

ACADEMIC CATALOG



EMMANUEL
COLLEGE

2017-2018



EMMANUEL COLLEGE

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Arts and Sciences

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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:

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Table of Contents

About Emmanuel College 5

General Information for Arts and Sciences

General Academic Requirements 7

Special Academic Opportunities 13

Admissions 16

Traditional Students 16

Transfer Students 18

International Students 18

International Transfer Students . . . 19

Academic Regulations 20

Academic Support Services 28

Student Life 31

Finances and Financial Aid 36

Programs of Study for Arts and Sciences

Accounting 50

American Studies 52

American Cultural Studies 53

American Politics and Society 54

Art 56

Studio Art 56

Art History 57

Fine Arts 58

Graphic Design 58

Photography 59

Art Therapy 60

Biology 62

Biochemistry 63

Health Sciences 64

Neuroscience 64

Physiology 65

Biostatistics 67

Business and Economics 69

Economics 70

Management 70

Sport Management 71

Marketing 71

Chemistry and Physics 73

Biochemistry 74

Forensic Science 74

Education 76

Elementary Education 78

Secondary Education 79

Art Education 79

English 81

English 82

Communication and
Media Studies 84

Writing, Editing and Publishing . . . 87

Gender and Women's Studies 90

History 91

International Studies 93

Diplomacy and Security 94

Sustainability and Global Justice . . 95

Peace Studies 99

Latin American Studies 100

Leadership 101

Mathematics 102

Middle East Studies 105

Modern Languages 106

Spanish 107

Neuroscience 108

Philosophy 109

Political Science 111

American Politics
and Government 112

International Relations
and Comparative Politics 112

Pre-Law 114

Pre-Medical, Pre-Dental, Pre-Veterinary115
Psychology117
 Developmental Psychology.118
 Counseling and Health119
 Neuroscience.119
Sociology122
 Social Inequality and Social Justice123
 Human Services123
 Criminology.124
Theater Arts125
Theology and Religious Studies.127
 Catholic Studies129

Course Descriptions for Arts and Sciences

Course Numbering Structure131
Course Descriptions131

General Information for Graduate and Professional Programs

General Policies and Procedures241
Academic Policies and Procedures. . .243
Support Services249
Finances252

Undergraduate Program for Graduate and Professional Programs

Admission262
Bachelor of Science in Nursing264

Graduate Programs for Graduate and Professional Programs

Admission.270
Graduate Programs in Education272
Graduate Programs in Human Resource Management283
Graduate Programs in Management . . .286
Graduate Programs in Research Administration291
Graduate Program in Nursing296

Directory304
Academic Calendars.315
Index.317

Emmanuel College

Mission

To educate students in a dynamic learning community rooted in the liberal arts and sciences and shaped by strong ethical values, a commitment to social justice and service, the Catholic intellectual tradition and the global mission of the Sisters of Notre Dame de Namur.

Vision

Emmanuel will be widely esteemed as the college in the heart of Boston that leads the nation in combining an extraordinary liberal arts and sciences education in the Catholic intellectual tradition with a commitment to strong relationships, ethical values and service to others. Students will choose Emmanuel as the place to develop in every respect while preparing for lives of leadership, professional achievement, global engagement and profound purpose.

Emmanuel College's longstanding tradition as a trailblazing institution began with its founding by the Sisters of Notre Dame de Namur in 1919 as New England's first Catholic college for women. Today, as the only Catholic college in the heart of Boston, Emmanuel continues to honor this powerful and timeless legacy. Situated in the Fenway neighborhood, Emmanuel's beautiful residential campus is home to more than 2,200 undergraduate and graduate students from across the nation and around the world.

Emmanuel both enriches and draws inspiration from the vibrant, innovative city that surrounds it. In this dynamic environment, students take advantage of boundless opportunities to expand their worldview through rigorous coursework, collaborations with distinguished and dedicated faculty, active participation in our campus community, and countless internship and career opportunities throughout the Boston area and beyond.

Emmanuel's more than 50 programs in the sciences, liberal arts and business foster intellectual exploration, spirited discourse and substantive learning experiences beyond the classroom that honor our commitment to educate the whole person and prepare students to emerge as tomorrow's leaders. With a solid grounding in the Catholic intellectual tradition, robust academic programs and an ongoing commitment to provide an ethical and relevant 21st-century education, Emmanuel inspires students to discover—and begin to fulfill—their life's profound purpose.

General Academic Requirements

The Curriculum

The Arts and Sciences undergraduate program requires a minimum of 128 credit hours of study. These credits are earned through a combination of degree requirements and electives. The degree requirements are comprised of four components, which each contribute to students' achieving the goals of the undergraduate program. Remaining credits are earned with elective courses. Often, students use electives to complete a minor program or benefit from the special academic opportunities offered.

Learning Goals

Arts and Sciences students will develop:

- The skills required for successful college-level academic work
- The breadth of knowledge that makes possible a lifelong engagement with and curiosity about significant knowledge, ideas and issues
- The intellectual ability to function in diverse and changing contexts using models of analytical reasoning, symbolic thinking, observation, creativity, critical thinking, moral reasoning and self-knowledge

Requirements

- 1) Foundation skills competency
- 2) Completion of the Domains of Knowledge program
- 3) Completion of a Major program
- 4) Capstone Experience

Foundation Skills Competency

Students are required to demonstrate minimum competency in areas Emmanuel deems necessary for higher learning and functioning in today's world. Students fulfill these requirements either through coursework or demonstration of competency.

Domains of Knowledge Program (**maximum 44 credits**)

Students are required to take a breadth of courses that allows them to develop the wide-ranging knowledge that makes possible engagement with and curiosity about significant knowledge, ideas and issues.

Major Program (**minimum 40 credits**)

The major program allows students to develop depth of knowledge and skills in an academic discipline. Students choose a major program offered by Emmanuel or develop an individualized major (see Special Academic Opportunities). Major program requirements vary, and at least 50% of them must be fulfilled through Emmanuel courses. However, except for students enrolled in the Bachelor of Fine Arts program, students may take no more than 64 credits in one department.

Capstone experience (**minimum 4 credits**)

Students are required to complete a culminating experience during which they will integrate knowledge and apply skills learned through the undergraduate program. The requirement is fulfilled through the major program.

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. The following courses fulfill the requirement for each foundational skill:

- **Writing communication skills:**
ENGL1103 First-Year Writing
- **Second language skills:**
Two consecutive semesters of a foreign language or American Sign Language or demonstration of skill

Students are placed into the Foundation Skills courses based on the following assessments:

- All incoming students will take ENGL1103 in their first or second semester, unless they have appropriate Advanced Placement (AP), International Baccalaureate (IB) or Transfer credit.
- All incoming students must take the Math Assessment prior to their orientation session.
- Students may be required to take a Second Language based on the score they receive in the Language Assessment taken prior to the student's orientation session.

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; RCT; 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. Mindful of the College's Catholic heritage and appreciating the theological foundations of a liberal arts and sciences education within the Catholic intellectual tradition, students are required to complete at least one of their religious thought (R) requirements from courses in which they encounter the Christian tradition, which inspires the mission of Emmanuel College. Courses which meet this requirement are designated RCT in the Academic Catalog. Students may take only one 1000-level course to fulfill the religious thought requirement.

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.

Academic Programs

The faculty has developed both minor and major programs for Arts and Sciences students. Both minor and major programs offer Emmanuel students the opportunity to learn specialized knowledge, focus their study, and prepare for life after graduation. A variety of major programs are offered to allow students to fulfill the undergraduate major program requirement in accordance with their interests and future plans. Each program has a set of associated requirements, determined by the responsible academic department. Students should enroll in academic programs after consultation with their academic advisor. The total number of

combined major and minor credits cannot be fewer than 60. Students cannot count more than 64 credits from one department towards their degree unless they are enrolled in a Bachelor of Fine Arts program. Some program requirements may have prerequisite courses. The number of program requirements varies by type of program.

Minor Programs

Minor programs typically consist of 20 to 24 credits, at least 12 of which are completed at Emmanuel. Depending on the requirements, a student must complete at least 16 to 20 credits that are unique from the major. Only 4 credits can be used toward both the major and minor requirements.

Major Programs

Majors lead to either a Bachelor of Arts (B.A.), Bachelor of Science (B.S.), or Bachelor of Fine Arts degree (B.F.A.). Typically, majors leading to a B.A. require 40 to 48 credits, whereas majors leading to the B.S. or B.F.A. require between 60 and 68 credits. At least 50% of the credit hours counting towards the major requirements must be completed at Emmanuel.

Double Majors

Students may elect to have a double major by fulfilling all the requirements for a major in two different departments. Students who successfully complete two majors only earn one degree.

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 with concentration in American cultural studies
- B.A. in American studies with concentration in American politics and society
- Minor in American studies

Art

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

Biology

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

Biostatistics

- B.S. in biostatistics

Business and Economics

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

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
- Minor in education

English

- B.A. in communication and media studies
- B.A. in English
- B.A. in writing, editing and publishing
- Minors in African and African Diaspora studies, communication, literature and writing

Gender and Women's Studies

- Minor in gender and women's studies

History

- B.A. in history
- Minor in history

International Studies

- B.A. in international studies
- B.A. in international studies with concentration in diplomacy and security
- B.A. in international studies with concentration in sustainability and global justice
- Minor in peace studies

Latin American Studies

- Minor in Latin American studies

Mathematics

- B.A. in mathematics
- Minor in mathematics

Middle East Studies

- Minor in Middle East studies

Modern Languages

- B.A. in Spanish
- Minor in Spanish

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.S. in neuroscience

Minor in neuroscience

Minor in psychology

Sociology

B.A. in sociology

B.A. in sociology with concentration
in criminology

B.A. in sociology with concentration
in human services

B.A. in sociology with concentration
in social inequality and social justice

Minor in sociology

Theater Arts

Minor in theater arts

Theology and Religious Studies

B.A. in theology and religious studies

Minor in Catholic studies

Minor in theology and religious studies

For individualized majors and the COF
minor in Africana Studies, 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, MCPHS University, Simmons College, Wentworth Institute of Technology and Wheelock College—comprise the Colleges of the Fenway consortium, a collaboration that 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 advantages of a small college environment while having access to resources equal to those of a major university.

The COF minor in Africana Studies is a collaborative program between Emmanuel College and Simmons College. Please see your academic advisor for minor course requirements.

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. In order to graduate in the Honors Program, a student is required to complete five honors courses, to complete the “Honors Experience,” which may involve working

with a faculty member as an Instructional Assistant (Fellow) or a Research Assistant, or participating in a study abroad experience; and to work toward distinction in the field within his/her own major.

Individualized Major

The individualized major (IM) 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. 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 about designing and submitting an IM for approval 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 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, independent internships INT1010 are available to sophomores and above, once the required INT1001 Career Planning and Engagement course is taken.

Directed Studies

Directed studies give students at an intermediate 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.

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. Please see page [115](#) for additional information.

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. Contact the International Programs Office (OIP) for further eligibility criteria, procedures, approval forms and the list of available programs. A student can study abroad for a year, semester or summer, as well as through short-term programs led by Emmanuel or Colleges of the Fenway faculty. Emmanuel does not permit students to study abroad in a country for which there is an active U.S. State Department travel warning. Should the State Department issue a travel warning post-acceptance for a country in which a program is to take place, OIP reserves the right to rescind approval to study abroad or require a student return to the U.S.

Pre-approved courses completed abroad with a C or higher will be accepted as transfer credits, but applied toward the College residency requirement. All study abroad approvals must be sought through the OIP in advance, and all program applications requiring an Emmanuel authorization signature must be signed by the OIP.

Students with fewer than 30 credits and students in their final semester at Emmanuel may only participate in travel courses, not semester programs abroad.

To be eligible for semester study abroad, students must:

- Have a cumulative grade point average of 2.5
- Have a clear 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 may become ineligible to study abroad)
- Not be on academic or disciplinary probation at the time of application and or time of departure
- Be in good academic standing at the time of application and/or time of departure
- Be in good standing with Student Financial Services
- Have fewer than 60 credits in transfer credit

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 Career Center, is excited to announce the Emmanuel in Washington program. Emmanuel in Washington provides 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 advance any career choice.

Admissions

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Phone: 617-735-9715
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Website: www.emmanuel.edu

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

- Academic record
- Recommendation letters
- Application essay
- Extracurricular and community activities
- (Optional) SAT or ACT results

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

- English—four years
- Mathematics—three years including Algebra I, Geometry and Algebra II
- Foreign language—two 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 have the option of submitting the SAT or the ACT. Emmanuel College's CEEB code is 3368 for the SAT and 1822 for the ACT. Mathematics and French or Spanish foundation skills

Emmanuel College

assessments are administered online 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 Office of Admissions:

- 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
- (Optional) Official SAT or ACT results. The TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Test System) may be requested if the student's native language is not English
- Two letters of recommendation: one from a secondary school counselor and the other from a secondary school teacher in a core academic subject

Students who will be enrolling before their 18th birthday as of September 1, 2017 must interview with the Dean of Students.

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.

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 Action 1	November 1	After December 15	May 1
Early Action 2	December 15	After January 15	May 1
Regular Decision*	February 15	Rolling after January 15	May 1
January Admission**	December 1	Rolling after October 1	3 weeks after decision

**To be considered for merit scholarships, students must apply by February 15.

**To be considered for merit scholarships, students must apply by December 1.

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

Candidates who wish to defer their enrollment must submit a request in writing to the Office of Admissions. All requests will be reviewed and enrollment may be deferred 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 on page [18](#).

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 Office of Admissions 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 four or five will receive credit for one course and advanced placement in that subject area.

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. Higher-level exam results of four or higher will be reviewed by the appropriate department at Emmanuel

College and entitle students to credit hours 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.

Transfer applicants must submit:

- A completed application with essay and \$60 non-refundable application fee
- An official, final secondary school transcript with proof of graduation
- An official transcript from each post-secondary institution attended, including grades from the most recent semester
- One letter of recommendation from a recent college professor or advisor
- Course descriptions for each post-secondary institution attended for appropriate credit evaluation
- (Optional) SAT or ACT results

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 October 1 for spring applicants and after February 1 for fall applicants.

Emmanuel College will grant credit for courses taken at regionally accredited post-secondary institutions that are comparable in content, scope, and rigor to course offerings within the academic programs offered at Emmanuel College. In general, 3-4 credit semester credit, or the equivalent, will be eligible for transfer. Courses associated with credits in non-semester hours will be converted to equivalent semester hours. No credit is given for courses below a 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. Grades for transfer courses are not included in the Emmanuel grade point average and will not appear on the Emmanuel College transcript. Courses to be considered for transfer credit will only be reviewed once a student has been accepted. Students who have outstanding final official transcripts will have a registration hold placed on their account preventing registration until an official final transcript has been received. Please see College website for additional information.

International transfer students should refer to the section below: 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 52 countries and territories are represented in Emmanuel's student body.

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

- A completed application with a \$60 non-refundable application fee in U.S. dollars
- A written essay using an essay topic chosen from the application form

(students may also submit additional examples of personal expression that may serve to enhance their application)

- 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 TOEFL or IELTS scores are required for international students whose native language is not English. The SAT or ACT is recommended but not required for non-native English-speaking international applicants. 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 or IELTS students may contact:

ETS – TOEFL IBT Registration Office
Website: www.ets.org/toefl
IELTS: www.ielts.org

For more information about the SAT, students may contact:

CollegeBoard
Website: www.collegeboard.org

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 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 by course and credential evaluation certified by an international credential evaluating service, like World Education Services, (WES).

For more information, international students may contact:

Office of Admissions
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 online through Student Planning facilitated by the Office of the Registrar each semester. Students who are already enrolled pre-register in April for the following summer and fall semesters 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. Please see separate summer refund policies on page [253](#).

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

Class attendance is critical to a student's mastery of knowledge and skills that are taught in a specific course. Emmanuel College has established an attendance policy to support student achievement in the classroom and to emphasize the correlation between attendance and academic success. Attending class is the responsibility of the student and the College expects students to attend class regularly. Course syllabi will state clearly the relationship between class participation and the course grade.

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 and the student's academic advisor, 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

Emmanuel College is an educational community committed to academic integrity, ethics and trust. All members of this community share in the responsibility for building and sustaining a culture of high academic standards. The Academic Integrity Policy is available 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

*Assigned by faculty to students who stopped attending before the semester withdrawal date and did not officially withdraw

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. Students must earn a C- or better in any course which is designated a prerequisite for another course. 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 at the time of final grade submission. Incomplete grades must be replaced by final grades by February 1 for fall semester courses and October 1 for spring and summer courses, although individual faculty members may determine an earlier deadline for coursework submission. 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. A student with an INC in his or her final semester will not be eligible for degree conferral.

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. Please see page [253](#) for summer withdrawal information.

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. Please see page 46 for summer session Pass/Fail option deadlines. 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. Students may not change pass/fail designation once pass/fail form has been submitted.

Grade Changes

Changes in any assigned grade will not be made beyond one semester after the initial awarding of the grade. Grade change requests must be signed by the Dean of Arts and Sciences and submitted to the Office of the Registrar. 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 Release of Student Information Policy is available in the Office of the Registrar.

Immunization Requirements

Massachusetts state law requires all college students registering for nine 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.
- 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: one dose of either Menactra or Menveo within the past five years or after the age of 16 or a signed waiver.
- Completion of Tuberculosis Risk Assessment Form and additional testing if necessary.

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

Please refer to the Health Services website to print out a copy of the Entrance Health Report.

Residency Requirements

Students must complete a minimum of 64 credits at Emmanuel College and 50% of major and minor 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 on F-1 visas must carry a minimum of 12 credits per semester to maintain their Certificate of Eligibility.

Study Off Campus

Once matriculated, a 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 taken at regionally accredited institutions in which a grade of 2.0 (C) or higher is achieved. Grades are not included in the grade point average and will not appear on the Emmanuel College transcript. This policy does not apply to courses taken within the Colleges of the Fenway consortium.

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 International Student Advisor 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 wishing to withdraw from the College must complete the Withdrawal Form available at the Office of Academic

Advising, ADM 322. 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. Students who received a Federal Perkins Loan or Massachusetts No-Interest Loan must meet with the Office of Student Financial Services at the time of withdrawal. Students who are withdrawing due to financial concerns are also encouraged to meet with the Office of Student Financial Services. Additional information is available on pages 46–47.

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, Bachelor of Fine 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. A C- is required for any course designated as a prerequisite of another course.

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

Kappa Pi

Art 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 Mu Epsilon

The National Mathematics Honor Society

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 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 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 will have the opportunity to participate in an assessment to help determine potential majors. This assessment is in collaboration with the Career Center, and the students will work closely with their advisor to review the results.

Generally, students declare their majors by March 1 of their sophomore year. They are then assigned a new advisor based on their area of study. 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, a state-of-the-art e-learning platform, 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, offered at no extra cost, 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 online or in person at the ARC for a single tutoring session or arrange weekly or monthly meetings with peer tutors. 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 and time management. 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 most disciplines that require math. ARC staff also host regular workshops, which are open to all students, on issues such as study strategies, adapting to college expectations and writing personal statements.

For more information, stop by the ARC on the lower level of the library, call 617-735-9755 or e-mail arcservices@emmanuel.edu.

Disability Support Services

Emmanuel College is committed to providing full access of its educational programs for students with documented disabilities. We practice a nondiscriminatory policy and offer reasonable accommodations to students with documented disabilities. The Disability Support Services' office ensures that students with disabilities can actively participate in all facets of college life. Our goal is to coordinate and provide a variety of services that allow all students to have access to the collegiate curriculum and experience. 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 Disability Support Services in the Academic Resource Center at 617-735-9923, disabilityservices@emmanuel.edu or visit the Emmanuel College website.

Career Center

The Career Center 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, a four-year career plan, job and internship postings on HireSaints—our career management system—and resources for academic major or career decisions, including online career assessments. The office offers several career programs throughout the academic year on such topics as: résumé writing, interviewing skills, job search strategies, online resources, networking and graduate school resources. Before students undertake internships, they participate in a required INT1001 Career Planning and Engagement 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 Independent 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.

For more information on the Career Center or to set up an appointment, please stop by Marian Hall, Room 214, call 617-735-9930 or schedule an appointment through HireSaints.

Library Services

The Cardinal Cushing Library is dedicated to supporting academic excellence at Emmanuel. Our professional librarians and support staff offer friendly service, expert advice and access to information in all its forms. The Library also provides a wide range of study space, information literacy workshops, customized course research guides, and innovative, engaging programs throughout the year.

As the Library transitions to a Learning Commons model, renovations have enhanced both quiet and group study spaces to meet student needs. Study space is available more than 107 hours each week in the Library. During final exam periods, the Library is restricted to the Emmanuel community, in order to assure ample study space for students.

The Library actively supports faculty and student research and scholarship. Research librarians are available for consultation 90+ hours each week and offer dozens of information literacy classes and workshops throughout the year. Our research and instructional librarians also offer a variety of web-based tutorials, citation management tools, and detailed how-to guides to research in every major subject area.

In addition to a collection of over 300,000 books (including extensive ebook collections) and 4000 journals, the Library subscribes to over 40 online academic databases, providing access to a whole world of scholarly resources. Content includes streaming video, current and historical newspapers, case law, digitized primary documents and more. With a single login and password, most databases may also be accessed from the convenience of a dorm room or other remote location. For

the convenience of students, the Library also offers course reserves, games, current print newspapers, magazines and other light reading, as well as cameras, laptops, charging cables and other media equipment.

If a needed book or journal is not available on site or online, the Library will work to borrow or purchase the item from sources throughout the world. As a result of our consortium memberships, students also have access to more than a million additional resources at over a dozen other libraries throughout Boston, including Emerson College, Suffolk University, Lesley University, Massachusetts College of Art and Design, Wentworth Institute of Technology and many more. Through our partnerships, many of these libraries also offer Emmanuel students the ability to check out materials directly. In addition, as Boston residents, students have the option of using the extensive services and facilities of the award-winning Boston Public Library.

The Library partners with groups throughout the Emmanuel community to offer engaging programming, including poetry readings, author talks, tours, exhibitions, films, and more. In addition, the Janet M. Daley Library Lecture Hall provides a theater-style venue for lectures, film screenings, courses, programs and special events.

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 Guide which can be accessed on the [website](#). 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, Community Standards, Counseling, Dean of Students, Health Services, Mission and Ministry, Multicultural Programs, New Student Engagement and Transition, Residence Life and Housing, Student Activities 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, sportsman-like, and challenging environment. Emmanuel College is a Division III member of the National Collegiate Athletic Association (NCAA).

The College sponsors 16 varsity sports including: men's and women's cross country, men's golf, men's and women's soccer, women's softball, 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 12 New England colleges.

The Saints enjoyed a competitive fall season in which all six athletic programs advanced to their respective postseasons. The Men's and Women's Cross Country teams hosted the 2016 GNAC Championships at the historic Franklin Park course and saw great success as the Men finished second while the women placed third in the field. The Men's Golf team competed in seven total matches and posted a win at the Mitchell College Invitational while the Women's Volleyball team registered a GNAC Quarterfinal berth. Both the Men's and Women's Soccer teams also advanced to the GNAC Quarterfinals to round out an exciting fall.

The winter season saw the Women's Basketball program put together another 20-win campaign that included contests against both programs that appeared in the NCAA Division III National Championship game. Head Coach Andy Yosinoff enter the 2017-18 campaign only 12 wins away from his 800th career coaching victory. The Men's Basketball team returned to the GNAC tournament for the fourth straight season and the Indoor Track & Field squads

raced in eight meets including the Division III New England Championships.

During the 2017 Spring season, the Saints enjoyed solid campaigns across the board as every team qualified for postseason play for the fourth consecutive season. The Men's Volleyball team returned to the GNAC Quarterfinals while the Softball team posted 15 wins, including an eight-game winning streak during the month of April. The Outdoor Track & Field program competed in seven meets during the year and had several new records posted while sending three individuals to the New England Division III Championships. Both the Men's and Women's Lacrosse programs returned to the GNAC tournament field and together combined for 11 All-Conference players including the GNAC Defensive Player of the Year on both teams.

The Jean Yawkey Center and the 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 inner-tube water polo.

Mission and 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, Mission and Ministry offers opportunities for students, faculty and staff of varying denominations 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.

The Mission and Ministry Office collaborates with the Office of Residence Life in sponsoring an Intentional Community living experience at the Notre Dame Campus in Roxbury. The experience involves community living, volunteer experience with our community partners in the Roxbury area, regular reflection periods, and an end-of-year project demonstrating the work of the students. The mission of the Intentional Community, open to students of all faiths, is to provide a worthwhile experience for students to deepen their understanding of compassionate service to others, enliven their sense of spirituality, and deepen their faith. 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 Engagement

The Center for Mission Engagement seeks to translate into action the strong mission, beliefs, and legacy of the Sisters of Notre

Dame de Namur (SND), and to make bridges to the sisters locally, nationally and internationally.

The Center for Mission Engagement 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 continues to permeate Emmanuel's campus.

Community Service

Emmanuel College has a long history and tradition of serving the community. In an active campus community committed to social justice, students make a difference, when and where they want. 80-85 percent of our student body participates in volunteer activities, resulting in nearly 45,000 hours of service to the community. Emmanuel has been placed on The President's Higher Education Community Service Honor Roll with Distinction for the last five years. Community service is a vital piece of the Emmanuel College experience. An Emmanuel education is one that will make a difference in our students' lives. In return, it is expected that they will make a difference in the lives of others.

Counseling Center

The Counseling Center serves the undergraduate student body, providing confidential individual and group counseling on a short-term basis, as well as education and prevention to the Emmanuel community. Students come to the Center with a variety of concerns including adjustment to college, depression, anxiety and stress and may be seen in individual, group, or both based on the student's concerns. There is no charge to students for counseling services.

The Center is directed by a licensed psychologist and staffed with two licensed mental health counselors, a part-time consulting

psychiatrist, graduate interns, and an office manager/triage coordinator. The Center provides referrals to outside therapists and psychiatrists for longer-term treatment and consults with these providers with the student's permission when appropriate. The Center follows the ethical guidelines of the American Psychological Association in regard to all practices in the office.

New Student Engagement and Transition

The Office of New Student Engagement and Transition provides new students and their families with resources, support, and outreach during the initial transition to Emmanuel College. The office serves as a liaison to administrative and faculty offices regarding any new student issues including, but not limited to, students who may be at-risk regarding persistence at Emmanuel.

This office oversees transitional programming including but not limited to new student orientation, Welcome Week and the Academic Connections for Engagement (ACE) Guides. ACE connects current Emmanuel faculty, staff and student leaders with incoming students to provide support that is both academic and social in nature.

Detailed information is available on the New Student Engagement and Transition portion of the Emmanuel College website.

The Jean Yawkey Center

The Jean Yawkey Center serves as the central gathering area—the living room 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, as well as Emmanuel College's annual Dance Marathon.

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 and a city-wide service day. 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 three 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 Student Financial Services (SFS) at 617-735-9938 or at financialservices@emmanuel.edu for questions regarding this information.

Tuition and Fees for Students Enrolled in the Undergraduate Arts and Sciences Program

Tuition for 2017-2018 (12-20 credits)		\$ 38,584.00
Tuition (per credit)		\$ 1,205.75
Room and board fee (per year):	TRIPLE	\$ 12,128.00
	CUSTOM TRIPLE	\$ 12,734.00
	DOUBLE	\$ 14,628.00
	SINGLE	\$ 16,510.00
	QUAD	\$ 12,128.00
	CITY-VIEW APARTMENTS *	\$ 13,074.00
	TRILOGY APARTMENTS*	\$ 13,650.00
	NOTRE DAME SINGLE*	\$ 12,910.00
	NOTRE DAME DOUBLE*	\$ 11,028.00
Health insurance premium (2017-2018)**		\$ 2,594.00
Student activity fee (per year)		\$ 260.00
Orientation fee (one-time, new students only)		\$ 300.00
Course fees***		\$ 75.00-\$100.00
Late payment fee(s)****		\$ 100.00

*Meal plans are optional for residents of City-View Apts, Trilogy and Notre Dame campus; listed costs do not include a meal plan.

**See page 37.

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

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

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 housing deposit that is credited toward the initial semester charges. These deposits are forfeited after May 1, 2017 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, 2017.

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 2017-2018 academic year is \$2,594.

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 9, 2017. Waivers and enrollment forms must be completed at 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 www.universityhealthplans.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 9, 2017 and the spring semester balance is due on December 15, 2017. 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:

- Cash
- Personal Check
- Wire Transfer
- Credit Card
- Interest-Free Monthly Payment Plan
- Parent and Student Loans

Cash

Payments may be made in our office.

Personal Check

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

Checks may also be mailed to:

Emmanuel College
Student Financial Services
400 The Fenway
Boston, MA 02115

Checks should be payable to Emmanuel College. (include student ID number on checks).

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 contact our office for information and instructions regarding electronic transfers.

Emmanuel College

Credit Card

Credit card payments can be made online via EC Online Services (www.mysaints.emmanuel.edu) using your student login, or at www.emmanuel.afford.com (student login not required). A 2.99% convenience fee is charged by the merchant for credit 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. For the 2017-2018 academic year, the payment plan begins in July and ends 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. There is a \$35 enrollment fee per semester.

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

Parent and Student Loans

There are many education loan products available to students and their families. We encourage all borrowers to research loan options and select the lender that is best for them.

Federal Direct PLUS Loan

The federal Direct PLUS Loan is a credit based loan (income is not considered). If the loan is denied, the parent may add an endorser, appeal the decision, or the student may borrow the Direct Unsubsidized Loan. To apply or for more information, please visit www.studentloans.gov.

Private Student and Parent Education Loans

The student is the primary borrower for most private student loans. However, most students will require a credit-worthy co-signer (does not need to be a parent). For a list of private student and parent educational loan options, please visit www.fnaid.org.

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
- Satisfactory Academic Progress (see page 43)
- Merit scholarships can only be offered for a maximum of eight semesters.

Students who earn an Emmanuel College merit scholarship or our non-need-based award are notified by the Office of Admissions. The scholarship letter, included with the acceptance packet, provides scholarship details including amounts and renewal requirements. All students who complete the admission application before the published application deadline are considered for merit-based scholarships. No separate application is required.

In addition to merit-based scholarships, Emmanuel College offers the Saints Community Award to recognize the many ways we believe students will be a valuable addition to the Emmanuel community. Financial need is not considered when determining eligibility for this award and students are notified with the acceptance packet.

The Sisters of Notre Dame de Namur Scholarship—a \$2,500 award—is given to students who are recommended by the founding order of Emmanuel College. Recommendation forms for this scholarship are available through the Office of Admissions and were due by February 15, 2017.

Scholarships are mutually exclusive; however, students receiving a scholarship or award may also be considered for need-based financial aid, including federal, state and Emmanuel College grants and loans.

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 43)

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

To apply for financial aid for the 2017-2018 academic year, the 2017-2018 Free Application for Federal Student Aid (FAFSA) is required. The priority filing date was February 15, 2017; however,

applications continue to be processed on a rolling basis after this date. Emmanuel College does not require the CSS/Financial Aid Profile.

In order to complete the 2017-2018 FAFSA online, which was available after October 1, 2017, both student and parent require a FSA ID to access, make corrections and electronically sign the FAFSA. To obtain a FSA ID, formerly FAFSA PIN, please visit www.fsaaid.ed.gov. To reduce processing time, students and parents are encouraged to complete the FAFSA online. However, the paper version of this application may be obtained at fafsa.gov. The Emmanuel College Title IV Code is 002147.

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.

Resident Assistant (RA) Scholarship

Students selected as Resident Assistants receive a 75% reduction in room and board in the first year as an RA and a 100% reduction in room and board for subsequent years of service as an RA. Sophomores, juniors and seniors may apply.

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 maximum amount is \$5,920 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 amount of a typical FSEOG is \$1,000.

Teacher Education Assistance for College and Higher Education (TEACH) Grant

Federal gift aid of up to \$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. If interested in receiving this grant, please contact our office.

Annual Direct Subsidized and Unsubsidized Loan Limits		
Grade	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

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

Aggregate Direct Subsidized and Unsubsidized Loan Limits:

\$31,000 for a dependent undergraduate student \$7,500 for an independent undergraduate student

Direct Subsidized and Unsubsidized Loan

The Direct Subsidized and Unsubsidized Loans are federal loans. The amount the student is eligible to borrow appears on their financial aid award letter as displayed on the Direct Subsidized and Unsubsidized Loan chart above. Repayment begins six months after the borrower graduates, leaves school or drops below half-time enrollment. To borrow a Direct Subsidized and Unsubsidized Loan, the student must first apply for need-based financial aid by completing a 2017-2018 FAFSA. To receive the loan funds, the student is required to complete both the Master Promissory Note (MPN) and Entrance Counseling which are available through www.studentloans.gov.

Direct Subsidized Loan

Students must have financial need to qualify for this loan. The federal government pays the interest, of 4.45%, while the student is enrolled at least half-time and during grace and deferment periods.

Direct Unsubsidized Loan

Students are not required to have financial need to qualify for this loan. The student is responsible for paying the interest, of 4.45%, 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. The Direct Loans have a 1.069% origination fee which is deducted from the amount of the loan prior to crediting to student's tuition bill.

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. Repayment 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. The maximum loan amount is \$5,500.

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 is not deducted from the tuition bill. 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. The typical FWS amount is \$2,000.

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 SFS, students are encouraged to visit the Career Center 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 VT 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 maximum Gilbert Grant amount is \$2,500.

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. The maximum loan amount is \$4,000.

Financial Aid Renewal Process

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 February 15, the priority filing date
- Demonstrated financial need as in prior years
- Satisfactory Academic Progress
- 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

Cumulative Grade Point Average Requirements	
Fund	Cumulative GPA
Presidential Scholarship	3.3
Dean's Scholarship	3.0
Academic Achievement Scholarship	2.7
Federal TEACH Grant teachgrant.ed.gov	3.25

To renew merit scholarships, students must maintain the cumulative grade point average (GPA) listed above by their third full-time semester. Students who do not achieve the cumulative GPA by the end of their second semester, will be placed on merit probation for their third semester.

Students are still eligible to receive their merit scholarship during their probationary semester; however, if students do not receive the required cumulative GPA by the end of their probationary semester, they will not receive the scholarship the following semesters.

If students become ineligible for their merit scholarships, there are alternative payment and financial resources available to help them. The OSFS is available to help students determine what options may be best for them. Additionally, the merit scholarship will be reinstated once the student notifies our office that they have achieved the required cumulative GPA.

Satisfactory Academic Progress (SAP) Policy

To continue receiving financial aid, students must maintain Satisfactory Academic Progress (SAP); 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 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 67% of their attempted credits during each academic year. Students attending full-time have six years in which to complete a four-year

program. To maintain SAP, a full-time student is expected to complete the following minimum number of credits each year:

Year	Full-time Credits
1st year	21
2nd year	43
3rd year	64
4th year	85
5th year	107
6th 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 67% 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 SFS to ensure students are maintaining SAP. Students who are not maintaining SAP are notified by mail and e-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 SFS 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 SFS 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 SFS of any changes to their academic standing. For example, credits transferred in from another

institution need to be brought to the attention of the SFS. Financial aid cannot be awarded until this official notification is received. Students who have been denied financial aid because they were not making SAP may again receive financial aid the semester after attaining SAP.

Other Resources

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 emmanuel.edu/privatescholarships for a listing of scholarship websites.

If you received private scholarships, it may be used as a credit toward the bill by submitting the check or scholarship notification letter to the SFS.

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 2017-2018 academic year, the scholarship is for \$35,000 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, 2017 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 contact the provider to request documentation and/or funds be sent to Emmanuel. Once we receive this information, we will credit your account.

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 HireSaints, which may be accessed by visiting www.mysaints.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 HireSaints and apply for jobs as soon as possible.

The Career Center also posts opportunities for students to locate off-campus jobs and internships. Students may contact the Career Center at 617-735-9930 or careercenter@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 the “Cost of Attendance,” are determined by housing and enrollment statuses. A budget contains direct 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 a change of 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 2017-2018 school year. Individual budgets will vary based on enrollment status and program.

Full-Time Resident	
Tuition	\$38,584
Student Activity Fees	\$ 260
Room and Board	\$14,628
Books and Supplies	\$ 880
Transportation	\$ 810
Personal/Misc.	\$ 1,575
Average Loan Fees	\$ 70
Total	\$56,807
Full-Time Commuter	
Tuition	\$38,584
Student Activity Fees	\$ 260
Room and Board	\$ 5,625
Books and Supplies	\$ 880
Transportation	\$ 1,440
Personal/Misc.	\$ 1,575
Average Loan Fees	\$ 70
Total	\$48,434

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 SFS 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 SFS.

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

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. The withdrawal policy does not differ if the student withdraws due to medical reasons. We encourage all students to meet with the SFS prior to withdrawing to understand the financial impacts.

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 and Board Charges
Prior to start of classes	100%
Week 1	75%
Week 2	50%
Week 3	25%
After week 3	No refund

Treatment of Title IV Aid When a Student Withdraws

The law specifies how your school must determine the amount of Title IV program assistance that you earn if you withdraw from school. The Title IV programs that are covered by this law are: Federal Pell Grants, Iraq and Afghanistan Service Grants, TEACH Grants, Direct Loans, Direct PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOGs), and Federal Perkins Loans. The same policy applies to veterans tuition assistance programs.

Though your aid is posted to your account at the start of each period, you earn the funds as you complete the period. If you withdraw during your payment period or period of enrollment (your school can define these for you and tell you which one applies to you), the amount of Title IV program assistance that you have earned up to that point is determined by a specific formula. If you received (or your school or parent received on your behalf) less assistance than the amount that you earned, you may be able to receive those additional funds. If you received more assistance than you earned, the excess funds must be returned by the school and/ or you.

The amount of assistance that you have earned is determined on a pro rata basis. For example, if you completed 30% of your payment period or period of enrollment, you earn 30% of the assistance you were originally scheduled to receive. Once you have completed more than 60% of the payment period or period of enrollment, you earn all the assistance that you were scheduled to receive for that period.

If you did not receive all of the funds that you earned, you may be due a post-withdrawal disbursement. If your post-withdrawal disbursement includes loan funds, your school must get your permission before

it can disburse them. You may choose to decline some or all of the loan funds so that you don't incur additional debt. Your school may automatically use all or a portion of your post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges (as contracted with the school). The school needs your permission to use the post-withdrawal grant disbursement for all other school charges. If you do not give your permission (some schools ask for this when you enroll), you will be offered the funds. However, it may be in your best interest to allow the school to keep the funds to reduce your debt at the school.

There are some Title IV funds that you were scheduled to receive that cannot be disbursed to you once you withdraw because of other eligibility requirements. For example, if you are a first-time, first-year undergraduate student and you have not completed the first 30 days of your program before you withdraw, you will not receive any Direct Loan funds that you would have received had you remained enrolled past the 30th day.

If you receive (or your school or parent receive on your behalf) excess Title IV program funds that must be returned, your school must return a portion of the excess equal to the lesser of:

1. your institutional charges multiplied by the unearned percentage of your funds, or
2. the entire amount of excess funds.

The school must return this amount even if it didn't keep this amount of your Title IV program funds.

If your school is not required to return all of the excess funds, you must return the remaining amount.

Tuition Refund Insurance

Tuition refund insurance is available through GradGuard 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 refund insurance based on the needs of the student and family.

Participation in the tuition refund insurance is optional and is not administered by Emmanuel College. The College's withdrawal policy is applicable whether or not you enroll in the tuition refund insurance plan.

If you have questions regarding the plan or would like to apply, please contact GradGuard at (888) 541-4853 or visit www.gradguard.com/tuition.

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 by contacting the SFS.
- Request a refund in the SFS or through MySaints. Students who request their refund through MySaints may request to have the funds directly deposited into their bank account. Some refunds may be issued automatically.

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.

Delinquent Accounts

The payment of tuition and fees is the student's responsibility.

If you are unable to pay your balance by the bill due date, please contact the SFS. We will help you find payment options that work for you. Although very few students will have a delinquent account, those with a delinquent account will:

- Be assessed a late fee.
- Have a financial hold added to their account preventing them from:
 - moving into the residence hall;
 - dining on campus;
 - attending classes;
 - registering for classes;
 - participating in room selection;
 - receiving a transcript or diploma;
 - attending graduation.
- Be referred to a collection agency. Should this occur, the delinquent account will be reported to the credit bureaus and the student will be responsible for the costs charged by 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

Patricia Clarke, 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 accounting majors.

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 150-hour requirement for becoming a CPA.

Students who successfully complete the Accounting major at Emmanuel College are qualified to sit for the CPA exam in Massachusetts but must take additional credits for the CPA license. Students planning to take the CPA exam should discuss this with their academic advisor. For additional information on the CPA in Massachusetts, refer to the Massachusetts Society of CPAs at www.msccaonline.org.

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. Demonstrate a knowledge base of concepts and analytical tools within accounting and be able to apply this knowledge to problem identification, analysis and resolution.
3. Communicate effectively orally and in writing, using concepts and analytical tools from 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. Recognize the value of ongoing professional development and the importance of participating in professional organizations.
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 spring semester of the student's final year of study. During the Capstone students study advanced topics that integrate their learning from previous courses.

B.A. in Accounting

Requirements for Major:

<u>ACCT1201</u>	<u>Financial Accounting (QA)</u>
<u>ACCT2201</u>	<u>Managerial Accounting</u>
<u>ACCT2203</u>	<u>Intermediate Accounting I</u>
<u>ACCT2204</u>	<u>Intermediate Accounting II</u>
<u>ACCT2206</u>	<u>Cost Accounting</u>
<u>ACCT3203</u>	<u>Auditing and Assurance Services</u>
<u>ACCT3296</u>	<u>Accounting Internship</u>
<u>ACCT3411</u>	<u>Federal Income Taxes</u>
<u>ACCT3413</u>	<u>Accounting Information Systems</u>
<u>ACCT4201</u>	<u>Advanced Accounting</u>
<u>ECON1101</u>	<u>Principles of Microeconomics</u>
<u>MATH1117</u>	<u>Introduction to Statistics</u>
<u>MATH1111</u>	<u>Calculus I</u>
<u>_or_</u>	
<u>MATH1121</u>	<u>Applied Mathematics for Management*</u>
<u>MGMT1101</u>	<u>Introduction to Business</u>
<u>MGMT2200</u>	<u>Principles of Marketing</u>
<u>MGMT2301</u>	<u>Legal Environment of Business</u>
<u>MGMT2307</u>	<u>Organizational Behavior</u>
<u>MGMT3302</u>	<u>Operations Management</u>
<u>MGMT3305</u>	<u>Financial Management</u>

INT1001, a prerequisite for ACCT3296 Internship, should be taken in the student's second or third year.

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

Minor in Accounting

Requirements for Non-Management Majors:

<u>ACCT1201</u>	<u>Financial Accounting</u>
<u>ACCT2201</u>	<u>Managerial Accounting</u>
<u>ACCT2203</u>	<u>Intermediate Accounting I</u>
<u>ACCT2204</u>	<u>Intermediate Accounting II</u>
<u>MGMT1101</u>	<u>Introduction to Business</u>

Distinction in the Field

Seniors with a GPA of at least 3.5 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.

American Studies

Andrea McDonnell, Ph.D.

Coordinator

The American Studies program offers an interdisciplinary approach to understanding the diverse and dynamic structures, experiences and expressions of United States society and culture. The program merges coursework in Art, English, History, Political Science and Sociology in order to provide students with a holistic understanding of the U.S. through a focus on its institutions, organizations, myths, ideologies, cultural practices and cultural products.

The major in American Studies serves as a valuable educational background for future study and careers in fields such as law, public policy, media industries, international relations, social service, business and education. Majors are encouraged to apply theoretical knowledge in a practical capacity through an internship and capstone experience. The program invites students from all backgrounds to think critically about the diverse and changing American experience of which they are a part and about the ways in which that experience shapes our understanding of history, politics, communication and culture.

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 majoring in American Studies follow one of the two programs described below: American Cultural Studies or Politics and American Society.

B.A. in American Studies with Concentration in American Cultural Studies

Requirements for Concentration:

Five introductory courses

1. AMST1101 Introduction to American Studies
2. ART1203 Art of Resistance: Social Justice and the Visual Arts in the United States
3. HIST1105 United States History to 1877
or
HIST1106 United States History Since 1877
4. POLSC1201 Introduction to American Politics and Government
5. SOC1105 Major Institutions in U.S. Society

6-8. Three 2000-level courses from the following (one course must be ART or ENGL, one course must be HIST and one course must be POLSC or SOC):

- | | |
|-----------|---|
| ART2217 | American Art to 1940 |
| ENGL2303 | The Modern American Novel |
| ENGL2304 | American Voices I: U.S. Literature to 1865 |
| ENGL2413 | African American Literature: A Tradition of Resistance |
| ENGL2604 | American Voices II: U.S. Literature Since 1865 |
| HIST2128 | Immigrants in the American Experience |
| HIST2130 | African American History: 1865 to the Present |
| HIST2205 | Women in American History |
| POLSC2225 | The 1960s |
| POLSC2232 | Parties and Interests in American Politics: Polarized America |
| POLSC2401 | American Foreign Policy |
| POLSC2602 | Introduction to Law and the Judicial System |

- | | |
|---------|-------------------------------------|
| SOC2105 | Race, Ethnicity and Group Relations |
| SOC2127 | Social Class and Inequality |

9-11. Three 3000-level courses from the following:

- | | |
|-----------|---|
| ENGL3301 | The American West in Film and Literature |
| ENGL3601 | Crime Stories and American Culture |
| HIST3121 | Surviving Columbus: History of Native Americans, 1492 to 1992 |
| HIST3205 | Themes in the History of the American West |
| POLSC3160 | American Political Thought |
| POLSC3201 | Congress, Representation and the Legislative Process |
| POLSC3202 | The American Presidency |
| SOC3201 | Worlds in Motion: The Causes and Consequences of Migration |

12. Capstone

Choice of:

- | | |
|----------|---------------------------------------|
| AMST4178 | Directed Research in American Studies |
| or | |
| AMST4995 | Internship |

B.A. in American Studies with Concentration in American Politics and Society

Requirements for Concentration:

Five introductory courses

1. AMST1101 Introduction to American Studies
2. ART1203 Art of Resistance: Social Justice and the Visual Arts in the United States
3. HIST1105 United States History to 1877
or
HIST1106 United States History Since 1877
4. POLSC1201 Introduction to American Politics and Government
5. SOC1105 Major Institutions in U.S. Society

6-8. Three 2000-level courses from the following (one course must be selected from ART, ENGL, or HIST; two courses must be POLSC or SOC):

- | | |
|-----------|--|
| ART2217 | American Art to 1940 |
| ENGL2303 | The Modern American Novel |
| ENGL2304 | American Voices I: U.S. Literature to 1865 |
| ENGL2413 | African American Literature: A Tradition of Resistance |
| ENGL2604 | American Voices II: U.S. Literature Since 1865 |
| HIST2128 | Immigrants in the American Experience |
| HIST2130 | African American History: 1865 to the Present |
| HIST2205 | Women in American History |
| POLSC2225 | The 1960s |

- | | |
|-----------|---|
| POLSC2232 | Parties and Interests in American Politics: Polarized America |
| POLSC2401 | American Foreign Policy |
| POLSC2602 | Introduction to Law and the Judicial System |
| SOC2105 | Race, Ethnicity and Group Relations |
| SOC2127 | Social Class and Inequality |

9-11. Three 3000-level courses from the following (two courses must be POLSC or SOC, one course must be ENGL or HIST)

- | | |
|-----------|---|
| ENGL3301 | The American West in Film and Literature |
| ENGL3601 | Crime Stories and American Culture |
| HIST3121 | Surviving Columbus: History of Native Americans, 1492 to 1992 |
| HIST3205 | Themes in the History of the American West |
| POLSC3160 | American Political Thought |
| POLSC3201 | Congress, Representation and the Legislative Process |
| POLSC3202 | The American Presidency |
| SOC3201 | Worlds in Motion: The Causes and Consequences of Migration |

12. Capstone

- | | |
|----------|---------------------------------------|
| AMST4178 | Directed Research in American Studies |
| or | |
| AMST4995 | Internship |

Minor in American Studies

The American Studies minor offers students an introduction to the rigors of interdisciplinary study while serving as an excellent complement to traditional arts and sciences disciplines, such as History, English, Art, Political Science and Sociology for students who chose have a particular interest in the study of U.S. society.

Requirements for Minor:

1. AMST1101 Introduction to American Studies

Choice of:

2. ART1203, HIST1105, HIST1106, POLSC1201 or SOC1105
3. 2000-level American Studies catalog course
4. 2000-level American Studies catalog course (different field than #3)
5. 3000-level American Studies catalog course (in same field as #3 or #4)

Distinction in the Field Requirements

- 3.5 cumulative GPA and 3.67 GPA in courses for American Studies Major
- Grade of A- or higher 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

Erich Doubek, M.F.A.

Chair

The art department offers programs in studio art, graphic design, art therapy, art history and art education. Through a broad studio and art history experience, students develop the critical, analytical and technical skills necessary to produce and analyze 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 knowledge of issues related to 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 global perspective on the arts. The study of art within a liberal arts context provides a rich, interdisciplinary experience that fuels self-expression.

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 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 and other industries based on the creative and critical-thinking skills developed through their course of study.

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 and individually designed majors in studio art and art history. 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-8 and 5-12, may be taken.

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.
- Guide students in choosing their appropriate medium and developing the technical and conceptual proficiency in that medium.
- 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. In ART4417, taken in fall of senior year, students choose a thesis topic in their area of interest and a faculty advisor. 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.

B.A. in Studio Art

Requirements for Major:

ART1201	Survey of Art I
or	
ART1202	Survey of Art II
ART1401	Basic Drawing I
ART1402	Basic Drawing II
ART1407	Visual Language for Design and Communication
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	

Minor in Studio Art Minor

Requirements for Minor:

ART1401	Basic Drawing I
ART1407	Visual Language for Design and Communication
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.

B.A. in Art History (Individualized Major)

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 Individual Major Committee and the Dean of Arts and Sciences. The Committee and the Dean must approve the proposal. The course of study culminates with a directed study that supports a capstone project in the spring of senior year.

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 using the theoretical tools employed by art historians

Minor in Art History

Requirements for 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 a Bachelor of Fine Arts degree as an individualized major in studio art. To earn a B.F.A., 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.

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 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.

Graphic Design

A BFA in graphic design introduces students to a world of hands on studio classes taught by practicing artist and designers. This program challenges students to explore areas like publication design, package design, web and app development, advertising and brand design. Students grow their skills through research, problem-solving, critique and practical application, while gaining the full benefit from all Boston has to offer from a thriving local art scene, museums, and endless internship opportunities.

Learning Goals and Outcomes

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

- Problem-solving through visual communication
- Visualizing complex information
- Typography for both screen and print
- Designing for print, interactive, and time based media
- Mastery of both contemporary technology and traditional craft skills in communication design
- Developing professional and critical language used in critiquing their own work and the work of others

The Capstone Experience

The culminating experience for students in the Graphic Design major is the Graphic Design: 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 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 personal portfolio in preparation for entrance into professional practice. Students choose a thesis topic in their area of interest and a faculty advisor in Graphic Design: Senior Studio. 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.

B.F.A. in Graphic Design

Requirements for Major:

ART1201	Survey of Art I
or	
ART1202	Survey of Art II
ART1401	Basic Drawing I
ART1402	Basic Drawing II (AI-A)
ART1407	Visual Language for Design and Communication (AI-A)
ART2215	Modern Art (AI-A)
ART2232	History of Graphic Design
ART2403	Design and Composition
ART2411	Introduction to Printmaking (AI-A)
ART2415	Life Drawing
ART2432	Poster and Information Design
ART2433	3D Form Studies (AI-A)
ART2443	Digital Photography I: New Technologies in Photography
ART3402	Interactive Design
ART3431	Motion Graphics and Digital Animation
ART3432	Package and Publication Design
ART4432	Graphic Design Senior Studio

ART4194/
ART4195 Internship I and II
Non-credit B.F.A. thesis project and exhibition

Minor in Graphic Design

Requirements for Minor:

ART1401	Basic Drawing I
ART1407	Visual Language for Design and Communication
ART2403	Design and Composition
ART2432	Poster and Information Design *
And two of the following:	
ART2443	Digital Photography I: New Technologies in Photography
ART3402	Interactive Design
ART3431	Motion Graphics and Digital Animation
ART3432	Package and Publication Design*

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

Recommended Minors The department recommends that, if possible, graphic design majors complete a minor program in another department. Although any department is relevant, minors in photography, communication and media studies, or marketing are particularly useful. See respective department listings for minor requirements.

Minor in Photography

Requirements for Minor:

ART1407	Visual Language for Design and Communication
ART2213	Daguerreotypes to Digital Prints: The History of Photography
ART2413	Photography I (AI-A)
or	
ART2443	Digital Photography I: New Technologies in Photography
ART3412	Photography II: Idea and ImageART

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.

Through this pre-professional program, students learn the skills necessary to be 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, a minor in psychology, and culminating senior thesis and clinical practicum which provides 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 the history of art therapy.
- Learn about the origins of art therapy, including its founders and 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 an identity as an art therapist and learn the roles played in the field through classroom discussions, projects and practicum placements

The Capstone Experience

The culminating experience for the Art Therapy Pre-Professional Program is Art Therapy Practicum (Art4365). During the capstone experience, students complete a comprehensive thesis paper in conjunction with their practicum experience. The paper must adhere to the guidelines of the field and demonstrate achievement of the goals of the program. Students are required to present their projects before a panel of art and art therapy faculty. Seniors are assessed on the quality of their paper, artwork, and presentation.

Requirements for Pre-Professional Program in Art Therapy

Studio Art:

ART1401	Basic Drawing I
ART1407	Visual Language for Design and Communications
ART2401	Painting I
ART2403	Design and Composition
ART2433	3D Form Studies (AI-A)
ART2451	Ceramics I

Art Therapy:

ART1301	Introduction to Art Therapy
ART2302	Principles of Art Therapy
ART4365	Art Therapy Practicum I

Psychology:

PSYCH1501	General Psychology (SA)
PSYCH3601	Counseling Theories and Techniques
PSYCH2303	Child Psychology
OR	
PSYCH2304	Adulthood and Aging
OR	
PSYCH2403	Adolescent Development
Two additional psychology classes in consultation with advisor	

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 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. The students' GPA must be 3.5 or above and the students' thesis work and presentation must be determined to be a High Pass by the art faculty.

Biology

Todd Williams, 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

After completion of the Biology major, students will:

- Understand fundamental concepts in biology.
- Have the capacity to use and critically evaluate scientific knowledge.
- Be able to collaborate with others to find insightful solutions to problems.
- Appreciate how biology relates to important issues that affect society through ethical and moral awareness.
- Have working knowledge of biological lab techniques, lab safety, experimental design and data analysis.

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.

B.S. in Biology

Requirements for Major:

BIOL1105	Introduction to Cellular and Molecular Biology (SI-L)
BIOL1106	Introduction to Organismic and Evolutionary Biology (SI-L)
BIOL2123	Genetics
BIOL2131	Biochemistry

BIOL2301	Experimental Biology Laboratory	BIOL3105	Endocrinology	
BIOL4160	Seminar	BIOL3137	Medical Neuroscience	
[	CHEM1101	Principles of Chemistry I*+	BIOL3151	Exercise Physiology with lab
	CHEM1102	Principles of Chemistry II*+	BIOL4194/	
	or		BIOL4195	Research Internships in the Natural Sciences I and II*
	CHEM1103	Chemical Perspectives*+		
	CHEM2101	Organic Chemistry I +		

*Qualified students may replace CHEM1101 and CHEM1102 with CHEM1103.

+Biology majors are approved to receive a passing grade of C- in CHEM1101, CHEM1102, CHEM1103, CHEM2101.

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 Biological Research
BIOL2151	Marine Microbiology
BIOL3101	Analysis of Development
BIOL3119	Immunology
BIOL3125	Molecular Biology
BIOL3127	Microbiology
BIOL3132	Advanced Topics in Biochemistry
BIOL3135	Cancer Biology
BIOL4194/	
BIOL4195	Research Internships in the Natural Sciences I and II*

Category 2: Organismic/Systems Electives

BIOL2105	Plant Biology
BIOL2107	Ecology
BIOL2113	Human Nutrition
BIOL2135	Anatomy and Physiology I
BIOL2137	Anatomy and Physiology II
BIOL2201	Neurobiology
BIOL3101	Analysis of Development

*BIOL4194 counts as a 3000-level biology laboratory elective for a B.S. in biology if the entire two-semester internship sequence (BIOL4194 and BIOL4195) is completed. The student's advisor determines the appropriate category for the internship. Students receive academic credit for the second internship course (BIOL4195), but it would not be counted as one of the 11 required biology courses.

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

Students with the goal of medical school, dental school, or veterinary school should refer to page 119 for detailed information concerning the program of study at Emmanuel College.

B.S. Biology with Concentration in Biochemistry

The program provides students with a deeper understanding of the structure and function of molecules that are necessary for the biological function of cells and organisms.

In addition to concentration electives, students must complete the additional elective requirements to satisfy the major.

Requirements for Concentration:

1. BIOL3125 Molecular Biology
2. CHEM2102 Organic Chemistry II
3. One Chemistry Elective chosen from:

[	CHEM3115	Introduction to Toxicology
	or	
	CHEM3123	Advanced Chemical Synthesis

(Please note that this chemistry elective replaces one of the biology elective)

4. INT3211 Experiential Internships in the Natural Sciences
5. BIOL4194/95 Research Internships in the Natural Sciences I & II
(Please note this will count as an advanced biology elective with lab)
- 6.-7. Two upper-level biology electives that must cover category 2

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.

In addition to concentration electives, students must complete the additional elective requirements to satisfy the major.

Requirements for Concentration:

1. BIOL2135 Anatomy and Physiology I with lab
2. BIOL2137 Anatomy and Physiology II with lab
3. BIOL3127 Microbiology with lab
4. PHIL1205 Health Care Ethics (M)
(fulfills Moral Reasoning requirement)
5. BIOL4194 /BIOL4195 Research Internships in the Natural Sciences I & II
or
INT3211 Experiential Internships in the Natural Sciences with permission of instructor
A one-semester experience with approved research component

- 6.-7. Two upper-level biology electives, one of which must be at the 3000-level

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 Diseases (SI)
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.

In addition to concentration electives, students must complete the additional elective requirements to satisfy the major.

Requirements for Concentration:

1. BIOL2135 Anatomy and Physiology I with lab
2. BIOL2201 Neurobiology with lab

- | | | |
|----|--|--|
| } | 3. BIOL3137 | Medical Neuroscience |
| | or | |
| | PSYCH3205 | Neuroendocrinology |
| or | | |
| | PSYCH3214 | Psychopharmacology |
| } | 4. BIOL4194/95 | Research Internships in the Natural Sciences I and II |
| | or | |
| | INT3211 | Experiential Internships in the Natural Sciences with permission of instructor
A one-semester experience with approved research component |
| | 5.-6. Two upper-level biology electives that must cover one lab, one 3000-level and a category 1 | |

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

B.S. Biology with Concentration in Physiology

This program of courses is designed for students interested in a focused study of human physiology. Upon successful completion of the concentration, students will have knowledge in a number of areas of human functioning, including anatomy and physiology of musculoskeletal, cardiorespiratory, nervous, endocrine, digestive and renal systems. In addition, students will perform in depth investigation into metabolic processes and the stress of exercise. This program is appropriate for students interested in careers in physiology research, sports medicine and a variety of health professions, including physical therapy, physician assistants and nurse practitioners. Furthermore, with the inclusion of a research requirement, this program will prepare students for graduate study in physiology programs.

In addition to concentration electives, students must complete the additional elective requirements to satisfy the major.

Requirements for Concentration

- | | | |
|---|--|--|
| } | 1. BIOL2135 | Anatomy and Physiology I with lab |
| | 2. BIOL2137 | Anatomy and Physiology II with lab |
| | 3. BIOL2113 | Human Nutrition |
| } | 4. BIOL3151 | Exercise Physiology with lab |
| | 5. BIOL4194/95 | Research Internships in the Natural Sciences I and II |
| | or | |
| | INT3211 | Experiential Internships in the Natural Sciences with permission of instructor
A one-semester experience with approved research component |
| | 6. One upper-level biology electives that must be at the 3000-level and cover category 1 | |

Minor in Biology

Requirements for Minor:

Five courses (no more than two at the 1000-level)

- | | |
|-------------|--|
| 1. BIOL1105 | Introduction to Cellular and Molecular Biology (SI-L) |
| 2. BIOL1106 | Introduction to Organismic and Evolutionary Biology (SI-L) |
| | and |
| 3-5. | Any three biology courses except: INT3211, BIOL4160, BIOL4178, BIOL4194, BIOL4195 and BIOL4999 |

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. Interested students should also consult the biology department regarding the optimal selection of electives.

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

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.

Biostatistics

Yulia Dementieva, Ph.D.
Coordinator

Biostatistics is the application of statistical techniques to data generated from biological problems. A career in biostatistics is ideal for students with strengths 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.

Learning Goals and Outcomes

1. Understand a common set of core mathematical concepts/skills/problems/theorems/ways of thought needed to study mathematical statistics (MATH2103 and MATH2101)
2. Understand foundational principles of biology (BIOL1105 and BIOL1106)
3. Understand chemical structure of components of living systems (DNA, proteins, lipids, etc.) (CHEM1101 and CHEM1102)
4. Understand descriptive and inferential statistics, probability theory, methods and techniques (MATH2113, MATH3103, MATH3105)
5. Be able to apply statistical methods and techniques to current biological topics and research (BIOL2123 and one BIOL elective BIOL2115 or BIOL2119)
6. Be able to use technology and software programs (SAS, R) to analyze data and effectively communicate statistical results to others, especially non-statisticians (MATH2113, MATH3105, MATH4101).

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 the Advanced Statistics (MATH3105) course with a grade of at least C. During the capstone experience students complete final projects in SAS using statistical knowledge from previous courses and data of their choice. Presentations of the final projects are shared with the Mathematics department faculty.

B.S. in Biostatistics

Requirements Major:

BIOL1105	Introduction to Cellular and Molecular Biology
BIOL1106	Introduction to Organismic and Evolutionary Biology
BIOL2123	Genetics
CHEM1101	Principles of Chemistry I*
CHEM1102	Principles of Chemistry II*
or	
CHEM1103	Chemical Perspectives*
MATH2101	Linear Algebra
MATH2103	Calculus III
MATH2113	Applied Statistics
MATH3103	Probability
MATH3105	Advanced Statistics
MATH4101	Programming in SAS

and one elective to be chosen from the following courses:

BIOL2115	Determinants of Health and Disease
BIOL2119	Current Topics in Biological Research
MATH4194	
/MATH4195	Research Internship I and II**

*Qualified students may replace CHEM1101 and CHEM1102 with CHEM1103.

** MATH4194 counts as a 3000-level math elective for a B.S. in Biostatistics if the entire two-semester internship sequence (MATH4194 and MATH4195) is completed. Students receive academic credit for the second internship course (MATH4195), but it would not be counted as one of the 12 required biostatistics courses.

Experiential Internship

Biostatistics majors may apply to do an internship in a non-research setting. The internship site and project must be appropriate for the biostatistics major and it is the student's responsibility to obtain an internship. The one-semester internship course INT3211 counts as an Emmanuel College elective, but not as an elective toward the biostatistics major.

Distinction in the Field

To be eligible to apply for distinction in the field of biostatistics, a student must have, at the completion of the first semester of his/her junior year, a cumulative overall GPA of at least 3.5 and at least 3.5 GPA in courses that count toward the biostatistics major. Eligible students will be invited by the department to apply for distinction.

To maintain eligibility for distinction, the student must keep a cumulative overall GPA of at least 3.5 and at least 3.5 GPA in courses that count toward the major for the remaining three semesters.

Business and Economics

Patricia Clarke, Ph.D.

Chair

The Department of Business and Economics offers a major in management, economics, and accounting, and minors in economics, management, accounting, marketing, and organizational leadership. The department also offers concentrations in marketing and sport management.

The management major reflects the reality of management today—a field of study and action that is fundamentally multidisciplinary, drawing on 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 in the functional areas and is 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, self-reflection, international/ multicultural

issues and technology.

This integrated management major 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). 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. Students are evaluated by the capstone course instructors

and final papers and projects may be shared with Business and Economics Department faculty.

B.A. in Accounting

Requirements for Major: See page 51

B.A. in Economics

Requirements for Major:

ECON1101	Principles of Microeconomics
ECON1103	Principles of Macroeconomics
MATH1121	Applied Math
or	
MATH1111	Calculus I
MATH1117	Introduction to Statistics
ECON2101	History of Economic Thought
COF ECON200	Simmons: Intermediate Microeconomics
COF ECON201	Simmons: Intermediate Macroeconomics
ECON4201	Economics Senior Seminar

Three Electives (two of which must be at 3000 level) from:

ECON2113	Politics of International Economic Relations
ECON2203	Economic View of the World
ECON2205	Urban Economics
ECON3103	The International Economy
ECON3105	Money and Financial Markets
ECON3113	Economics of Health Care
ECON3115	Economics and the Environment
ECON3496	Economics Internship

B.A. in Management

Requirements for Major:

ACCT1201	Financial Accounting (QA)
ACCT2201	Managerial Accounting
ECON1101	Principles of Microeconomics
ECON1103	Principles of Macroeconomics (SA)
Economics elective	
MGMT1101	Introduction to Business
MGMT2200	Principles of Marketing
MGMT2301	Legal Environment of Business
MGMT2307	Organizational Behavior (SA)
MGMT3302	Operations Management
MGMT3305	Financial Management
MGMT3496	Internship
MGMT4303	Strategic Management

INT1001, a prerequisite for MGMT3496 and 3497 Internship, should be taken in the student's second or third year.

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

MATH1117	Introduction to Statistics (QA)
and one of the following two courses:	
MATH1111	Calculus I (QA)
or	
MATH1121	Applied Mathematics for Management (QA)

B.A. in Management with 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 (MGMT3496) in a sport marketing or sport management related position.

Requirements for Concentration:

MGMT2401	Introduction to Sport Management
MGMT3422	Sport Marketing
MGMT3423	Sport Law

B.A. in Management with Concentration in Marketing

In addition to courses required for the management major, students take 12 credits from courses listed below. They do their Management Internship (MGMT3496) in a marketing related position.

Requirements for Concentration:

1. MGMT3110	Marketing Research: An Applied Orientation
2. MGMT3501	Advertising and Promotion
3. CHOICE OF:	
MGMT2202	International Management
MGMT2211	Leadership: Person and Process
MGMT3422	Sport Marketing
ART1407	Intro to Digital Process
ART2403	Design and Composition
ART2432	Poster and Information Design
ART2433	3D Form Studies

Departmental Minors

In addition to the major in management, the department offers minors in management, marketing, economics, accounting and organizational leadership. Please note that only 4 credits can be used

toward both the major and minor requirements at the college.

Minor in Management

Requirements for Minor:

ACCT1201	Financial Accounting (QA)
ECON1101	Principles of Microeconomics
MGMT1101	Introduction to Business
Two management courses at the 2000-level or above, which may include ACCT2201 Managerial Accounting	

Minor in Marketing

Requirements for

Non-Management Majors:

1. MGMT1101	Intro to Business
2. MGMT2200	Principles of Marketing
3. MGMT 3110	Marketing Research: An Applied Orientation
OR	
MGMT3501	Advertising and Promotion
4.-5. Choose two electives from:	
MGMT 2307	Organizational Behavior
MGMT 2202	International Management
MGMT2211	Leadership: Person to Process
MGMT3422	Sport Marketing
ART1407	Intro to Digital Process
ART2403	Design and Composition
ART2432	Poster and Information Design
ART2433	3D Form Studies

Minor in Economics

Requirements for

Non-Management Majors:

ECON1101	Principles of Microeconomics
ECON1103	Principles of Macroeconomics (SA)
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

Requirements for**Management Majors:**

ECON1101	Principles of Microeconomics
ECON1103	Principles of Macroeconomics (SA)
ECON2101	History of Economic Thought

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

Minor in Accounting**Requirements for****Non-Management Majors:**

ACCT1201	Financial Accounting
ACCT2201	Managerial Accounting
ACCT2203	Intermediate Accounting I
ACCT2204	Intermediate Accounting II
MGMT1101	Introduction to Business

Minor in Organizational Leadership**Requirements for Minor:**

1. MGMT2211 Leadership: Person and Process
2. MGMT2307 Organizational Behavior
3. MGMT3211 Leadership at Work
4. ENGL1205 Introduction to Literary Methods
or
ENGL1502 Introduction to Communication, Media and Cultural Studies
or
SPCH1111 Public Speaking: Voice and Diction
5. PHIL1207 Ethics at Work
or
PHIL1115 Recent Moral Issues
or
PHIL2106 Ethics
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
ECON3105	Money and Financial Markets
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
PHIL1205	Health Care Ethics
POLSC2603	Problems of Law and Society
POLSC3209	Public Policy, the Law and Psychology
PSYCH2405	Health Psychology
SOC2105	Race, Ethnicity and Group Relations
SOC2123	Health Care: Systems, Structures and Cultures
SOC2127	Social Class and Inequality
THRS2130	Catholic Social Teaching (Cross-referenced with SOC2131)

Distinction in the Field

Seniors with a GPA of at least 3.5 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.

Chemistry

Aren Gerdon, 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 Department of Chemistry and Physics is equipped with 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 be able to:

- Apply knowledge of the sub-disciplines of chemistry including analytical, bio-chemistry, inorganic, organic and physical chemistry

- Develop testable chemical hypotheses, design and execute experiments to test the hypotheses, analyze the data and draw meaningful conclusions.
- Effectively communicate chemical knowledge and research to general and specialized audiences.
- Execute chemical literature searches to assess experimental design, results and conclusions in scientific scholarly articles.
- Utilize laboratory skills of experimental design, chemical synthesis, purification, data and error analysis and computational analysis with full regard to safe laboratory practices.
- Follow a high standard of ethics in regard to the scientific method.

The Capstone Experience

The culminating experience for all chemistry majors is the Senior Seminar course (CHEM4160). This course is 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 Chemistry faculty.

B.S. in Chemistry

Requirements for Major:

CHEM1101	Principles of Chemistry I (SI-L)
CHEM1102 or	Principles of Chemistry II (SI-L)
CHEM1103	Chemical Perspectives(SI-L)

Chemistry

CHEM2101	Organic Chemistry I
CHEM2102	Organic Chemistry II
CHEM2104	Analytical Chemistry
CHEM3105	Physical Chemistry I
CHEM3106	Physical Chemistry II
CHEM4160	Senior Seminar
MATH1111	Calculus I (QA)
MATH1112	Calculus II (QA)
PHYS2201	General Physics I (Calculus based) (SI-L)
PHYS2202	General Physics II (Calculus based) (SI-L)

Three electives selected from upper-level chemistry courses, except INT3211, CHEM4178, CHEM4194-4195

B.S. in Chemistry with Concentration in Biochemistry

Requirements for Concentration:

BIOL1105	Introduction to Cellular and Molecular Biology (SI-L)
BIOL1106	Introduction to Organismic and Evolutionary Biology (SI-L)

CHEM1101	Principles of Chemistry I (SI-L)
CHEM1102	Principles of Chemistry II (SI-L)
or	
CHEM1103	Chemical Perspectives (SI-L)
CHEM2101	Organic Chemistry I
CHEM2102	Organic Chemistry II
CHEM2104	Analytical Chemistry
CHEM2111	Biochemistry
CHEM3105	Physical Chemistry I
CHEM3106	Physical Chemistry II
CHEM4160	Senior Seminar
MATH1111	Calculus I (QA)
MATH1112	Calculus II (QA)
PHYS2201	General Physics I (Calculus based) (SI-L)
PHYS2202	General Physics II (Calculus based) (SI-L)

Three electives: two selected from upper-level chemistry courses; one selected from any biology course level 2000-3000 except INT3211, CHEM4178, CHEM4194-419, or BIOL2131

B.S. in Chemistry with Concentration in Forensic Science

Requirements for Concentration:

CHEM1101	Principles of Chemistry I (SI-L)
CHEM1102	Principles of Chemistry II (SI-L)
or	
CHEM1103	Chemical Perspectives (SI-L)
CHEM1117	Forensic Chemistry (SI-L)
CHEM2101	Organic Chemistry I
CHEM2102	Organic Chemistry II
CHEM2104	Analytical Chemistry
CHEM2114	Chemistry of Fire and Explosives (SI-L)
CHEM3105	Physical Chemistry I
CHEM3106	Physical Chemistry II
CHEM3108	Instrumental Methods of Analysis
CHEM3115	Introduction to Toxicology
CHEM4160	Senior Seminar
MATH1111	Calculus I (QA)
MATH1112	Calculus II (QA)
PHYS2201	General Physics I (Calculus based) (SI-L)
PHYS2202	General Physics II (Calculus based) (SI-L)

Minor in Chemistry

Requirements for Minor

CHEM1101	Principles of Chemistry I (SI-L)
CHEM1102	Principles of Chemistry II (SI-L)
or	
CHEM1103	Chemical Perspectives (SI-L)
CHEM2101	Organic Chemistry I
CHEM2102	Organic Chemistry II
or	
CHEM2104	Analytical Chemistry
CHEM3105	Physical Chemistry I
or	
CHEM3106	Physical Chemistry II

One upper-level chemistry course

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 and additional required major courses (MATH1111, MATH1112, PHYS2201, PHYS2202).

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

Students with the goal of medical school, dental school, or veterinary school should refer to page [115](#) 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

- General Psychology and Introduction to Sociology are recommended

Education

Sister Karen Hokanson, SND, Ed.D.

Chair

The education program at Emmanuel College is a licensure program that prepares students for teaching in the elementary, middle and secondary grade levels. 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 theory and research-based practice in the design, delivery, and management of curriculum and instruction. Students seeking licensure to teach in the elementary grade levels complete a double major in elementary education and liberal studies. Students seeking licensure to teach in the middle and secondary grade levels complete a double major in secondary education and a core discipline area.

The program of study in elementary and secondary education centers on six learning goals and associated outcomes. These learning goals align with the indicators used in schools to assess teacher effectiveness and the performance standards expected of pre service teachers. Specific subject matter requirements for the Initial License may be obtained from Academic Advising. Students seeking Initial Licensure in Massachusetts must pass specific Massachusetts Tests for Educator Licensure (MTEL).

Mission Statement

The Emmanuel College education program prepares teachers to be leaders in creating and sustaining—in their classrooms, schools and the wider community—a culture of collaborative inquiry that is centered on students, their learning and healthy development. Through the integration of field and classroom-based experiences, Emmanuel's pre-service teachers

develop the content knowledge and pedagogical skills to create inclusive classroom communities that inspire and engage children, adolescents and young adults in their learning. Grounded in the mission and good works of the Sisters of Notre Dame de Namur, the education program prepares graduates who aspire “to create justice and peace for all.”

Learning Goals and Outcomes

The program of study in elementary and secondary education is designed to develop students' abilities in the seven performance areas required for initial licensure in elementary and secondary teaching in the state of Massachusetts. Upon completion of the elementary or secondary education programs at Emmanuel, students will be able to:

- Create safe and well-managed learning environments which promote equity and collaboration among heterogeneous learners and nurture development across the cognitive, emotional and social domains.
- Plan learning experiences which involve learners as sense-makers and promote deep understanding of disciplinary ideas by engaging learners in active exploration of real-world problems, materials and challenges, and examining student work products to make assessments of learning and teaching.
- Utilize a broad range of instructional practices, reflective of the ways of knowing in the disciplines they teach, to ensure that all learners regardless of differences in readiness, background, learning style, culture or language competency have opportunities to learn through access to a rich curriculum.
- Forge positive relationships with families and engage in regular, two-way, culturally proficient communication with families about students and their learning, and build into

the curriculum materials the richness of the cultures and heritage of the students they teach.

- Develop curricula which deepens learners' appreciation for American civic culture, its underlying ideals, founding principles and political institutions and which actualizes learners' capacities to participate and lead in their communities, both locally and globally.
- Advance issues of social justice within the classroom, school and community.
- Contribute to the knowledge base about learning, teaching and assessment and participate in a culture of reflective practice and inquiry.

The Capstone Experience

The student teaching practicum and capstone seminar are the culminating experience for students completing majors in elementary and secondary education. Students complete these two experiences in the final year of study. The experience integrates supervised student teaching with a seminar that requires active reflection on instructional practice. Students seeking admittance into the capstone experience must obtain passing scores on all required MTELEs for the licensure area. Students complete a portfolio to demonstrate their achievement of the learning 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 be admitted into the Teacher Licensure Program. Applications are filed with the Education Department by March 15 of the student's sophomore year. Students are notified of their application status by April 5.

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

- A completed application submitted to the Teacher Licensure Program. The application includes two short essays.

- Successful completion of the Communication and Literacy components of the Massachusetts Tests for Educator Licensure (01).
- A minimum cumulative grade point average of 2.0 and a minimum grade of C (2.0) in each education course.
- Positive Professional Disposition Quality (PDQ) reports from course instructors and field supervisors.

MTELE Requirements

Students must successfully complete the Communication and Literacy MTELE to be approved for admittance into 3000-level education courses. Students who have not passed Communication and Literacy must participate in MTELE Prep Lab as a requirement for program continuation.

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

Secondary education students seeking licensure must pass the specific subject area MTELE in order to be approved for EDUC4467 Student Teaching Practicum.

Student Teaching

Applications for the student teaching practicum should be filed with the Education Department Office in the semester prior to student teaching. The application must include the following:

- Evidence of successful completion of all required MTELE 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
- Positive Professional Disposition Quality (PDQ) reports from course instructors and field supervisors.
- An interview with an education department faculty member focusing on the

Education

student's readiness for the student teaching practicum

Note: Any student who does not achieve passing scores on the required subject matter MTEL will NOT be admitted into student teaching.

Elementary Education

Students interested in Elementary Teacher Licensure (grades 1-6) will complete the liberal studies major and the education major. 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 (SI-L)
CHEM1110	Introduction to Physical Sciences (SI-L)
ENGL2101	English Literature I
OR	
ENGL2102	English Literature II
OR	
ENGL2304	American Voices I
OR	
ENGL2604	American Voices II
HIST1106	United States History Since 1877 (H)
HIST1108	World History to 1500 (H)
MATH1120	Foundations of Mathematics for Teachers I
MATH1122	Foundations of Mathematics for Teachers II (QA)
MATH2122	Foundations of Mathematics for Teachers III

Choose one 2000-level course

ART2217	American Art to 1940 (AI)
ECON2203	An Economic View of the World (SA)
SOC2129	Cultural Geography (SA)
PSYCH2303	Child Development (SA)

Choose one 3000-level course

ENGL3307	Survey Literature for Children
POLSC3202	The American Presidency
PSYCH3210	Child Psychopathology

Four-Year Sequence for Elementary Education

First Year

EDUC1111	The Great American Experiment (SA)
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Second Year

EDUC2211	Learning, Teaching and the Elementary Curriculum
EDUC2212	Teaching All Students, Grades 1-6*

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
EDUC3315	Social Studies Methods: Grades 3-12

Fourth Year

EDUC4300	Sheltered English Instruction: Teaching English Language Learners
EDUC4467	Student Teaching Practicum
EDUC4468	Student Teaching Capstone Seminar

*Includes pre-practicum experience

Waiver Policy for:

MATH1122	Foundations of Mathematics for Teachers II (QA)
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. Three mathematics courses are required for the Liberal Studies Major. Students replace each waived course with another course in mathematics. Course selections are approved by the student's advisor in consultation with the mathematics department chair.

Secondary Education

Students interested in Secondary Teacher Licensure (grades 5-8 or 8-12) complete a major in a discipline of study and a second major in secondary education. 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

First Year

EDUC1111	The Great American Experiment (SA)
PSYCH2403	Adolescent Development

Second Year

EDUC2311	Learning, Teaching and the Secondary Curriculum
EDUC2312	Teaching All Students, Grades 5-12*

Third Year

EDUC3311	Managing the Classroom Learning Environment*
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English Majors:

EDUC3318	English Language Arts Instructional Methods Grades 6-12
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History Majors:

EDUC3315	Social Studies Methods: Grades 3-12
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English, Mathematics, Science and Spanish Majors: Cross Registration at Simmons College

Fall Semester:

GEDUC471	English Curriculum
GEDUC472	Modern Language Curriculum
GEDUC476	Science Curriculum
GEDUC478	Mathematics Curriculum

Fourth Year

EDUC4300	Sheltered English Instruction: Teaching English Language Learners**
EDUC4467	Student Teaching Practicum
EDUC4468	Student Teaching Capstone Seminar

*Includes pre-practicum experience

** May enroll junior year

Education Minor

The minor is for students who choose to focus on the teaching and learning process in non-licensure education settings. The minor includes five courses from Education Major and Liberal Studies Major.

Required:

EDUC1111	Great American Experiment: Education for All in Diverse Society
[PSYCH2303 OR PSYCH2403]	Child Development
	Adolescent Development
[EDUC2211 OR EDUC2311]	Learning, Teaching and The elementary Curriculum
	Teaching and Learning and the Secondary Curriculum

Two additional courses from **Education Major** or **Liberal Studies Major** at the 3000 or 4000 level, with meeting prerequisite requirements.

Art Education

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

Education

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

First Year

EDUC1111 The Great American Experiment (SA)

Second Year

EDUC2211 Learning, Teaching and the Elementary Curriculum
EDUC2212 Teaching All Students, Grades 1-6*

Third Year

ART3501 Methods and Materials of Teaching Art*

Fourth Year

EDUC4300 Sheltered English Instruction: Teaching English Language Learners
EDUC4467 Student Teaching Practicum
EDUC4468 Student Teaching Capstone Seminar

*Includes pre-practicum experience

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

First Year

EDUC1111 The Great American Experiment (SA)
PSYCH2403 Adolescent Development

Second Year

EDUC2311 Learning, Teaching and the Secondary Curriculum
EDUC2312 Teaching All Students, Grades 5-12*

Third Year

EDUC3311 Managing the Classroom Learning Environment
ART3501 Methods and Materials of Teaching Art

Fourth Year

EDUC4300 Sheltered English Instruction: Teaching English Language Learners
EDUC4467 Student Teaching Practicum

EDUC4468 Student Teaching Capstone Seminar

*Includes pre-practicum experiences

Moderate Disabilities Licensure

Initial Licensure – Teacher, Moderate Disabilities, PreK-8, 5-12

The Special Education Program at Emmanuel College is designed as an additional license for students who have successfully completed a practicum for initial licensure in elementary or secondary education. The program includes two required courses:

EDUC4490 Moderate Disabilities Practicum

EDUC4491 Teaching Students with Disabilities for General Education Professionals

Distinction in the Field of Education

Education majors qualify for Distinction in the Field if at the end of the senior year they have at least a 3.5 grade point average in all courses and a grade no lower than 3.67 (A-) in education courses, and if, as part of their practicum experience, they have successfully completed an exemplary practicum project. Earning Distinction in the Field requires work above and beyond what is required in the major. Projects designed in a senior seminar course cannot earn distinction unless the project is further developed or expanded outside of the requirements for the course. Candidates who qualify for Distinction have three options: development of a documentation project, development of a project of special interest, or action research. Candidates develop and conduct the distinction project in consultation with and under the guidance of a faculty member in education. Candidates will present their project as a part of Senior Distinction Day.

English

Matthew Elliott, Ph.D.

Chair

The English Department offers students three separate but interrelated majors: English, Communication & Media Studies, and Writing, Editing and Publishing. Students are able to simultaneously hone the more traditional skills associated with the study of English, such as the close reading of literary texts and the composition of clear and effective prose, while also analyzing the visual narratives of popular culture, or studying the rhetorical strategies of a PR campaign. Such intersections help to illuminate the ongoing value of the traditional liberal arts skills while helping students become more marketable.

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.

English Major

The English major 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 English 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. **Literary Methods (one course)**
Students study various approaches to analyzing literature as an introduction to the field.
- 2–4. **Foundations in English and American Literature (three courses)**
Students study important British and American novelists, poets, and dramatists, both canonical and contemporary, and apply the tools of literary study to reading and writing about these texts.
5. **2000-level English and American Literature (one course)**
Students gain additional knowledge in either British or American literature.
6. **2000-level Pre-1700 Literature (one course)**
Students gain an understanding of the place and influence of various canonical texts in western literature (Shakespeare, Chaucer, etc.).

7. **2000-level World Literature (one course)**
Students gain an understanding of literature outside of the traditional British and American canons.
8. **2000-level Free ENGL Elective or EDUC3318 (one course)**
Students gain additional knowledge in the disciplines of literature, writing or communication.
9. **3000-level Literary Period or Tradition (one course)**
Students engage in intensive study of the literature and criticism focusing on a specific literary period or tradition.
10. **3000-level Literary and Critical Discourses (one course)**
Students engage in intensive study in an additional literary period or tradition, or in critical theory.
11. **3000-level Literary and Critical Discourses or ENGL4994/5 or EDUC4467 (one course)**
Students enroll in an internship, a teaching practicum, or in an additional course focused on a literary period, tradition or critical theory.
12. **Capstone (one course)**
Students apply at an advanced level the research skills and knowledge gained in earlier English courses to a capstone project.

The Capstone Experience

The culminating experience for students in the Literature major is the Senior Seminar course (ENGL4999). This course is typically completed in the 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.

B.A. in English

Requirements for Major

1. Literary Methods (1 course)

ENGL1205 Introduction to Literary Methods

2–4. Foundations in English and American Literature (3 courses)

ENGL2101 English Literature I (AI-L)

ENGL2102 English Literature II (AI-L)

ENGL2304 American Voices I:
U.S. Literature to 1865 (AI-L)

ENGL2604 American Voices II:
U.S. Literature Since 1865

5. 2000-level English and American Literature (one course)

ENGL2106 Irish Identities:
Literature and Culture

ENGL2303 The Modern American
Novel

ENGL2309 The Haves and the Have-
Nots: American Authors on
Money, Class and Power

ENGL2321 Love and Gender in British
Literature and Film

ENGL2323 Short Fiction (AI-L)

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

4th course from Foundations category above

6. 2000-level Pre-1700 Literature (one course)

ENGL2321	Love and Gender in British Literature and Film
ENGL2402	Shakespeare: Tragedies, Comedies, Histories and Romances

7. 2000 or 3000-level World Literature (one course)

ENGL2103	Literary Mirrors: Introduction to World Literature (AI-L)
ENGL2105	Contemporary Latin American Fiction (AI-L)
ENGL2417	Literature of the Black Atlantic (AI-L)
ENGL3605	Global Literature and Film

8. Free ENGL Elective or EDUC3318 (one course)

EDUC3318	English Language Arts Instructional Methods Grades 6-12
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OR

Any additional course from English and American Literature

9. 3000-level Literary Period or Tradition (1 course)

ENGL3303	Images of Masculinity
ENGL3305	Satire
ENGL3309	Characters of the Long 18th Century
ENGL3601	Crime Stories and American Culture
ENGL3605	Global Literature and Film
ENGL3991/ ENGL3992	Special Topics I or II*

*Consult with advisor for appropriate section

10. 3000-level Literary and Critical Discourses (1 course)

ENGL3303	Images of Masculinity
ENGL3305	Satire
ENGL3309	Characters of the Long 18th Century
ENGL3601	Crime Stories and American Culture

ENGL3703	Critical Theory and the Academy
ENGL3707	Film Theory

ENGL3991/ ENGL3992	Special Topics I or II*
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*Consult with advisor for appropriate section

11. 3000-level Literary and Critical Discourses or ENGL4994/5 or EDUC4467 (1 course)

ENGL3303	Images of Masculinity
ENGL3305	Satire
ENGL3309	Characters of the Long 18th Century
ENGL3601	Crime Stories and American Culture
ENGL3605	Global Literature and Film
ENGL3703	Critical Theory and the Academy
ENGL3707	Film Theory
ENGL3708	Digital Culture
ENGL3991/ ENGL3992	Special Topics I or II*
ENGL4994/ ENGL4995	Internship I or II

*Consult with advisor for appropriate section

12. Capstone (1 course)

ENGL4999	English Senior Seminar
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Students majoring in English are able to minor in Communication and Media Studies.

Minor in English

Requirements for Minor:

1. ENGL1205 Introduction to Literary Methods
- 2-5. Four additional literature courses chosen in consultation with the department chair. At least one course must be at the 3000-level.

The minor in English is available to all Emmanuel College students except for Writing, Editing and Publishing majors.

Teacher Licensure in English

Students seeking teacher licensure in English 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).

Communication and Media Studies Major

The communication and media studies major is organized around six 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 six areas are listed below.

- Foundations of the field (1 course)
- Textual Literacy (2 courses)
- Media Studies (3 courses)
- Media Practice (4 courses, including Professional Internship)
- Capstone (1 course)
- Elective from Media Studies or Media Practice (1 course)

Students majoring in Communications and Media Studies have the opportunity to declare a minor in a variety of fields, including Literature and Writing and Literature.

The Capstone Experience

The culminating experience for students in the Communication, Media, and Cultural Studies major is the Senior Seminar course (ENGL4998). 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.

B.A. in Communication and Media Studies

1. Foundations of the field (1 course)

ENGL1502 Introduction to Communication, Media and Cultural Studies

2-3. Textual Literacy. Choose one 2000 AI-L and one 3000 English Literature Class

ENGL2101 English Literature I (AI-L)

ENGL2102 English Literature II (AI-L)

ENGL2103 Literary Mirrors: Introduction to World Literature (AI-L)

ENGL2106 Irish Identities: Literature and Culture (AI-L)

ENGL2303 The Modern American Novel (AI-L)

ENGL2304 American Voices I: U.S. Literature to 1865 (AI-L)

ENGL2309 The Haves and the Have-Nots: American Authors on Money, Class and Power

ENGL2321 Love and Gender in British Literature and Film (AI-L)

ENGL2325 Spirituality and the Literary Imagination (AI-L)

ENGL2402 Shakespeare: Tragedies, Comedies, Histories and Romances (AI-L)

ENGL2406 The Rise of the British Novel (AI-L)

ENGL2408 The Modern British Novel: Empire and After (AI-L)

ENGL2413	African American Literature: A Tradition of Resistance (AI-L)
ENGL2417	Literature of the Black Atlantic (AI-L)
ENGL2604	American Voices II: U.S. Literature Since 1865 (AI-L)
ENGL2701	Literature and Film (AI-L)
ENGL3303	Images of Masculinity
ENGL3305	Satire
ENGL3309	Characters of the Long 18th Century
ENGL3601	Crime Stories and American Culture
ENGL3605	Global Literature and Film
ENGL3991/ ENGL3992	Special Topics I or II*

*Consult with advisor for appropriate section

4-6. Communication and Media Studies. Choose two of the following (at least one must be ENGL):

ART2213	Daguerreotypes to Digital Prints: The History of Photography
ART2232	History of Graphic Design
ENGL2321	Love and Gender in British Literature and Film (AI-L)
ENGL2521	Public Relations and Persuasion
ENGL2523	Advertising and Culture: Representation and Semiotics in Mass Media
ENGL2701	Literature and Film (AI-L)
ENGL3303	Images of Masculinity
ENGL3601	Crime Stories and American Culture
ENGL3605	Global Literature and Film
ENGL3991/ ENGL3992	Special Topics I or II*
POLSC2207	Politics and the Media

AND ONE of the following:

ENGL3701	Media Theory
ENGL3703	Critical Theory and the Academy
ENGL3707	Film Theory

7-10. Media Practice. Choose three of the following (at least one must be ENGL) AND ENGL4994/ENGL4995:

ART1407	Visual Language for Design and Composition
ART2413	Photography I
ART2432	Graphic Design I
ART2443	Digital Photography I
ENGL2501	Journalism
ENGL2504	Prose Writing
ENGL2507	Fiction Writing
ENGL3311	Ethics in Documentary Film
ENGL3405	Editing and Publishing a Literary Magazine
ENGL3501	Writing for Electronic Media
ENGL3504	Advanced Prose Writing
ENGL3708	Digital Culture
ENGL3801	Feature Writing
ENGL3804	Health Communication
POLSC2211	Campaign Strategies and Electoral Politics

AND

ENGL4994/ ENGL4995	Internship I or II
11. Capstone Research Seminar	
ENGL4998	Communication and Media Studies Senior Seminar

12. Elective. One additional course from either the Media Studies or Media Practice Category

Recommended Minors

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

Minor in Communication and Media Studies

Requirements for Minor:

The minor in Communications and Media studies consists of five courses.

1. ENGL1502 Introduction to Communication, Media and Cultural Studies

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

2. One 2000-level course from the Textual Analysis Category
3. One course from the Communication and Media Studies Category
4. One course from the Media Practice Category
5. One 3000-level elective from any category

The Communication and Media Studies minor is available to all students, including those students majoring in English and Writing, Editing and Publishing.

Writing, Editing and Publishing Major

The writing, editing and publishing major 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 major.

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. ENGL3405 Editing and Publishing a Literary Magazine
11. 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 Introduction to Literary Methods (ENGL1205). 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.

B.A. in Writing, Editing and Publishing

Requirements for Major:

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

1. Rhetorical Knowledge (1 course)

ENGL1205 Introduction to Literary Methods

2. British Literature (1 course)

ENGL2101 English Literature I (AI-L)

ENGL2102 English Literature II (AI-L)

ENGL2106 Irish Identities: Literature and Culture (AI-L)

ENGL2321 Love and Gender in British Literature and Film

ENGL2402 Shakespeare: Tragedies, Comedies, Histories and Romances (AI-L)

ENGL2406 The Rise of the British Novel (AI-L)

ENGL2408 The Modern British Novel: Empire and After (AI-L)

3. American Literature (one course)

ENGL2303 The Modern American Novel (AI-L)

ENGL2304 American Voices I: U.S. Literature to 1865 (AI-L)

ENGL2309 The Haves and the Have-Nots: American Authors on Money, Class and Power

ENGL2413 African American Literature: A Tradition of Resistance (AI-L)

ENGL2604 American Voices II: U.S. Literature Since 1865 (AI-L)

ENGL3601 Crime Stories and American Culture

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

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

English

ENGL2504 Prose Writing

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

ENGL2501 Journalism

ENGL2506 Poetry Writing

ENGL2507 Fiction Writing

ENGL2521 Public Relations and Persuasion

ENGL3405 Editing and Publishing a Literary Magazine

ENGL3501 Writing for Electronic Media

ENGL3506 Advanced Poetry Writing

ENGL3801 Feature Writing

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

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

ENGL3991/

ENGL3992 Special Topics I or II*

ENGL4178 Directed Study

*Consult with advisor for appropriate section

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

ENGL3504 Advanced Prose Writing

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

ENGL3501 Writing for Electronic Media

ENGL3801 Feature Writing

ENGL3804 Critical Approaches to Organizational Communication

ENGL4994/

ENGL4995 Internship I or II

PERF3122 Playwriting

10. ENGL3405 Editing and Publishing a Literary Magazine

11. Capstone Experience (one course)

ENGL4160 Writing Seminar

Students in the Writing, Editing and Publishing major are strongly encouraged to consider doing an internship. Students majoring in Writing, Editing and Publishing are able to minor in Communication and Media Studies.

Minor in Writing

Requirements for Minor:

1. ENGL1205 Introduction to Literary Methods

2. ENGL2504 Prose Writing

3-4. Any two of the following courses:

ENGL2501 Journalism

ENGL2506 Poetry Writing

ENGL2507 Fiction Writing

ENGL2521 Public Relations and Persuasion

5. One of the following:

ENGL3501 Writing for Electronic Media

ENGL3504 Advanced Prose Writing

ENGL3506 Advanced Poetry Writing

ENGL3801 Feature Writing

The writing minor is available to all Emmanuel college students except for Literature majors.

Minor in African and African Diaspora Studies

Requirements for Minor:

HIST1107 African History

ENGL2417 Literature of the Black Atlantic

Elective Courses

Three courses chosen from (one of which must be a 3000-level course):

ENGL2413 African American Literature

HIST1114 Creating the Atlantic World

HIST2130	African American History: 1865 to the present
POLSC2301	Politics of Race and Ethnicity in Latin America
ENGL3605	World Literature and Film
LANG3421	Spanish Caribbean Literature

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 3.67 grade point average in department courses.

Gender and Women's Studies

Kimberly Smirles, Ph.D.

Coordinator

Courses in gender and 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 and voices; also of 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.

Minor in Women's Studies

Requirements for Minor:

1. IDS2113 Basic Issues in Women's Studies

2-5. Four additional courses from the following list, or from approved offerings at other Colleges of the Fenway, selected in consultation with faculty coordinator:

ART2201	Visual Constructions of Gendered Identity (AI-A)
ENGL2305	Writing Women (AI-L)
ENGL2321	Love and Gender in British Literature and Film (AI-L)
ENGL3303	Images of Masculinity
HIST2205	Women in American History
LANG2107	From Damsel in Distress to Femme Fatale: Parisian Women in Modern French Cinema and Literature

LANG3427	Contemporary Spanish American Women Novelists (AI-L)
PSYCH3101	Seminar: Psychology of Women
PSYCH4178	Directed Study (on relevant topic)
SOC2115	Family and Gender Roles
THRS2131	Relationships and Sexuality: Christian Perspectives (R)
THRS2217	Women in the World Religions (R)
THRS2219	Women in Christian Traditions

Students also may 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.

History

Jeffrey Fortin, 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, government, law firms, media agencies, non-profits, and many other venues.

History prepares students for a variety of professional paths. Many of our majors become teachers, archivists, attend graduate school, or become lawyers because the study of history yields creative, resourceful individuals who can problem solve and evaluate information. Yet, these skills translate

to virtually any career, with many of our graduates working for non-profit organizations, corporate finance, journalism, among others.

Learning Goals and Outcomes

- Demonstrate knowledge of key historical facts, values and ideas that have shaped civilizations throughout history
- Apply historical methods to evaluate critically the record of the past and how historians and others have interpreted it
- Discuss the ways in which factors such as race, gender, class, ethnicity, region and religion influence historical narratives
- Describe the influence of political ideologies, economic structures, social organization, cultural perceptions and natural environments on historical events

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.

B.A. in History

Requirements for Major:

Choose three from the following:

HIST1105	United States History to 1877 (H)
HIST1106	United States History Since 1877 (H)
HIST1107	African History: Themes
HIST1108	World History to 1500 (H)
HIST1109	Modern World History (H)

HIST1111	An Introduction to East Asian History
HIST1114	Creating the Atlantic World

Required Core Courses:

HIST2701	Historical Methods and Research
HIST4000	Senior Seminar: Historiography
HIST4194	Internship I

Five other departmental courses; at least three must be at the 3000-level

Minor in History**Requirements for Minor:**

[	HIST1105	United States History to 1877 (H)
	or	
]	HIST1106	United States History Since 1877 (H)
	and	
[	HIST1108	World History to 1500 (H)
	or	
]	HIST1109	Modern World History (H)
	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).

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 research paper in the senior seminar or 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.

International Studies

Lenore G. Martin, Ph.D.

Chair

The International Studies program offers an interdisciplinary major, with the option of concentrating in Diplomacy and Security or Sustainability and Global Justice, and an interdisciplinary minor in Peace Studies. The major is well-suited to students interested in careers in such rapidly growing sectors as international business, law, media, governmental and non-governmental organizations concerned with diplomacy, policy-making, global justice, sustainability, public health, peace, relief operations, immigration and the environment.

Students are offered three options within the International Studies program: (1) a B.A. in International Studies (without a specific concentration); or (2) a B.A. in International Studies with a concentration in Diplomacy and Security; or (3) a B.A. in International Studies with a concentration in Sustainability and Global Justice.

Learning Goals and Outcomes

At the completion of the International Studies degree, students will:

- Demonstrate an understanding of the broad-based foundation of the major in world history, culture, politics and economics.
- Demonstrate an understanding of international relations, conflict and change and a heightened sensitivity to diverse cultures
- Demonstrate a practical application of concepts and theories of the discipline of international studies through work and experiential learning.
- Demonstrate the ability to write clearly and effectively in the field of international studies.
- Demonstrate an understanding of research methods and the ability to apply them to international research topics.

The Capstone Experience

The culminating experience for all International Studies majors is the International 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. Students must complete the Pre-Internship and Career Development course (INT1101) before beginning the internship.

B.A. in International Studies

Students majoring as International Studies majors (without a specific concentration) complete 16 courses— nine core courses and seven elective courses:

1. Foundations in Politics, Economics and Culture (five courses)

Students study the foundations of the major in politics, economics and culture.

ECON1103	Principles of Macroeconomics (SA)
or	
POLSC2413	International Law and Institutions
ECON2113/ POLSC2409	The Politics of International Economic Relations
POLSC1301	Introduction to Comparative Government and Politics
POLSC1401	Introduction to International Relations
SOC2129	Cultural Geography

2. Research Methods (one course)

Students study research methods employed in International Studies.

HIST2701	Historical Methods and Research
or	
POLSC2701	Research Methods in Political Science
or	
SOC2113	Methods of Social Research

3. Language Skills (two courses)

Students achieve foreign language speaking skills at least at the intermediate level of proficiency.

Students take two language courses at the 2000-level or above. Study away or study abroad is strongly recommended.

4. Capstone (one Course)

Students apply at an advanced level the research skills and knowledge gained in earlier International Studies courses to a capstone project.

GLST4100	International Studies Senior Seminar
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Elective Courses (seven courses):

For a complete list of elective courses, see pages 97-99

Two courses must be from the 3000-level.

5. History Elective (one course)

Students gain foundational knowledge in world history.

6. Theology and Religious Studies Elective (one course)

Students gain an understanding of Theology and Religious Studies from a global perspective.

7. Thematic Electives (three courses)

Students gain additional knowledge in International Studies from the thematic perspectives of different disciplines.

8. Area/Regional Electives(two courses)

Students gain in-depth knowledge in one or two additional geographical areas of the world.

B.A. in International Studies with Concentration in Diplomacy and Security

The program is designed for the student who wishes to become knowledgeable of or a practitioner in international politics and foreign policy. Students will acquire a grounding in the art and science of statecraft and diplomacy. They will learn about world politics, history and economics and develop a deep appreciation of global cultures. They will also develop an understanding of how to engage and negotiate on the interstate and transnational levels. Students will have special opportunities for internships, study abroad and participation in the Model UN as well as Foreign Service Preparation.

Learning Goals and Outcomes

In addition to the general learning goals for the major, at the completion of the International Studies degree with a concentration in Diplomacy and Security, students will:

- Demonstrate a grounding in the art and science of diplomacy and security.

Students majoring in International Studies with a concentration in Diplomacy and Security complete 16 courses – nine core courses and seven elective courses:

Core Courses:**1. Foundations in Politics, Economics and Culture (five courses)**

Students study the foundations of the major in politics, economics and culture with a focus on international law and institutions.

POLSC2413	International Law and Institutions
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ECON2113/ POLSC2409	The Politics of International Economic Relation
POLSC1301	Introduction to Comparative Government and Politics
POLSC1401	Introduction to International Relations
SOC2129	Cultural Geography

2. Research Methods (one course)

Students study research methods employed in International Studies.

HIST2701	Historical Methods and Research
or	
POLSC2701	Research Methods in Political Science
or	
SOC2113	Methods of Social Research

3. Language Skills (two courses)

Students achieve foreign language speaking skills at least at the intermediate level of proficiency.

Students take two language courses at the 2000-level or above. Study away or study abroad is strongly recommended.

4. Capstone (one course)

Students apply at an advanced level the research skills and knowledge gained in earlier International Studies courses to a capstone project.

GLST4100	International Studies Senior Seminar
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Elective Courses (seven courses):

For a complete list of elective courses, see pages 97-99

Two courses must be from the 3000-level.

5. History Elective (one course)

Students gain foundational knowledge in world history.

6. Thematic Electives (four courses)

Students gain additional knowledge in International Studies from the thematic perspectives of different disciplines.

7. Area/Regional Electives(two courses)

Students gain in-depth knowledge in one or two additional geographical areas of the world.

B.A. in International Studies with Concentration in Sustainability and Global Justice

The program is designed for the student who wishes to engage in and gain knowledge of the emerging field of sustainable development through a critical examination of the political, social and historical dynamics of sustainability from a global justice perspective. The program allows students to gain a holistic perspective on the issues of sustainability and global justice through the study of issues such as civil society, participation and democracy; environment and energy; development politics and economics; gender and ethnicity; humanitarianism and human rights, and nutrition and health. Students will obtain the skills and knowledge for careers in the public, private and nongovernmental sectors. Students will have special opportunities for internships, study abroad and participation in the Model UN.

Learning Goals and Outcomes

In addition to the general learning goals for the major, at the completion of the International Studies degree with a concentration in Diplomacy and Security, students will:

- Demonstrate an understanding of the economic, historical, political, and social dynamics of sustainability.
- Demonstrate an understanding of the causes and consequences of unsustainable development and global injustice.

- Demonstrate an understanding of institutions, movements, and policies that encourage sustainability and social justice.

Students majoring in International Studies with a concentration in Sustainability and Global Justice complete 16 courses – 11 core courses and five elective courses:

Core Courses:

1. Foundations in Sustainable Development and Global Justice, Politics, Economics and Culture (seven courses)

Students study the foundations of the major in politics, economics and culture with a focus on international law and institutions.

ECON1103	Principles of Macroeconomics (SA)
POLSC2413	International Law and Institutions
ECON2113/ POLSC2409	The Politics of International Economic Relations
POLSC1301	Introduction to Comparative Government and Politics
POLSC1401	Introduction to International Relations
POLSC 2705/ SOC 2705	Sustainable Development: Paradigms and Policies
SOC2129	Cultural Geography
SOC3115	The Sociology of Globalization

2. Research Methods (one course)

Students study research methods employed in International Studies.

HIST2701	Historical Methods and Research	
		or
		POLSC2701
or		
SOC2113	Methods of Social Research	

3. Language Skills (two courses)

Students achieve foreign language speaking skills at least at the intermediate level of proficiency.

Students take two language courses at the 2000-level or above. Study away or study abroad is strongly recommended.

4. Capstone (one course)

Students apply at an advanced level the research skills and knowledge gained in earlier International Studies courses to a capstone project.

GLST4100 International Studies
Senior Seminar

Elective Courses (five courses):

For a complete list of elective courses, see pages 97-99

Two courses must be from the 3000-level.

5. History Elective (one course)

Students gain foundational knowledge in world history.

6. Theology and Religious Studies Elective (one course)

Students gain an understanding of Theology and Religious Studies from a global perspective.

7. Thematic Elective (one course)

Students gain additional knowledge in International Studies from the thematic perspectives of different disciplines.

8. Area/Regional Electives(two courses)

Students gain in-depth knowledge in one or two additional geographical areas of the world.

Elective Courses:**History**

HIST1108	World History to 1500
HIST1109	Modern World History
HIST1111	An Introduction to East Asian History
HIST1114	Creating the Atlantic World
HIST2104	Age of Atlantic Revolutions, 1763-1820
HIST2120	Europe in the Era of World War
HIST2125	History of Modern Latin America
HIST2140	History of Modern Middle East

Theology and Religious Studies

THRS2105	Judaism
THRS2108	Religion and the Environment: Ethical Explorations (R)
THRS2135	World Religions
THRS2201	War, Peace and Religion
THRS2202	Hinduism (R)
THRS2208	Global Christianity
THRS2211	Islam (R)
THRS2212	Buddhism: Beliefs and Practices (R)
THRS2213	Liberation Theology
THRS2217	Women in the World Religions (R)
THRS3133	Social Justice and Religious Tradition
THRS3201	World Religions in Conflict and Dialogue

Thematic

BIOL1211	Emerging Infectious Diseases
AND	
BIOL1215	Introduction to Nutrition
OR	
PHYS1121	Energy and the Environment
ECON2203	An Economic view of the World
ECON3103	The International Economy

ECON3115	Economics and the Environment
POLSC2413	International Law and Institutions
POLSC2417	Statecraft and Globalization*
POLSC2419	The Geopolitics of Democracy*
POLSC2421	Model United Nations
POLSC2503	Revolution and Nationalism
POLSC2705/ SOC2705	Sustainable Development: Paradigms and Policies
POLSC3301	Comparative Politics of Developing States
POLSC3303	Street Democracy
POLSC3403	Human Issues in International Relations
POLSC3405	Strategies of War and Peace
POLSC3407	People and Politics of the Middle East
SOC2205	War and Peace
SOC3115	The Sociology of Globalization
SOC3201	Worlds in Motion: The Causes and Consequences of Migration
SOC3205	Crimes Against Humanity
THRS3133	Social Justice and Religious Traditions
THRS3203	World Religions in Conflict and Dialogue
	*Travel Course

Area/Regional

It is recommended that students take two courses in the same region:

Europe	
ENGL2106	Irish Identities: Literature and Culture (AI-L)
ENGL2417	Literature of the Black Atlantic (AI-L)
HIST3119	The Individual and Society in European History

HIST3504	From Lenin to Putin: A History of the Soviet Union and Its Collapse
LANG2215	Darkness in the City of Lights: Contrasting Views of Paris in Modern French Literature and Culture*
LANG2315	Today's Italy: A Journey through Literature, Cinema and Everyday Life*
LANG2418	The Art of Spain
LANG2605	Spain: A Cultural Approach
LANG3427	Contemporary Spanish American Women Novelists
LANG3431	Contemporary Spanish Novel
POLSC2302	European Politics: From Transition to Integration
POLSC2415	In the Footsteps of Thucydides*
POLSC2417	Statecraft and Globalization*
POLSC2419	The Geopolitics of Democracy*
Latin America	
ENGL2105/ LANG2105	Contemporary Latin American Fiction
ENGL2417	Literature of the Black Atlantic (AI-L)
ENGL3421/ LANG3421	Spanish Caribbean Literature
HIST3121	Surviving Columbus: History of Native Americans, 1492 to 1992
HIST3225	Utopias, Dystopias and Revolution in Latin American History
LANG3411	Latin American Literary Giants
POLSC2301	Politics of Race and Ethnicity in Latin America*
THRS2013	Liberation Theology

Asia

HIST1111	An Introduction to East Asian History
HIST2126	History of Japan Since 1600
HIST2401	Modern China: Continuity and Change
HIST3404	East Asia Migration and Diaspora in Global Perspective
THRS2154	India: Religion, Culture, Justice*
THRS2202	Hinduism
THRS2212	Buddhism: Beliefs and Practice

Middle East

HIST2140	History of Modern Middle East
LANG2664	The Arab World through Its Literature
POLSC2411	The Contemporary Middle East: Challenges and Promise
POLSC3405	Strategy of War and Peace
POLSC3407	People and Politics of the Middle East
THRS2211	Islam

Africa

HIST1107	African History: Themes
THRS2305	South Africa: Religion, Gender and AIDS*

*Travel Course

Distinction in the Field

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

Minor in Peace Studies

The minor in Peace Studies provides students with an opportunity to examine the human problem of violent conflict and possibilities for its resolution. Students desiring to minor in Peace Studies must complete a total of six courses.

Requirements for Minor:

POLSC1401	Introduction to International Relations
THRS2201	War, Peace and Religions

A 3000-level seminar in Peace Studies

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

HIST2120	Europe in the Era of World War
SOC2105	Race, Ethnicity and Group Relations
POLSC2411	The Contemporary Middle East: Challenges and Promise
POLSC3407	People and Politics of the Middle East
POLSC3303	Street Democracy
POLSC3403	Human Issues in International Relations
POLSC3405	Strategies of War and Peace
SOC1203	Crime and Justice
SOC2205	War and Peace
SOC3205	Crimes Against Humanity
THRS3133	Social Justice and Religious Traditions
THRS3203	World Religions in Conflict and Dialogue

Latin American Studies

Javier Marion, Ph.D.

Coordinator

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).

LANG3417	Spanish American Experience: An Overview
LANG3427	Contemporary Spanish American Women Novelists
POLSC2301	Politics of Race and Ethnicity in Latin America
POLSC3301	Comparative Politics of Developing States
POLSC3303	Street Democracy
THRS2213	Liberation Theology

*Travel Course

Minor in Latin American Studies

Requirements for Minor:

- | | |
|-------------|--|
| 1. HIST2125 | History of Modern Latin America |
| or | |
| POLSC2301 | Politics of Race and Ethnicity in Latin America* |

2-5. Electives (choose four courses from three different fields):

ECON3109	Emerging Economies
ENGL2417	Literature of the Black Atlantic (AI-L)
HIST2125	History of Modern Latin America
HIST3225	Utopias, Dystopias and Revolution in Latin American History
LANG2105	Contemporary Latin American Fiction
LANG2415	Spanish at Work in the Community
LANG2416	Latin American Peoples and Cultures
LANG3411	Latin American Literary Giants

Leadership

Kelly Grant, M.S.
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.

Minor in Organizational Leadership

Requirements for Minor:

1. MGMT2211 Leadership: Person and Process
2. MGMT2307 Organizational Behavior
3. MGMT3211 Leadership at Work
4. ENGL1205 Introduction to Literary Methods
 - or
 - ENGL1502 Introduction to Communication, Media and Cultural Studies
 - or
 - SPCH1111 Public Speaking: Voice and Diction

5. PHIL1207 Ethics at Work
 - or
 - PHIL1115 Recent Moral Issues
 - or
 - PHIL2106 Ethics
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
 - ECON3105 Money and Financial Markets
 - 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
 - PHIL1205 Health Care Ethics
 - POLSC2603 Problems of Law and Society
 - POLSC3209 Public Policy, the Law and Psychology
 - PSYCH2405 Health Psychology
 - SOC2105 Race, Ethnicity and Group Relations
 - SOC2123 Health Care: Systems, Structures and Cultures
 - SOC2127 Social Class and Inequality
 - THRS2130 Catholic Social Teaching (Cross-referenced with SOC2131)

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

1. Have a working knowledge of a common set of core mathematical concepts/skills/problems/theorems/ways of thought.
2. Be proficient in learning and using technology, especially any standard workplace tools for data visualization and analysis.
3. Be able to read and construct rigorous proofs across the discipline and develop critical-thinking skills through this process.
4. Have a knowledge of and appreciation for the history and traditions of mathematics.
5. Be able to independently learn and study mathematics.
6. Be able to effectively communicate mathematical ideas to others, including

non-mathematicians.

7. Be able to analyze and apply mathematics to problems or situations arising in non-classroom contexts.
8. 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.

B.A. in Mathematics

Requirements for Major:

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

At least three electives to be chosen from:

MATH2104	College Geometry*
MATH2107	Differential Equations
MATH2111	Mathematical Modeling in the Sciences

MATH2115	Introduction to Programming with MATLAB	MATH2111	Mathematical Modeling in the Sciences
MATH3103	Probability	MATH2113	Applied Statistics
MATH3105	Advanced Statistics	MATH2115	Introduction to Programming with MATLAB
MATH3113	Special Topics in Mathematics	MATH3101	Real Analysis
MATH4101	Programming in SAS	MATH3103	Probability
MATH4178	Directed Study	MATH3105	Advanced Statistics
MATH4194		MATH3107	Abstract Algebra
/MATH4195	Research Internship I and II**	MATH3113	Special Topics in Mathematics

*Required for students seeking Teacher Licensure in Mathematics.

** MATH4194 counts as a 3000-level math elective for a B.A. in Mathematics if the entire two-semester internship sequence (MATH4194 and MATH4195) is completed. Students receive academic credit for the second internship course (MATH4195), but it would not be counted as one of the 10 required mathematics courses.

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

Minor in Mathematics

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.

Requirements for Minor:

MATH1111	Calculus I
MATH1112	Calculus II
MATH2103	Calculus III
MATH2101	Linear Algebra
or	
MATH2109	Discrete Methods

Two electives to be chosen from:

MATH2101	Linear Algebra
MATH2104	College Geometry
MATH2107	Differential Equations
MATH2109	Discrete Methods

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

Experiential Internship

Mathematics majors may apply to do an internship in a non-research setting. The internship site and project must be appropriate for the mathematics major and it is the student's responsibility to obtain an internship. The one-semester internship course INT3211 counts as an Emmanuel College elective, but not as an elective toward the mathematics major.

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

To be eligible to apply for distinction in the field of mathematics, a student must have, at the completion of the first semester of his/her junior year, a cumulative overall GPA of at least 3.5 and at least 3.5 GPA in courses that count towards the mathematics major. Eligible students will be invited by the department to apply for distinction. To maintain eligibility for distinction, the student must keep a cumulative overall GPA of at least 3.5 and at least 3.5 GPA in courses that count toward the major for the remaining three semesters.

Middle East Studies

Lenore G. Martin, Ph.D.

Coordinator

This minor will prepare students to understand the history, politics, and culture of Middle East, a critical area in promoting regional and global peace, regional social justice and American national security.

Students desiring to minor in the Middle East must complete a total of five courses: three required and two electives. Reaching the intermediate level of Arabic proficiency is recommended.

Minor in Middle East Studies

Requirements for Minor:

1. HIST2140 History of Modern Middle East
2. POLSC2411 The Contemporary Middle East: Challenges and Promise
3. THRS2211 Islam (R)

4-5. Electives (choose two, with one at the 3000-level required):

- | | |
|-----------|--|
| LANG2664 | The Arab World through Its Literature (AI-L) |
| POLSC3405 | Strategies of War and Peace |
| POLSC3407 | People and Politics of the Middle East |

Modern Languages

José Alvarez-Fernández, Ph.D.

Chair

The Department of Modern 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 modern language minor or major may instead pursue a Modern Language Certificate in Arabic, French, Italian or Spanish. This course of study gives students an official acknowledgment of completion of a structured program of basic language skills. The Modern Language Certificate program is recommended for students who want to enhance their knowledge of another language. Completion of a language certificate is dependent upon

course availability. Many students complete coursework for the language certificate through outside opportunities including study abroad and Colleges of the Fenway cross registration. 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 text 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 Modern Language faculty. Senior Seminar papers are also made available for review by department faculty.

B.A. in Spanish

Requirements for Major:

- 1-5. Five LANG courses at the 2000-level and above
6. LANG2413 Spanish Conversation and Composition I
7. LANG3417 Spanish American Experience: An Overview
8. LANG3429 Great Figures of Spanish Literature
9. An additional 3000-level course
10. LANG4999 Senior Seminar

Major courses are chosen with departmental advising.

Minor in Spanish

Requirements for Minor:

- 1-4. Four LANG courses at the 2000-level and above
- 5-6. Two 3000-level courses

Minor courses are chosen with departmental advising.

Modern Language Certificate

Requirements for Certificate:

Five LANG courses at the 1000-level and above, with a minimum grade of B- for each course. The Language Certificate will be noted on the student transcript.

Completion of a language certificate is dependent upon course availability. Many students complete coursework for the language certificate through outside opportunities including study abroad and Colleges of the Fenway cross registration.

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.

Neuroscience

Neuroscience at Emmanuel College

It has been stated that the human brain may be the single most complex living structure in the world, and therefore requires both a breadth and depth in learning and study exemplified by a liberal arts and sciences education. Drawing from a wide range of fields including biology, psychology, chemistry, mathematics, philosophy, sociology and art, Emmanuel College provides two distinct, yet complementary, pathways for students to explore how the brain functions within the diverse field of Neuroscience, from coursework to applied internships.

Biology Major with a Concentration in Neuroscience

If you are interested in the neurobiology and neurochemistry of the brain and look to explore the genetics, molecular biology, anatomy and biochemistry of the brain as they relate to brain function and neurological disorders, then the Biology major with a concentration in Neuroscience may be the right path for you. Through the combination of required courses and electives, students will be ready for future careers in the research setting, as well as preparation for post-graduate schooling, and Ph.D. programs in Neuroscience.

Psychology Department Neuroscience Major

If you are interested in exploring the brain through a breadth of topics from genetics to human psychopathology to the philosophy of the mind, then the B.S. in Neuroscience, offered through the psychology department, may be the right path for you. Through a combination of interdisciplinary core courses and the flexibility to tailor electives to personal interest, students will develop quantitative and critical thinking skills that will be put to use while engaged in a year-long internship experience. These educational and hands-on experiences will prepare students for Ph.D. programs in Neuroscience, careers across a wide range of industries and post-graduate education in a number of related disciplines.

Philosophy

Michelle Maiese, 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.

B.A. in Philosophy

Requirements for Major:

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

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.

Minor in Philosophy

Requirements for Minor:

PHIL2101	Problems in Philosophy (M)
[PHIL2108	Critical Thinking
	or
PHIL2119	Symbolic Logic (QA)

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.

Political Science

Lenore G. Martin, Ph.D.

Chair

The Political Science and International Studies Department offers a major in Political Science, with the option of concentrating in American Politics and Government or International Relations and Comparative Politics, and a minor in Political Science. The majors and minors in Political Science are geared toward helping students understand, research, and critically assess the complex relationships between people, their domestic government and political systems and the international arena. Political scientists study such topics such as peace and war, the making of public and international policy, political culture, political participation, leadership, the role of interest groups, the media and public opinion. The Political Science department offers students the opportunity to integrate theory and classroom learning with practice, through such experiences as simulations, internships or participation in Model UN.

Learning Goals and Outcomes

At the completion of 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 area.

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.

B.A. in Political Science

Requirements for Major:

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

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

B.A. in Political Science with Concentration in American Politics and Government:

Requirements for Concentration:
Six required core courses and five Political Science courses, chosen from the list below, exclusive of internships or directed studies. At least two must be at the 3000-level.

POLSC2203	Political Socialization
POLSC2207	Politics and the Media
POLSC2211	Campaign Strategies and Electoral Politics
POLSC2225	The 1960s
POLSC2228	Federalism through State and Local Government
POLSC2232	Parties and Interests in American Politics: Polarized America
POLSC2401	American Foreign Policy
POLSC2602	Introduction to Law and the Judicial System
POLSC2603	Problems of Law and Society
POLSC2801	Food Policy and Social Justice
POLSC3160	American Political Thought
POLSC3201	Congress, Representation and the Legislative Process
POLSC3202	The American Presidency
POLSC3209	Public Policy, the Law and Psychology
POLSC3607	Constitutional Law

B.A. in Political Science with Concentration in International Relations and Comparative Politics

Requirements for Concentration:
Six required core courses and five additional Political Science courses, chosen from the list below, exclusive of internships or directed studies. At least two must be at the 3000-level.

POLSC2301	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 and Globalization*
POLSC2419	The Geopolitics of Democracy*
POLSC2421	Model United Nations
POLSC2503	Revolution and Nationalism
POLSC3301	Comparative Politics of Developing States
POLSC3303	Street Democracy
POLSC3403	Human Issues in International Relations
POLSC3405	Strategies of War and Peace
POLSC3407	People and Politics of the Middle East

*Travel Course

Minor in Political Science

Requirements for Minor:

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

Two upper-level political science electives.

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.

Eastern Mediterranean Security Studies Certificate Program

Emmanuel students have a unique opportunity to study the geopolitical complexity of the continental crossroads of the eastern Mediterranean for three weeks, in an intensive, eight-credit international relations program while in residence in Greece. 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 and Globalization
POLSC2419	The Geopolitics of Democracy

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, Philosophy or English. 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 preparation 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
- Task Organization 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.

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: Voice and Diction
PERF3111	Public Speaking: Interactive Speech
PHIL1115	Recent Moral Issues (M)
PHIL2108	Critical Thinking (M)
PHIL2119	Symbolic Logic
PHIL2203	Philosophy of Law (M)
POLSC2602	Introduction to Law and the Judicial System
POLSC2603	Problems of Law and Society
POLSC3209	Public Policy, the Law and Psychology
POLSC3607	Constitutional Law

Students are not expected to take all of the courses above, rather, students should consider their own interests and career goals.

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 (SI-L) w/Lab
BIOL1106	Introduction to Organismic and Evolutionary Biology (SI-L) 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 (Calculus based) (SI-L) w/Lab (prerequisite is Calculus)
PHYS2202	General Physics II (Calculus based) (SI-L) w/Lab (prerequisite is Calculus)

One year (two semesters) of English and psychology and sociology are recommended.

In general, medical schools want well-rounded students with a broad liberal arts and sciences education. As some schools require applicants to complete certain premedical requirements, while others use competency-based admissions, 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 and Biochemistry concentrations in the Biology major or the Biochemistry Concentration in the Chemistry Major are excellent preparation for medical school.

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

Michael Jarvinen, 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 two 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 department also offers a B.S. degree in neuroscience. This major is designed to provide students with a solid foundation in interdisciplinary brain science.

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.

Bachelor of Art in Psychology 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," (www.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 Applied Internship I and 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 Research Internship I and 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.

B.A. in Psychology

General Requirements:

PSYCH1501	General Psychology (SA)
PSYCH2209	Physiological Bases of Behavior (SI)
PSYCH2801	Methods and Statistics I
PSYCH2802	Methods and Statistics II (QA)
PSYCH3111	Cognition

B.A. in Psychology with Concentration in Developmental Psychology

Requirements for Concentration:

Take two of the three developmental age period classes listed below:

PSYCH2303	Child Psychology
PSYCH2304	Adulthood and Aging
PSYCH2403	Adolescent Development

Take one of the applied development classes listed below:

PSYCH3201	Psychology of Language
PSYCH3210	Child Psychopathology
PSYCH3212	Adult Psychopathology

Take one of the following electives:

PSYCH2103	Relationships, Marriage and the Family (SA)
PSYCH2105	Cross-Cultural Psychology (SA)
PSYCH2203	Social Psychology (SA)
PSYCH2211	Race, Gender and Sexuality
PSYCH2405	Health Psychology
PSYCH3101	Seminar: Psychology of Women
PSYCH3211	Theories of Personality
PSYCH3601	Counseling Theories and Techniques

Senior capstone experience (2 semesters):

PSYCH4282/ PSYCH4283	Research Internship I and II
or	
PSYCH4494/ PSYCH4495	Applied Internship I and II

B.A. in Psychology with Concentration in Counseling and Health Psychology

Requirements for Concentration:

PSYCH2405	Health Psychology
PSYCH3210	Child Psychopathology
or	
PSYCH3212	Adult Psychopathology
PSYCH3601	Counseling Theories and Techniques

Senior capstone experience (2 semesters):

PSYCH4282/ PSYCH4283	Research Internship I and II
or	
PSYCH4494/ PSYCH4495	Applied Internship I and II

At least one elective from the following:

PSYCH2103	Relationships, Marriage and the Family (SA)
PSYCH2105	Cross-Cultural Psychology (SA)
PSYCH2203	Social Psychology (SA)
PSYCH2211	Race, Gender and Sexuality

PSYCH2303	Child Psychology
PSYCH2304	Adulthood and Aging
PSYCH2403	Adolescent Development
PSYCH3101	Seminar: Psychology of Women
PSYCH3211	Theories of Personality

Minor in Psychology

Requirements for Minor:

PSYCH1501	General Psychology (SA)
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Four additional psychology courses, two of which must be 3000-level or higher

Bachelor of Science in Neuroscience Learning Goals and Objectives

1. Develop knowledge of and recognize the relationships between neurobiology, neuroanatomy and behavioral neuroscience.
2. Understand interdisciplinary nature of neuroscience that includes biology, chemistry and psychology.
3. Develop a critical eye for current literature and ethical issues in the sciences.
4. Demonstrate an understanding of experimental design including identification of manipulated and measured variables, measurement metrics, experimental controls, validity, reliability and statistical analyses.
5. Communicate scientific information to informed and lay audiences in written and oral format.
6. Apply and integrate their knowledge of neuroscience to other areas of studies and to their everyday life.

Capstone Experience

All Neuroscience majors complete a two-semester capstone experience in their senior year. Capstone experiences provide significant professional and educational opportunities for our students. This is important because graduate programs,

professional schools and research positions expect or require significant applied experience. These applied experiences will provide students with the opportunity to synthesize and integrate the knowledge and skills they have developed as a neuroscience major. This form of experiential learning provides students with meaningful knowledge about the discipline in more professional and applied contexts.

Based upon their professional interests, students select from two internship or research courses:

PSYCH4494/PSYCH4495 Applied Internship I and 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.

PSYCH4282/PSYCH4283 Research Internship I and II offers students the opportunity to engage in empirical research either at an off-campus research site or an on-campus faculty advisor. Students are supervised and attend regular class meetings with a faculty instructor.

B.S. in Neuroscience

Requirements for Major:

Core requirements (ten courses)

BIOL1105	Introduction to Cellular and Molecular Biology
BIOL2201	Neurobiology and Lab
BIOL4160	Seminar
CHEM1101	Principles of Chemistry I
CHEM1102	Principles of Chemistry II
or	
CHEM1103	Chemical Perspectives
PSYCH1501	General Psychology

PSYCH2801	Methods and Statistics I
PSYCH2802	Methods and Statistics II
PSYCH3000	Experimental Neuroscience

Major Electives (two courses)

BIOL3137	Medical Neuroscience
PSYCH3205	Neuroendocrinology
PSYCH3214	Psychopharmacology

Interdisciplinary elective (one course)

BIOL2123	Genetics
CHEM2101	Organic Chemistry I
PHIL3109	Philosophy of Mind
PSYCH2405	Health Psychology
PSYCH3111	Cognition
PSYCH3210	Child Psychopathology
PSYCH3212	Adult Psychopathology
PSYCH3601	Counseling Theories and Techniques

Capstone experience (two courses)

PSYCH4282/ PSYCH4283	Research Internship I and II
or	
PSYCH4494/ PSYCH4495	Applied Internship I and II

(Students should take PSYCH3601 as the interdisciplinary elective)

Other recommended courses

BIOL1106	Introduction to Organismic and Evolutionary Biology
BIOL2131	Biochemistry
BIOL2135	Anatomy and Physiology I and Lab
BIOL2137	Anatomy and Physiology II and Lab
CHEM2102	Organic Chemistry II

Minor in Neuroscience

Many possible career fields increasingly require an understanding of neuroscience. These include health-related industries, elementary through adult education, biotechnology, law, policy making, science writing and business. For this reason, a minor in neuroscience would be of interest to student at Emmanuel College.

Requirements for Minor:

BIOL1105	Introduction to Cellular and Molecular Biology
BIOL2201	Neurobiology and Lab
PSYCH1501	General Psychology

Two courses from the list below:

BIOL3137	Medical Neuroscience
PSYCH3000	Experimental Neuroscience
PSYCH3205	Neuroendocrinology
PSYCH3214	Psychopharmacology

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 is 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.

Sociology

Katrin Križ, 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 in Sociology serves as the 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 Seminar in Sociology (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. In their final paper, students apply the sociological perspective and sociological theories to their respective topic, use appropriate social research methods, and tie the topic to issues of inequality, diversity, or globalization. Student achievement is evaluated by the instructor.

Emmanuel College

Students who pursue a major in Sociology can choose between four options: (1) a B.A. in Sociology (without a concentration); (2) a B.A. in Sociology with a concentration in social inequality and social justice; (3) a B.A. in Sociology with a concentration in human services; and (4) a B.A. in Sociology with a concentration in criminology.

1. B.A. in Sociology

Requirements for Major:

Six sociology core courses:

SOC1101	Introduction to Sociology: Analysis of Society in Global Perspective (SA)
SOC2113	Methods of Social Research
SOC3101	Theories of Society
SOC3103	Advanced Quantitative Research Methods
or	
SOC3104	Advanced Qualitative Research Methods
SOC4194	Internship in Sociology: Field Research in Professional Settings
SOC4999	Seminar in Sociology

Electives:

Five additional sociology courses, at least one of which is a 3000-level

2. B.A. in Sociology with a Concentration in Social Inequality and Social Justice

Six sociology core courses and the following requirements for concentration:

SOC2127	Social Class and Inequality (SA)
SOC3115	The Sociology of Globalization

Three electives must be chosen from the following:

SOC1105	Major Institutions in U.S. Society (SA)
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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

3. B.A. in Sociology with a Concentration in Human Services

Six sociology core courses and the following requirements for concentration:

SOC1111	Introduction to Social Work
SOC2201	The Practice of Social Policy

Three electives must be chosen from the following with at least one at the 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 (SA)
SOC3207	Juvenile Delinquency and Youth at Risk
SOC3210	Family Violence

Recommended Courses

PHIL1205	Health Care Ethics (M)
PSYCH3601	Counseling Theories and Techniques

4. B.A. in Sociology with a Concentration in Criminology

Six sociology core courses and the following requirements for concentration:

SOC1203	Crime and Justice
SOC2100	Law and Society
SOC2101	Criminology

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 (SA)
SOC2207	Deviant Behavior and Social Controls
SOC3205	Crimes Against Humanity
SOC3207	Juvenile Delinquency and Youth at Risk
SOC3210	Family Violence

Recommended Courses:

CHEM1107	Forensic Chemistry
(or CHEM1117)	
POLSC2602	Introduction to Law and the Judicial System
POLSC2603	Problems of Law and Society
POLSC3607	Constitutional Law

Minor in Sociology

Requirements for Minor:

SOC1101	Introduction to Sociology: Analysis of Society in Global Perspective (SA)
SOC2113	Methods of Social Research
SOC3101	Theories of Society
Three additional sociology courses with two at the 2000-level or above.	

(SOC2113 has a prerequisite of either MATH1117 Introduction to Statistics or MATH2113 Applied Statistics or PSYCH2802 Methods and Statistics II)

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.

Theater Arts

Scott Gagnon, M.A.

Program Director

Theater Arts may be selected as an individually designed major. A minor in Theater Arts is also available. It is also possible to combine Theater Arts with another field to create an individually designed interdisciplinary major. Coursework varies depending on the program and is decided through student-faculty consultation.

In addition to exploring the theater arts in classroom courses, the department offers many performance opportunities. The Theater Arts program produces several productions each year, including a main-stage musical, at least one main-stage play and student directed productions. Opportunities to perform are also available through other courses, including acting and dance. 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 Theater Arts, the student will:

- develop knowledge of terminology, theory, history, structure and conventions of theater and drama;
- acquire the skills necessary to present a theatrical work through appropriate performance and/or production techniques;
- acquire skills and techniques that will enable them to independently and/or collaboratively create new works;
- develop an appreciation of the collaborative nature of theater productions;
- develop a familiarity with a broad sampling of dramatic literature that varies in both cultural context and subject matter;
- develop an understanding of the key intrinsic aesthetic and humanistic values in dramatic literature and theater performance.

The Capstone Experience

All students graduating with an Individualized Major (IM) in Theater 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 (i.e., 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.

Minor in Theater Arts

Requirements for Minor:

THTR1101	The Theater: History and Appreciation
SPCH1111	Public Speaking: Voice and Diction
THTR2111	Acting: Basic Techniques
[THTR2112	Acting: Styles and Genres
or	
THTR2113	Playing Shakespeare: from Study to Stage
[THTR3101	Dramaturgy and Play Analysis
or	
THTR3122	Playwriting
THTR3121	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 Theater Arts must complete a project that is in addition to the required senior capstone project. It can be a paper, a recital, directing a work of theater, or another project approved by the Theater Arts Program Director.

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

Regardless of the nature of the project, the student will also have to pass an oral examination given by the Theater Arts IM advisor 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 the IM advisor.

Theology and Religious Studies

Jon Paul Sydnor, Ph.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 and Religious Studies faculty 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 and Islam. 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 and 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 and 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 and 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 prepares students 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 in Theology and 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.

B.A. in Theology and Religious Studies

Requirements for Major:

Two introductory courses:

THRS1115	Jesus and Christian Ethics
or	
THRS1103	Exploring Catholic Theology
THRS1111	Exploring the Bible

At least three courses from the following:

THRS2102	In the Beginning: Adam to Moses
THRS2108	Religion and the Environment: Ethical Explorations
THRS2111	Love and Justice
THRS2114	The Prophets: Power, Politics and Principles
THRS2116	Science and Religion
THRS2135	World Religions
THRS2201	War, Peace and Religions
THRS2101	What is Religion?
THRS2205	The Gospels: Portraits of Jesus
THRS2207	Why the Church?
THRS2208	Global Christianity
THRS2217	Women in the World Religions

THRS2219	Women in Christian Traditions
THRS2221	Radical Christianity
THRS2223	The First Christians
THRS2305	South Africa: Religion, Gender and AIDS

At least one course from the following:

THRS2105	Judaism
THRS2202	Hinduism
THRS2211	Islam
THRS2212	Buddhism: Beliefs and Practices

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
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Students may include an approved internship as one of their ten courses.

Minor in Theology and Religious Studies

The Minor in Theology and 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.

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.

Requirements for Minor:

Two introductory courses:

THRS1103	Exploring Catholic Theology
or	
THRS1111	Exploring the Bible
or	
THRS1115	Jesus and Christian Ethics

Two courses from the following offerings:

ART2223	From Patronage to Practice: The Catholic Art Tradition
ENGL2325	Spirituality and the Literary Imagination
HIST2127	Religion, Society and Europe
HIST2128	Immigrants in the American Experience
PHIL3115	Ancient and Medieval Philosophy
THRS2108	Religion and the Environment: Ethical Explorations
THRS2111	Love and Justice
THRS2205	The Gospels: Portraits of Jesus

THRS2207	Why the Church?
THRS2209	History of Christianity: Between Prophecy and Compromise
THRS2217	Women in the World Religions
THRS2219	Women in Christian Traditions
THRS2130/ 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 Catholicism
THRS3143	Changing World, Changing Church: Vatican Council II

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 to Theta Alpha Kappa, the National Honor Society for Religious Studies and Theology:

- Completion of 16 or more credits in Theology and Religious Studies courses;
- A GPA of 3.5 or above in Theology and Religious Studies courses;
- An overall GPA of 3.0 or above;
- A rank in the top 35% of the class.

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
 Historical Consciousness
 Social Analysis
 Scientific Inquiry
 Scientific Inquiry with Laboratory
 Quantitative Analysis
 Religious Thought
 Moral Reasoning

See page 8 for more information regarding each requirement.

Prerequisites and Restrictions

A course prerequisite is a requirement an academic department identifies as essential for a student to complete before taking a course. All prerequisites should be stated in the course description, on the course syllabus and included in the college catalog.

Prerequisites may consist of one or more of the following:

- completion of placement, proficiency tests or other assessments (MTEL);
- completion of specific course(s).

Students must earn a C– or better in any course which is designated a prerequisite for another course.

A course restriction is a requirement which must be satisfied before a student may register for a course. Restrictions may consist of one or more of the following:

- completion of a specified number of semester hours or achievement of a specified class level;
- permission of the instructor or department chair.

Students are responsible for knowing and completing all published prerequisites requirements and satisfying any course restrictions before taking that course. The College must inform students of prerequisites requirements and course restrictions and has the right to cancel a student's registration in a course if the student has not satisfied the published prerequisite requirement or restriction for that course.

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

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.

Spring semester, alternate years, expected

Spring 2019. 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.

Fall 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, spring and summer semesters. 4 credits

Prerequisites: INT1001, ACCT2203,

ACCT2204 or concurrently with

ACCT2204 and permission of instructor.

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, alternate years, expected

Spring 2018. 4 credits

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, alternate years, expected fall 2018. 4 credits

Prerequisite: ACCT1201

ACCT4201 Advanced Accounting

This course is the capstone experience in the accounting major. Ideally, this course should be taken in a student's senior year after completion of the following prerequisites: ACCT2204, ACCT3203, ACCT3411 and ACCT3413. The course has two major parts that represent a blend of theory, practice, and research. In part one, topics covered include: consolidated financial statements, partnerships and non-profit accounting. Part two integrates knowledge gained in previous accounting coursework. It requires students to apply and integrate a variety of skills, tools and knowledge to address contemporary issues and problems facing the accounting profession. Problems are drawn from a variety of sources including your textbook, published Case Studies from the AICPA, The American Accounting Association, prior CPA and CMA examinations, CFO Magazine and the Wall Street Journal. This course is project based, and it emphasizes both the practical and ethical issues of the practice of accounting.

Spring semester. 4 credits

Prerequisites: ACCT2204, ACCT3203, or concurrently with ACCT3411 and ACCT3413

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.

Fall semester. 4 credits

AMST4178 Directed Research in American Studies

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 pre-historic, 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

ART1203 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.

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, fall 2017.

4 credits

ART2204 From Globalization to Transnationalism: Art in the Contact (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 2016. 4 credits

ART2213 Daguerreotypes to Digital Prints: The History of Photography

This course surveys the history of photography from its beginnings in the early 19th 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, alternate years, spring 2018. 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 semester, every fourth year, expected spring 2018. 4 credits

ART2224 Irish Art (AI-A)

This course examines the history of Irish art from its prehistoric roots to the present. Emphasis will be placed on the "golden age of Irish art" during the Medieval Period, the influence of English art during the Protestant Ascendancy, and efforts by Irish artists to create works of art related to national identity beginning in the late 18th century and continuing through to the present. The subject of Irish national identity will be central to this course, specifically as it was

supported by Irish arts organizations with strong ties to Irish political, religious, and social groups. The course will include travel to Ireland during spring break.

Spring semester, alternate years, spring 2017. 4 credits

ART2232 History of Graphic Design

This course is an examination of the history of graphic design. Using the lens of art and design history, the course will begin with a short examination of Medieval illuminated manuscripts and the impact of the printing press. However, the bulk of the course will focus on graphic design as it emerges in the late 19th century and establishes itself as a field in the 20th century. The course will end with an in-depth consideration of contemporary graphic design.

Fall semester. 4 credits

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.

As required. 4 credits

Prerequisite: Junior or senior standing only

Studio Art

ART1401 Basic Drawing I (AI-A)

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 (AI-A)

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 Visual Language for Design and Communication (AI-A)

This course is an introduction to the tools and methodologies related to creating visual communication. Students will use industry caliber digital tools while learning the fundamentals of how to organize, clarify your message, and craft compelling visual work. Projects include photographic manipulation, explanatory illustration, and poster design for advocacy.

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 (AI-A)

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 (AI-A)

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 and spring semesters. 4 credits
\$100 studio fee*

ART2413 Photography I (AI-A)

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 Poster and Information Design

In this course students will advance their skill in typography and design principles

through the medium of poster design. Projects will focus on typography as an expressive element, color, information hierarchy, structure, concept and effective communication. Through lectures, demonstrations, research, and weekly critiques, students will explore the historical/ social impact of the poster and its role as a contemporary means of expression/ communication. Projects focus on posters and infographics.

*Fall semester. 4 credits
Prerequisites: ART1407
\$100 studio fee*

ART2433 3D Form Studies (AI-A)

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 (AI-A)

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 the concepts and techniques of interactive design through industry standard web development. Through focused projects, students will explore interactive paradigms of user experience, information architecture, and navigation design with an emphasis on organization and usability. Current and future directions of interactive design will be discussed with a focus on advanced CSS, JQuery, and responsive design.

Spring semesters. 4 credits

Prerequisites: ART1407

\$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.

As required. 4 credits

Prerequisite: ART2411 or permission of instructor

\$100 studio fee

ART3431 Motion Graphics and Digital Animation

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: ART1407

\$100 studio fee

ART3432 Package and Publication Design

This course focuses on identity design and brand design as it applies to package and publication design. Through lectures, demonstrations, research, and weekly critiques, students will explore the formal design principles of making physical designed objects. Conceptual thinking and problem solving skills are advanced through rapid prototyping and group critique. Design concepts explored include brand guidelines, the client, the consumer, user interaction, and information in series.

Spring semester. 4 credits.

Prerequisites: ART1407

\$100 studio fee

ART3451 Ceramics II (AI-A)

This course will examine variety of ceramics processes. Students will be introduced with introductory wheel-throwing, casting process, screen printing on clay, 3D printing clay, and glaze mixing. A variety of forms such as sculpture, installation, and tableware will be discussed in the course.

Spring semester. 4 credits

Prerequisite: ART2451 or permission of instructor

\$100 studio fee

ART3531 Stories in Motion Studio

Stories in Motion Studio (SMS) is an introduction to the confluence of literary and visual arts. Students will create various digital video projects combining student-authored short stories, literary adaptations and journalistic inquiry as core content—

with the visual and conceptual foundations of a cinematic view and rhythm of visual sequence editing to create a handful of short video projects. Students will be exposed to original cinematic and literary works of film artists and given an opportunity to evaluate, interpret and utilize such works in the creation of wholly original, self-authored visual works in video. SMS combines writing, reading of film theory texts and screenings of cinematic masters work with an emphasis on the Short Film genre. Physical camera work, paradigms of exemplary cinematography and technical instruction of digital post-production editing share precedence as a focus throughout the semester. The course will conclude with a self-directed, final project that is inclusive of the course's theoretical, lyrical and practical core content.

Spring semester. 4 credits

Prerequisites: ART1407, and ENGL1502

\$100 studio fee

ART4178/ART4179 Directed Study I and 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/ART4195 Internship I or 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 hand-made 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

\$100 studio fee

ART4432 Graphic Design Senior Studio

In this capstone course, students explore user experience (UX) and user interface (UI) design through a series of projects focusing on app development. In addition, this studio is design to be an incubator where students actively research, prototype, and document their design process in preparation for their senior thesis project.

Fall semester. 4 credits

Prerequisites: 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. 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 craft-work in elementary or secondary school.

Spring semester, alternate years, or as needed, expected spring 2018. 4 credits

\$75 studio fee

Art Therapy

ART1301 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: PSYCH1501

\$75 studio fee

ART2302 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: ART1301 or permission of instructor

\$75 studio fee

ART4365/4366 Art Therapy Practicum I and 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: ART1301

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

\$75 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

\$75 lab fee

BIOL1103 Human Biology (SI)

This is the same course content 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 \$75 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.

Three hours lecture, three hours laboratory.

Spring semester. 4 credits

Prerequisite: BIOL1105

Required of all biology majors, unless exempted by departmental permission \$75 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 2018. 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 International Studies and related fields. Anthrax, influenza, Lyme disease, Ebola, polio, smallpox, plague, malaria, mad cow disease, MRSA and tuberculosis 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. 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 evaluation of food intakes and habits, world food problems and malnutrition, nutrition and health, sustainability, 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 2018. 4 credits

BIOL1501 Introduction to Anatomy and Physiology (SI-L)

Introduction to anatomy and physiology of the human body should provide the student with an understanding and working knowledge of the structure of the body and how it functions. Basic scientific principles as applied to biology are covered while learning anatomy and physiology in both the lecture and the laboratory. This one-semester course provides a comprehensive overview of the important concepts and processes within the human body along with the relationships between the structure and functions of the organ systems. The two-hour laboratory component provides hands-on investigation of structures and experiments on how the systems work.

Spring semester. 4 credits
\$75 Lab fee

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.

Fall semester, alternate years, expected fall 2018. 4 credits

Prerequisites: BIOL1105 and BIOL1106 or permission of instructor
\$75 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.

Fall semester, alternate years, expected fall 2017. 4 credits

*Prerequisites: BIOL1105 and BIOL1106 or permission of instructor
\$75 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. 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 selected determinants of human health and disease. We will learn that disease in humans is complex and multi-factorial, with genetic, biochemical, environmental and socio-economic inputs. 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 2019. 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 2018. 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 and spring semesters. 4 credits

Prerequisites: BIOL1105 and BIOL1106, CHEM1101 and CHEM1102 or permission of instructor

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

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
\$75 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
\$75 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 2018. 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: BIOL1105 or permission of instructor

\$75 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

\$75 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.
Spring semester, alternate years, expected spring 2018. 4 credits
Prerequisite: BIOL2135 or permission of instructor
\$75 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 semester, alternate years, expected fall 2016. 4 credits
Prerequisite: BIOL2301 or its equivalent
\$75 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 2017. 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 2018. 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.
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, viral genetics and antimicrobial agents. 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, BIOL2301 or permission of instructor
\$75 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)
\$75 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 2019. 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 2016. 4 credits
Prerequisite: BIOL2201 or permission of instructor

BIOL3151 Exercise Physiology

This course will introduce students to the principles of exercise physiology, testing and prescription. Students will examine the physiological and adaptive responses of the human body to acute and chronic exercise stress and will investigate how exercise affects major organ systems, including the cardiovascular, nervous, musculoskeletal and respiratory systems. Clinical aspects of exercise will be a major focus and the effects of exercise stress will be considered across the spectrum of healthy and non-healthy populations. The laboratory component will follow the American College of Sports Medicine’s guidelines for exercise testing and will utilize a variety of exercise equipment to apply physiologic concepts to exercise testing, prescription, and training.
Fall semester, alternate years, expected fall 2017.

Prerequisite: BIOL2135 and BIOL2137
\$75 lab fee

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 section satisfies the seminar requirement for biology and psychology majors with a concentration in neuroscience.

Spring semester. 4 credits

Required of all senior biology majors

Prerequisites: BIOL2123 and BIOL2131 or permission of instructor

Neuroscience Seminar section prerequisite: BIOL2201 or PSYCH2209 or permission of instructor

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/BIOL4195 Research Internships in the Natural Sciences I and 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

INT3211 Experiential Internship in the Natural Sciences/Mathematics

Biology, biostatistics, chemistry and mathematics majors may apply to do an internship in a research or non-research setting. The internship site and project must be appropriate for the disciplines above and it is the student's responsibility to obtain an internship. The options for sites could include venues that would allow for career exploration. A complete proposal form for the internship must be submitted to the faculty teaching the course and to the Career Center by the first day of class. The proposal must describe the project, the name and commitment from the onsite supervisor and the expectations and significance of the internship. The proposal must be approved by the student's academic advisor and signed by the site supervisor. 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 course counts as an Emmanuel College elective, but not as an elective toward the biology, biostatistics, chemistry or mathematics major.

Fall and Spring semesters. 4 credits
Prerequisites: INT 1001, junior or senior status, and permission of the department.

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. The laboratory sessions focus on reinforcing lecture topics and development of laboratory techniques The laboratory sessions focus on reinforcing lecture topic and development of laboratory technique.

Fall and spring semesters. 4 credits
Prerequisite: MATH1101
\$75 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 thermodynamics. 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. The laboratory sessions focus on reinforcing lecture topic and development of laboratory technique.

Fall and spring semesters. 4 credits
Prerequisites: MATH1101, CHEM1101
\$75 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

thermochemistry, 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

\$75 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 2018. 4 credits

\$75 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 2019. 4 credits

\$75 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. 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 2018. 4 credits

\$75 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.

*Fall and spring semesters. 4 credits
\$75 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. 4 credits
\$75 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 2019. 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 and spring semesters. 4 credits
Prerequisites: CHEM1101 and CHEM1102 or CHEM1103
\$75 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 spectroscopic techniques. Three hours lecture, three hours laboratory.

*Spring semester. 4 credits
Prerequisites: CHEM1101, CHEM1102 or CHEM1103, and CHEM2101
\$75 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 and CHEM1102 or CHEM1103
\$75 lab fee*

CHEM2111 Biochemistry

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 sessions will focus on mastering basic biochemical techniques. Three hours lecture, three hours laboratory.

Spring semester, alternate years, expected spring 2019. 4 credits

Prerequisites: BIOL1105 and CHEM2102 \$75 lab fee

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.

Spring semester, alternate years, expected spring 2019. 4 credits

Prerequisites: CHEM1101, CHEM1102 or CHEM1103

CHEM2115 Inorganic Chemistry

This course covers basic concepts of atomic structure, stereochemical principles and bonding models applied to main group and transition metal and compounds and

to the structure of solids. It considers an introduction to bonding theories an reaction mechanisms of d-block complexes as well as the fundamental knowledge of the role of metal complexes in living organisms. Basic principles of inorganic coordination chemistry will be discussed and correlated to important application in organic synthesis, medicine, and industrial biological catalysis. *Spring semester, alternate years, expected spring 2018. 4 credits*

Prerequisite: CHEM1101, CHEM1102 or CHEM1103

CHEM3105 Physical Chemistry I: Thermodynamics

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 \$75 lab fee

CHEM3106 Physical Chemistry II: Quantum Mechanics

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: CHEM3105 or CHEM1101 and CHEM1102, or CHEM1103; MATH 1111 and MATH 1112; and PHYS2201 and PHYS2202

Recommended: MATH2103

\$75 lab fee

CHEM3108 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.

Fall semester, alternate years, expected fall 2018. 4 credits

Prerequisites: CHEM2101 and CHEM2104

\$75 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 2018.

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.

Fall semester, alternate years, expected fall 2019. 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 2018. 4 credits

Prerequisites: CHEM1101 and CHEM1102 or CHEM1103, one 2000-level chemistry course, and MATH1111 or by permission of instructor.

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 2017. 4 credits

*Prerequisite: CHEM2102 or permission of instructor
\$75 lab fee*

CHEM4160 Senior Seminar

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 and senior status

Recommended: CHEM3116

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/CHEM4195 Research Internships in the Natural Sciences I and 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 semesters as needed
4 credits each*

Prerequisites: INT1001, senior status, 3.0 grade point average in chemistry courses and permission of department

Recommended: CHEM3116

INT3211 Experiential Internship in the Natural Sciences/Mathematics

Biology, biostatistics, chemistry and mathematics majors may apply to do an internship in a research or non-research setting. The internship site and project must be appropriate for the disciplines above and it is the student's responsibility to obtain an internship. The options for sites could include venues that would allow for career exploration. A complete proposal form for the internship must be submitted to the faculty teaching the course and to the Career Center by the first day of class. The proposal must describe the project, the name and commitment from the onsite supervisor and the expectations and significance of the internship. The proposal must be approved by the student's academic advisor and signed by the site supervisor. 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 course counts as an Emmanuel College elective, but not as an elective toward the biology, biostatistics, chemistry or mathematics major.

Fall and Spring semesters. 4 credits

Prerequisites: INT 1001, junior or senior status, and permission of the department.

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

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

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

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)*

ECON2203 An Economic View of the World (SA)

This seminar course will use the tools and perspective of economics to consider current global issues. Each week we'll consider the hot topics and controversies of the day in real time, including economic growth and development, market bubbles and crashes, patterns of consumption and income, political relationships and international networks of production, consumption and trade. We will focus on the requirement of individuals and societies to make tradeoffs to achieve their goals, and on the ethical and social justice implications of these tradeoffs. curiosity about the world and what happens in it each week. Students will develop an

understanding of the economic way of thinking, a familiarity with world events, and the skills to research and communicate in their areas of interest.

Fall semester. 4 credits

ECON2205 Urban Economics

Three-quarters of the U.S. population and approximately half of the world's population live in cities. If economics is the study of how individuals and societies choose to use scarce resources, then this course is the study of one scarce resource in particular: space. We will focus on the economics of cities and urban areas. We will ask questions such as: Why do cities exist? Why do some cities/areas of metropolitan areas grow more rapidly than others? How do firms and households decide where to locate within cities? What determines the price of land and how this varies across space? What are the spatial dimensions of local government policy and the relationship between the city, suburban and state governments? How do these factors influence urban problems such as housing, poverty, crime and economic development? A secondary theme of this course will be to consider the particular economy of Boston as our urban home.

Spring semester, alternate years, expected spring 2017. 4 credits

Prerequisite: ECON1101

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 2016. 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 2017. 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 2017. 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 2018. 4 credits

Prerequisite: ECON1101

ECON 3496: Economics Internship (cross-listed with MGMT 3496 and ACCT 3296)

The Economics internship involves experiential learning in a for-profit, not-for-profit firm or government agency 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 or individual 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 and spring semesters. 4 credits

Prerequisites: Completion of INT1001, two of the Economics electives for the major, at least one of which is a 3000-level course, and permission of the instructor. This course is limited to Economics Majors.

ECON4178-4179 Directed Study

This course is limited to seniors.

Fall and spring semesters. 4 credits

Prerequisite: Permission of instructor

ECON 4201 Economics Senior Seminar

Topics in major areas of economics will be discussed. This course fulfills the capstone requirement in economics by requiring students to apply their analytical, quantitative and research skills in the composition of a senior paper. Each student will write a senior thesis and present his/her research in the seminar.

Spring semester. 4 credits

Prerequisites: Completion of Intermediate Microeconomics and Intermediate Macroeconomics; and one 3000-level Economics elective

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
Service Learning component

EDUC2211 Learning, Teaching and the Elementary Curriculum

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

Prerequisite: EDUC1111

EDUC2212 Teaching All Students, Grades 1-6

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

Prerequisite: EDUC2211

EDUC2311 Learning, Teaching and the Secondary Curriculum

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

Prerequisite: EDUC1111

EDUC2312 Teaching All Students, Grades 5-12

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

Prerequisite: EDUC2311

EDUC3211 Literacy and Literacy Methods I

This course examines current theory and practice in the instruction of literacy for diverse populations of students at the elementary school level. Students will focus on the components of a strong reading program including phonemic awareness, phonics, fluency, vocabulary and reading comprehension. Students will become familiar with research-based strategies

and techniques for effective literacy instruction. Students will become knowledgeable about the standards for literacy in the Massachusetts English Language Arts Framework and will 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 students' abilities and needs.

Fall semester. 4 credits

Prerequisite: EDUC2212

EDUC3212 Literacy and Literacy Methods II

This course examines current theory and practice in the instruction of literacy for diverse populations of students at the elementary school level. Students will focus on grouping strategies, differentiation of literacy instruction, higher-order thinking activities, the reading and writing connection, writing workshop and new literacies involving technology. Students will become familiar with research-based strategies and techniques for effective literacy instruction. Students will become knowledgeable about the standards for literacy in the Massachusetts English Language Arts Framework and will 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 students' abilities and needs.

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 manipulatives 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

Prerequisite: EDUC2212

EDUC3215 Explorations in Science and Engineering: Grades 1-6

The course develops the knowledge, skills and dispositions 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

Service Learning component

EDUC3311 Managing the Classroom Learning Environment

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.

Spring semester. 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.

Fall and spring semesters. 4 credits

Pre-practicum field-based experience

Prerequisite: EDUC2212 or EDUC2312

Mathematics, Science and Spanish

Methods: Cross-registration at Simmons College

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 semester. 4 credits

Pre-practicum field-based experience

Prerequisite: EDUC2312

EDUC4300 Sheltered English Instruction: Teaching English Language Learners

The purpose of this course is to prepare the Commonwealth's teachers with the knowledge and skills to effectively shelter their content instruction, so that our growing population of English language learners (ELLs) can access curriculum, achieve academic success and contribute their multilingual and multicultural resources as participants and future leaders in the 21st-century global economy.

Fall and spring semesters. 4 credits

Prerequisite: EDUC1111

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 and spring semesters. 8 credits

Prerequisite: Senior status required and successful completion of all required MTEs

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 and spring semesters. 4 credits

EDUC4490 Moderate Disabilities 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. 4 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.

Fall and spring semesters. 4 credits

English

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

ENGL1205 Introduction to Literary Methods (AI-L)

This course challenges students to see the world and themselves differently through the study of literature and methods of interpretation. Students will use literary tools in this course to pose questions that pursue the truth about what they read, write, and see. While the specific readings vary year to year, students will study different literary modes in their historical contexts, in conjunction with contemporary media (news articles, music videos, and visual images) and through the lenses of gender, politics, economics, and psychology. At the most basic level, this course challenges students to become active analysts of the world around them. Students take this course to sharpen their skills as a critical thinkers, readers, and writers and to prepare for greater success in and beyond their academic careers.

Fall and spring semesters. 4 credits

ENGL1502 Introduction to Communication, Media and Cultural Studies (SA)

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 2019. 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 2018. 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 2017. 4 credits

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 2018. 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

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 2018. 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 2018. 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 2019. 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 2018. 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 Zadie Smith.
Spring semester, alternate years, expected spring 2019. 4 credits

ENGL2410 African American Literary Giants (AI-L)

This course provides a comprehensive survey of two iconic African Americans:

Toni Morrison and James Baldwin. It allows students an intensive study of black writing from the nineteenth century to the present, while at the same time engaging with contemporary issues facing African American communities in the United States and abroad. Studied themes include the following: literature and politics, race in America, the history of slavery in America, and the relationship between black literature and black music. This course examines a selection of Morrison's and Baldwin's body of work as they address key issues in African American, American, and African diasporic modern history. In other words, students study these writers both as American figures and transnational figures who carry global sensibilities in their work. We will also examine their work as it lends to discussion of contemporary issues of social justice including the legacy of American slavery, mass incarceration, police brutality, racial profiling, and income inequality.
Spring semester, alternate years, expected spring 2019. 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.
Fall semester, alternate years, expected fall 2018. 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 2017. 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 semester. 4 credits

Prerequisite: ENGL1205 or ENGL1502

ENGL2504 Prose Writing

This course explores selected types of writing often associated with the term “literary non-fiction,” 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.

Fall semester. 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.

Fall and 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

This course provides an overview of the broad field of advertising including concepts, strategies, and tactics. Students will learn about the role of advertising in the American economy and the procedures involved in planning advertising campaigns, with special attention to social and ethical topics in advertising. Throughout the semester, a strong emphasis will be placed on the ability to think critically and creatively, and to present the ideas convincingly using oratorical and technical tools and techniques.

Spring semester. 4 credits

Prerequisite: ENGL1205 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 2017. 4 credits

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 2017. 4 credits

Prerequisites: ENGL1205 or ENGL1502; and two 2000-level courses and junior or senior status

ENGL3305 Satire

Focusing on “the Age of Satire” in England, this course will present works by Jonathan Swift, Daniel Defoe, Delarivier Manley,

Oliver Goldsmith, and Jane Collier as a context through which this aggressive literary mode emerges as a powerful cultural force. *Fall semester, alternate years, expected fall 2018. 4 credits*

Prerequisite: ENGL1205 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.

Fall and spring semesters. 4 credits

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 may include John Wilmot, Second Earl of Rochester's poetry, George Etherege's *The Man of Mode*, Aphra Behn's *The Rover*, Jonathan Swift's *A Tale of a Tub*, Joseph Addison and Richard Steele's *The Tatler* and *The Spectator*, and Mary Wollstonecraft's novels.

Spring semester, alternate years, expected spring 2019. 4 credits

Prerequisites: ENGL1205 or ENGL1502; and two 2000-level courses and junior or senior status

ENGL3311 Ethics in Documentary Film

What are the ethical concerns that filmmakers face? How do we as viewers respond to these questions? This practice-based course explores these questions through engagement with popular and academic literature in the field and through screening and discussion of contemporary documentaries that consider the ethical questions of our day. Coursework consists primarily of team-directed filmmaking projects, where students conceptualize, shoot, and edit mini-documentaries while exploring the intersection of theory and practice and developing technical skills.

Fall semester, alternate years, expected fall 2018. 4 credits.

Prerequisites: ENGL1205 or ENGL1502 and two 2000-level English courses.

ENGL3405 Editing and Publishing a Literary Magazine

This course aims to critically analyze the literary magazine as a genre and to develop students' knowledge of and skill in the field of publishing. We will study and analyze a number of top literary magazines and journals selected for a range of styles,

content, location and goals; includes poetry, fiction, and essays; two classes on each in order to assess mission and content as well as submission and distribution policies.

Over the course of the semester, students will develop, plan, edit, publish and distribute an issue of *The Saintry Review*, the Emmanuel College literary magazine. The mission of the magazine is to nurture and publish outstanding student, staff and faculty literary fiction, nonfiction, poetry and visual art, to foster the professional development of editors, writers, poets and artists, and to enrich the Emmanuel College community by publishing a professional quality literary magazine.

Spring semester. 4 credits

Prerequisites: ENGL1205 and one of the following: ENGL2504, ENGL2506, ENGL2507, ENGL3501, ENGL3506, ENGL3507 or ENGL3801

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 2017. 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, alternate years, expected spring 2019. 4 credits

Prerequisites: ENGL1205 or ENGL1502; ENGL2501 and one other 2000-level or above English offering and junior or senior status

ENGL3504 Advanced Prose Writing

A requirement for Writing and Literature 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: ENGL1205 or ENGL1502; ENGL2504, Writing and Literature Concentration English majors with junior or senior status or by permission of the instructor

ENGL3506 Advanced Poetry Writing

Advanced Poetry Writing will focus on developing the craft of poetry writing through a combination of writing original work and studying the work of established poets. Students will practice writing in a variety of received forms and will develop a cohesive body of work. This course will also highlight the workshop format, enhancing students' ability to critique poetic works in formation and creating a writing community that will foster future writing practice.

Spring semester alternate years, expected spring 2018. 4 credits

Prerequisite: ENGL2506 Poetry Writing or instructor's permission

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 2019. 4 credits

Prerequisites: ENGL1205 or ENGL1502 and two 2000-level courses and junior or senior status

ENGL3605 Global Literature and Film

An increasingly global world foregrounds questions of place and movement, particularly movement across previously defined cultural, geographic and linguistic boundaries. The course begins with the following questions: How do writers (poets and novelists) and their characters grapple with questions of place and movement between socio-politically, geographically, and linguistically defined spaces? How does this movement manifest both thematically and structurally in their literary works? The course will not only examine world literatures but it will also investigate theories of globalization—ways of thinking about 1) what national home means versus a global sense of home, 2) what allows an individual to develop a transnational sensibility and/or global aptitude that allows them to be at home in any situation, 3) how literature speaks to the human experience of movement across boundaries. The literary works in the course feature such themes as:

exile, refugeeism, displacement, movement, transience, biculturalism/multi-culturalism, boundary-crossing and transnationalism. Ultimately, we will explore global literature and a literary theory of the global (i.e., transnational literary theory) as well as the ways in which globalization is transforming the human experience politically, socially, culturally and economically. Writers will include Yusef Komunyakaa, Jorie Graham, Langston Hughes, James Baldwin, Tracy K. Smith, Li Young Lee, Bapsi Sidhwa, James Joyce, Anton Chekhov, Octavio Paz, Walt Whitman, Bessie Head, Nadine Gordimer, Xi Chuan, and Isabelle Allende.

Spring semester, alternate years, expected spring 2018. 4 credits

Prerequisites: ENGL1208 and two 2000-level English courses

ENGL3701 Media Theory

This course explores key theoretical models within the field of Communication and Media Studies. Topics vary by semester and include theoretical approaches to gender, sexuality, identity, media convergence, digital culture, audience studies and media industries. Coursework emphasizes a sustained examination of the historical, social, political, technological and economic factors that have shaped the diverse and interdisciplinary theories within Communications and Media Studies over the past century. Students then apply these theories to media text, past and present, in order to consider their validity and application. Assignments in this course emphasize the use of source material and research-based analysis.

Spring semester. 4 credits

Prerequisite: ENGL1205 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 2018. 4 credits

Prerequisites: ENGL1205 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).

Spring semester, alternate years, expected spring 2019. 4 credits

Prerequisites: ENGL1205 or ENGL1502; two 2000-level English courses and junior status.

American Studies students: Junior status and instructor’s permission

ENGL3708 Digital Culture

This course combines theoretical and hands-on approaches to the topic of digital media. This course considers, in theory and practice, the effects of “new media” on con-temporary society. By evaluating current research on digital and social media, students will gain a clearer understanding of how the digital world has altered the ways we think, behave, and interact. Students in this course will also gain practical skills through the exploration of multiple new media technologies in order to learn how to use social media for marketing and promotion.

Spring semester, alternate years, expected spring 2018. 4 credits

Prerequisites: ENGL1205 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.

Spring semester, alternate years, expected spring 2018. 4 credits

Prerequisites: ENGL1205 or ENGL1502; ENGL2501; one other 2000-level English course and junior or senior status

ENGL3806 Health Communication

Health Communication provides students with an overview of the health communication field. Students will explore multiple communication issues relevant to health organizations, including: written and oral communication, information

processing, the social construction of health and illness, doctor-patient communication, and the relationship between professionals, patients, friends, families, and cultural institutions. The course will also explore the role media play in shaping our health attitudes, perceptions, and behaviors. Finally, the course will explore the strategic planning process involved in developing health campaigns.

Fall semester, alternate years, expected fall 2017. 4 credits

Prerequisites: ENGL1205 or ENGL1502 or instructor permission.

ENGL3991/ENGL3992 Special Topics I or 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: ENGL1205 or ENGL1502; 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: ENGL1205 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/ENGL4992 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/ENGL4995 Internship I or 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: senior status

ENGL4998 Communication and Media Studies Senior Seminar

This course serves as the capstone course for senior students in the Communication and Media Studies major. The senior seminar pulls together key theoretical perspectives in the field while providing students with an opportunity to explore, synthesize and apply those theories to specific issues, themes and hypotheses. This course also provides a historical context to recent and contemporary media events, linking these to scholarship

and debates within the field and to past developments in content, technology, and research. Finally, the senior seminar reviews methodological practices, introduced in ENGL1502, and provides students with the opportunity to apply these methods in their own original research projects.

Fall and spring semesters. 4 credits

Prerequisites: ENGL1502 and senior status

ENGL4999 English 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.

Spring semester. 4 credits

Prerequisites: Two 3000-level literature or theory courses and senior status

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 examines major themes in the history of Africa beginning with the formation of non-state societies, empires, and kingdoms prior to the 15th century. Most of the course content focuses on interactions between Africa and the outside world from the 15th through the 18th centuries, 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.

Fall semester, alternate years, expected fall 2017. 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 students 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

HIST1111 An Introduction to East Asian History (H)

This course seeks to prepare students with a global perspective on the development of historical narratives in East Asia. It introduces key themes in Modern East Asian history including the dissemination of classic philosophies, the development of polities and economic systems, food traditions and other cultural features. East Asia commonly means China, Japan and Korea but this course also examines other locations in Asia such as India, Vietnam, Singapore and Thailand. Finally, the course examines the interactions between East Asia with the rest of the world as well as intra East Asian relations from approximately 1600 C.E. to 2000 C.E.

Spring semester, alternate years, expected spring 2017. 4 credits

HIST1114 Creating the Atlantic World (H)

This course explores the rise of the Atlantic World with a chronological focus centered on the Age of Exploration through the Age of Sail, ca. 1450-1820. It examines the process through which the histories of Africa, Europe, North America, and South America collided, resulting in conflict but also in the creation of a large interconnected community of diverse peoples and cultures. Readings, lectures and discussion will reflect a transnational approach to the

study of history moving beyond traditional national narratives in an effort to reveal the ways in which intercultural contact shaped ideas about race, ethnicity and gender, and how new communities and societies were formed through imperial rivalries, economic exchange, and various acts of accommodation, resistance, and rebellion.

Fall semester, alternate years, expected fall 2017. 4 credits

HIST2103 Introduction to Environmental History (H)

This course represents an introduction to the history of attitudes towards wilderness, nature (climate, topography, plants, animals, and microorganisms), and natural resources in the western hemisphere. Readings and discussions will focus on the trajectory of these attitudes, beginning with European-colonial as well as Native American perceptions of the natural world. We will then explore the way these perceptions were altered through industrialization, west ward expansion, the rise of national identities, the natural sciences and environmentalism and ultimately, global warming. As such, this course also considers the current state of environmental concerns in the US and Latin America. The course content will add dimension to the regional histories in the western hemisphere by incorporating perspectives from literary works and environmental history.

Fall semester, alternate years, expected fall 2016. 4 credits

HIST2104 Age of Atlantic Revolutions, 1763-1820 (H)

During the late 18th century, peoples from Europe and the Americas ushered in a new era of revolution that would come to define the modern world. Beginning with the American Revolution, new ideas of liberty, self-government and equality emerged, fueling America's war for independence,

and sparking revolutions in France, Haiti and Latin America. This course will not only examine each revolution in detail but will explore the interconnectedness of these social, political and ideological movements as they occurred throughout the Atlantic world. Students will consider these individual events as part of a transnational global movement towards independence and democracy.

Fall semester, alternate years, expected fall 2016. 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 2016. 4 credits

HIST 2106 A History of New England: 1500–Present

This course will explore New England history from pre-Columbus to the present day by exploring the region's historical relationship with the rest of the United States, Canada and the world. We will examine New England as a center of thought, politics and the economy, a place whose people often drive the nation's policies and socio-cultural development. Unique in its approach, this team-taught course will provide students with a most engaging experience and it promises to make you look at New England's history from an entirely new perspective by examining

important themes in the region's past, including: the Asian-Diaspora in New England, Transcendentalism, the conservation movement, literature, intellectual life, cities, migration, abolitionism, the American Revolution, and many others.

Spring semester, alternate years, expected spring 2018. 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, alternate years, expected fall 2017. 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 2018. 4 credits

HIST2124 History through Fiction:

East Asia in the Twentieth Century
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 2017. 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

HIST2126 History of Japan Since 1600 (H)

This course traces the history of Japan from 1600 to the present, paying particular attention to the social, cultural, and political narratives of that history. Broadly speaking, the class will portray the past 400 years

of Japanese history as two major periods, the early-modern period (or Tokugawa period, 1600-1868), and the modern period (1868-present). In this course, students will embark on an unforgettable journey through the history of one of the most intriguing and influential nations in the modern international world order. Along that journey, students will read a variety of texts, primary as well as secondary, and will be exposed to multiple visual primary sources, including woodblock prints, photographs, films, and manga (graphic novels). *Fall semester, alternate years, expected fall 2017. 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 2018. 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 2018. 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 ghettos; 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 2018. 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, alternate years, expected spring 2017. 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 2017. 4 credits

HIST2207 Slavery in Global History (H)

Slavery is an ancient institution that continues to shape peoples, cultures, and societies in the 21st century. Perhaps the single largest forced migration in world history, 12-20 million Africans were sold into slavery across Europe and the Americas, profoundly reshaping communities, cultures, and global economies. We will examine a variety of secondary and primary sources that make up the core of study of African slavery and the Trans-Atlantic Slave Trade. We will also study other forms of forced labor and bondage, and micro-studies of the slave ship and its importance in the development of race, resistance, and identity. Additionally, we will study the impact of the slave trade in the development of cultures and economies throughout the Atlantic world, including the Caribbean,

Africa, and Latin America. The course will conclude with an examination of Human Trafficking in the global economy with an emphasis on America's role in sustaining contemporary slavery. We will also use the Trans-Atlantic Slave Trade Database, www.slavevoyages.org, in conjunction with a four-volume set of primary sources – ships logs, port records, diaries, etc – on reserve at Cardinal Cushing Library. Compiled by some of the most respected scholars in the world, this database and primary source collection will be a key source for classroom and research data.

Fall semester, alternate years, expected fall 2018. 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, alternate years, expected fall 2016. 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: Sophomore standing

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 2016. 4 credits

Prerequisite: one previous 1000- or 2000-level history course and sophomore standing

HIST3119 The Individual and Society in European History

This course treats themes and events in European history in the pre-modern period. The lives and achievements of learned people, aristocrats, peasants, children, rebels, visionaries and other notable and interesting people are studied to provide students with a window on early and pre-modern 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 2014.

4 credits

Prerequisites: one previous 1000- or 2000-level history course and sophomore standing

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 Mesamerica 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 2018. 4 credits

Prerequisites: one previous 1000- or 2000-level history course and sophomore standing

HIST3205 Themes in the History of the American West

By taking the idea of the many "West" 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 2016. 4 credits

Prerequisites: one previous 1000- or 2000-level history course and sophomore standing

HIST3225 Utopias, Dystopias and Revolution 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 2017. 4 credits.

Prerequisites: one previous 1000- or 2000-level history course and sophomore 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 activism, 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, alternate years, expected spring 2018. 4 credits

Prerequisites: one previous 1000- or 2000-level history course and sophomore standing

HIST3404 East Asia Migration and Diaspora in Global Perspective

The course explores the history of East Asian migrations from the 19th century to the present day. The course follows a transnational approach insofar as it analyzes the migratory patterns of East Asian communities in South Asia, Africa, Europe, and the Americas. Migrant communities are organisms placed in different nations or regions, but connected by a corridor that serves as an extension of the migrant's old environment. To stress the importance of connections, this course will illustrate the corridors migrants create between host and receiving societies as well as patterns of material and cultural exchange that travel in either direction. Readings and discussions will explore thematic concepts such as identity, ethnicity, nationalism, and citizenship.

Fall semester, alternate years, expected fall 2017. 4 credits.

Prerequisites: one 1000- or 2000-level History course and sophomore standing.

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 2017. 4 credits

Prerequisites: one previous 1000- or 2000-level history course and sophomore standing

HIST3718 Pirates, Rascals and Scoundrels

Pirates are some of the most romanticized and legendary figures on the High Seas. Thousands of books have been written about them, from children's bedtime stories to great novels to serious scholarly works. But why are pirates so interesting and mesmerizing to audiences throughout the centuries? This course explores the illicit side of history by examining the role of pirates, criminal convicts and otherwise outsiders in creation of the Atlantic world from 1450-1850. Marginalized peoples such as pirates, criminal convicts, indentured servants, and non-enslaved populations labeled as "rebellious Rascals" (for example, the Acadians, Indians and others) counted as a silent majority in the Atlantic world. While exploring issues of class, race, gender and forced migration, the course examines how a variety of marginalized peoples navigated the difficult and complex landscapes of the Atlantic.

Spring semester, alternate years, expected spring 2017. 4 credits

Prerequisite: one previous 1000- or 2000-level history course and sophomore standing

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 and II

Fall and spring semesters. 4 credits

Prerequisite: Permission of department chair

HIST4194-4195 Internship I and 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

International Studies

GLST4100 International 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

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.

Fall and spring semesters. 4 credits

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 financial 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

Prerequisite: Sophomore standing

MGMT2200 Principles of Marketing

This course focuses on the total system of

interactive 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: MGMT1101

MGMT2202 International Management (SA)

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

MGMT2207 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 or spring 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 semester. 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: Sophomore 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 semester. 4 credits
Prerequisite: MGMT1101

MGMT2410 Entrepreneurship and Small Business Management

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

MGMT3110 Management Research: An Applied Orientation

Marketing research involves gathering and analyzing data so as to provide marketing

managers with timely and relevant information that will assist them in decision-making. The primary goal of this course is to give students the requisite tools that will enable them to gather and analyze data to help managers to design product, as well as determine price, promotion and distribution strategies. They will accomplish this learning by examining cases as well as doing hands-on projects. Students will gain experience in research design, data collection, data analysis using the Statistical Package for the Social Sciences (SPSS), and presentation of results.

Spring semesters, alternate years, expected spring 2018. 4 credits

Prerequisites: MATH1117, MGMT1101 and MGMT 2200

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 and MGMT2211

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, ACT2201, MATH1117, MATH1111 or MATH1121 or concurrently with MATH1117, MATH1111 or MATH1121

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 semester, expected spring 2017. 4 credits

Prerequisites: MGMT2200 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 semester, expected fall 2017.

4 credits

Prerequisites: MGMT2301 and MGMT2401

MGMT3496/MGMT3497 Management Internship I or II

The management internship involves experiential learning in a for-profit or not-for-profit firm related to the student's major and 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 seminar or individual 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, completion of two of the four courses: MGMT2200, MGMT2307, MGMT3302, MGMT3305, and permission of instructor

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, alternate years, expected Spring 2017. 4 credits

Prerequisites: MGMT2200

MGMT4178 Directed Study

This course is limited to seniors.

Fall and spring semesters. 4 credits

Prerequisite: Permission of instructor

MGMT4303 Strategic Management

This is the capstone course 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: MGMT2200, MGMT2307, MGMT3302, MGMT3305 and senior standing

Mathematics**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

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 Mathematics of Everyday Life (QA)

This survey course introduces students to a few “big ideas” of mathematics and their applications to various situations in everyday life. The topics chosen will depend on both the instructor’s discretion and student interest. Examples include: graph theory and its application to urban planning; data, statistics and quantitative literacy in the news; voting systems and elections; and cryptography and ciphers. This course is designed primarily for non-science majors and does not serve as a prerequisite for future course work.

Fall and spring semesters. 4 credits

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.

Fall and spring semesters. 4 credits

Prerequisites: Satisfactory score on foundation skills assessment or MATH1101

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

MATH1121 Applied Mathematics for Management (QA)

This is an introductory course for those

majoring in management sciences. 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.

Fall semester, alternate years, expected fall 2017. 4 credits

Prerequisite: MATH1111

MATH2107 Differential Equations (QA)

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.

Spring semester, alternate years, expected spring 2018. 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

MATH2111 Mathematical Modeling in the Sciences (QA)

The interdisciplinary course is an introduction to mathematical modeling. The main objective is to introduce the student to modeling methodology: constructing models appropriate for an intended application, and investigating them mathematically and computationally. Examples will be taken from a variety of fields such as the life sciences, physics, chemistry, engineering and social science. The course will culminate in a project in which students develop and/or investigate models of their choosing.

Spring semester, alternate years, expected spring 2019. 4 credits

Prerequisite: MATH1112

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.

Fall semester, alternate years, expected fall 2018. 4 credits

Prerequisite: MATH1111 or placement

MATH2122 Foundations of Mathematics for Teachers III (QA)

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.

Spring semester. 4 credits

Prerequisite: MATH1122

Corequisite: MATH2122L

MATH2122L Preparatory Lab for Math Subtest MTEL

The audience for this laboratory is teacher candidates intending to become licensed to teach at the elementary level in grades 1 – 6. This is a preparatory lab designed to familiarize teacher candidates with the content and structure of the mathematics subtest of the General Curriculum Massachusetts Test for Educator Licensure (03). Teacher candidates will examine the mathematical content of the 03 MTEL test objectives as they practice multiple-choice and open-response problems both during and outside of class. Teacher candidates enrolled in MATH 2122 who have not successfully completed the math subtest of the General Curriculum MTEL (03) by the start of the MATH 2122 course must concurrently enroll in this preparatory lab. Teacher candidates enrolled in the lab are also required to register for a late spring (03) MTEL test date within the first two weeks of beginning the preparatory lab. This lab does NOT satisfy the college-wide QA requirement and does not contribute to the credits for graduation. Any teacher candidate enrolled in MATH 2122 who has

successfully completed the math subtest of the (03) MTEL is exempt from taking this preparatory lab.

Spring semester. 0 credits

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 2018. 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 2019. 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 2017. 4 credits

Prerequisites: MATH2101, MATH2113

MATH3107 Abstract Algebra

This is an introduction to abstract algebra. Properties of groups, rings, fields and homomorphisms will be studied.

Spring semester, alternate years, expected Spring 2019. 4 credits

Prerequisites: MATH2101, MATH2109

MATH3113 Special Topics in Mathematics

This course is on a special topic in Mathematics not listed among the current course offerings.

Fall semester, alternate years, expected fall 2018. 4 credits

Prerequisites: MATH 2101, MATH 2109

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 2018. 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 a 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

MATH 4194/4195 Research Internships I and II

Qualified students may undertake senior year research projects under the supervision of Emmanuel mathematics faculty or with faculty at other departments or institutions. With their research supervisor, students plan and carry out original research projects in mathematics and/or statistics that reflect their interests and goals. If the research supervisor is not a member of the Emmanuel mathematics faculty, a faculty coordinator from the department will be assigned to the project. A proposal for the internship must be submitted by April 1 of their junior year for committee review. The proposal describes the project, the name and commitment from the research supervisor (and faculty coordinator if applicable), and the expectations and significance of the project. Students devote a minimum of 15 hours per week to the project. Students meet weekly with their research supervisor, and also with the faculty coordinator, if applicable. An undergraduate thesis and presentation, including a defense, are required.

MATH4194 and MATH4195 together represent a two-semester course. Students are not permitted to register for only one semester. Upon successful completion of the sequence, only MATH4194 may count as a mathematics elective. Both MATH 4194 and MATH4195 are required for distinction in the fields of mathematics or biostatistics.

Offered as needed. 4 credits

Prerequisite: Senior status, at least 3.3 grade point average in courses toward Mathematics or Biostatistics major, and permission of the department.

INT3211 Experiential Internship in the Natural Sciences/Mathematics

Biology, biostatistics, chemistry and mathematics majors may apply to do an internship in a research or non-research setting. The internship site and project must be appropriate for the disciplines above and it is the student's responsibility to obtain an internship. The options for sites could include venues that would allow for career exploration. A complete proposal form for the internship must be submitted to the faculty teaching the course and to the Career Center by the first day of class. The proposal must describe the project, the name and commitment from the onsite supervisor and the expectations and significance of the internship. The proposal must be approved by the student's academic advisor and signed by the site supervisor. 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 course counts as an Emmanuel College elective, but not as an elective toward the biology, biostatistics, chemistry or mathematics major.

Modern 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.
Spring semester. 4 credits
Prerequisite: LANG2661 or equivalent

LANG2663 Arabic Conversation and Composition

Arabic Conversation and Composition is designed to introduce students to complex Arabic grammatical constructions, expand vocabulary, and improve both conversational and writing skills. The course would also introduce students to more advanced readings selected from literary, historical, political, social and cultural sources. This would further develop the students' critical thinking skills while enhancing their knowledge of the Arab and Muslim worlds. In

addition, students would be introduced to the art of translation from Arabic to English and vice versa in order to develop an understanding of the nuances of the Arabic language. Along with the textbook, the course materials include articles and literary pieces selected from Arabic books as well as newspapers and magazines from different Arab countries. This course would teach students how to use the Arabic language both creatively and independently.

Fall semester; expected fall 2017. 4 credits
Prerequisite: LANG2662

LANG2664 The Arab World through Its Literature (AI-L)

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. 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. 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.
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 surrealist and/or care-free 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.

Travel component required.

Fall semester, alternate years, expected fall 2017. 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 interpersonal 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

LANG2313 Italian Conversation and Composition

This course aims at giving students a fresh and authentic image of Italian culture and society, while engaging them in oral and written activities on topics close to their interests. The course focuses on different themes related to the social, political and cultural life of present day Italy and explores them through the lenses of a variety of media, newspaper articles, literary texts, video clips and songs. The course will pioneer a new peer-to-peer exchange program with Italian students of Cattolica University, Emmanuel's partner university in Milan. Such an exchange will be based on discussions between our students and their peers in Cattolica on the themes studied in the course. This will create a realistic situation where the students will be able to write and converse in Italian in areas that are useful and meaningful to them. The students' active role in connecting their personal experience to that of people living in a different country will provide strong motivation to develop and improve their linguistic skills.

Fall semester; expected fall 2017. 4 credits

Prerequisite: LANG2302

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

Travel component required.

Spring semester, alternate years, expected spring 2018. 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.

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 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

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, socioeconomic 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 2017. 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 Vega's account of Pizarro's conquest of Peru, José Martí's 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 2017. 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. All movies will be shown in their original language with subtitles. The course will be conducted in Spanish.

Fall semester, alternate years, expected fall 2016. 4 credits

Prerequisite: LANG2413 or permission of instructor

LANG2418 The Art of Spain

This course provides students with a broad survey of Spanish art. It examines artistic masterpieces from different periods highlighting their social and historical implications. In this course students will further develop listening, reading, speaking and writing skills. There will also be field visits to the Museum of Fine Arts and the Isabella Stewart Gardner Museum. The course will be conducted in Spanish.

Spring semester, alternate years, expected spring 2018. 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 2017. 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 2018. 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. 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 2016. 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. 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 riches of the literary history of Spain.

Fall semester, alternate years, expected fall 2017. 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 2017.
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 2017.
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 2017. 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 2016. 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 2016.
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 care-free 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.
Travel Component Required.
Fall semester, alternate years, expected fall 2017. 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.
Travel Component Required.
Program is open to COF students.
Prerequisites: None
Spring semester, alternate years, expected spring 2018. 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 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. Conducted in English.

Fall semester, alternate years, expected fall 2017. 4 credits

(Cross-referenced with ENGL3421)

Philosophy

PHIL1101 Introduction to Philosophy (M)

This general introduction to philosophy is divided into two parts. First is an historical survey, which considers central ideas from leading philosophers throughout its history. Next is a topical part, which considers philosophical problems in areas such as epistemology, metaphysics, ethics, philosophy of mind and political philosophy

Fall and spring semesters. 4 credits.

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

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

PHIL1116 Ethics in Science (M)

In this course we will investigate the ways that science, typically regarded as ‘objective’ and/or ‘morally neutral’ domain, may actually have a significant normative dimension including, but not limited to, its impact on human society. In particular, we will inquire into the ethics involved in how science has been (and is) framed as an objective discipline, how ethical judgments are involved in determining ‘proper’ goal(s) science and scientific research, how scientific standards/values may, in fact, be normative standards (e.g. honesty, carefulness, openness) as well as particular ethical issues that arise in science such as the moral permissibility of human and animal experimentation, the privatization of research, bias and conflicts of interest. Finally we look into the moral dilemmas scientists confront (e.g. issues related to social responsibility such as providing testimony as an expert in the legal and/or political sphere, participating in military research, etc.)

Spring semester. 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 and spring semesters. 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 Ethics (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, alternate years, expected fall 2018. 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

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 Philosophy of Law (M)

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, alternate years, expected fall 2017. 4 credits*

PHIL3106 Twentieth Century Analytic Philosophy

Analytic Philosophy is a name for a method of doing philosophy that was developed in the early 20th century, especially in Britain and America, where it remains the predominant approach today. While there are many different approaches, they are united in the belief that philosophy should not be about creating grand theories about reality, but that they should concentrate on more narrow problems. Moreover, these problems are especially problems about how we do or

should use language. This course traces the development of analytic philosophy through the 20th century and discusses its contemporary influence.

Fall semester, alternate years, expected fall 2018. 4 credits.

Prerequisite: Junior status or permission of instructor

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, alternate years, expected spring 2018. 4 credits

Prerequisite: Junior status or permission of instructor

PHIL3110 Philosophy of Psychiatry

This course will examine philosophical questions raised by mental disorder and our attempts to understand and treat it. Topics explored include the mind/body problem, self-consciousness, the unity of the mind, and diagnostic practice.

Fall semester, alternate years, expected fall 2017. 4 credits.

Prerequisites: 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 2017. 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, alternate years, expected fall 2017. 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 gives the student a tour of the universe, from our Sun and Solar System to the very edge of space and time itself. Topics may include, but are not limited to the eight planets; our Sun and the structure of the stars; nuclear fusion as a stellar energy source; stellar evolution; the Milky Way; galaxies and galaxy evolution; large scale structure; the fate of the universe; extrasolar planets and the possibility of life in the universe. Three hours lecture.

Fall semester, alternate years, expected fall 2017. 4 credits

PHYS1117 Astronomy (SI-L)

This course gives the student a tour of the universe, from our Sun and Solar System to the very edge of space and time itself. Topics may include, but are not limited to the eight planets; our Sun and the structure of the stars; nuclear fusion as a stellar energy source; stellar evolution; the Milky Way; galaxies and galaxy evolution; large scale structure; the fate of the universe; extrasolar planets and the possibility of life in the universe. Three hours lecture, two hours laboratory.

Fall semester, alternate years, expected fall 2017. 4 credits

\$75 lab fee

PHYS1121 Energy and the Environment (SI-L)

In this course, students study energy use, production, and environmental effects. Topics may include, but are not limited to energy basics, fossil fuels, alternative energy (solar, wind, biomass, etc.), nuclear energy, acid rain, ozone depletion, climate and global climate change. 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 2018. 4 credits
\$75 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 2018. 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
\$75 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: electrostatics, 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
\$75 lab fee*

PHYS 2410 Indonesia: Sustainable Development (SI-L)

This course provides an introduction to the science of sustainability and to selected issues in sustainable development. We will focus on topics that are of major importance to Indonesia: (1) deforestation, (2) urbanization, and (3) depletion of marine resources. We will study three geographical regions of Indonesia as case studies: Borneo (deforestation), Java (urbanization), and Bali (the oceans). We will examine the causes of these processes and their effects on people and the environment. Proposals for sustainable solutions to the problems posed will also be evaluated. In the travel component of this course we will visit these regions to see the facts on the ground and how Indonesians are trying to find their own solutions.

Spring semester, alternate years, expected spring 2019. 4 credits

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 introduction 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 2017. 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 2018. 4 credits

POLSC2211 Campaign Strategies and Electoral Politics

This course will undertake an examination of the motivations that propel voters to choose the winning candidate or campaign in Electoral politics. We will utilize current and recent American elections on the national, state, and local levels, to evaluate whether campaign strategy or candidate-appeal determine the Electoral outcome. Party

affiliation, issue importance and campaign techniques will be reviewed as to determine what factors contribute to a successful campaign strategy. A main goal of the course is to intrigue students as campaign participants through an understanding of how to approach campaigns.

Fall semester, alternate years, expected fall 2018. 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 2018. 4 credits

POLSC2228 Federalism through State and Local Government

This course will explore the relationship between national, state, and local authority with an emphasis on the latter two levels of governance. The bulk of public policies affecting the lives of citizens are implemented at the state and local levels, yet it is not always clear which level of government has ultimate jurisdiction, creating periodic conflict over contested ground; which is the essence of the evolution of federalism in America. A focus on state and local governments is essential to become more knowledgeable about public policy and the American federal system.

Spring semester, alternate years, expected spring 2019. 4 credits

POLSC2232 Parties and Interests in American Politics: Polarized America

It is perceived that America is indeed a

polarized nation. This course investigates this possibility through the prism of political parties and interest groups. Parties and interests arguably articulate the will of the people, and will be assessed in their role in government, the electorate, and as organizations. This course will explore these institutions to assess the relative strength and influences of these groups and to see to what degree America is a polarized nation.

Prerequisite: POLSC1201

Spring semester, alternate years, expected spring 2019. 4 credits

POLSC2301 Politics of Race and Ethnicity in Latin America

The mosaic of identities in Latin America, has been forged by geopolitical, geo-economic and social imperatives has been a prominent contributor to the political transformation of the region. In this course we will examine the forces of identity that influence the politics of 21st century Latin America. Although race and ethnicity will be the major focus, other dimensions of identity, such as gender, religion and sexual orientation, will also be addressed as they influence the formation of political culture and public policy. This course will extend beyond the classroom in a number of ways, most importantly with travel to the Caribbean island of Cuba, which is an excellent case to illustrate the complexity of identity politics in political, economic and social development.

Travel component to Cuba during intersession required.

Fall semester, alternate years, fall 2018. 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 2019. 4 credits

Prerequisite: POLSC1301

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 2017. 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 2018. 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 2018. 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.

Travel component required.

Spring semester, alternate years, expected spring 2018. 4 credits

POLSC2417 Statecraft and 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.

Travel component required.

Summer 2018. 4 credits

Offered in Crete as part of Eastern Mediterranean Security Studies program

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.

Travel component required.

Summer 2018. 4 credits

Offered in Crete as part of Eastern Mediterranean Security Studies program

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, alternate years, expected fall 2018. 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 2019. 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 2018. 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 2017. 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

POLSC2705 Sustainable Development: Paradigms and Policies

This interdisciplinary course examines the idea and practice of sustainable development in the global north and south from the perspectives of Economics, Political Science and Sociology. The course starts by analyzing definitions and theories underlying the concept of sustainable development. It continues to critically assess the sustainability indices built on these different paradigms before analyzing major sustainability challenges such as population growth and climate change. Students will also learn about the actors, processes and institutions at the national and international levels that play a significant role in sustainability policy. Lastly, the course examines policy measures towards sustainable development.

Spring semester. 4 credits

(Cross-referenced with SOC2705)

POLSC2801 Food Policy and Social Justice (SA)

This course will explore food policy as an issue of social justice. Politics involves conflict over scarce resources. How these resources are allocated and to what programs reveal the values of those making the decisions. Food policy and social justice will be explored through the political, economic, and social concerns of food production and consumption in the United States, and its extension throughout the globe. We will assess policy issues such as immigration, trade, the agro-industrial complex, labor, poverty, public health, and government initiatives to promote healthier and more nutritious diets. In addition to a comprehensive research paper, this course will include an experiential education component that will take us out of the classroom and into the community to explore how all aspects of food policy affects people's everyday lives.

Fall semester, alternate years, expected fall 2018. 4 credits

POLSC3160 American Political Thought

American political development is characterized by consensus and conflict—consensus over a shared set of ideals and values; conflict over how these values are to be implemented in society. This trajectory of consensus and conflict results in a society in which public policies do not always comport with American ideals. This course assesses debate over the meaning of American political ideologies; as well as how the disenfranchised, those marginalized on the basis of their ethnicity, national origin skin color, gender, sexual orientation, or economic status have enhanced their rights over time. This course seeks to explore this debate through an overview of American political thought from the nation's founding through present day. A close reading and analysis of canonical documents will reveal a society often at struggle with itself while striving to

attain certain ideals.

Spring semester, alternate years, expected spring 2019. 4 credits

Prerequisite: POLSC1201

POLSC3201 Congress, Representation and the Legislative Process

The powers and duties of Congress are delineated in Article 1 of the Constitution. Congress has a unique role in the American political system by possessing legislative, representative, and oversight responsibilities. It is accepted wisdom that representatives want to get reelected, but the question is how or in what acts do individual members engage to affect this reality. As a result, this course focuses on Congress's role in the formation, enactment, and implementation of public policy in the United States from the perspective of legislative agendas and goals. 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.

Spring semester, alternate years, expected spring 2018. 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 2018. 4 credits

Prerequisite: POLSC1201 or EDUC1111 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 2019. 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 2018. 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 2017. 4 credits

Prerequisite: POLSC1301

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, international intervention and women and the environment.

Spring semester, alternate years, expected spring 2018. 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 2019. 4 credits

Prerequisite: POLSC1401 or permission of instructor

POLSC3407 People and Politics of the Middle East

This course will be conducted as a seminar around one or more themes 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 2017. 4 credits

Prerequisite: POLSC1401 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 2017. 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

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

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

PSYCH 2211 Race, Gender and Sexuality: Intersection of Privilege and Oppression (SA)

Our social environments typically determine the ways in which we are defined. For example, the expectations for appropriate behavior for women and men are prescribed by a given culture. These labels, in turn, have social consequences. Privilege refers to advantages that are prescribed to people based upon their perceived group membership. In most societies, differences are transformed into inequalities. Whether someone experiences privilege or oppression can depend on which aspects of our identities are salient in a given context. Why does this take place? We will discuss the causes and social manifestations of privilege/oppression as they relate to three aspects of three aspects of identity (race, sex, sexuality) and their relationship to socioeconomic class and social power. We will read classic and contemporary theories and research, discuss the real implications in people's lives, and develop ideas for social change.

Spring semester, expected spring 2017. 4 credits

PSYCH2303 Child Psychology (SA)

This course offers a comprehensive view of the research and theory dealing with the psychological development of the individual throughout childhood. 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 the 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

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

PSYCH2403 Adolescent Development (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.

Fall and spring semesters. 4 credits

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 BIOL1501

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 sixth 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.

Fall and spring semesters. 4 credits

Prerequisite: MATH1101 and PSYCH1501

PSYCH2802 Methods and Statistics II (QA)

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 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.

Fall and spring semesters. 4 credits

Prerequisites: PSYCH1501 and

PSYCH2801

PSYCH3000 Experimental Neuroscience and Lab

Neuroscience is a very broad, complex field of study. The goal of this course is to acquaint you with tools you will use to conduct certain types of neuroscience research and critically think about the world around us. You will learn about huge breakthroughs in our understanding of the brain, both in the past and at this moment. You will work with large data sets and quantify real data. You will learn skills to help you better assess journal articles describing research conducted by other scientists, analyze the results of experiments graphically and statistically, and present your findings via written papers and PowerPoint presentations. Deeply significant ethical challenges will be discussed and influence your perspective of art, biotechnology, law, policy-making, science writing for the masses, and business. This course has the potential to—figuratively and literally—change minds!

Fall semester. 4 credits

Prerequisites: BIOL2201, CHEM1102 and PSYCH2802

\$70 Lab fee

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 2017. 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, PSYCH2801

PSYCH3201 Psychology of Language

This course introduces the psychology of language or psycholinguistics. The use of language distinguishes humans from animals. Although some animal communication systems may be considered as rudimentary forms of language, human language differs sharply from animal communications in its cognitive and social functions, and it is also an important vehicle for our thought, with the potential to extend, refine, and direct thinking. Therefore the interaction of language with other cognitive abilities is the central focus of the course. Psycholinguistics asks many important questions like the following. How do people use language to understand each other? What enables children to learn to speak without someone explicitly teaching them the grammar? Why do people have so much trouble to learn a second language in their adulthood? What kind of trouble do brain-damaged patients have with speaking

and understanding? Are we able to develop robots to speak and understand as humans do? And finally, does our language affect the way we think? In our course, we will focus on the issues and debates that surround this rapidly developing interdisciplinary field.
Spring semester, alternate years, expected spring 2018. 4 credits
Prerequisite: PSYCH2801

PSYCH3205 Neuroendocrinology
 This course will examine the relationships between hormones, the brain and behavior. We will approach this from a biological psychology perspective, thus we will begin with an overview of the anatomy and physiology of the endocrine systems, the chemistry of hormones, and the cellular and molecular features of hormone action. We will follow by looking at a number of behaviors and their regulation by hormones.
Fall semester. 4 credits
Prerequisite: PSYCH2209 or BIOL2201 and sophomore standing

PSYCH3210 Child Psychopathology
 This course provides an introduction to the assessment, diagnosis, and treatment of childhood mental health disorders. Additionally, the risk and protective factors associated with child psychopathology will be reviewed. The course will use a developmental psychopathological framework to examine childhood mental illness.
Fall and spring semesters. 4 credits
Prerequisite: PSYCH1501 or PSYCH2203 and sophomore standing

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 and sophomore standing

PSYCH3212 Adult Psychopathology
 This course studies mental deviation from normal adult behavior; 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 and sophomore standing

PSYCH3214 Psychopharmacology
 The framework of the course includes: (1) Introduction to the principal concepts in pharmacology, such as pharmacokinetics, pharmacodynamics and drug-drug interactions. (2) A brief review of the mechanisms of action of difference drugs in the central nervous system. (3) A thorough introduction to different classes of psychoactive compounds, including drugs used in the treatment of psychiatric disorders as well as psychoactive drugs of abuse. Special topics of interest will include the study of pharmacological treatments available for major psychiatric disorders such as schizophrenia, mood and anxiety disorders. Upon completion of this course, students will be able to define and discuss the principles of the pharmacotherapy currently available for the treatment of major psychiatric disorders, as well as the underlying mechanisms of drugs of abuse, and will be able to interpret and critically evaluate new findings in the field.
Spring semester, alternate years, expected spring 2019. 4 credits
Prerequisites: PSYCH2229 or BIOL2201 and CHEM1101 and CHEM1102 or permission of instructor

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 or sophomore standing

Recommended: PSYCH3211, PSYCH3212

PSYCH4178 Directed Study

A student, with departmental approval, may pursue research or applied experience 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/PSYCH4283 Research Internship I and II

Students interested in gaining research experience, preparing to take on post-graduate clinical research positions, getting a Ph.D. in any psychology subfield, and/or wishing to develop a broad set of skills for careers in research, marketing or business should take this course. Students will develop research skills, write an APA style research paper and engage in professional positions. Students will work as a research assistant either on campus with a faculty member or off campus at any number of sites (e.g., Children's Hospital, Mass Mental Health). Students will have the opportunity to either (a) develop and implement their own research study under the supervision of another researcher or (b) participate in executing an existing research study. Students will gain significant exposure to research process (e.g., developing research questions,

methodologies) through their internship site and in the class.

Fall and spring semesters. 4 credits (8 credits total)

Prerequisites: INT1001, 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.

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/PSYCH4495 Applied Internship I and 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 125 hours per semester) and meet on campus for a weekly seminar.

Fall and spring semesters. 4 credits (8 credits total)

Prerequisites: INT1001, PSYCH1501, PSYCH2801, PSYCH280, 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 Applied Internship

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: INT1001, six courses in psychology including PSYCH2801, PSYCH2802, 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 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 2018. 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.

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

SOC1203 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. Boston based crimes and criminal justice responses will receive particular focus. A cross-cultural perspective will also be introduced.

Fall semester. 4 credits

SOC2100 Law and Society

Laws are a salient aspect part of our society as they guide our behavior and inform social change. This course introduces students to how sociologists think about the law and legal institutions by Examining the relationship between U.S. legal institutions and society from a sociological perspective.

The course introduces students to basic legal concepts and examines the social foundations of law; theories of law; the legal profession and the courts; and the relationships between law, social control, (in)equality and social change, especially pertaining to class, gender, race and ethnicity.

Fall semester. 4 credits

Prerequisite: SOC1101

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.

Spring semester. 4 credits

Prerequisite: SOC1203

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 2018. 4 credits.

SOC2113 Methods of Social Research

In this course students are introduced 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, MATH2113 or PSYCH2802

SOC2115 Family and Gender Roles

This course examines historical and cultural influences on the family and on the origin and development of 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 discussed.

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 sub-populations 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 2018. 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 2018. 4 credits

SOC2127 Social Class and Inequality (SA)

What are the origins, forms and consequences of the unequal distribution of wealth and power in U.S. 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 U.S. 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. 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 (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 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 2018. 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 2018. 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

SOC2705 Sustainable Development: Paradigms and Policies

This interdisciplinary course examines the idea and practice of sustainable development in the global north and south from the perspectives of Economics, Political Science and Sociology. The course starts by analyzing definitions and theories underlying the concept of sustainable development. It continues to critically assess the sustainability indices built on these different paradigms before analyzing major sustainability challenges such as population growth and climate change. Students will also learn about the actors, processes and institutions at the national and international levels that play a significant role in sustainability policy. Lastly, the course examines policy measures towards sustainable development.

Spring semester. 4 credits

(Cross-referenced with POLSC2705)

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 and spring semesters. 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 2018. 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 gain research 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 2019. 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.

Fall semester, alternate years, expected fall 2017. 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 2019. 4 credits*

Prerequisite: Junior or senior status or permission of instructor

SOC3205 Crimes Against Humanity

This course examines crimes against humanity from a social science 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 nongovernmental organizations mobilize to fight crimes against humanity. *Spring semester, alternate years, expected spring 2018. 4 credits.*

Prerequisite: Junior or senior status or permission of instructor

SOC3207 Juvenile Delinquency and Youth at Risk

This course will analyze the nature, extent, causes and consequences of juvenile delinquency. Over the course of the semester, through discussion, lecture and scholarly readings, students will come to further understand the complexity of the relationships between juvenile delinquency and youth placed at risk by society. Using sociological and criminological perspectives, students will evaluate the causes of delinquency by examining influential factors such as race, class, gender, sexual orientation, education, mental health, substance abuse, family life and peer groups. This class will focus on American juvenile delinquency but it will also expose students to a global perspective on delinquency and youth at risk. The course will end by discussing the juvenile justice system and other societal responses and interventions that juveniles are subjected to and will explore how these responses influence juveniles and their life outcomes. *Spring semester, alternate years, expected spring 2018. 4 credits.*

Prerequisites: SOC 1101, EDUC 1111, PSYCH 1501 or SOC 1203 and junior or senior status.

SOC3210 Family Violence

This course will examine the topic of family violence from sociological and criminological perspectives. Students in this class will learn about various forms of family violence, including intimate partner abuse, child abuse, elder abuse and sibling abuse with a focus on causal factors. Students will become familiar with traditional and contemporary biological, psychological, sociological and criminological theories pertaining to family violence and abuse. The class will raise students' awareness of the consequences of family violence and discuss the social and legal responses to this serious social problem.

Fall semester. 4 credits

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. Students will gain practical experience in professional settings with supervision while preparing an analytical paper based on their experience in the field.

Fall and spring semesters. 4 credits

Open to second semester juniors (80 credits) and 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.

Theater Arts

THTR0111 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 (Pass/Fail)

THTR0312 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. Students may enroll in the course as many times as desired.

Fall and spring semesters. 0 credits. (Pass/Fail)

LSSN0313 Individual Lessons: Voice

This course is for private instruction in singing and vocal technique and can be taken by any Emmanuel College or COF student, regardless of proficiency level. The student

will meet once per week on campus with the instructor to work on improving technique, learning new repertoire and enhancing overall musicianship. Regular practice throughout the week between sessions is required. For majors or minors in the Performing Arts, these lessons may culminate in a year-end recital. Students may enroll in the course as many times as desired.

Fall and spring semesters. 0 credits. (Pass/Fail)

\$450 lesson fee. Scholarship available: see department chair

LSSN0314 Individual Lessons: Piano

This course is for private instruction in piano technique and performance and can be taken by any Emmanuel College or COF student, regardless of proficiency level. The student will meet once per week on campus with the instructor to work on improving technique, learning new repertoire and enhancing overall musicianship. Regular practice throughout the week between sessions is required. For majors or minors in the Performing Arts, these lessons may culminate in a year-end recital. Students may enroll in the course as many times as desired.

Fall and spring semesters. 0 credits. (Pass/Fail)

\$450 lesson fee. Scholarship available: see department chair

THTR1101 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.

Fall and spring semesters. 4 credits

COF1102 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

SPCH1111 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.

Fall semester. 4 credits

THTR1211 Dance: Barres and Ballet

This course will provide students with an introduction to Ballet through a study of its basic principles, practices and terminology. Through movement participation, students will learn barre and floor Ballet combinations and technique culminating in a Ballet final. We will also explore Ballet history through lectures, written assignments and films.

Fall semester. 4 credits

THTR1212 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

THTR1303 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

THTR2101 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 2017. 4 credits

THTR2102 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, alternate years, expected fall 2018. 4 credits

THTR2111 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

THTR2112 Acting: Styles and Genres

Basics of acting 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

THTR2113 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 2016. 4 credits

THTR2212 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

THTR2312/2313 Advanced Performing Techniques for the Singing Actor

This course provides singer-actors who have already taken PERF0312 with weekly vocal coaching sessions in order to deepen their connection with the various skills required to prepare for a performance on stage. The students will receive individual attention in a workshop setting, aimed at improving diction, rhythm, phrasing, breath control, emotive expression, listening skills and practice habits. While the majority of the time will be spent in song and peer discussion, students will receive the chance to work as a class on common topics that arise. The class will culminate in a performance at the end of the semester, in which everyone will be required to participate.

Fall and spring semesters. 2 credits

Prerequisite: PERF0312 or permission of instructor

THTR3101 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 2018. 4 credits

Prerequisite: PERF1101 or permission of instructor

SPCH3111 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. 4 credits

Prerequisite: PERF1111 or permission of instructor

THTR3121 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 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 2017. 4 credits

Prerequisite: PERF1101 or permission of instructor

THTR3122 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 2017. 4 credits

THTR4131 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

THTR4178/4179 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

Theology and Religious Studies**THRS1115 Jesus and Christian Ethics (RCT)**

Christian ethics can only be “Christian” in reference to Jesus Christ, who, according to Christian faith, continues to call people to become his disciples. On the basis of the study of the Synoptic Gospels (supplemented with passages from the letters of St. Paul), the course compares the kind of ethics that the NT proposed to the first Christians, and the kind of ethics that it proposes to Christians today. The course will also introduce the students to diverse ethical models and systems espoused by Christian authors today, with special emphasis on ethics.

Spring semester. 4 credits

THRS1103 Exploring Catholic Theology (RCT)

The course explores the central aspects of Catholic theology today. Catholic theology is the result of the Church’s reflection upon its own experience of faith, which is shaped by the historical and cultural contexts in which it takes place. In this academic approach to theology, students will explore critically Catholic understandings of God, of Jesus Christ, of the Church, sacraments, biblical interpretation, tradition and morality, 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 Exploring the Bible (RCT)

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

THRS2101 What is Religion? (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

THRS2102 In the Beginning: Adam to Moses (RCT)

This course will enable students to acquire a detailed familiarity with 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, Adam and Eve, Noah, Abraham and Sarah, Moses and the deliverance from Egypt, as well as most significant religious institutions in Israel, such as the Sabbath, worship, covenant and Law. Topics will be examined using the methods of modern biblical interpretation as well as ancient Christian and Jewish methods of interpretation.

Spring semester, alternate years, expected spring 2019. 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 2018. 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 2018. 4 credits

THRS2111 Love and Justice (RCT)

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 (RCT)

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 2018. 4 credits

THRS2116 Science and Religion (RCT)

Science and religion are two of the most powerful forces in the modern world. This course will address their relationship, which has ranged from the harmonious to the conflictual. Major historical intersections between science and religion will be studied

as well as different conceptual formulations of their relationship. A range of options will be considered, and students will be free to voice their own well-considered interpretations.

Fall and spring semesters. 4 credits

THRS2130 Catholic Social Teaching (RCT)

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, alternate years, expected spring 2018. 4 credits

(Cross-referenced with SOC2131)

THRS2131 Relationships and Sexuality: Christian Perspectives (RCT)

This course explores diverse Christian views on human sexuality and relationships with particular attention to issues of social justice, gender studies and sexual orientation.

Spring semester, alternate years, expected spring 2017. 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

THRS2150 Contemplation and Action: An Introduction to Christian Spirituality (RCT)

The world's great religions all link the inner, spiritual transformation of individuals to the outward transformation of their lives and of the world. This travel course to Italy and Belgium will examine how some Christians have understood the transformation of their personal lives and expressed that transformation through their active engagement in the world. A particular focus of this course is development of both contemplative traditions and "active" spiritualities, as we will examine various forms of mysticism, Benedictine, Franciscan and Jesuit spirituality. We will also focus on two contemporary groups by visiting their places of origin: the Sisters of Notre Dame in Namur, Belgium and the lay Community of Sant'Egidio in Rome, Italy.

Travel component required

Spring semester, alternate years, expected spring 2018. 4 credits.

THRS2154 India: Religion, Culture, Justice (R)

India is a rising power that will play an important geopolitical role in the 21st century. This is a travel course to that rising power. In the spring prior to our summer travel, students will take a preparatory course introducing them to Indian history and culture. A travel component will occur over a three-week period in June. The focus of our interest will be India's religious pluralism, struggles for justice and cultural expressions such as art and architecture.

Travel component required

Spring semester, alternate years, expected spring 2018. 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.

Fall semester. 4 credits

THRS2202 Hinduism (R)

India is one of the world's rising powers, and its dominant religion is Hinduism. This course will provide students with an introductory knowledge of Hindu tradition, including its history, beliefs, practices and cultural expressions such as art and architecture.

Spring semester, alternate years, expected fall 2018. 4 credits

THRS2205 The Gospels: Portraits of Jesus (RCT)

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 2018. 4 credits

THRS2207 Why the Church? (RCT)

While most 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? This course will examine the importance of the community dimensions of Christianity in addressing current social issues such as peace, justice, the environment and women's rights. It will also explore the role of sacraments. Though the primary focus will be the Catholic Church, dialogue and cooperation among the many expressions of Christianity will also be addressed.

Fall semester, alternate years, expected fall 2018. 4 credits

THRS2208 Global Christianity (RCT)

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 2017. 4 credits

THRS2209 History of Christianity: Between Prophecy and Compromise (RCT)

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 the 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 2017. 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 2018. 4 credits

THRS2212 Buddhism: Beliefs and Practices (R)

Buddhism is an important world religion that is growing rapidly in America. This course will introduce students to Buddhism as a textual tradition and as a lived, historical reality. Students will be encouraged to consider Buddhism and its ultimate claims regarding human existence in a sympathetic yet critical manner.

Spring semester, alternate years, expected spring 2017. 4 credits

THRS2213 Liberation Theology (RCT)

Liberation Theology is one of the main Christian theologies today and it originated in Latin America. This course will focus on the methodology of Liberation Theology, on its Christology, and on its view of the church and the church's role in society. The main authors to be studied are Gustavo Gutiérrez, 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 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, Ignacio Ellacuría S.J., Sr. Dorothy Stang, SND.

Spring semester, alternate years, expected spring 2017. 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 2017. 4 credits

THRS2219 Women in Christian Traditions (RCT)

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 2018. 4 credits

THRS2221 Radical Christianity (RCT)

The American media have an obsession with fundamentalist Christianity, but rarely pay attention to justice-oriented, activist Christianity. This course will attempt to correct that imbalance by studying those Christians who express their faith in the most compassionate, dangerous, unconventional and self-sacrificial ways. In so doing, we will gain knowledge of an important sociological movement, as well as the

provocative theology that energizes it.
*Fall semester, alternate years, expected
fall 2018. 4 credits*

THRS2223 The First Christians (RCT)

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 competing understandings of important issues. Who is Jesus? Was he simply a good and righteous man? A powerful prophet; the Son of God? What does it take to join this group called Christians? Is there a place for women? How should a follower of Jesus live? How should the Christian community 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 most important letters of the New Testament as well as other early Christian writings not found in the New Testament.

*Fall semester, alternate years, expected
fall 2019. 4 credits*

THRS2305 South Africa: Religion, Gender and AIDS (RCT)

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 2019. 4 credits*

THRS3133 Social Justice and Religious Traditions (R)

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 2018. 4 credits*

*Prerequisite: One previous THRS course or
permission of instructor*

THRS3135 Contemporary Issues in Catholicism (RCT)

This course addresses selected issues of concern in the Roman Catholic Church that arise out of the church's encounter with contemporary cultures. Issues such as abortion, assisted procreation and war, along with other issues selected by students will be examined in their historical context, especially in light of the teachings of the Second Vatican Council and of recent popes. Students have the opportunity to choose a research project in an area of their own particular interest.

*Spring semester, alternate years, expected
spring 2017. 4 credits*

*Prerequisites: One previous THRS course or
permission of instructor*

THRS3143 Changing World, Changing Church: Vatican Council II (R*)

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 2017. 4 credits

Prerequisite: One previous THRS course or permission of instructor

THRS3203 World Religions in Conflict and Dialogue (R)

World Religions in Conflict and Dialogue will address the crucial issue of interreligious relations from a variety of approaches. How do religions understand themselves? How do they interpret the religious other? Why do some religious leaders fear interaction with other religions, while other religious leaders embrace it? In order to address these questions, we will study disciplines such as interreligious dialogue (the practice of substantive conversation with a member of a different religion), theology of religions (how religions interpret another), and comparative theology (thinking across religious boundaries).

Fall semester, alternate years, expected fall 2017. 4 credits

Prerequisite: One previous THRS course or permission of instructor

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

HONOR1301 A Scientific Society: Morality and Molecules (SI)

Our world is enmeshed in an ever-growing partnership and dependence on science. This course aims to explore the ways scientists and their contributions have been impactful in social, political, economic, and ethical spheres throughout history. We will explore the paradox that arises when a single scientific discovery can both feed the world's starving and spawn the development of the first chemical warfare agent. When bombs can be a sustainable source of energy, and cures for disease can poison the environment. We will examine the dilemmas faced by individual scientists as they attempt the balancing act of gaining a deeper understanding and the moral perils that accompany their discoveries. This course also seeks to highlight the role society plays in mediating broader ethical considerations and technological advances. Lastly, we will address whether responsibility ultimately falls to the scientists for the promotion of social justice and a betterment of civilization.

Fall semester, according to Honors Program rotation. 4 credits

Participation in College Honors Program, restricted to Freshman Honors only

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, according to Honors Program rotation. 4 credits

Participation in College Honors Program

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 (Almeryda's *Hamlet*, Fick-man'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, according to Honors Program rotation. 4 credits

Participation in College Honors Program

HONOR2301 Imagining the Nation: Revolution in Modernity (SA)

This course will use the European ideological and socio-economic debates of the 19th century as a backdrop in order to examine the revolutionary typology, which became the drive toward national fulfillment and modernity. The course will

examine in depth the sources and outcomes of revolution along the political, social, economic and psychological organization of societies and states. The spread of revolutions beyond Europe took place as states' emphasis was on effectiveness, rather than citizen participation, especially in the age of increased globalization. Consequently the main cases that the course will examine will be 20th century, non-European cases with diverse yet common trajectories whose experiences have wide applicability: Cuba, since it unifies and continues a process in Latin America which dates back to the Mexican revolution, and Iran, since organizationally and geopolitically the case represents distinct lessons for contemporary states seeking to balance social, economic, political and psychological structures of the universal values of modernity and the relativism of traditional cultures.

Spring semester, according to Honors Program rotation. 4 credits.

Participation in College Honors Program

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, according to Honors Program rotation. 4 credits.

Participation in College Honors Program

HONOR2405 Interreligious Ethics (R)

This course addresses the intensified importance of interreligious ethics in contemporary global society by focusing on the interactions of the major world religions. Students will analyze interreligious relations historically, politically, and theologically. Students will creatively synthesize this data in order to generate an interreligious ethic for a religiously plural global society characterized by justice.

Spring semester, according to Honors Program rotation. 4 credits

Participation in College Honors Program

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, according to Honors Program rotation. 4 credits

Participation in College Honors Program

HONOR2601 Developing Leadership and Creating Community Change (SA)

We read about and observe hardship and injustice daily, and a common reaction is to feel helpless to assist those in need. Social problems seem too large for us to solve as individuals, but doing nothing just perpetuates the cycle. There are individuals and organizations that are making a difference, addressing social problems at the political, social and individual level. Each of us can also make a difference once we understand the sources of the problem, the ways to engage in prosocial behavior and the social and personal factors that affect our ability to create positive social change. Learning about the research behind prosocial behavior and being transformational leaders provides us with a strong foundation for creating real change in our own communities. Facilitating positive social change is challenging and requires the ability to learn and adapt.

Throughout the semester, we will (a) critically evaluate the research on specific social issues and the research on prosocial behavior and leadership, b) self-evaluate our own reactions to social problems and motives for helping, (c) learn about real efforts in our community to create social change, and (d) develop our own proposals for fostering change. We will rely upon both academic research and practical experience to learn about the issues, and we will communicate our observations and arguments through professional writing and presentations.

Spring semester, according to Honors Program rotation. 4 credits

Participation in College Honors Program

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 2018. 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

INT3211 Experiential Internship in the Natural Sciences/Mathematics

Biology, biostatistics, chemistry and mathematics majors may apply to do an internship in a research or non-research setting. The internship site and project must be appropriate for the disciplines above and it is the student's responsibility to obtain an internship. The options for sites could include venues that would allow for career exploration. A complete proposal form for the internship must be submitted to the faculty teaching the course and to the Career Center by the first day of class. The proposal must describe the project, the name and commitment from the onsite supervisor and the expectations and significance of the internship. The proposal must be approved by the student's academic advisor and signed by the site supervisor. 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 course counts as an Emmanuel College elective, but not as an elective toward the biology, biostatistics, chemistry or mathematics major.

Fall and spring semesters. 4 credits

Prerequisite: INT1001, junior or senior status and permission of department.

Competency Program

INT1001 Career Planning and Engagement

This course helps to prepare students for an internship or job search. Students in this course will learn how to effectively search and apply to internships, use resources such as HireSaints and LinkedIn, as well as develop a resume and cover letter. Student will have the opportunity to develop their interviewing skills through a mock interview with a career professional and will understand how to accurately and effectively market their strengths to employers during an internship or job search. Upon successful completion of this course, students will receive a Pass notation on their transcript.

Required of all First-Year students.

Fall, spring and summer semesters, 0 credits. Pass/Fail

Graduate and Professional Programs

Undergraduate Professional Program

Bachelor of Science in Nursing (BSN)

Graduate Programs in Education

Master of Education (MEd)

Professional Development Programs for Educators

Graduate Programs in

Human Resource Management

Master of Science in Human Resource Management (HRM)

Graduate Certificate in Human Resource Management

Graduate Programs in Management

Master of Science in Management (MSM)

Graduate Certificate in Management and Leadership

Master of Science in Management with specialization in Research Administration (RAM)

Graduate Certificate in Research Administration

Graduate Programs in Nursing

Master of Science in Nursing (MSN)

(Education and Management Tracks)

Graduate Certificate in Nursing Education

Graduate Certificate in Nursing Management

General Policies and Procedures

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 close of the drop period, 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 close of the drop period, 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.

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 the course withdrawal and refund policy (page 253) 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 must submit a readmission form in order to be considered for readmission into the program. All prior financial obligations to the College must be resolved with the Office of Student Financial Services prior to re-enrollment.

Registration

Students may register for classes through Online Academic Resources, which is accessible via www.mysaints.emmanuel.edu. 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.

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 136 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: bookstore@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 not earlier than 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

Emmanuel College is an educational community committed to academic integrity, ethics and trust. All members of this community share in the responsibility for building and sustaining a culture of high academic standards. The Academic Integrity Policy is available on the college website.

Grades and Transcripts

Final grades are available online at the close of the term. Students who need official grade reports for tuition reimbursement purposes should contact the Office of the Registrar. Official transcripts are provided at the written request of students at a cost of \$5.00 per transcript.

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
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
UW	=	Unofficial Withdrawal
AU	=	Audit
NG	=	No Grade was submitted by the faculty member
X	=	Non-credit item completed

* Assigned by faculty to students who stopped attending before the withdrawal date but did not officially withdraw.

For graduate courses, students must receive a grade of 2.0 (C) or higher. 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). A student with an INC grade in his or her final semester will not be eligible for degree conferral.

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 Release of Student Information Policy available in the office of the Registrar.

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 should 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 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 not 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.

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 higher 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 higher 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. Graduate students cannot transfer more than six credits.

Courses transferred into a graduate management degree or certificate program must not have been completed more than ten years prior to the date of transfer.

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, DSST and NLN. Credits earned through documentation of college-level learning are considered transfer credits. Details are available through the Academic Advisors in Graduate and Professional Programs. Students must meet the residency requirement in order to graduate from Emmanuel College.

All undergraduate CLEP, DSST and NLN 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).

Questions about transfer credits and non-traditional credits should be directed to the student's Academic Advisor.

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 Programs 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 credits completed by the beginning of the first semester of the academic year; for second-year standing, 32 credits; for third-year standing, 64 credits; for fourth-year standing, 96 credits; and for graduation, 128 credits.

Graduation Requirements

A minimum of 128 credits is required for the undergraduate Bachelor of Science degrees. A cumulative grade point average of 2.0 (C) or higher is required for graduation in the Bachelor of Science degrees. A grade of 2.0 (C) or higher 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 higher 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 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 the Bachelor of Science in Nursing, students must satisfy all major requirements and meet the 48-credit residency requirement.

Degree and Certificate 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.*

Note: Students completing certificate programs do not participate in Commencement.

Policy on Commencement Participation

Students must have completed all degree requirements in order to participate in Commencement. Students in 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 certificate programs do not participate in 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 on the college website.

Prerequisites

A course prerequisite is a requirement an academic department identifies as essential for a student to complete before taking a course. All prerequisites should be stated in the course description, on the course syllabus and included in the college catalog. Prerequisites may consist of one or more of the following:

- Completion of placement, proficiency tests or other assessments (MTEL);
- Completion of specific course(s).

Undergraduate students must earn a C- or better in any course which is designated a prerequisite for another course.

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.

Academic Resource Center

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 Graduate and Professional Programs 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.

For more information, stop by the ARC in LIB-G04 on the lower level of the library, call 617-735-9755 or e-mail arcservices@emmanuel.edu

Disability Support Services

Emmanuel College is committed to providing full access of its educational programs for students with documented disabilities. We practice a nondiscriminatory 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 a variety of services that allow all students to have access to the collegiate curriculum and experience. 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 visit the Emmanuel College website.

Career Center

careercenter@emmanuel.edu

The Career Center offers a variety of resources to assist Emmanuel College students in all phases of their career development. This includes individual career advising, job postings on HireSaints - our career management system - and resources for career decisions. The office offers several workshops throughout the academic year on such topics as résumé writing, interviewing skills, job search strategies, online resources, and networking.

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 is dedicated to supporting academic excellence at Emmanuel. Our professional librarians and support staff offer friendly service, expert advice and access to information in all its forms. The Library also provides a wide range of study space, information literacy workshops, customized course research guides, and innovative, engaging programs throughout the year.

As the Library transitions to a Learning Commons model, renovations have enhanced both quiet and group study spaces to meet student needs. Study space is available more than 107 hours each week in the Library. During final exam periods, the Library is restricted to the Emmanuel community, in order to assure ample study space for students.

The Library actively supports faculty and student research and scholarship. Research librarians are available for consultation 90+ hours each week and offer dozens of information literacy classes and workshops throughout the year. Our research and instructional librarians also offer a variety of web-based tutorials, citation management tools, and detailed how-to guides to research in every major subject area.

In addition to a collection of over 300,000 books (including extensive ebook

collections) and 4000 journals, the Library subscribes to over 40 online academic databases, providing access to a whole world of scholarly resources. Content includes streaming video, current and historical newspapers, case law, digitized primary documents and more. With a single login and password, most databases may also be accessed from the convenience of a dorm room or other remote location. For the convenience of students, the Library also offers course reserves, games, current print newspapers, magazines and other light reading, as well as cameras, laptops, charging cables and other media equipment.

If a needed book or journal is not available on site or online, the Library will work to borrow or purchase the item from sources throughout the world. As a result of our consortium memberships, students also have access to more than a million additional resources at over a dozen other libraries throughout Boston, including Emerson College, Suffolk University, Lesley University, Massachusetts College of Art and Design, Wentworth Institute of Technology and many more. Through our partnerships, many of these libraries also offer Emmanuel students the ability to check out materials directly. In addition, as Boston residents, students have the option of using the extensive services and facilities of the award-winning Boston Public Library.

The Library partners with groups throughout the Emmanuel community to offer engaging programming, including poetry readings, author talks, tours, exhibitions, films, and more. In addition, the Janet M. Daley Library Lecture Hall

provides a theatre-style venue for lectures, film screenings, courses, programs and special events.

Mission and 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.

Finances

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

Schedule of Fees for Students Enrolled in Graduate and Professional Programs

Nursing	\$1,816 per course
Graduate Nursing	\$2,581 per course
Graduate Education/Management	\$2,192 per course
Capstone	\$4,384 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 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 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, VISA, American Express or Discover payments can be made through the EC Online Services section of MySaints or www.emmanuel.afford.com

Check or money order may be mailed to:
Emmanuel College
ATTN.: Student Financial Services
400 The Fenway
Boston, MA 02115

Be sure to include the student's name and College identification number on the check or money order.

EC Online Services

EC Online Services provides access to students to make web payments, view billing statements and review financial aid award letters. To access EC Online Services, please visit mysaints.emmanuel.edu.

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

To withdraw from a course, please contact the Office of the Registrar by e-mail at regmail@emmanuel.edu or by phone at 617-735-9960. No attendance does not constitute withdrawal; students who do not officially withdraw will be responsible for the cost of the course.

Seven-Week Course Drop and Withdrawal Policy and Dates 2017-2018 (Graduate Management, Education, Undergraduate Nursing and A&S Summer Courses)

Face to Face + Hybrid Courses	Summer 2017		Fall 2017		Spring 2018		Refund	Grade
	Session 1	Session 2	Session 1	Session 2	Session 1	Session 2		
Last Day to Add*	Prior to first class	Prior to first class	Prior to first class	Prior to first class	Prior to first class	Prior to first class	N/A	N/A
Last Day to Drop*	Prior to first class	Prior to first class	Prior to first class	Prior to first class	Prior to first class	Prior to first class	100%	Not Transcribed
Last Day to Receive a Refund*	5/22/17	7/17/17	9/12/17	11/6/17	1/15/18	3/15/18	75%	"W"
Last Day to Withdraw*	6/5/17	7/31/17	9/26/17	11/20/17	1/29/18	3/29/18	0%	"W"
Withdrawal Not Permitted After 6:00 p.m. EST on	6/5/17	7/31/17	9/26/17	11/20/17	1/29/18	3/29/18	0%	"F" or Grade Earned
Pass/Fail or Audit Declaration Due Date**	5/29/17	7/24/17	N/A	N/A	N/A	N/A	N/A	P, F or AU
Online Courses	Summer 2017		Fall 2017		Spring 2018		Refund	Grade
	Session 1	Session 2	Session 1	Session 2	Session 1	Session 2		
Last Day to Add*	5/15/17	7/11/17	9/5/17	10/30/17	1/8/18	3/12/18	5/23/18	N/A
Last Day to Drop + Receive Refund*	5/22/17	7/17/17	9/12/17	11/6/17	1/15/18	3/15/18	100%	Not Transcribed
Last Day to Withdraw*	6/5/17	7/31/17	9/26/17	11/20/17	1/29/18	3/29/18	0%	"W"
Withdrawal Not Permitted After 6:00 p.m. EST on	6/5/17	7/31/17	9/26/17	11/20/17	1/29/18	3/29/18	0%	"F" or Grade Earned
Pass/Fail or Audit Declaration Due Date**	5/29/17	7/24/17	N/A	N/A	N/A	N/A	N/A	P, F or AU

* Student must contact the Office of the Registrar to make the registration change (add/drop/withdrawal) prior to 6 p.m. EST of the date listed in order to receive the respective refund, if applicable, and/or grade.

** Pass/Fail and Audit Option available to A&S students only. See A&S calendar for Fall and Spring deadlines.

**14 Week Capstone/Practicum Drop & Withdrawal Policy 2017-2018
 (Graduate Education Practicum and MSM/HRM Capstone)**

Face to Face, Hybrid and Practicum Courses	Summer 2017	Fall 2017	Spring 2018	Refund	Grade
Last Day to Add*	Prior to first class	Prior to first class	Prior to first class	N/A	N/A
Last Day to Drop*	Prior to first class	Prior to first class	Prior to first class	100%	Not Transcribed
Course Withdrawal*	5/22/17	9/12/17	1/15/18	75%	"W"
Course Withdrawal*	5/29/17	9/19/17	1/22/18	50%	"W"
Last Day to Withdraw/ Receive a Refund*	6/5/17	9/26/17	1/29/18	25%	"W"
Withdrawal Not Permitted After 6:00 p.m. EST on	6/5/17	9/26/17	1/29/18	0%	"F" or Grade Earned
Online Courses	Summer 2017	Fall 2017	Spring 2018	Refund	Grade
Last Day to Add*	5/15/17	9/5/17	1/8/18	N/A	N/A
Last Day to Drop*	5/22/17	9/12/17	1/15/18	100%	Not Transcribed
Course Withdrawal*	5/29/17	9/19/17	1/22/18	75%	"W"
Course Withdrawal*	6/5/17	9/26/17	1/29/18	50%	"W"
Last Day to Withdraw/ Receive a Refund*	6/12/17	10/3/17	2/5/18	25%	"W"
Withdrawal Not Permitted After 6:00 p.m. EST on	6/12/17	10/3/17	2/5/18	0%	"F" or Grade Earned

* Student must contact the Office of the Registrar to make the registration change (add/drop/withdrawal) prior to 6 p.m. EST of the date listed in order to receive the respective refund, if applicable, and/or grade.

**Graduate Nursing Face to Face and Hybrid Course
 Drop and Withdrawal Policy 2017-2018**

All Semesters	Contact Office of the Registrar	Refund	Grade
Last Day to Add	Prior to the first class meeting	N/A	N/A
Last Day to Drop	Prior to the first class meeting	100%	Not Transcribed
Last Day to Receive a Refund	Prior to 6:00 p.m. EST of the second class meeting	75%	"W"
Last Day to Withdraw	Prior to 6:00 p.m. EST of the fourth class meeting	0%	"W"
Withdrawal Not Permitted	After 6:00 p.m. EST of the fourth class meeting	0%	"F" or Grade Earned

Treatment of Title IV Aid When a Student Withdraws

The law specifies how your school must determine the amount of Title IV program assistance that you earn if you withdraw from school. The Title IV programs that are covered by this law are: Federal Pell Grants, Iraq and Afghanistan Service Grants, TEACH Grants, Direct Loans, Direct PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOGs), and Federal Perkins Loans. This policy also applies to veterans educational assistance programs.

Though your aid is posted to your account at the start of each period, you earn the funds as you complete the period. If you withdraw during your payment period or period of enrollment (your school can define these for you and tell you which one applies to you), the amount of Title IV program assistance that you have earned up to that point is determined by a specific formula. If you received (or your school or parent received on your behalf) less assistance than the amount that you earned, you may be able to receive those additional funds. If you received more assistance than you earned, the excess funds must be returned by the school and/ or you.

The amount of assistance that you have earned is determined on a pro rata basis. For example, if you completed 30% of your payment period or period of enrollment, you earn 30% of the assistance you were originally scheduled to receive. Once you have completed more than 60% of the payment period or period of enrollment, you earn all the assistance that you were scheduled to receive for that period.

If you did not receive all of the funds that you earned, you may be due a post-withdrawal disbursement. If your post-withdrawal disbursement includes loan funds, your school must get your permission before

it can disburse them. You may choose to decline some or all of the loan funds so that you don't incur additional debt. Your school may automatically use all or a portion of your post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges (as contracted with the school). The school needs your permission to use the post-withdrawal grant disbursement for all other school charges. If you do not give your permission (some schools ask for this when you enroll), you will be offered the funds. However, it may be in your best interest to allow the school to keep the funds to reduce your debt at the school.

There are some Title IV funds that you were scheduled to receive that cannot be disbursed to you once you withdraw because of other eligibility requirements. For example, if you are a first-time, first-year undergraduate student and you have not completed the first 30 days of your program before you withdraw, you will not receive any Direct Loan funds that you would have received had you remained enrolled past the 30th day.

If you receive (or your school or parent receive on your behalf) excess Title IV program funds that must be returned, your school must return a portion of the excess equal to the lesser of:

1. your institutional charges multiplied by the unearned percentage of your funds,
- or
2. the entire amount of excess funds.

The school must return this amount even if it didn't keep this amount of your Title I program funds.

If your school is not required to return all of the excess funds, you must return the remaining amount.

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.universityhealthplans.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 2017-2018 rates are \$2,594 per year for undergraduate students and \$5,396 for graduate students. 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

Students receiving tuition reimbursement from their employer at the completion of each course may elect to participate in the Tuition Deferment Plan. This 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 completed Deferment Plan Promissory Note is required to be submitted to Student Financial Services. This documentation must be updated prior to the start of classes at the beginning of each semester. This included 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, it is important for students to note the due dates for the deferred 75% payment. Payment is due on or before the due dates regardless of whether the student has received reimbursement from their employer.

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

Eligibility for financial aid varies based on the student's program and the criteria of specific awards. Students enrolled in the graduate-level programs will be considered for the Federal Direct Unsubsidized Loan and the Federal TEACH Grant. Undergraduate students in the BSN programs will be considered for Federal Direct Subsidized and Unsubsidized Loans, Federal Pell Grants and Massachusetts State Grants.

To apply for financial aid for the 2017-2018 academic year, students must complete a 2017-2018 Free Application for Federal Student Aid (FAFSA) and a 2017-2018 Emmanuel College Application for Financial Aid. The FAFSA is available electronically at fafsa.gov and the Emmanuel College Application may be found on the Graduate and Professional Programs section on the Emmanuel College website. Financial aid is awarded on an annual basis, and for continued eligibility students must complete these applications each year.

The Emmanuel College federal school code is 002147.

When completing or updating the FAFSA, students are strongly encouraged to use the IRS Data Retrieval Tool provided on the FAFSA. If not, students may be required to request a 2015 tax return transcript

from the IRS (www.IRS.gov). Students will receive notification from 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 student at Emmanuel College
- Half-time enrollment status (see table below)
- 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 (refer to the FAFSA for more details)

Students must maintain half-time status to receive most forms of financial aid. The following is the criteria to determine enrollment status:

Enrollment Status	Credits per Semester
<i>Undergraduate</i>	
Full-time	12 or more credits
Three-quarter-time	9-11 credits
Half-time	6-8 credits
Less than half-time	Less than 6 credits
<i>Graduate</i>	
Full-time	6 or more credits
Half-time	3-5 credits
Less than half-time	Less than 3 credits

All financial assistance, regardless of its source, will be credited toward institutional costs first. 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 will be responsible for any balance on their account.

Financial Aid Award Descriptions

Graduate Financial Aid

Students enrolled in the Graduate and Professional programs will be considered for the following awards. The student's total award package may not be greater than the cost of attendance.

Federal Direct Unsubsidized Loan

Graduate students are eligible for the Federal Direct Unsubsidized Stafford Loan. This loan carries a fixed interest rate of 6%*. Borrowers may choose to defer the interest payments while in school and during their six-month grace period, but the interest will be capitalized.

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 www.studentloans.gov. Graduate students may borrow up to \$20,500 per academic year, but this amount cannot exceed the cost of attendance minus other financial aid.

Federal Direct Graduate PLUS Loan

An additional Federal Loan for Graduate students who are eligible for the Federal Direct Unsubsidized Stafford Loan or who have a remaining balance after their financial award.

This loan has a fixed interest rate of 6%*, and is available to students without an adverse credit history. To qualify, students cannot be 90 days or more delinquent on the repayment of any debt or the subject of a default determination, bankruptcy discharge, foreclosure, repossession, tax lien, wage garnishment, or write-off of a title IV debt during the last five years. The absence of any credit history is not viewed as adverse credit.

Please contact the Student Financial Services for more information on applying for this loan.

*Interest rates provided are for the 2017-2018 academic year and are subject to change.

Federal TEACH Grants

The Federal Teacher Assistance for College and Higher Education (TEACH) Grant is gift aid awarded to students intending to teach in a high-need field in a public or private elementary or secondary school serving low-income students.

Undergraduate Financial Aid

Students enrolled in the undergraduate programs (BSN) will be evaluated for the following awards. The student's need-based financial aid (e.g., Federal Direct Subsidized Loans, Federal Pell Grants) may not be greater than the demonstrated financial need as determined through an evaluation of their Free Application for Federal Student Aid (FAFSA), not may the student's total award package be greater than the cost of attendance.

Emmanuel College

Federal Direct Subsidized Loans

Undergraduate students who demonstrate financial need are eligible for a Federal Direct Subsidized Loan. This loan carries a fixed interest rate of 4.45%*, which the federal government pays while the student borrower is enrolled at least half-time.

Federal Direct Unsubsidized Loans

Undergraduate students who do not demonstrate financial need are eligible for a Federal Direct Unsubsidized Loan. This loan carries a fixed interest rate of 4.45%*. Borrowers may choose to defer the interest payments while in school and during their six-month grace period, but the interest will be capitalized.

Undergraduate Direct Loan annual limits are determined by academic standing (below), include both Subsidized and Unsubsidized amounts, and cannot exceed the cost of attendance minus other financial aid.

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

*Interest rates provided are for the 2017-2018 academic year and are subject to change.

Federal Pell Grant

Gift aid from the federal government to undergraduate students with significant financial need.

MA State Grants

Gift aid from the Commonwealth of Massachusetts to full-time undergraduate students with significant financial need, who are also Massachusetts residents. Awards are estimated until the College receives notification from the state's scholarship office.

MA Part-Time Grant

Gift aid from the Commonwealth of Massachusetts to part-time undergraduate students with significant financial need, who are also Massachusetts residents.

Additional Loan Options

For students who have a balance remaining after financial aid, who will be enrolled in a less than half-time status, or who prefer not to apply for need-based financial aid, there are private loans available to assist with educational costs. While there are a variety of loan options available, the Office of Student Financial Services encourages borrowers to do their own research and select the lender that is best for them. Information regarding private student loans may be found at www.finaid.org and studentaid.ed.gov. Emmanuel College does not endorse any individual lender.

When planning the method of payment, it is strongly recommended 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. If you are employed by one of the College's partner organizations, you may qualify for a tuition discount. Please contact please contact financialservices@emmanuel.edu or at 617-735-9938 for additional info.

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 43 for more information regarding Satisfactory Academic Progress.

Credit Balances

Students who have a credit balance on their account with the College due to private loans, tuition remission, or overpayment may request to have the credit refunded to them by completing the Refund Request Form. Students may complete the Refund Request Form in Student Financial Services or through the "My Refund Requests" section of EC Online Services. Once the form is received by Student Financial Services, and a credit balance is confirmed to exist, payment in the amount of the refund will be processed to the student.

Students who have a credit balance on their account due to excess Title IV financial aid will automatically have the excess funds refunded to them. Students who would like the excess funds to remain on their account to pay for additional costs (e.g., parking, student health insurance) or for future semesters must complete a Credit Authorization Form. This form is available in Student Financial Services or thorough

the Student Financial Services – GPP section of My Saints. Title IV financial aid consists of Federal Direct Loans, Federal Direct Graduate PLUS Loans, Federal Pell Grants, and Federal TEACH Grants.

Parking on Campus

To purchase a parking pass, please complete a parking application on the website at www.emmanuel.edu/gpp.

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 Student Financial Services, or the student may request to have it mailed.

2017-2018 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 on EC Online Services.

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: regmail@emmanuel.edu

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 Program

Bachelor of Science in Nursing (RN-to-BSN)

Undergraduate Admissions Requirements

Undergraduate Admissions Requirements

To complete your application for admission to an undergraduate degree program 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.*
 - *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. **Current Résumé**

A one-page (minimum) résumé summarizing your professional work experience and previous education.

4. **Nursing License**

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.

5. **Informational meeting or interview with an Enrollment Counselor or faculty member is recommended.**

6. **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.

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 Nursing (RN-to-BSN)

Diane Shea, Ph.D., R.N.

Associate Dean, Professor of Nursing

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 who thinks critically, communicates effectively and appreciates diverse human experience. This nursing professional 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 through interprofessional collaboration

The graduate of the Bachelor of Science in Nursing program at Emmanuel College is a caring, concerned professional who understands systems of care and 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 with a focus on continual quality improvement. She or he acknowledges the importance of scholarly 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), 655 K St. NW, Suite 750, Washington DC, 20001. Their website, www.aacn.nche.edu, is a resource for information about nursing.

Calendar time for program completion is based upon student choice of a full-time or part-time program of study and transfer credit evaluation.

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 tradition 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 interprofessional health care systems.
3. Practice as a professional nurse whose care-giving activities reflect the analysis

of theoretical knowledge from the liberal arts, sciences, nursing and evidence-based practice.

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

NURS4170 Health Promotion Capstone 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.

Nursing Licensure Information

Proof of RN Licensure is required for admission to the BSN program.

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.

Requirements

Nursing Major Courses

NURS3101	Concepts of Professional Practice
NURS3103	Health Assessment
NURS3105	Research in Nursing Practice
NURS3108	Nursing Informatics and Computer Applications
NURS3112	Leadership and Professional Issues in Nursing

NURS3114	Diversity in Healthcare and Contemporary Healing Interventions
NURS4118	Community Health and Health Promotion in Nursing
NURS4170	Health Promotion Capstone Practicum

Prerequisite Courses

Scientific Inquiry:

BIOL2135	Anatomy and Physiology I
BIOL2137	Anatomy and Physiology II
BIOL3127	Microbiology

Social Analysis:

SOC1101	Introduction to Sociology: Analysis of Society in Global Perspective (SA)
PSYCH1501	General Psychology (SA)
PSYCH2303	Child Psychology (SA)

General Studies

- Moral Reasoning; Aesthetic Inquiry; Historical Consciousness (two courses)
- Theology + Religious Thought (one course)
- Statistics for Nursing Professionals (one course)
- Writing for Nursing Professionals or equivalent English composition course (one course)
- General Elective (three courses)

Total Requirements for Degree: 128 credits

We accept up to 96 transfer credits, including 40 credits awarded for an associate degree in Nursing.

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.

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.

4 credits

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 evidence-based practice to improve quality of care.

4 credits

Prerequisite: NURS3101

NURS3108 Nursing Informatics and Computer Applications

This course focuses on foundational knowledge of nursing and health care informatics, and gaining an understanding of the theories and social and economic forces influencing the development and application of information and health care technologies. Students begin to use these technologies in the delivery of nursing care. Emphasis is placed on the legal and ethical ramifications of using information and technologies to improve patient safety and the quality of health care, and to protect patient privacy. Students will learn contemporary computing and how to integrate software functions such as word processing and presentation abilities required to communicate within healthcare information systems.

4 credits

NURS3112 Leadership and Professional Issues in Nursing

This course examines theories, concepts and components of nursing leadership and professional issues. Students synthesize beliefs, knowing, caring and professional role with the elements of leadership and systems of health care. Attention is given to the complexities of professional nursing practice as influenced by health care policy. Students will analyze the professional nursing role within the context of current legal, political and organizational systems.

4 credits.

Prerequisite: NURS3101.

NURS3114 Diversity in Health Care and Contemporary Healing Interventions

This course focuses on understanding diversity in nursing and health care. Theoretical bases in transcultural nursing, spirituality, and lifestyles are discussed and their impact on the provision of health care services are analyzed. The genetic origins of man as it relates to the commonality of all races are explored. The use of music, art, literature,

and healing/touch modalities that enhance care giving and healing response of individuals will be studied. Contemporary interventions addressing complementary therapies and cultural practices including: Reiki, acupuncture, Tai Chi, yoga, meditation, guided imagery, homeopathy, herbal medicine, food supplements, and aromatherapy will be reviewed as it related to the care of the mind, body, and patient health outcomes.

4 credits.

NURS4118 Community Health and Health Promotion in Nursing

This course introduces the basic concepts and theories of community health and health promotion as relational influences on the overall health of a community. Socio-economic, environmental, political, cultural and historical indicators of the health of a community are addressed. This course explores belief systems that impact health promotion and the planning of community resources. Collaborative models of caregiving for individuals, families, and aggregates (groups) in diverse community settings are examined. The critical role of the family in the development of health beliefs and health behaviors will also be explored.

Offered every fall, expected fall 2017. 4 credits.

Prerequisites: NURS 3101, NURS 3103, NURS 3105, NURS 3108, NURS3112, NURS3114 and all general sciences and social sciences prerequisites.

NURS4170 Health Promotion Capstone Practicum

Students use conceptual frameworks and theories of health promotion to design and implement contemporary nursing interventions 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.

4 credits

Prerequisites: NURS3101, NURS3103, NURS3105, NURS3108, NURS3112, NURS3114, NURS4118 and all sciences/ social sciences and College computer literacy requirements.

ENGL1308 Writing for Nursing Professionals

This course provides nursing students with the opportunity to advance their writing, editing, presentation and library research skills necessary for communication success in both the classroom and the workplace. The overall focus is on helping students develop a sense of audience awareness necessary to craft the most effective message (written or oral) for any rhetorical situation. Assignments include those commonly required of nursing students and nursing professionals, such as traditional correspondence (memos and letters), short research-based reports and reflective essays and narratives, resumes, cover letters, and oral presentations. Students will also learn the basics of writing for electronic and social media (email, blogs, Facebook and Twitter posts, etc.). In addition to revising their own work, students will engage in collaborative activities that provide practice in giving and receiving constructive feedback on writing assignments, a critical skill for successful communicators.

MATH1308 Statistics for Nursing Professionals

This course is designed for nursing students who are required to read and understand statistical studies, participate in a statistical project, make decisions supported in part by statistical studies and in general become better “consumers” of statistical information. The emphasis of this course is on statistical concepts and techniques that enable students to better interpret and use data for more informed decision-making in the field of nursing. While computation of statistical concepts is needed, emphasis is on the interpretation of the result and the logic behind the decision-making process.

Summer semester. 4 credits

Undergraduate Professional Programs
for Graduate and
Professional Programs

Graduate Programs

Graduate Programs in Education

Master of Education (MED)

(Elementary and Secondary Initial Licensure Tracks)

Professional Development Programs for Educators

Graduate Programs in Human Resource Management

Master of Science in Human Resource Management (HRM)

Graduate Certificate in Human Resource Management

Graduate Programs in Management

Master of Science in Management (MSM)

Graduate Certificate in Management and Leadership

Master of Science in Management with specialization
in Research Administration (RAM)

Graduate Certificate in Research Administration

Graduate Program in Nursing

Master of Science in Nursing (MSN)

(Education and Management Tracks)

Graduate Certificate in Nursing Education

Graduate Certificate in Nursing Management

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 a National League for Nursing Accrediting Commission (NLNAC) or Commission on Collegiate Nursing Education (CCNE) accredited institution.

For Graduate Certificate in Nursing Applicants, transcripts must show completion of a Master of Science in Nursing from a National League for Nursing Accrediting Commission (NLNAC) or Commission on Collegiate Nursing Education (CCNE).

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 equivalent to a United States Bachelors Degree, 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 and Graduate Certificate 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 is recommended (required for Master of Education and Master of Science in Nursing applicants only).

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.

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 higher 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 (six or more credits per semester)
- Part-time (fewer than six credits per semester)
- Summer session (maximum of six credits during the summer)

Transfer Credit Policy

Emmanuel College will accept a maximum of two courses (six credits) 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

Students will receive advising and guidance through the application process which 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 Education (MEd)

Elementary and Secondary Initial Licensure Concentration

Research Concentration

Professional Development Programs for Educators

Master of Education (MEd)

Elementary and Secondary Initial Licensure Concentration

Research Concentration

Sister Karen Hokanson, SND, Ed.D.
Chair

Program Design

The Master of Education (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 include: art, biology, chemistry, English literature, history, mathematics and Spanish. Courses are seven weeks, conducted throughout the calendar year, and offered in face-to-face and hybrid formats.

Requirements

EDUC5115	Documenting and Assessing Student Learning
EDUC5200	Complexities of Urban Education
EDUC5207	Learning, Teaching/ Curriculum Development
EDUC5300	Sheltered English Instruction: Teaching English Language Learners
EDUC5401	Child/Adolescent Development and Identity Formation
EDUC5467	Student Teaching Practicum and Seminar
EDUC5625	The School as Community
EDUC5701	Technology in Education
EDUC5750	Teaching Students with Disabilities for General Education Professionals

Licensure Concentration

The licensure concentration prepares qualified candidates with the pedagogical skills for endorsements in initial license in elementary or secondary education. Massachusetts participates with every state through the National Association of State Directors of Teacher Education and Certification (NASD-TEC) Interstate Agreement to accept candidates' state approved educator preparation program.

Areas of Licensure for Elementary:

Elementary Education, Grades 1-6

EDUC5202	Literacy (Focus: Reading/ Writing)
EDUC5206	Explorations in Mathematics (Focus: Science Technology Engineering Mathematics)

Areas of Licensure for Secondary:

The Variety of Field*: encompasses the eleven middle 5-8 and eight secondary 8-12 grades initial licenses for which subject matter competence is demonstrated through the MTELs (Massachusetts Test for Educator Licensure). *Biology, Chemistry, Earth Science, General Science, English, History, Mathematics, Physics, Spanish, Visual Arts, Political Science/Philosophy.

Secondary

EDUC5208	Reaching and Teaching all Students
EDUC5305	Teaching and Learning in the Discipline

Elective Courses

EDUC5178	Directed Research
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EDUC5762	Moderate Disabilities Practicum and Seminar
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Research Concentration

The Research concentration focuses on teaching and learning processes in educational contexts where students customize their educational research to meet their career goals. Specific focus is on leadership, organization and human resources

EDUC5307	Research in Content Area I
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EDUC5308	Research in Content Area II
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Learning Goals and Outcomes

The program of study in elementary and secondary education is designed to develop students' abilities in the seven performance areas required for initial licensure in elementary and secondary teaching in the state of Massachusetts. Upon completion of the elementary or secondary education programs at Emmanuel, students will be able to:

- Create safe and well-managed learning environments which promote equity and collaboration among heterogeneous learners and nurture development across the cognitive, emotional and social domains.
- Plan learning experiences which involve learners as sense-makers and promote deep understanding of disciplinary ideas by engaging learners in active exploration of real-world problems, projects, materials, and challenges, and examining student work products to make assessments of learning and teaching.
- Utilize a broad range of instructional practices, reflective of the ways of knowing in the disciplines they teach, to ensure that all learners regardless of differences in readiness, background, learning style, culture or language competency have opportunities to learn through access to a rich curriculum.

- Build positive relationships with families and engage in regular, two-way, culturally proficient communication with families about students and their learning, and build into the curriculum materials the richness of the cultures and heritage of the students they teach.
- Develop curricula which deepens learners' appreciation for American civic culture, its underlying ideals, founding principles and political institutions and which actualizes learners' capacities to participate and lead in their communities, both locally and globally.
- Advance issues of social justice within the classroom, school and community.
- Contribute to the knowledge base about learning, teaching and assessment and participate in a culture of reflective practice and inquiry.

Capstone Experience

The Master of Education program culminates with a capstone experience with the six credit Student Teaching Practicum EDUC5467 and seminar. Students must complete all other degree requirements and pass the appropriate Massachusetts Tests for Educator Licensure (MTEL) to enroll in this course. This practicum and seminar are designed to culminate the student's degree program and represent a key opportunity for program assessment. Please see the course description and specific licensure information for more details.

Licensure Concentration

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 (01)
- General Curriculum—multi-subject and math subtests (03)

- Foundations of Reading (90)

Secondary candidates:

- Communication and Literacy (01)
- Subject Matter
- Foundations of Reading (90) required for endorsement as teacher of students with moderate disabilities.

Course Descriptions

Elementary/Secondary

*Unless otherwise noted, all courses are 3 credits.

EDUC5115 Documenting and Assessing Student Learning

Students examine a variety of standardized measurement and assessment 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 in using alternative forms of assessment such as portfolios, performance based instruction. Current issues regarding state and national testing are also discussed.

EDUC5178 Directed Study

This course provides a foundation within which students gain an understanding and appreciation of research in their content field. The historical and philosophical underpinning of the subject field will be examined and critiqued. An individualized syllabus will be developed along with current educational literature.

EDUC5200 Complexities of Urban Education (Elementary/Secondary)

This course explores the ways in which schools are influenced by the urban environment and how educators can respond. Readings explore the complexities of public

schooling in general and of urban public schooling in particular. Students examine how changes in state and federal policies have affected the character of urban schools; and analyze the ways in which urban schools are affected by demographic changes brought about by suburbanization, migration and immigration. Throughout the course, the schools in Boston will be used as a case study for the purpose of grounding the analysis.

EDUC5202 Literacy (Focus: Reading / Writing)

This course examines current theory and practice in the instruction of literacy for diverse populations of students at the elementary grade level. Students become familiar with research-based strategies and techniques for the instruction of reading, writing and oral language development. Students 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.

EDUC5206 Explorations in Mathematics (Focus: Science Technology Engineering Mathematics)

The course develops the knowledge, skills and dispositions 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.

Pre-practicum experience is required

EDUC5207 Learning, Teaching / Curriculum Development

This 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 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 Reaching and Teaching All Students

This course provides 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 learn 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.

Pre-practicum experience is required

EDUC5300 Sheltered English Instruction: Teaching English Language Learners

The purpose of this course is to prepare the Commonwealth's teachers with the knowledge and skills to effectively shelter their content instruction, so that the growing population of English language learners (ELLs) can access curriculum, achieve academic success, and contribute their multilingual and multicultural resources as participants and future leaders in the 21st-century global economy. The course carries a field experience designed to give students direct experience engaging with English language learners. (K-12)

Includes pre-practicum component

EDUC5305 Teaching and Learning in the Discipline

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 micro-teaching 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 experience is required

EDUC5307 Research in Content Area I

This course provide a foundation within which students gain an understanding and appreciation of research in their content fields. The historical and philosophical underpinnings of the field are examined and critiqued. Students gain practice in the work of researching and writing for publication as well as deepen their own understanding of the specifics of the content of their field.

EDUC5308 Research in Content Area II

An in-depth action research project on the individual's field will be examined and demonstrated. The student will be expected to complete a literature review and comprehensive research paper or project on the research project developed in EDUC5307. Students continue to develop skills of researching and writing and broaden their knowledge base

EDUC5401 Child/Adolescent Development and Identity Formation

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 and Seminar

This supervised field experience of no fewer than 300 hours promotes candidates' knowledge of and competency in utilizing instructional practices specific to teaching in the discipline areas and/or grade levels. Candidates develop the content knowledge and pedagogical skills to build classroom communities, which nurture learners' positive socio-emotional development and promote collaboration and equity among heterogeneous learners. A standards-based professional portfolio is required. Includes a bi-weekly seminar.

Prerequisites: Successful of all MTEs for licensure area.

EDUC5625 The School as Community

The primary goal of this course is to provide students 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 the classroom. The development of such a model requires an understanding of the growing knowledge base and research. This course offers alternatives to traditional practices of classroom management.

EDUC5701 Technology in Education

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.

This course is taught in a hybrid format

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 address the subject matter knowledge requirements for licensure area. 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 additional license will complete a separate 150-hour practicum experience in an inclusion, resource, or self-contained classroom under the supervision of a licensed teacher of special education.

Pre-practicum experience is required

EDUC5762 Moderate Disabilities Practicum and Seminar

This supervised field experience builds on the competencies developed in EDUC5467 and promotes candidates' content knowledge and pedagogical skills to reach and teach diverse student populations. Candidates demonstrate competency in engaging diverse student populations, including English language learners and students with moderate learning disabilities. A standards-based professional portfolio is required. Includes a bi-weekly seminar.
Prerequisite: Passing score on all required MTEs for the licensure area and successful completion of student teaching practicum.

Professional Development Programs for Educators

Carolyn A. Lynch Institute

The Education Department develops and offers workshops through the Carolyn A. Lynch Institute for teachers in response to identified needs. Professional Development Points are provided for attendance at workshops for the purpose of meeting Massachusetts Department of Elementary and Secondary Education requirements for recertification.

Graduate Programs in Management

Graduate Programs in Human Resource Management

Master of Science in Human Resource Management (HRM)

Graduate Certificate in Human Resource Management

Graduate Programs in Management

Master of Science in Management (MSM)

Graduate Certificate in Management and Leadership

Master of Science in Management with specialization in Research Administration (RAM)

Graduate Certificate in Research Administration

Graduate Programs in Human Resource Management

Master of Science in Human Resource Management (HRM)

Certificate in Human Resource Management

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 talent acquisition and management practices, manage total rewards and understand labor relations and employment law. 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 courses). A cumulative average of 3.0 or higher is required for a graduate degree. Courses are seven weeks, conducted throughout the calendar year. The program can be completed in face-to-face or blended 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 total rewards
- 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 talent acquisition and management practices, manage total rewards and understand labor relations and employment law.

The certificate requires 18 credits (six courses). A cumulative average of 3.0 or higher is required for a graduate certificate. Courses are seven weeks, conducted throughout the calendar year. The program can be completed in face-to-face or blended 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 total rewards

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 total rewards, talent acquisition and management strategies and labor relations and employment law.

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 prepare a concept for the project to be reviewed by the faculty. 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.

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 Relations and Employee Law
HRM9034	Talent Acquisition and Management
HRM9035	Total Rewards
HRM9036	Strategic Planning and Management
HRM9038	Capstone Seminar (6 credits)

Graduate Certificate in Human Resource Management

HRM9009	Leadership and Organizational Behavior
HRM9028	Managing Diversity in Contemporary Organizations
HRM9032	Labor Relations and Employee Law
HRM9034	Talent Acquisition and Management
HRM9035	Total Rewards
HRM9036	Strategic Planning and Management

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.

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.

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.

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.

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.

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.

HRM9032 Labor Relations and Employee Law

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.

HRM9034 Talent Acquisition and Management

This course focuses on the talent acquisition and management functions emphasizing strategic recruiting and employee retention through talent management practices. Topics include the employment process, workforce planning, job analysis and job descriptions, creative sourcing strategies, employee coaching and counseling and the performance improvement process.

HRM9035 Total Rewards

This course will focus on understanding the many diverse pieces of an employment relationship. The course demonstrates how the components fit together, how they support the organization's strategy and how they support attracting and retaining top talent with an emphasis on communicating total rewards to current and prospective employees. The course will examine the theory and practice of total rewards systems, while relating organizational characteristics to reward system strategy, design and administration.

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.

Prerequisite: Completion of nine credit hours. It is recommended that this course be taken in the second half of the degree program.

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

Graduate Programs in Management

Master of Science in Management (MSM)

Certificate in Management and Leadership

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 courses). A cumulative average of 3.0 or higher is required for a graduate degree. Courses are seven weeks, conducted throughout the calendar year. The program can be completed in face-to-face or blended 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 effective negotiators, and to think strategically.

The certificate requires 18 credits (six courses). A cumulative average of 3.0 or higher is required for a graduate certificate. Courses are seven weeks, conducted throughout the calendar year. The program can be completed in face-to-face or blended 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

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 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 MSM9038 Capstone Seminar. Students must complete all course requirements and prepare a concept for the project to be reviewed by the faculty. 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.

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)

Graduate 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

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.

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.

MSM9015 Financial Management

Students will develop an understanding of the role of finance in the business organization. Topics include ratio analysis, creation of proforma 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.

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.

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.

MSM9022 Changing Economies

This course uses economic theory to explore factors that affect us personally and professionally in extraordinarily large ways. Students will learn the economic theories of how markets solve the questions of who receives goods, what is to be produced and how those goods are produced. Theories on the determination of unemployment, prices, inflation, and economic growth will also be covered. Students will learn key issues, refine critical thinking skills, and be able to understand some of the economic jargon discussed in the news today.

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.

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.

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.

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.

Prerequisite: Completion of nine credit hours. It is recommended that this course be taken in the second half of the degree program.

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

Master of Science in Management with specialization in Research Administration (RAM)

Certificate in Research Administration

The **Master of Science in Management with specialization in Research Administration (RAM)** 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 courses). A cumulative average of 3.0 or higher 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
- 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 higher 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

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 prepare a concept for the project to be reviewed by the faculty. 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.

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 of 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)

Graduate 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 of Sponsored Programs
RAC9020	Contracts

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.

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 recommended 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.

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.

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.

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.

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.

MSM9022 Changing Economies

This course uses economic theory to explore factors that affect us personally and professionally in extraordinarily large ways. Students will learn the economic theories of how markets solve the questions of who receives goods, what is to be produced and how those goods are produced. Theories on the determination of unemployment, prices, inflation and economic growth will also be covered. Students will learn key issues, refine critical thinking skills and be able to understand some of the economic jargon discussed in the news today.

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.

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.

Prerequisite: Completion of nine credit hours. It is recommended that this course be taken in the second half of the degree program.

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.

Graduate Programs in Nursing

Graduate Programs in Nursing

Master of Science in Nursing (MSN)

(Education and Management Tracks)

Graduate Certificate in Nursing Education

Graduate Certificate in Nursing Management

Graduate Programs in Nursing

Master of Science in Nursing (MSN)
(Education and Management Tracks)
 Certificate in Nursing Education
 Certificate in Nursing Management

Diane Shea, Ph.D., R.N.

Associate Dean, Professor of Nursing

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. 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, ethical and spiritual aspects of nursing, human diversity and culture, information technology, role development, leadership and health policy which lay the foundation of 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 executives, 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 executives 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. Classes are semester-based every other week, 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.

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 nursing educator or manager/administrator to

- effect positive outcomes for vulnerable populations within the context of their environment.
2. Assume accountability for the use of leadership, management, teaching, inter-professional collaboration, consultation, health policy analysis, quality improvement, advanced clinical skills and responsible citizenship to advocate for high quality health promotion and systems of 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, evaluate and improve nursing practice, education and administration/management that integrates caring concepts into therapeutic relationships 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.

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 (6 credits)

Concentration Courses: Management Track

(3 courses, 9 credits plus a one-course practicum of 6 credits)

NURS5503	Healthcare Organizational Development
NURS5505	Financial Management in Healthcare

NURS5501	Nursing Management in Health Care Delivery
NURS5510	Nursing Management Advanced Role Development Practicum (6 credits)

Certificate of Graduate Study in Nursing Education

Emmanuel College Department of Nursing offers a Certificate of Graduate Study in Nursing Education. This four-course certificate program provides nurses with the knowledge and skills required of a beginning nurse educator working in academic and clinical practice settings. It prepares nurses for positions as nurse educators who could be employed as faculty members, staff development coordinators, unit-based teachers, clinical educators and patient educators.

Students must have a minimum of a Master of Science Degree in nursing to enroll in the Certificate Program in Nursing Education. The Certificate Program requires the completion of 15 credits. Students attend flexible classes in a modified accelerated format while continuing to work.

Students take a minimum of three 3-credit courses and one 6-credit practicum at Emmanuel College. The course offerings would be:

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 (6 credits)

Graduates of the nursing education certificate program will be eligible to seek national certification as nurse educators once they meet the requirements outlined by the National League for Nursing (NLN).

Certificate of Graduate Study in Nursing Management

Emmanuel College Department of Nursing offers a Certificate of Graduate Study in Nursing Management. This four-course certificate program provides nurses with the knowledge and skills required of a beginning nurse manager working in a variety of clinical practice settings including the following: accountable care organizations, managed care, integrated care systems, hospitals, public health departments, clinics, health maintenance organizations, ambulatory care, long-term care, assisted living, hospices, home care, research units and parish nursing programs. It prepares nurses for positions as nurse managers, nurse administrators, case managers and project directors.

Students must have a minimum of a Master of Science Degree in Nursing to enroll in the Certificate Program in Nursing Management. The Certificate Program requires the completion of 15 credits. Students attend flexible classes in a modified accelerated format while continuing to work.

Students take a minimum of three 3-credit courses and one 6-credit practicum at Emmanuel College. The course offerings are:

NURS5503	Healthcare Organizational Development
NURS5505	Financial Management in Healthcare
NURS5501	Nursing Management in Health Care Delivery
NURS5510	Nursing Management Advanced Role Development Practicum (6 credits)

Graduates of the nursing management certificate program will be eligible to seek national certification as nurse administrators once they meet the work or consultation requirements outlined by the American Nurses Credentialing Center (ANCC).

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. The course prepares students to utilize research knowledge in practice to provide high-quality health care to vulnerable urban populations.

Prerequisite: NURS5101

NURS5105 Ethical and Spiritual Aspects of 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.

Prerequisite: NURS5101

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 inter-professional collaboration.

Prerequisites: NURS5101, 5107 and 5109, and/or concurrent with NURS5103 and 5105

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 and NURS5103

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, and/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 through the lens of facilitating the teacher-learner relationship, promoting learner self-efficacy, and using active learning practices. Individual learning styles and their effect on both the teacher and the learner are examined. Students have the opportunity to develop, employ and evaluate a variety of teaching/

learning strategies such as: teaching methods in structured (classroom) and unstructured (clinical) settings, simulation and technology, novel patient education formats, and multiple choice exams. Students will develop learning outcomes for a clinical scenario and provide both formative and summative evaluation. *Prerequisites:* NURS5301 or concurrent with NURS5301

NURS5305 Pathophysiology and Pharmacology for Nurse Educators

This course builds on students basic understanding of pathophysiology and pharmacology. It focuses on advancing knowledge of pathophysiologic mechanisms of disease and pharmacotherapeutics that serve as a foundation for advanced clinical nursing assessment, decision making and management of illness. Interpretation of normal and abnormal functioning and assessment of individual responses to pharmacologic management of clients with complex health

states will be addressed through the use of selected case studies. The roles of the advanced practice nurse as educator and resource for medication safety, patient education and member of the interdisciplinary team will be explored.

Prerequisite: NURS5301

NURS5310 Nursing Education Advanced Role Development Practicum (6 credits)

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. 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, and/or concurrent with NURS5305

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.

Prerequisite: NURS5113

NURS5503 Healthcare Organizational Development

The advanced practice nurse executive or manager must understand the dynamic complexity of the healthcare system. In this course, students will develop a working knowledge of the multifaceted nature of change in healthcare by analyzing the organizational development process, organizational consciousness and learning, transformational leadership, organizational culture, employee engagement in change and evaluation of change. Organizational theories will be considered in examination of organizational development. Analyses will be conducted using case studies, student sharing of their employer's methods for change, papers and presentations.

Prerequisites: NURS5101, 5103, 5105, 5107, and/or concurrent with NURS5109

NURS5505 Financial Management in Healthcare

Knowledge of healthcare finance is integral to the role of the advanced practice nurse executive/manager. Changes in healthcare systems, laws governing reimbursement and regulatory requirements for quality of care at lower costs affect the approach to financial budget management. In this course students will develop a better understanding of the financial management framework and its role in the healthcare environment, key issues in applied economics, accounting principles, analysis of financial statements, cost analysis, planning and control of budgets and management of financial resources. Students will analyze new trends in improving quality of care with lower costs. Students will also gain experience in

developing, analyzing and defending aspects of the healthcare budget.

Prerequisite: NURS5503

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, and/or concurrent with NURS5505

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Academic Calendars

Arts and Sciences

FALL 2017

September

- 3 New students arrive
- 4 Labor Day
- 6 Classes begin
- 14 Last day to add classes
- 15 December 2017 degree applications deadline
- 21 Last day to drop classes without a "W" grade

October

- 2 Pass/fail, audit declaration deadlines, spring and summer 2017 "I" grade deadline
- 9 Columbus Day
All classes cancelled
- 20 Mid-semester grade deadline

November

- 10 Veterans Day*
Classes are not held for Arts and Sciences; make-up required; Graduate and Professional Programs classes held
- 13 Last day to drop classes with a "W" grade
- 22-24 Thanksgiving break

December

- 12 Last day of classes
- 13 Reading Day
- 14-18 Final exams
- 20 Final grades due at 10:00 a.m.

SPRING 2018

January

- 15 Martin Luther King, Jr. Day
- 16 New students arrive
- 17 Classes begin
- 25 Last day to add a class

February

- 1 Fall 2017 "I" grade deadline
- 1 Last day to drop classes without a "W" grade
- 15 May 2018 degree application deadline; pass/fail, audit declaration deadlines
- 19 Presidents' Day
Arts and Sciences class cancelled; Graduate and Professional Programs classes held

March

- 2 Mid-semester grade deadline
- 5-9 Spring break for Arts and Sciences students
- 29 Holy Thursday
Classes after 4:15 p.m. are not held**
- 30 Good Friday
All classes are cancelled***

April

- 2 Easter Monday
All classes are cancelled
- 10 Last day to drop a class with a "W" grade
- 16 Patriots Day
All classes are cancelled
- 26 Senior Distinction Day
Day classes are not held for Arts and Sciences; Arts and Sciences evening and Graduate and Professional Programs classes held

May

- 1 Last day of classes
- 2 Reading Day
- 3-7 Final exams
- 9 Final grades due at 10:00 a.m.
- 11 Baccalaureate
- 12 Commencement
- 28 Memorial Day

** Make-up for Arts and Sciences evening classes scheduled from 12:00 p.m. to 3:00 p.m. on Veterans Day will take place on Friday, November 17th 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, March 23rd 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 6th from 3:30 p.m. to 6:30 p.m.

Graduate Studies

SUMMER 2017

May

- 15 Summer 1 classes begin
(face-to-face and online)
- 29 Memorial Day –
No classes

June

- 12 Registration opens for fall 2017

July

- 1 Last day of Summer 1 classes
- 10 Summer 2 classes begin
(face-to-face and online)

August

- 27 Last day of Summer 2 classes

FALL 2017

September

- 5 Fall 1 classes begin (face-to-face
and online)
- 15 December 2017 degree applications due

October

- 9 Columbus Day –
Graduate and Professional Programs
classes are held
- 10 Registration opens for spring 2018
- 30 Fall 2 classes begin (face-to-face)
Tuesday classes begin October 31
- 30 Fall 2 classes begin (online)

November

- 11 Veterans Day –
Graduate and Professional Programs
classes are held
- 22-26 Thanksgiving break

SPRING 2018

January

- 8 Spring 1 classes begin
(face-to-face and online)
- 15 Martin Luther King, Jr. Day –
No classes

February

- 15 May 2018 degree applications due
- 19 Presidents' Day –
Graduate and Professional Programs
classes are held

March

- 8 Spring 2 classes begin (face-to-face)
*Tuesday classes begin March 13;
Wednesday classes begin March 14
- 12 Spring 2 classes begin (online)
- 26 Registration opens for Summer
2018
- 29 Holy Thursday –
Graduate Studies + Nursing classes
are not held
- 30 Good Friday –
No classes

April

- 2 Easter Monday/No classes
- 16 Patriots Day/No classes

May

- 12 Commencement
- 28 Memorial Day

Index

- A**
- Academic Advising Program..... 28
 - Academic Calendars..... 315
 - Academic Integrity Policy..... 20
 - Academic Progress 24
 - Academic Regulations 20
 - Academic Integrity Policy* 20
 - Academic Progress*..... 24
 - Academic Review Board*..... 24, 244
 - Add/Drop* 20
 - Auditing*..... 20
 - Choice of Major*..... 20
 - Class Attendance*..... 20
 - Class Cancellation* 20
 - Class Standing* 25, 247
 - Course Withdrawal*..... 22, 25, 46
 - Credit Deficiency Removal/*
 - Repeating Courses*..... 22
 - Degree Application* 25, 247
 - Examinations*..... 21
 - Full-time Status*..... 20
 - Grade Changes* 22, 244
 - Grading System*..... 21
 - Graduation Honors* 27, 246
 - Graduation Rates*..... 26, 248
 - Graduation Requirements*..... 25, 247
 - Immunization Requirements*..... 23
 - Incomplete Grades*..... 23, 244
 - International Certificate of Eligibility*.... 24
 - Pass/Fail Option*..... 22
 - Registration* 20, 241
 - Reinstatement* 25
 - Reports and Records*..... 22
 - Residency Requirements* 25
 - Student Confidentiality* 23, 245
 - Study Off Campus* 24
 - Academic Resource Center (ARC) 28
 - Academic Review Board..... 24, 244
 - Academic Support Services 28
 - Academic Advising Program* 28
 - Academic Resource Center (ARC)* 28
 - Career Center* 29, 249
 - Computer Center/*
 - Computer Classrooms* 28
 - Disability Services*..... 29
 - Library Services* 30, 250
 - Accounting..... 50
 - Accounting Courses*..... 132
 - Add/Drop..... 20
 - Admission for Graduate Students..... 270
 - Admission for Undergraduate
 - Students..... 16, 262
 - Advanced Placement/*
 - International Baccalaureate*..... 17
 - Campus Visits* 17
 - Early Action Plan*..... 17
 - International Students*..... 18
 - International Transfer Students*..... 19
 - Non-Matriculating Students*..... 20
 - Transfer Students* 18
 - Advanced Placement/
 - International Baccalaureate*..... 17
 - American Studies..... 52
 - American Studies Courses* 133
 - Art 56
 - Art Courses*..... 134
 - Art Education* 79, 140
 - Art History* 57, 134
 - Art Therapy* 60, 141
 - Bachelor of Fine Arts* 58
 - Graphic Design*..... 59
 - Photography* 59
 - Studio Art* 56, 136
 - Thesis and Exhibition Requirement* 61
 - Art Education..... 79
 - Art History 57
 - Art Therapy..... 60
 - Athletics and Recreation 31
 - Auditing..... 20

B

Bachelor of Fine Arts.....	58
Bachelor of Science in Nursing (BSN; Graduate Studies only)	264
Billing and Payment Schedule	37
Biology.....	62
<i>Biology Courses</i>	141
<i>Health Sciences</i>	64
<i>Neuroscience</i>	64
<i>Physiology</i>	65
<i>Pre-Medical, Pre-Dental,</i> <i>Pre-Veterinary</i>	63
<i>Teacher Licensure</i>	66
Biostatistics	67
Management + Economics.....	69
<i>Economics Courses</i>	156
<i>Management Courses</i>	183

C

Campus Ministry	32, 251
Campus Visits	17
Career Center.....	29, 249
Chemistry + Physics	73
<i>Chemistry + Physics Courses</i>	150, 209
<i>Forensic Science</i>	74
<i>Health Sciences</i>	64
<i>Pre-Medical, Pre-Dental,</i> <i>Pre-Veterinary</i>	75
Choice of Major.....	20
Class Attendance.....	20
Class Cancellation	20
Class Standing	25, 247
Colleges of the Fenway.....	13
Communication + Media Studies.....	82
<i>Competency Program Course</i>	240
Computer Center/ Computer Classrooms	28
Counseling Center.....	33, 250
Course Descriptions	131
Course Withdrawal	22, 25, 46
Credit Deficiency Removal/ Repeating Courses	22
Curriculum.....	7

D

Degree Application.....	25, 247
Delinquent Accounts	49, 252
Deposits	37
Directed Studies	14

Directory.....	304
Disability Services	29
Domains of Knowledge	8

E

Early Action Plan	17
Economics.....	103
<i>Economics Courses</i>	156
Education.....	76
<i>Art Education</i>	79
<i>Education Courses</i>	159
<i>Elementary Education</i>	78
<i>MTEL Requirements</i>	77
<i>Secondary Education</i>	80
<i>Teacher Licensure</i>	79
<i>Student Teaching</i>	80
Elementary Education	78
English	81
<i>Communication and Media Studies</i>	81
<i>English Courses</i>	164
<i>Literature</i>	84
<i>Literature in Translation</i>	199
<i>Teacher Licensure</i>	86
<i>Writing and Literature</i>	87
Examinations	21

F

Federal Financial Aid.....	41
Fees.....	36
Finances and Financial Aid.....	36
<i>Billing and Payment Schedule</i>	37
<i>Delinquent Accounts</i>	49, 252
<i>Deposits</i>	37
<i>Federal Financial Aid</i>	41
<i>Fees</i>	36
<i>Financial Aid Renewal Procedures</i>	42
<i>Health Insurance</i> <i>Requirements</i>	37, 256
<i>Merit-Based Scholarships</i>	39, 319
<i>Need-Based Financial Aid</i>	39
<i>Other Aid</i>	45
<i>Payment Options</i>	38
<i>Payment Plan</i>	38
<i>Refund Process</i>	48
<i>Room and Board</i>	37
<i>Satisfactory Academic Progress Policy</i>	43
<i>State Financial Aid</i>	42
<i>Student Budgets</i>	46

- Study Abroad and*
Consortium Agreements 46
Withdrawal Policy..... 46
 Financial Aid Renewal Procedures..... 42
 Foundation Skills 8
 Full-time Status 20
- G**
 Gender + Women's Studies 90
 General Academic Requirements 7
 Curriculum 7
 Domains of Knowledge 8
 Foundation Skills..... 8
 General Requirements..... 7
 Major/Minor Programs..... 10
 Grade Changes 22, 244
 Grading System 21
 Graduate and Professional Programs.....269
 Academic Policies and Procedures..... 243
 Admission for Graduate Students 270
 Finances..... 252
 General Policies and Procedures..... 241
 Graduate Programs..... 269
 Undergraduate Professional
 Degree Program 261
 Support Services..... 249
 Graduate Programs in Education..... 272
 Master of Arts in Teaching (MAT)..... 273
 Professional Development Programs.. 279
 Graduation Programs in
 Human Resource Management..... 281
 Master of Science in Human
 Resource Management (HRM) 281
 Certificate in Human
 Resource Management 281
 Graduate Programs in Management
 and Leadership 286
 Master of Science in
 Management (MSM) 286
 Certificate in Management
 and Leadership (MLC)..... 286
 Graduate Programs in Management
 and Research Administration.....291
 Master of Science in Management
 with specialization in
 Research Administration (RAM) 291
 Certificate in
 Research Administration (RAC) 291
 Graduate Program in Nursing.....296
- Master of Science in Nursing (MSN)*.. 297
 Graduation Honors 27, 246
 Graduation Rates 26, 248
 Graduation Requirements 25, 247
 Graphic Design 59
- H**
 Health Insurance Requirements..... 37, 241
 Health Sciences 66
 Health Services 64
 History 91
 History Courses 174
 Teacher Licensure 92
 Honors 27, 246
 Honors Courses 235
 Honors Program 13
- I**
 Immunization Requirements..... 23
 Incomplete Grades 23, 244
 Individualized Major 13
 Interdisciplinary Courses..... 236
 International Certificate of Eligibility 24
 International Students Admission 18
 International Studies 93
 International Transfer
 Students Admission..... 19
 Internships and Practica 13
- J**
 Jean Yawkey Center 34
- L**
 Latin American Studies..... 100
 Leadership..... 101
 Library Services 30, 250
 Literature 86
 Literature in Translation..... 199
- M**
 Major/Minor Programs 10
 Mathematics 102
 Biostatistics..... 67
 Mathematics Courses..... 186
 Teacher Licensure..... 103
 Merit-Based Scholarships 39, 319
 Middle East Studies 105

- Mission Statement 5
- Modern Languages..... 106
Modern Language Courses..... 190
- MTEL Requirements..... 77
- N**
- Need-Based Financial Aid..... 39
- Neuroscience..... 64
- Non-Matriculating Students 20
- P**
- Pass/Fail Option..... 22
- Payment Options..... 38
- Payment Plan 38
- Performing Arts..... 109
Performing Arts Courses 224
- Philosophy 109
Philosophy Courses 201
- Photography..... 59
- Physics 70
Physics Courses..... 209
- Physiology..... 65
- Political Science..... 111
Political Science Courses 207
- Pre-Law Studies..... 14, 114
- Pre-Medical, Pre-Dental,
 Pre-Veterinary Studies..... 14, 115
- Psychology 117
Psychology Courses 214
- R**
- Refund Process..... 48
- Registration..... 20, 241
- Reinstatement 25
- Reports and Records 22
- Residence Life and Housing 34
- Residency Requirements..... 25
- Room and Board..... 37
- S**
- Satisfactory Academic Progress Policy 43
- Secondary Education..... 80
- Sociology..... 122
Sociology Courses..... 219
- Special Academic Opportunities 13
Colleges of the Fenway 13
Directed Studies..... 14
Honors Program 13
- Individualized Major* 13
- Internships and Practica*..... 13
- Pre-Law Studies*..... 14
- Pre-Medical, Pre-Dental,
 Pre-Veterinary Studies* 14
- Study Abroad*..... 14
- Washington Center Internship* 15
- State Financial Aid 42
- Student Activities and
 Multicultural Programs..... 35
- Student Affairs 31
- Student Budgets..... 46
- Student Confidentiality..... 23, 245
- Student Life..... 31
Athletics and Recreation 31
Mission and Ministry 32, 249
Counseling Center 33, 249
General Regulations..... 31
Health Services 35
Jean Yawkey Center 34
Mission and Ministry 32, 251
*New Student Engagement
 and Transition*..... 34
Residence Life and Housing..... 34
*Student Activities and
 Multicultural Programs* 35
Student Affairs..... 31
- Student Teaching 77
- Studio Art..... 56, 136
- Study Abroad 14
- Study Abroad and
 Consortium Agreements 46
- Study Off Campus..... 24
- T**
- Teacher Licensure in Biology 66
- Teacher Licensure in Education 77
- Teacher Licensure in English 89
- Teacher Licensure in History 92
- Teacher Licensure in Mathematics..... 103
- Theology and Religious Studies..... 128
*Theology and Religious
 Studies Courses*..... 225
- Traditional Students Admission..... 16
- Transfer Students Admission 18

U

Undergraduate Admissions

- Requirements..... 16, 262
- Undergraduate Professional Program 261
 - Bachelor of Science in Nursing (BSN)*... 263

V

- Visiting Classes..... 20

W

- Washington Center Internship 15
- Withdrawal 22, 25, 46
- Writing + Literature 88



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