cohort

The Online Graduate Certificate in Human Resource Management is designed to be completed by cohort student groups. A group of students will begin the program together and are expected to complete courses consecutively in the prescribed order to complete degree requirements together and at the same time. The prescribed order of courses for a particular cohort are laid out in the Graduate and Professional Programs course schedule and designated by a cohort name. If you have questions about your cohort name, contact your Academic Advisor. MSM/HRM9009 is the first required course in the graduate management programs. The order of the

remaining required courses are prescribed based on the cohort groups and do not designate prerequisites. The purpose of the cohort groups is to foster a student experience focused on collegial sharing, where the cohort group works as a supportive network to achieve your academic goals.

The certificate requires 18 credits (six courses). A cumulative average of 3.0 or better is required for a graduate certificate. Courses are seven weeks, conducted throughout the calendar year, and offered in face-to-face or fully online formats.

The certificate program focuses on the following topics:

- Organizational theories of behavior
- Leadership and strategic planning
- The employee/employer relationship: practices, procedures, and legal aspects
- Ethical and diversity issues
- Managing compensation and benefits

Requirements

Master of Science in Human Resource Management

HRM9009	Leadership and Organizational Behavior
HRM9014	Organizational Development
HRM9015	Financial Management
HRM9019	Negotiation and Conflict Management
HRM9028	Managing Diversity in Contemporary Organizations
HRM9029	Management Information Systems
HRM9032	Labor and Employee Relations
HRM9034	Employment and Recruitment
HRM9035	Compensation and Benefits
HRM9036	Strategic Planning and Management
HRM9038	Capstone Seminar (6 credits)

Certificate in Human Resource Management

HRM9009	Leadership and Organizational Behavior
HRM9028	Managing Diversity in Contemporary Organizations
HRM9032	Labor and Employee Relations
HRM9034	Employment and Recruitment
HRM9035	Compensation and Benefits
HRM9036	Strategic Planning and Management

Learning Goals and Outcomes

Students completing either of the Graduate Programs in Human Resource Management will:

1. Demonstrate a proficiency of knowledge in the areas of leadership, ethics and behavioral science interventions in an organizational context.
2. Have advanced their ability in critical analysis and written and oral communications.
3. Have a basic understanding of managing compensation and benefits, employment and recruitment strategies and employee and labor relations.

Students completing the Master of Science degree will additionally:

4. Demonstrate a proficiency of knowledge in the areas of research methods, organizational development, and strategic planning.
5. Demonstrate mastery of knowledge by completing HRM9038 Capstone Seminar which requires students to identify an area of improvement in organizational practice in an industry or a specific

organization. The project combines original research and critical thinking, supported by literature from the field, with a review of industry best-practices.
6. Have a literature review, best-practice analysis and gathered data to support their conclusions and recommendations.
7. Demonstrate leadership skills by building evidence for the final project, gathering support from colleagues and pulling information together to support conclusions and recommendations.

The Capstone Experience

The Master of Science in Human Resource Management program culminates with a capstone experience with the course HRM9038 Capstone Seminar. Students must complete all course requirements and submit an acceptable concept for the project to the faculty member to be enrolled in this course. This course is designed to culminate the student's degree program and represents a key opportunity for program assessment. Please see the course description for more details.

Course Descriptions

Unless otherwise noted, all courses are 3 credits.

HRM9009 Leadership and Organizational Behavior

This course takes the traditional Organizational Behavior topics such as motivation, communication, collaboration, change, culture, the nature of groups and systems dynamics, and views them from the perspective of leadership. As well as learning how to apply this knowledge to improve organizational effectiveness, students examine the effect their own leadership approach has on organizational change. Primary skills to be gained in this course include organizational analysis and problem solving through class experiential exercises and case discussions. *This is the first required course in the Master of Science in Human Resource Management and the Graduate Certificate in Human Resource Management.*

HRM9014 Organizational Development

Internal and external environmental forces driving organizational change face resisting forces that maintain the status quo. The leader's role as a collaborative change agent is examined and possible individual, group and organization-wide interventions are investigated. Concepts regarding the depth of change and culturally appropriate strategies for entry and change are evaluated. Students assess models of change and plan and execute data-gathering activities. Change scenarios and qualitative research activities are evaluated for use within an organization to begin preparing for the Capstone Seminar. *This is the second course in the Graduate Human Resource Management curriculum.*

HRM9015 Financial Management

Students will develop an understanding of the role of finance in the business organization. Topics include ratio analysis, creation of pro forma financial statements, sources of funds for financial operations, managing the cash flow process, the cost of capital and capital budgeting. In addition, the financial impacts of international operations will be explored.
This is the third course in the Graduate Human Resource Management curriculum.

HRM9019 Negotiation and Conflict Management

Alternative Dispute Resolution (ADR) processes and procedures help parties to a business dispute participate in a non-adversarial, collaborative search for mutually beneficial outcomes. Students will review and critically examine significant ethical, public policy, and other considerations that affect an organization's use of ADR processes and their potential impact on its

operations. An analytical framework and strategies to effectively examine and address several key considerations will be developed. Students will analyze the dynamics of communication and practice fundamental conflict resolution skills, including effective oral and written communication.
This is the fourth course in the Graduate Human Resource Management curriculum.

HRM9028 Managing Diversity in Contemporary Organizations

Economic, technological, demographic, and environmental changes have meant that today's organizations are becoming progressively more diverse. This course has been designed to allow students to explore issues of individuality and diversity in several contexts, with the goal of providing them with practical insights and tools to navigate this changing environment. During this course we will examine how differences affect individuals, groups and leaders in contemporary organizations, including effects related to both the domestic and in global environments. Issues of stereotype, bias and resistance are examined from both personal and organizational viewpoints, supporting a clear insight into managing diversity. Students learn about the ethical and legal responsibilities of organizations, and will link these to culturally appropriate strategies and analytical competencies which will create a capacity to champion ethics and diversity in the workplace and community.
This is the fifth course in the Graduate Human Resource Management curriculum.

HRM9029 Management Information Systems

This course provides students with the necessary knowledge and skills to assume leadership roles in information management, including the effective use of information for strategic planning, management control, program evaluation and outcome assessment. In addition, the course addresses oversight of information processes and evaluation of software for practitioners. This course assumes basic computer literacy. Knowledge of specific programs is not required; however, assignments will assume proficiency in word processing, spreadsheet and database applications.
This is the sixth course in the Graduate Human Resource Management curriculum.

HRM9032 Labor and Employee Relations

The employer/employee relationship is examined within the context of the National Labor Relations Act. Emphasis is placed on the role of unions, collective bargaining rights and agreements, arbitration, and contracts, as well as such topics as antitrust laws, federal and state regulations, concerted activity, and permitted methods of employee participation in management decision making.
This is the seventh course in the Graduate Human Resource Management curriculum.

HRM9034 Employment and Recruitment

This course focuses on the employment function emphasizing strategic recruiting and employee retention through employee performance management. Topics include the employment process, workforce planning, job analysis and job descriptions, creative recruiting strategies, employee coaching and counseling and the employee corrective process.
This is the eighth course in the Graduate Human Resource Management curriculum.

HRM9035 Compensation and Benefits

Theory and practice relating organizational characteristics to compensation-system strategy, design, and administration are covered. Topics include job evaluation, pay surveys, pay structure, pay administration, as well as individual and group incentives. A comprehensive overview of employee

benefit principles and concepts will be presented. The design and administration of benefits such as pension, insurance, medical and other welfare plans as well as employer-provided benefits will be analyzed and reviewed. Additional topics include current trends, the impact of organizational characteristics on benefit strategy/design, and cost-effectiveness. Applicable state and federal regulations will be examined.
This is the ninth course in the Graduate Human Resource Management curriculum.

HRM9036 Strategic Planning and Management

Students identify strategic management areas for organizations and evaluate these in terms of changing environments. Skills are developed in strategic planning and scenario building for the alignment of mission, vision, strategies, goals and objectives. The realities of strategic management and ethical leadership are examined through current applications.
This is the tenth course in the Graduate Human Resource Management curriculum.

HRM9038 Capstone Seminar (6 credits)

The 14-week capstone seminar allows students to integrate the management theories and organizational improvement practices mastered throughout earlier courses in the program. It is designed to synthesize these skills with research methods that are appropriate to organizational improvement in a variety of settings, both for-profit and not-for-profit. Student ability to communicate through a variety of methods, including written (as in the statement of problem and recommendations) and visual communication (choosing the appropriate tools to present data collected), will be emphasized throughout the process. The final deliverable of the capstone seminar is a report detailing the professional leadership project.
Prerequisites: Completion of all required courses and permission of Academic Advisor

Graduate Programs in Management and Biopharmaceutical Leadership

Master of Science in Management with specialization in Biopharmaceutical Leadership (BPM)

Certificate in Biopharmaceutical Leadership (BPC)

The **Master of Science in Management** with specialization in Biopharmaceutical Leadership (BPM) is designed for professionals currently working or interested in working in the biopharmaceutical research environment. The program provides participants with a specialized management curriculum focused in the context of the biopharmaceutical environment, including intellectual property law, the pharmaceutical regulatory process, creating and implementing strategy, and research on a global scale. These specialized courses are complemented by general management courses that place an emphasis on leadership, organizational behavior, ethics, and managing teams.

The degree requires 36 credits (11-12 courses). A cumulative average of 3.0 or better is required for a graduate degree. Courses are seven weeks, conducted throughout the calendar year, and offered in face-to-face or fully online formats.

Studying with a Cohort

The Graduate Programs in Management and Biopharmaceutical Leadership are designed to be completed by cohort student groups. A group of students will begin the program together and are expected to complete courses consecutively in the prescribed order to complete degree requirements together and at the same time. The prescribed order of courses for a particular cohort are laid out in the Graduate and Professional Programs course schedule and designated by a cohort name. If you have questions about your cohort name, contact your Academic Advisor. MSM/HRM9009 is the first required course in the graduate management programs. The order of the remaining required courses are prescribed based on the cohort groups and do not designate prerequisites. The purpose of the cohort groups is to foster a student experience focused on collegial sharing, where the cohort group works as a supportive network to achieve your academic goals.

The degree program focuses on the following topics:

- Leadership and strategic planning
- Organizational theories of behavior
- Leading teams; negotiation and conflict management
- Project management in the biosciences
- Research strategies in the global environment
- Law, government, and society in the biopharmaceutical environment
- Information systems management
- Qualitative research
- Economics
- Financial management

The Graduate Certificate in Biopharmaceutical Leadership (BPC) is designed for professionals currently working or interested

in working in the biopharmaceutical research environment. The curriculum addresses critical skill areas in leadership and management, including organizational behavior, team leadership, and project management. This graduate certificate program also provides an overview of aspects of the biopharmaceutical environment, including intellectual property law, the pharmaceutical regulatory process, creating and implementing strategy, and research on a global scale.

The certificate requires 18 credits (six courses). A cumulative average of 3.0 or better is required for a graduate certificate. Courses are seven weeks, conducted throughout the calendar year, and offered in face-to-face or fully online formats.

The certificate program focuses on the following topics:

- Leadership and strategic planning
- Organizational theories of behavior
- Leading teams
- Project management in the biosciences
- Research strategies in the global environment
- Law, government, and society in the biopharmaceutical environment

Requirements

Master of Science in Management with specialization in Biopharmaceutical Leadership

BPC9009	Leadership and Organizational Behavior
BPC9018	Leading Effective Teams
BPC9021	Project Management in the Biosciences
BPC9023	Research in a Global Environment
BPC9034	Creating and Implementing Strategy in the Biopharmaceutical Environment
BPC9037	The Biopharmaceutical Environment: Law, Government, and Society
MSM9015	Financial Management
MSM9019	Negotiation and Conflict Management
MSM9022	Changing Economies
MSM9029	Management Information Systems
MSM9038	Capstone Seminar (6 credits)

Certificate in Biopharmaceutical Leadership

BPC9009	Leadership and Organizational Behavior
BPC9018	Leading Effective Teams
BPC9021	Project Management in the Biosciences
BPC9023	Research in a Global Environment
BPC9034	Creating and Implementing Strategy in the Biopharmaceutical Environment
BPC9037	The Biopharmaceutical Environment: Law, Government, and Society

Learning Goals and Outcomes

Students completing either of the Graduate Programs in Management and Biopharmaceutical Leadership will:

1. Demonstrate a proficiency of knowledge in the areas of intellectual property, the pharmaceutical regulatory approval process, research in the global environment, project management and strategy as related to the biopharmaceutical industry.
2. Have advanced their ability in critical analysis and written and oral communications.
3. Have a basic understanding of managing teams, leadership and organizational behavior.

Students completing the Master of Science degree will additionally:

4. Demonstrate a proficiency of knowledge in the areas of negotiation and conflict management.
5. Have a basic understanding of financial management and how changing economies impact organizations.
6. Demonstrate knowledge in the areas of management information systems and planning.
7. Demonstrate mastery of knowledge by completing MSM9038 Capstone Seminar which requires students to identify an area of improvement in organizational practice in an industry or a specific organization. The project combines original research and critical thinking, supported by literature from the field, with a review of industry best-practices.
8. Have a literature review, best-practice analysis and gathered data to support their conclusions and recommendations.
9. Demonstrate leadership skills by building evidence for the final project, gathering support from colleagues and pulling information together to support conclusions and recommendations.

The Capstone Experience

The Master of Science in Management with specialization in Biopharmaceutical Leadership program culminates with a capstone experience with the course MSM9038 Capstone Seminar. Students must complete all course requirements and submit an acceptable concept for the project to the faculty member to be enrolled in this course. This course is designed to culminate the student's degree program and represents a key opportunity for program assessment. Please see the course description for more details.

Course Descriptions

Courses are 3 credits unless indicated otherwise.

BPC9009 Leadership and Organizational Behavior

Leadership and Organizational Behavior is the study of individual and group behavior in organizations and how leadership and management interacts with and affects those behaviors. As students explore the role personality and individual style plays within organizations, they also begin to form a personal leadership philosophy. This course takes the traditional organizational behavior topics such as motivation, communication, collaboration, change, culture, the nature of groups and systems dynamics, and views them from the perspective of leadership. As well as learning how to apply this knowledge to improve organizational effectiveness, students examine the effect their own leadership approach has on organizational change. *This is the first required course in the Master of Science in Management and Leadership with a specialization in Biopharmaceutical Leadership and the Graduate Certificate in Biopharmaceutical Leadership.*

BPC9018 Leading Effective Teams

Multidisciplinary or cross-functional project teams have become the norm for carrying out drug discovery and development in the biopharmaceutical industry. In this course, students will investigate the processes of developing high-performing teams in the biopharmaceutical environment. Supervisory and participative leadership will be compared to team leadership with emphasis on style versatility, trust building, facilitation, managing in a cross-functional environment, managing change, conflict management, and negotiation. Students will also evaluate the role of teams as communities within the larger workplace.
This is the second course in the Graduate Biopharmaceutical Leadership curriculum.

BPC9021 Project Management in the Biosciences

This course is designed to provide scientists who either are or anticipate being a member or leader of a project team in a biopharmaceutical research environment with a basic foundation in project management processes and tools. The course will begin with an overview of "product" development, highlighting the multiple disciplines involved over the life of a project and how project management principles can be applied to product development in the bioscience sector. Students will apply their knowledge of "Leading Effective Teams" and will learn to apply project management processes and tools to ensure timely delivery of the team's "product." Combining theory and practice, the team will develop a strategy and translate it into an integrated project plan, will execute and control the project, and conduct a proper project closure.
This is the third course in the Graduate Biopharmaceutical Leadership curriculum.

BPC9023 Research in a Global Environment

Working in today's biopharmaceutical industry means working in a diverse environment. Competitive, technological, and environmental changes have resulted in biopharmaceutical firms that are truly multinational organizations that recruit, and whose leaders must manage, talent from all corners of the globe, often virtually. This course has been designed to allow students to explore issues of individuality and diversity in several contexts, with the goal of providing them with practical insights and tools to navigate this changing environment. During this course students will examine research trends in the industry, including external partnering and outsourcing, and how different R&D models affect individuals, groups, and leaders in contemporary biopharmaceutical organizations. Issues of stereotype, bias, and resistance are examined from both personal and organizational viewpoints. Students learn about both best practice and industry-specific approaches to managing the challenges and leveraging the opportunities for leadership in this environment.
This is the fourth course in the Graduate Biopharmaceutical Leadership curriculum.

BPC9034 Creating and Implementing Strategy in the Biopharmaceutical Environment

In this course, students develop experience in linking applied science with the business aims in the biopharmaceutical industry. Students explore the upper-management mindsets that drive strategy, core missions, operating goals, short- and long-term objectives, and organizational structure and culture. The importance of the external environment on strategy is also discussed. Strategy is examined from the perspectives of both large, multinational biopharmaceutical firms and small, privately held companies. Throughout the course, current case studies are used to highlight the mix of scientific and management skills required for success in today's dynamic and highly competitive biopharmaceutical markets.
This is the fifth course in the Graduate Biopharmaceutical Leadership curriculum.

BPC9037 The Biopharmaceutical Environment: Law, Government, and Society

Students will explore the nature of the biopharmaceutical industry today and the environment in which it operates. The legal processes by which inventions are protected will be discussed together with the use of licensing as a means to gain access to inventions for commercial development. The regulatory systems that impact product development will be investigated. Students will also explore, from different perspectives, some of the current biopharmaceutical industry issues confronting society.

This is the sixth course in the Graduate Biopharmaceutical Leadership Curriculum.

MSM9015 Financial Management

Students will develop an understanding of the role of finance in the business organization. Topics include ratio analysis, creation of pro forma financial statements, sources of funds for financial operations, managing the cash flow process, the cost of capital and capital budgeting. In addition, the financial impacts of international operations will be explored.
This is the seventh course in the Graduate Biopharmaceutical Leadership curriculum.

MSM9019 Negotiation and Conflict Management

Students will evaluate dispute resolution processes and procedures that help parties in a business dispute participate in a non-adversarial, collaborative search for mutually beneficial outcomes. This course also examines significant ethical, public policy, and other considerations that affect an organization's use of these processes and their potential impact on its operations.
This is the eighth course in the Graduate Biopharmaceutical Leadership curriculum.

MSM9022 Changing Economies

Current issues in economics and their relationship to the achievement of organizational goals will be discussed. The impact of economic reality on the student's own organization will be analyzed.
This is the ninth course in the Graduate Biopharmaceutical Leadership curriculum.

MSM9029 Management Information Systems

Students develop an understanding of the major role information technology occupies in today's workplace. The course focuses on trends in the industry, strategic decision making, cost-benefit justification, supply chain management, organizational restructuring, and CRM as they relate to information technology.
This is the tenth course in the Graduate Biopharmaceutical Leadership curriculum.

MSM9038 Capstone Seminar (6 credits)

Combining skills from earlier courses in the program with research methods appropriate to organizational improvement, the student conducts research on an organization or industry. The student produces a final report detailing the professional leadership project and presents his/her research project to faculty and peers for evaluation and feedback.

Graduate Programs in Management

Master of Science in Management (MSM)
Certificate in Management and Leadership (MLC)

The **Master of Science in Management** (**MSM**) is an intensive, integrated learning experience that prepares students to be effective leaders and managers in various organizational environments. The curriculum challenges students to develop skills that will allow them to think critically, be an effective communicator, create visions based on ethical values, take strategic risks and become global leaders.

The degree requires 36 credits (11-12 courses). A cumulative average of 3.0 or better is required for a graduate degree. Courses are seven weeks, conducted throughout the calendar year, and offered in face-to-face or fully online formats.

The degree program focuses on the following topics:
- Leadership and strategic planning
- Organizational theories of behavior
- Communication
- Operations and financial management
- Organizational development
- Negotiation and conflict
- Information systems management
- Ethical decision making
- Cultural diversity
- Qualitative research
- Managing teams
- Global economies

The **Graduate Certificate in Management and Leadership** (**MLC**) is an intensive program that prepares students with the core knowledge needed to develop and enhance their leadership skills. The curriculum challenges students to understand the similarities and differences between management and leadership, become an effective negotiator, and think strategically.

The certificate requires 18 credits (six courses). A cumulative average of 3.0 or better is required for a graduate certificate. Courses are seven weeks, conducted throughout the calendar year, and offered in face-to-face or fully online formats.

The certificate program focuses on the following topics:
- Leadership
- Communications: oral and written
- Organizational theories of behavior
- Negotiation and conflict
- Ethical decision making
- Cultural diversity
- Managing teams

Requirements

Master of Science in Management

MSM9009	Leadership and Organizational Behavior
MSM9014	Organizational Development
MSM9015	Financial Management
MSM9018	Leading Effective Teams
MSM9019	Negotiation and Conflict Management

MSM9022	Changing Economies
MSM9025	Operations Management
MSM9028	Managing Diversity in Contemporary Organizations
MSM9029	Management Information Systems
MSM9034	Strategic Planning and Management
MSM9038	Capstone Seminar (6 credits)

Certificate in Management and Leadership

MSM9009	Leadership and Organizational Behavior
MSM9015	Financial Management
MSM9018	Leading Effective Teams
MSM9019	Negotiation and Conflict Management
MSM9028	Managing Diversity in Contemporary Organizations
MSM9034	Strategic Planning and Management

Learning Goals and Outcomes

Students completing either of the Graduate Programs in Management and Leadership will:

1. Demonstrate a proficiency of knowledge in the areas of leadership, ethics and behavioral science interventions in an organizational context.
2. Have advanced their ability in critical analysis and written and oral communications.
3. Have a basic understanding of leading teams, negotiation strategies and managing conflict.
4. Have a basic understanding of financial management, decision making and strategic planning.

Students completing the Master of Science degree will additionally:

5. Demonstrate a proficiency of knowledge in the areas of organizational change and development, research methods and managing information systems.
6. Have a basic understanding of operations management.
7. Demonstrate mastery of knowledge by completing MSM9038 Capstone Seminar which requires students to identify an area of improvement in organizational practice in an industry or a specific organization. The project combines original research and critical thinking, supported by literature from the field, with a review of industry best-practices.
8. Have a literature review, best-practice analysis and gathered data to support their conclusions and recommendations.
9. Demonstrate leadership skills by building evidence for the final project, gathering support from colleagues and pulling information together to support conclusions and recommendations.

The Capstone Experience

The Master of Science in Management program culminates with a capstone experience with the course HRM9038 Capstone Seminar. Students must complete all course requirements and submit an acceptable concept for the project to the faculty member to be enrolled in this course. This course is designed to culminate the student's degree program and represents a key opportunity for program assessment. Please see the course description for more details.

Course Descriptions

Unless otherwise noted, all courses are 3 credits.

MSM9009 Leadership and Organizational Behavior

This course takes the traditional Organizational Behavior topics such as motivation, communication, collaboration, change, culture, the nature of groups and systems dynamics, and views them from the perspective of leadership. As well as learning how

to apply this knowledge to improve organizational effectiveness, students examine the effect their own leadership approach has on organizational change. Primary skills to be gained in this course include organizational analysis and problem solving through class experiential exercises and case discussions.
This is the first required course in the Master of Science in Management and Leadership and the Graduate Certificate in Management and Leadership.

MSM9014 Organizational Development

Internal and external environmental forces driving organizational change face resisting forces that maintain the status quo. The leader's role as a collaborative change agent is examined and possible individual, group and organization-wide interventions are investigated. Concepts regarding the depth of change and culturally appropriate strategies for entry and change are evaluated. Students assess models of change and plan and execute data-gathering activities. Change scenarios and qualitative research activities are evaluated for use within an organization to begin preparing for the Capstone Seminar.
This is the second course in the Graduate Management curriculum.

MSM9015 Financial Management

Students will develop an understanding of the role of finance in the business organization. Topics include ratio analysis, creation of pro forma financial statements, sources of funds for financial operations, managing the cash flow process, the cost of capital and capital budgeting. In addition, the financial impacts of international operations will be explored.
This is the third course in the Graduate Management curriculum.

MSM9018 Leading Effective Teams

Developing high performance teams is critical in today's organizations. Supervisory and participative leadership will be compared to team leadership with emphasis on style, versatility, trust building, facilitation, empowerment, conflict management and negotiation. The theory of transforming teams into workplace communities will be explored as a possible outcome of inter-team collaboration.
This is the fourth course in the Graduate Management curriculum.

MSM9019 Negotiation and Conflict Management

Alternative Dispute Resolution (ADR) processes and procedures help parties to a business dispute participate in a non-adversarial, collaborative search for mutually beneficial outcomes. Students will review and critically examine significant ethical, public policy, and other considerations that affect an organization's use of ADR processes and their potential impact on its operations. An analytical framework and strategies to effectively examine and address several key considerations will be developed. Students will analyze the dynamics of communication and practice fundamental conflict resolution skills, including effective oral and written communication.
This is the fifth course in the Graduate Management curriculum.

MSM9022 Changing Economies

Current issues in economics and their relationship to the achievement of organizational goals will be discussed. The impact of economic reality on real organization will be analyzed.
This is the sixth course in the Graduate Management curriculum.

MSM9025 Operations Management

Operations effectiveness is critical to any enterprise, including manufacturers, service providers, or non-profits. Further, quality operations require understanding of basic statistical techniques in order to measure

and improve outcomes. This course provides students with an understanding of operations and data analysis techniques to support decisions. Case studies and spreadsheets will be used to apply students' understanding to a range of operations issues.
This is the seventh course in the Graduate Management curriculum.

MSM9028 Managing Diversity in Contemporary Organizations

Economic, technological, demographic, and environmental changes have meant that today's organizations are becoming progressively more diverse. This course has been designed to allow students to explore issues of individuality and diversity in several contexts, with the goal of providing them with practical insights and tools to navigate this changing environment. During this course we will examine how differences affect individuals, groups and leaders in contemporary organizations, including effects related to both the domestic and global environments. Issues of stereotype, bias and resistance are examined from both personal and organizational viewpoints, supporting a clear insight into managing diversity. Students learn about the ethical and legal responsibilities of organizations, and will link these to culturally appropriate strategies and analytical competencies which will create a capacity to champion ethics and diversity in the workplace and community.
This is the eighth course in the Graduate Management curriculum.

MSM9029 Management Information Systems

This course provides students with the necessary knowledge and skills to assume leadership roles in information management, including the effective use of information for strategic planning, management control, program evaluation and outcome assessment. In addition, the course addresses oversight of information processes and evaluation of software for practitioners. This course assumes basic computer literacy. Knowledge of specific programs is not required; however, assignments will assume proficiency in word processing, spreadsheet and database applications.
This is the ninth course in the Graduate Management curriculum.

MSM9034 Strategic Planning and Management

Students identify strategic management areas for organizations and evaluate these in terms of changing environments. Skills are developed in strategic planning and scenario building for the alignment of mission, vision, strategies, goals and objectives. The realities of strategic management and ethical leadership are examined through current applications.
This is the tenth course in the Graduate Management curriculum.

MSM9038 Capstone Seminar (6 credits)

The 14-week capstone seminar allows students to integrate the management theories and organizational improvement practices mastered throughout earlier courses in the program. It is designed to synthesize these skills with research methods that are appropriate to organizational improvement in a variety of settings, both for-profit and not-for-profit. Student ability to communicate through a variety of methods, including written (as in the statement of problem and recommendations) and visual communication (choosing the appropriate tools to present data collected), will be emphasized throughout the process. The final deliverable of the capstone seminar is a report detailing the professional leadership project.
Prerequisite: Completion of all required courses and permission of Academic Advisor

Graduate Programs in Management and Research Administration

Master of Science in Management with specialization in Research Administration (RAM)

Certificate in Research Administration (RAC)

The **Master of Science in Management (RAM)** with specialization in Research Administration is an intensive, integrated learning experience designed to provide skills and preparation for effective leadership to those working in sponsored research environments. The program provides participants with a specialized curriculum focused on an overview of research administration, sponsored programs, finance and accounting, compliance, legal issues, and organizational behavior. These specialized courses are complemented by general management courses that place an emphasis on leadership, ethics, and strategic planning.

The degree requires 36 credits (11-12 courses). A cumulative average of 3.0 or better is required for a graduate degree. Courses are seven weeks, conducted throughout the calendar year, and offered in face-to-face or fully online formats.

Studying with a Cohort

The Graduate Programs in Management and Research Administration are designed to be completed by cohort student groups. A group of students will begin the program together and are expected to complete courses consecutively in the prescribed order to complete degree requirements together and at the same time. The prescribed order of courses for a particular cohort are laid out in the Graduate and Professional Programs course schedule and designated by a cohort name. If you have questions about your cohort name, contact your Academic Advisor. MSM/HRM9009 is the first required course in the graduate management programs. The order of the remaining required courses are prescribed based on the cohort groups and do not designate prerequisites. The purpose of the cohort groups is to foster a student experience focused on collegial sharing, where the cohort group works as a supportive network to achieve your academic goals.

The degree program focuses on the following topics:

- Leadership and strategic planning
- Organizational theories of behavior
- Communication
- Financial accounting and financial management for sponsored programs
- Organizational development
- Ethical decision making
- Diversity and global issues
- Managing contracts
- Compliance and legal issues
- Qualitative research
- Economics

The **Graduate Certificate program in Research Administration (RAC)** is an intensive, integrated learning experience designed

to provide skills and preparation to those working in sponsored research environments. The program provides participants with a specialized curriculum focused on an overview of research administration, sponsored programs, finance and accounting, compliance, legal issues, and organizational behavior.

The certificate requires 18 credits (six courses). A cumulative average of 3.0 or better is required for a graduate certificate. Courses are seven weeks, conducted throughout the calendar year, and offered in face-to-face or fully online formats.

The certificate program focuses on the following topics:
- Leadership
- Organizational theories of behavior
- Communication
- Financial accounting and financial management for sponsored programs
- Compliance and legal issues
- Managing contracts

Requirements

Master of Science in Management with specialization in Research Administration

RAC9009	Leadership and Organizational Behavior
RAC9010	Introduction to Research Administration
RAC9012	Financial Accounting for Sponsored Programs
RAC9016	Compliance, Regulatory Environments and Legal Issues
RAC9018	Financial Management for Sponsored Programs
RAC9020	Contracts
MSM9014	Organizational Development
MSM9022	Changing Economies
MSM9028	Managing Diversity in Contemporary Organizations
MSM9034	Strategic Planning and Management
MSM9038	Capstone Seminar (6 credits)

Certificate in Research Administration

RAC9009	Leadership and Organizational Behavior
RAC9010	Introduction to Research Administration
RAC9012	Financial Accounting for Sponsored Programs
RAC9016	Compliance, Regulatory Environments and Legal Issues
RAC9018	Financial Management for Sponsored Programs
RAC9020	Contracts

Learning Goals and Outcomes

Students completing either of the Graduate Programs in Management and Research Administration will:

1. Demonstrate a proficiency of knowledge in the areas of research administration, finance and accounting for sponsored programs, compliance and regulatory issues.
2. Have advanced their ability in critical analysis and written and oral communications.
3. Have a basic understanding of leadership and organizational behavior.

Students completing the Master of Science degree will additionally:

4. Demonstrate a proficiency of knowledge in the areas of organizational change and development, and managing diversity.
5. Have a basic understanding of how changing economies impact organizations.
6. Demonstrate knowledge in the areas of research methods and strategic planning.
7. Demonstrate mastery of knowledge by completing MSM9038 Capstone Seminar

which requires students to identify an area of improvement in organizational practice in an industry or a specific organization. The project combines original research and critical thinking, supported by literature from the field, with a review of industry best-practices.

8. Have a literature review, best-practice analysis and gathered data to support their conclusions and recommendations.
9. Demonstrate leadership skills by building evidence for the final project, gathering support from colleagues and pulling information together to support conclusions and recommendations.

The Capstone Experience

The Master of Science in Management with specialization in Research Administration program culminates with a capstone experience with the course MSM9038 Capstone Seminar. Students must complete all course requirements and submit an acceptable concept for the project to the faculty member to be enrolled in this course. This course is designed to culminate the student's degree program and represents a key opportunity for program assessment. Please see the course description for more details.

Course Descriptions

The following courses are 3-credit courses unless otherwise noted.

RAC9009 Leadership and Organizational Behavior

This course takes the traditional Organizational Behavior topics such as motivation, communication, collaboration, change, culture, the nature of groups and systems dynamics, and views them from the perspective of leadership. As well as learning how to apply this knowledge to improve organizational effectiveness, students examine the effect their own leadership approach has on organizational change. Primary skills to be gained in this course include organizational analysis and problem solving through class experiential exercises and case discussions. *This is the third course in the Graduate Research Administration curriculum.*

RAC9010 Introduction to Research Administration

This course provides an overview of the complex environment that supports the partnership between the federal government, industry, and academic and clinical research institutions. The goal of these partnerships is to spur innovations in a variety of fields including biomedical research, engineering, and others.
This is the first required course in the Master of Science in Management with specialization in Research Administration and the Graduate Certificate in Research Administration.

RAC9012 Financial Accounting for Sponsored Programs

This course provides an introduction to accounting in not-for-profit organizations. Students will learn about budgeting for research projects, planning and making projections and reporting on the allocation of funds. Students will also learn about basic accounting principles, such as direct and indirect costs, balance sheets and financial analysis. The various sources which fund research projects including grants, gifts, restricted and unrestricted, will be presented. *This is the second course in the Graduate Research Administration curriculum.*

RAC9016 Compliance, Regulatory Environments, and Legal Issues

Federal and non-federal awarding agencies and institutions that provide research grants and awards require rigid adherence to their requirements. Universities, hospitals and other agencies that accept research awards are bound to the terms and conditions once

a grant is accepted. Students are introduced to the federal requirements and other terms and conditions associated with acceptance of research grants.
This is the fourth course in the Graduate Research Administration curriculum.

RAC9018 Financial Management of Sponsored Programs

This course provides an introduction to the basics of financial management of sponsored awards, grants, contracts and cooperative agreements. Students gain an understanding of the principles governing cost allocation and cost reimbursement in an academic environment, with emphasis on the distinction between indirect and direct costs and the importance of indirect cost recovery. Students discuss "post-award" administration issues including organizational structures, roles and responsibilities, internal controls and award monitoring and award closeout. Recent federal audits and audit findings at universities and medical centers are used to illustrate high-risk financial compliance issues such as cost allocation and allowability, cost sharing, effort reporting, cost transfers, and sub-recipient monitoring.
This is the fifth course in the Graduate Research Administration curriculum.

RAC9020 Contracts

Contracts in the context of sponsored programs and research administration are a major function in the "pre-award" process and have the potential to significantly impact "post-award" processes. This course provides a fundamental understanding of contract processes and typical forms, including those used by the federal government. In addition, policies and regulations affecting contracts are reviewed. Students gain a basic understanding of the contracting process, how to research terms and conditions and key elements in negotiating contracts.
This is the sixth course in the Graduate Research Administration curriculum.

MSM9014 Organizational Development

Internal and external environmental forces driving organizational change face resisting forces that maintain the status quo. The leader's role as a collaborative change agent is examined and possible individual, group and organization-wide interventions are investigated. Concepts regarding the depth of change and culturally appropriate strategies for entry and change are evaluated. Students assess models of change and plan and execute data-gathering activities. Change scenarios and qualitative research activities are evaluated for use within an organization to begin preparing for the Capstone Seminar.
This is the seventh course in the Graduate Research Administration curriculum.

MSM9022 Changing Economies

Current issues in economics and their relationship to the achievement of organizational goals will be discussed. The impact of economic reality on real organization will be analyzed.
This is the eighth course in the Graduate Research Administration curriculum.

MSM9028 Managing Diversity in Contemporary Organizations

Economic, technological, demographic, and environmental changes have meant that today's organizations are becoming progressively more diverse. This course has been designed to allow students to explore issues of individuality and diversity in several contexts, with the goal of providing them with practical insights and tools to navigate this changing environment. During this course we will examine how differences affect individuals, groups and leaders in contemporary organizations, including effects related to both the domestic and global environments. Issues of stereotype, bias and resistance are examined from both personal and organizational viewpoints, supporting a clear insight into managing diversity. Students learn

about the ethical and legal responsibilities of organizations, and will link these to culturally appropriate strategies and analytical competencies which will create a capacity to champion ethics and diversity in the workplace and community.
This is the ninth course in the Graduate Research Administration curriculum.

MSM9034 Strategic Planning and Management

Students identify strategic management areas for organizations and evaluate these in terms of changing environments. Skills are developed in strategic planning and scenario building for the alignment of mission, vision, strategies, goals and objectives. The realities of strategic management and ethical leadership are examined through current applications.
This is the tenth course in the Graduate Research Administration curriculum.

MSM9038 Capstone Seminar (6 credits)

The fourteen-week capstone seminar allows students to integrate the management theories and organizational improvement practices mastered throughout earlier courses in the program. It is designed to synthesize these skills with research methods that are appropriate to organizational improvement in a variety of settings, both for-profit and not-for-profit. Student ability to communicate through a variety of methods, including written (as in the statement of problem and recommendations) and visual communication (choosing the appropriate tools to present data collected), will be emphasized throughout the process. The final deliverable of the Capstone Seminar is a report detailing the professional leadership project.
Prerequisites: Completion of all required courses and permission of Academic Advisor

Graduate Program in Nursing

Graduate Program in Nursing

Master of Science in Nursing (MSN)

(Education and Management Tracks)

Graduate Program in Nursing

Master of Science in Nursing (MSN)

(Education and Management Tracks)

Diane Arathuzik, R.N., ACNS-BC, CNE
Chair

The Master of Science in Nursing program (MSN) prepares nurses for leadership positions as nurse managers, nurse administrators, or nurse educators. In addition, the program prepares nurses with clinical expertise in the care of vulnerable urban underserved populations. Graduates of the program are prepared for advanced practice in the following settings: managed care and integrated care systems, public health departments, schools, clinics and ambulatory care, long-term care and assisted living, hospices and home care and parish nursing programs. Upon admission to the program, students select a functional area from the choices of management/administration or nurse educator. The master's curriculum includes a core of seven courses, which are required for all students. These core courses are designed to introduce knowledge of nursing theory and research, ethics and spiritual assessment, human diversity and culture, information technology, role development, leadership, health policy and health promotion which lay the foundation for graduate study in nursing. Students will also complete theory courses in education or management and a practicum course in Advanced Role Development in Nursing.

Education Track

This track is designed to prepare nurse educators who can be employed as faculty members, staff development coordinators, clinical unit-based teachers and patient educators. Graduates who select an education concentration are eligible to seek national certification as nurse educators once they meet the requirements outlined by the National League for Nursing (NLN).

Management Track

This track is designed to prepare nurses for positions as nurse administrators, nursing directors, nurse managers, case managers, coordinators of clinical research projects and project directors. Graduates who select a management concentration are eligible to seek national certification as nurse administrators once they meet the work or consultation requirements outlined by the American Nurses Credentialing Center (ANCC).

The Master of Science in Nursing requires the completion of 11 courses/36 credits. Graduate students take a minimum of ten three-credit courses and one six-credit course at Emmanuel College. The curriculum will include seven core courses (21 credits), and four concentration courses (15 credits) in either Management or Education. Courses are semester-based for 14 weeks, conducted throughout the calendar year, and offered in face-to-face format. Most part-time students take two courses each semester, full-time students take three courses each semester.

Requirements

Core Courses

NURS5101	Theoretical Foundations of Nursing
NURS5103	Nursing Research in the Evidence-Based Practice Paradigm

NURS5105	Ethical and Spiritual Aspects of Nursing
NURS5107	Human Diversity, Culture and Nursing
NURS5109	Information Technology and Nursing
NURS5111	Professional Role Development and Leadership in Nursing
NURS5113	Health Care Policy, Economics and Care of Urban Underserved Populations

Concentration Courses: Education Track
(3 courses, 9 credits plus a one-course practicum of 6 credits)

NURS5301	Educational Theories and Curriculum Design in Nursing
NURS5303	Advanced Teaching Methods in Nursing Education and Assessment/Evaluation of Student Learning
NURS5305	Pathophysiology and Pharmacology for Nurse Educators
NURS5310	Nursing Education Advanced Role Development Practicum

Concentration Courses: Management Track
(3 courses, 9 credits plus a one-course practicum of 6 credits)

NURS5501	Nursing Management in Health Care Delivery
MSM 9014	Organizational Development
MSM 9015	Financial Management
NURS5510	Nursing Management Advanced Role Development Practicum (6 credits)

Learning Goals and Outcomes

At the completion of the Master of Science in Nursing Program, the student will:

1. Synthesize spiritual, moral, and ethical reflection, values clarification, and discerning leadership into a personal philosophy of nursing for the role of nurse educator or manager/administrator to effect positive outcomes for vulnerable populations within the context of their environments.
2. Assume accountability for the use of leadership, management, teaching, interprofessional collaboration, consultation, health policy analysis, quality improvement, advanced clinical skills and responsible citizenship to advocate for high quality health promotion and care.
3. Practice as an expert professional nurse in a role that synthesizes scholarly inquiry in nursing and other disciplines, research, and clinical knowledge within a theoretical and conceptual framework.
4. Design, implement and evaluate nursing practice, education and administration/management that integrates caring concepts into a therapeutic relationship with vulnerable populations locally and globally.

The Capstone Experience

NURS5310	Nursing Education Advanced Role Development Practicum
NURS5510	Nursing Management Advanced Role Development Practicum

This practicum is designed to culminate the student's degree program via development, implementation and evaluation of a capstone project.

International Honor Society of Nursing: Sigma Theta Tau International

Eligible students may apply for membership to Sigma Theta Tau, the International Honor Society of Nursing, during enrollment in graduate coursework.

Course Descriptions

Unless otherwise noted, all courses are 3 credits.

NURS5101 Theoretical Foundations of Nursing

This course focuses on the nature and use of inquiry in the development and refinement of nursing concepts and theories. It provides students with the opportunity to discuss, analyze and critique a wide range of concepts and theories from nursing and the other sciences. Each student selects a theoretical or conceptual framework to evaluate for understanding of application to nursing practice and the health care delivery system. Students analyze concepts and theory application related to the care of vulnerable populations.

NURS5103 Nursing Research in the Evidence-Based Practice Paradigm

This course focuses on research from the evidence-based practice paradigm (EBP). The history of the EBP movement in health care is reviewed. Students learn to formulate researchable questions and to develop further skill in accessing databases and searching the literature. Quantitative and qualitative research designs and methods of appraisal are reviewed. Ethical dimensions of the conduct of nursing research, EBP, and translational research are examined. Each student does an EBP review of the research literature and prepares it for dissemination to a particular audience. The course prepares students to utilize research knowledge in practice to provide high-quality health care to vulnerable urban populations.

NURS5105 Ethical and Spiritual Assessment in Nursing

This graduate course focuses on the impact of ethics knowledge and spirituality in complex care environments. The philosophical and moral foundations of nursing are examined in making ethical decisions related to the care of vulnerable urban populations. Using the tools of ethical and spiritual analysis, this course builds on student knowledge and experience in the examination of institutional mission/vision, values and priorities as they relate to the resolution of ethical and spiritual issues that arise in contemporary health care. Specific issues will be emphasized including standards of care, provider/individual, family and community interaction, resource allocation, technology innovation, and institutional conduct. The moral responsibility of the nurse as patient advocate is discussed in relation to selected ethical issues. Opportunity is provided for the student to analyze selected ethical issues in specific patient situations.

NURS5107 Human Diversity, Culture and Nursing

This course focuses on global awareness necessary for nurses to provide culturally competent nursing care to vulnerable urban underserved populations. It provides students with the opportunity to understand and appreciate human diversity and cultural influences on health behavior including ethnic, racial, gender and age differences. The course will provide foundational knowledge required for future nursing leaders to create an environment that is respectful of diversity in all of its forms for patients, families, communities, employees and students. Various theoretical and experiential approaches to transcultural nursing will be explored to facilitate an understanding of cultural competence in education, research and practice. Additionally, the course will focus on the impact of health disparities upon health outcomes. Students will explore techniques that eliminate health disparities, facilitate access to care, promote health care equity and improve health outcomes. Each student selects a vulnerable urban population and completes an in-depth needs assessment and analysis of this population.

NURS5109 Information Technology and Nursing

This course focuses on information and communication technology within health care delivery systems. It integrates knowledge of nursing science with computer technology and information science to identify, gather, process, and manage information. Emphasis will be on technology-based health applications that support clinical practice, administration, education and research to enhance nursing endeavors. Focus is on the core concepts relevant to health care informatics, the information life cycle process, skills, and tools that define the informatics field, including the examination of clinical information systems to promote safety, improve quality, efficiency, and foster patient-centered care. Associated human-computer interaction and legal and ethical issues are addressed. Through the examination of current and emerging technologies, students learn how nurses can assess, develop and use nursing information systems to work more efficiently, allocate resources more effectively and improve care quality across the care continuum.

NURS5111 Professional Role Development and Leadership in Nursing

This course focuses on the historical development and components of the roles of the nurse educator and the nurse manager/administrator. Students analyze and synthesize theoretical frameworks for advanced nursing practice including theory-based practice, values-based practice and evidence-based care. Financial and reimbursement issues affecting health care systems are discussed, and strategies for positive solutions are analyzed. The leadership role as an advanced practice nurse is discussed and analyzed for best practices in quality and safety of health care services and for interprofessional collaboration.

NURS5113 Health Care Policy, Economics and Care of Urban Underserved Populations

This course emphasizes promotion of health, prevention of illness and identification of environmental and epidemiological factors that impact the health status of urban, underserved populations. Students develop comprehensive knowledge and understanding of the history of health policies that shape the U.S. health care system, along with current challenges, trends, and reform. This course will provide foundational knowledge required for future nurse leaders to identify and critically analyze laws, regulations, and policies at the local, state, and federal level. Students will explore various theories regarding health care policy and health promotion/disease prevention and apply these to understanding the economic, clinical, ethical, and societal implications of policy decisions, with the goal of devising strategies to effectively advocate for policy change. Public concerns regarding cost, quality, and access are addressed, with special emphasis on the care of urban underserved populations.
Prerequisites: NURS5101, 5103, 5105, 5107, and 5109

NURS5301 Educational Theories and Curriculum Design in Nursing

This course focuses on theories of education and curriculum development in nursing. Emphasis is placed on the history of nursing education, learning theories, and curriculum design in nursing education programs. Methods of program evaluation are studied. Staff development and faculty roles and responsibilities are analyzed. Values, trends and issues in contemporary nursing education are examined.
Prerequisites: NURS5101, 5103, 5105, 5107, or concurrent with NURS5109

NURS5303 Advanced Teaching Methods in Nursing Education and Assessment/ Evaluation of Student Learning

This course emphasizes planning, implementing and evaluating teaching methods and strategies in nursing education. A variety of teaching/learning methods and strategies are addressed. Criteria for accreditation of nursing education programs are examined. Methods of testing and evaluation of learning are addressed.
Prerequisites: NURS5301 or concurrent with NURS5301

NURS5305 Pathophysiology and Pharmacology for Nurse Educators

This course is designed to teach the pathophysiology of all major organ systems. It assumes previous academic preparation in anatomy and physiology. This course also emphasizes pharmacologic therapies for acute and chronic health problems. Case studies provide opportunities to synthesize content and analyze clinical problems addressed by clinical nurse educators.
Prerequisite: NURS5301

NURS5310 Nursing Education Advanced Role Development Practicum (6c)

This clinical capstone course allows students to develop advanced health assessment skills that facilitate their understanding of nursing and health-related information; to integrate new knowledge and skills in an identified area of nursing practice; and to participate in the nurse educator role within the academic community and healthcare environment. At the beginning of the course, students will take part in an intensive health assessment seminar. In the clinical course, students will partner with an experienced nurse educator to develop advanced practice knowledge and competencies in the clinical expert, teacher, and change agent roles of the nurse educator. In addition, students will focus on nurse educator responsibilities within the healthcare and/or academic community with particular emphasis on scholarship and service. A bi-weekly seminar focuses on issues related to the practice of the nurse educator and the application of theoretical concepts, principles, and best practices research in diverse educational situations. Students will be required to complete a capstone teaching/learning project.
Prerequisite: NURS5301 and NURS5303

NURS5501 Nursing Management in Health Care Delivery

This course emphasizes leadership in the nurse executive/manager role. Administrative theories are used in the analysis of role functions within complex health care systems. Transformative leadership in process improvement methodology, emotional intelligence, labor law, collective bargaining, analytical skills in data analysis and change management are emphasized. Influence of health insurers, government and special interest groups on health care delivery are examined.

NURS5510 Nursing Management Advanced Role Development Practicum

This clinical capstone course allows the student to participate in management or administration role development within the health care setting. Students will be assigned to a middle or senior nurse manager preceptor. In this clinical course, students will develop advanced practice knowledge and competencies in management/administration including consultation/collaboration, human resources, quality improvement, risk management, budget management and leadership. A bi-weekly seminar focuses on issues related to the practice of the nurse manager/administrator and the application of theoretical concepts, principles and best practices research to complex management situations. Students will develop, implement and evaluate a capstone project.
Prerequisite: NURS5501

MSM9014 Organizational Development

In this course, learners explore theories and models of organizational development and change. The rationale for the continuing and increasing importance of organizational change is developed in some detail, and the leader as change agent in the process is explained and emphasized. Significant distinctions between incremental change and the more comprehensive and fundamental organizational transformation are drawn, as are the relative advantages of embarking on one strategy or the other. Explored comprehensively are traditional views of the change process and its implementation, and potential barriers to change. New developments in the arena of organizational development and learning are introduced. In order to master these course goals, students are presented with a balance of theory and practice. Particular attention is paid to translating the notions and theories of change into viable and practical methods and techniques leaders and managers may use in their current and future positions. Assignments and projects are designed to challenge learners to understand and resolve real organizational problems. Primary skills to be gained in this course include organizational analysis and problem solving.

MSN9105 Financial Management

Over the last few decades, the rapid pace of technological change has transformed our physical environment. Financial innovations have been equally dramatic during this same time period. New ways to manage money and new investment techniques are affecting not only our personal financial management, but also the financial management of our companies. The demands of stockholders, institutional investors, and lenders have transformed the ways in which companies respond to the challenges of financial management. No longer is the finance department a separate, isolated function. It is an integral component of each key functional area in companies and has broad-reaching implications in every aspect of management. In this course, learners will focus on the application of a variety of financial techniques and recent advances in the field. Upon completion, students should feel their management skills have been sharpened and that they have broadened their perspective on the inner workings of executive and managerial decision making.

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Academic Calendars

Liberal Arts and Sciences

FALL 2012

September

2	New students arrive
3	Labor Day
5	Classes begin
13	Last day to add classes
17	December 2012 degree applications deadline
20	Last day to drop classes without a "W" grade

October

1	Pass/fail, audit declaration deadlines, spring and summer 2012 "I" grade deadline
8	Columbus Day All classes cancelled
19	Mid-semester grade deadline

November

9	Last day to drop classes with a "W" grade
12	Veterans Day* Classes cancelled for Liberal Arts and Sciences; make-up required; GPP classes meet
21-23	Thanksgiving break All classes cancelled

December

11	Last day of classes
12	Reading Day
13-17	Final exams
19	Final grades due at 10:00 a.m.

SPRING 2013

January

13	New students arrive
16	Classes begin
21	Martin Luther King, Jr. Day
24	Last day to add a class
31	Last day to drop classes without a "W" grade

February

1	Fall 2012 "I" grade deadline
15	May 2013 degree application deadline; pass/fail, audit declaration deadlines
18	Presidents' Day Classes cancelled for Liberal Arts and Sciences; GPP classes meet

March

1	Mid-semester grade deadline
11-15	Spring break for Liberal Arts and Sciences students
28	Holy Thursday Classes after 4:15 p.m. cancelled**
29	Good Friday All classes cancelled***

April

1	Easter Monday All classes cancelled
10	Last day to drop a class with a "W" grade
15	Patriot's Day Classes cancelled for Liberal Arts and Sciences; GPP classes meet
25	Senior Distinction Day Classes cancelled for Liberal Arts and Sciences; Liberal Arts and Sciences and GPP evening classes meet
30	Last day of classes

May

1	Reading Day
2-6	Final exams
8	Final grades due at 10:00 a.m.
11	Commencement
27	Memorial Day

*Make-up for Liberal Arts and Sciences evening classes scheduled from 6:00 p.m. to 9:00 p.m. on Veterans Day will take place on Friday, November 16th from 3:30 p.m. to 6:30 p.m.

**Make-up for evening classes scheduled from 6:00 p.m. to 9:00 p.m. on Holy Thursday will take place on Friday, April 5th from 3:30 p.m. to 6:30 p.m.

***Make-up for Good Friday classes scheduled to meet from 12:00 p.m. to 3:00 p.m. will take place on Friday, April 19th from 3:30 p.m. to 6:30 p.m.

Graduate and Professional Programs

SUMMER 2012

May

14	Summer 1 classes begin (face-to-face and online)
28	Memorial Day – GPP classes are not held

June

20	Registration opens for fall 2012

July

9	Summer 2 classes begin (face-to-face and online)

FALL 2012

September

4	Fall 1 classes begin (face-to-face and online)
15	December 2012 degree applications due

October

8	Columbus Day – GPP classes are held
17	Registration opens for spring 2013
24	Fall 2 classes begin (face-to-face) **Monday classes begin October 31; Tuesday classes begin November 1*
29	Fall 2 classes begin (online)

November

12	Veterans Day – GPP classes are held
21-25	Thanksgiving break

SPRING 2013

January

7	Spring 1 classes begin (face-to-face and online)
21	Martin Luther King, Jr. Day – GPP classes are not held

February

15	May 2013 degree applications due
18	Presidents' Day – GPP classes are held

March

5-11	Arts and Sciences spring break – GPP classes are held
7	Spring 2 classes begin (face-to-face) **Tuesday classes begin March 13; Wednesday classes begin March 14*
11	Spring 2 classes begin (online)
28	Holy Thursday – GPP classes are not held
29	Good Friday – GPP classes are not held

April

TBD	Registration opens for Summer 2013
1	Easter Monday – GPP classes are not held
15	Patriot's Day – GPP classes are not held

May

11	Commencement
27	Memorial Day

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