ACADEMIC CATALOG

EMMANUEL COLLEGE

2024-2025

EMMANUEL COLLEGE

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Arts and Sciences

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Emmanuel College is accredited by the New England Commission of Higher Education (NECHE).

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

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Emmanuel College

MISSION

To educate students in a dynamic learning community rooted in the liberal arts and sciences and shaped by strong ethical values, 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.

The Sisters of Notre Dame de Namur opened Emmanuel College in 1919 as New England's first Catholic college for women. Today, as a 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 nearly 2,000 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 70 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 five components, which each contribute to students' achieving the goals of the undergraduate program. Remaining credits are earned with free elective courses. Often, students use free electives to complete a minor program or benefit from the special academic opportunities offered.

INSTITUTIONAL LEARNING GOALS

Emmanuel College Prepares Students to:

1. Engage complex ideas by broadening and deepening their knowledge and by sharpening their intellectual skills.

Emmanuel students address complex realities across diverse areas of inquiry, drawing on deep connections formed through the study of the liberal arts and sciences and a chosen discipline. Through critical analysis, balanced reflection and active discourse, they confront vital issues equipped with the intellectual tools to imagine solutions. Students emerge with a deeper appreciation for the pursuit of knowledge as a pathway to a more meaningful, creative and enriching life.

2. Excel in their future careers—and make valuable contributions to their organizations and professions.

Students of Emmanuel College are able to apply knowledge to real-world challenges by engaging in creative and ethical problem solving. As people who value and promote diversity, graduates work on multiple levels to advance their organizations and all whom they serve and employ. Students see themselves as part of a larger whole and add value through teamwork and leadership, recognizing the need to be agile and forward-leaning in their chosen professions.

3. Deepen and clarify their sense of personal, social, ethical and civic responsibility.

Inspired by Catholic social teaching and by the values of the Sisters of Notre Dame de Namur, students honor the dignity, worth and gifts of every human person. Through vibrant discussions, they reflect on their own moral reasoning and on diverse perspectives—including voices that have been historically silenced. As active participants in campus life, they develop the interpersonal and leadership skills to practice courageous advocacy. And throughout Boston and beyond, they experience the joy of serving others while finding purpose by addressing inequality. These transformative experiences empower students to discover their strengths and a deeper sense of personal identity; grow emotionally, morally and spiritually; and gain the confidence to embrace their convictions through social action.

DEGREE REQUIREMENTS

Students who entered in Fall 2021 will follow a new General Education (GE) program. The degree requirements for the new GE Program and the General Requirements for students who entered before Fall 2021 are detailed below. All degree programs, regardless of start date, are comprised of the following key requirements:

General Education Program

(either the Domains of Knowledge and Foundation Skills for students matriculated prior to Fall 2021 or the General Education Curriculum Program for students matriculated

Fall 2021 and later). Details outlined under the degree requirements specific to matriculation start date.

Major Program

(minimum 40 credits. See Academic Regulation section and Academic Programs for specific requirement details)
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

(minimum 4 credits-some majors require more than one semester of capstone)
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.

Internship

Students are required to complete an internship or practicum experience. The internship or practicum must be fulfilled through the major program by outlined major program requirements or by completing IDS4194 or INT1010 as approved by department for majors not requiring an internship. Internship experiences must be conducted in the semester in which the student is registered for the internship course.

Credit and GPA Requirements:

All students, no matter the matriculation semester or general education curriculum followed, must successfully meet the minimum credit and GPA requirements to receive an undergraduate degree from Emmanuel College:

- Credits: 128 total credits completed (some major programs may result in more than 128 credits completed)
- Residency Credits (Courses completed at Emmanuel)
  - 64 credits in residence (completed at Emmanuel College. See Residency section for additional courses that may be considered in-residence)
  - 50% of major requirements completed at Emmanuel College, including at least one 3000 level major requirement
  - 50% of minor requirements (if declared) completed at Emmanuel College
  - College Internship requirement
  - Senior Capstone Experience
- Grade Point Average:
  - Cumulative GPA of 2.0
  - Major program GPA of 2.0 (Grades of C or better required to fulfill major. Nursing students should see Nursing Student Handbook for specific program grade requirements)
  - Minor program GPA (if declared) of 2.0

DEGREE REQUIREMENTS

For Students Matriculated prior to Fall 2021

Students who matriculated prior to Fall 2021 in the Arts and Sciences undergraduate program require a minimum of 128 credit hours of study. These credits are earned through a combination of degree requirements and electives listed below. The

degree requirements are comprised of the following components:

Foundation Skills

Three (3) Courses or Demonstrated Competency:

- Writing communication skills:
  ENGL1103 Introduction to Academic Writing or approved Advanced Placement, International Baccalaureate or college transfer credit
- Second language skills:
  Two (2) semesters of the same foreign language or American Sign Language or demonstration of skill placing students out of the second semester of College language

Domains of Knowledge General Requirements

Maximum 44 credits

- Aesthetic Inquiry- Two (2) Courses- one from each Aesthetic Inquiry Domain
  - Literature (AI-L)-One Course
  - Art/Music/Theater (AI-A)- One Course
- Historical Consciousness (HC)-One (1) Course
- Social Analysis (SA)- Two (2) courses, with each course from a different discipline (department prefix)
- Scientific Inquiry and Quantitative Analysis- Three (3) Courses (One SI-L, One QA, and a second course of the student's choice: SI-L, SI or QA).
- Scientific Inquiry with Lab (SI-L)- One (1) Course
- Quantitative Analysis (QA)- One (1) Course
- Scientific Inquiry (SI or SI-L) OR Quantitative Analysis (QA) Additional Course- One (1) Course
- Religious Thought and Moral Reasoning- Three (3) Courses. Two (2) Religious Thought courses, of which one must be in the Christian Tradition and one must be at the 2000 level. One (1) Moral Reasoning Course.
- Religious Thought (RCT and RT)- Two (2) Courses
  - One which one must be in the Christian Tradition (RCT) and the other may be either RCT or RT
  - One of which must be at the 2000 level (either RCT or RT)
- Moral Reasoning (M)- One (1) Course

Major Program

Minimum 40 credits

Capstone Experience

Fulfilled through major program. Minimum of 4 credits

Internship Requirement

Completed through the major program credit bearing course or IDS4194 or INT1010 for majors that do not require an internship as approved by the department. Internship experiences must be conducted in the semester in which the student is registered for the internship course.

Additional Free Electives to reach the 128 credit minimum if not met by the requirements above

The following describes the goals of the Foundations Skills and Domains of Knowledge Curriculum for students matriculated prior to Fall 2021:

FOUNDATION SKILLS

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. 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 Introduction to Academic Writing. All incoming students will take ENGL1103in their first or second semester, unless they have appropriate Advanced Placement (AP), International Baccalaureate (IB) or Transfer credit.

- Second language skills:
  Two consecutive semesters of a foreign language or American Sign Language or demonstration of skill via score received on Language Assessment completed prior to orientation session

All incoming students must take the Math and Language Assessment prior to their orientation session. Scores received on these assessments will determine which math level students may enroll in and whether Language courses must be completed to fulfill degree requirements. Students who speak a language not offered at Emmanuel should consult with their academic advisor regarding options for other assessments not offered through Emmanuel. Students who do not complete the language assessment will be placed into beginning level language courses. F-1 International Students who have submitted documentation of IELTS and TOEFL scores indicating that English is not their first language will be waived from the Language requirement. While math and language assessments are completed prior to orientation, students may not necessarily need to take math or language courses in their first semester at Emmanuel, but the scores will be used to place them in the appropriate level courses upon course registration.'

DOMAINS OF KNOWLEDGE

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 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 nonlaboratory 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 following describes the goals of the Foundations Skills and Domains of Knowledge Curriculum for students matriculated in or after Fall 2021:

DEGREE REQUIREMENTS

For Students Matriculated Fall 2021 or Later

Students who matriculated at Emmanuel beginning in Fall 2021 or later require 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 the following components:

General Education Curriculum*

- Writing Requirement- Two (2) Courses
  - ENGL1103 Intro to Academic Writing (or equivalent if transferring approved course in via Advanced Placement, International Baccalaureate or College course transfer credit)
  - Writing Intensive Course (WI): Typically 2000 or 3000-level course completed after ENGL 1103 and before senior capstone
- Essential Values Requirement–Four (4) Courses. May overlap with an AOK course.
  - Diversity and Multiculturalism (DM)–Two (2) courses
  - Social Justice (SJ)–Two (2) courses
- Areas of Knowledge (AOK)–One or two courses from each AOK. See below for details. Within each Area of Knowledge students will gain critical thinking and effective communication skills (Descriptions of these skills outlined in section below). Courses that fulfill Areas of Knowledge may also fulfill courses that are designated as SJ and DM to fulfill Essential Values requirements, WI courses that fulfill Writing Intensive courses, as well as courses that are required for major or minor programs. However, one AOK course may not fulfill another AOK course (ex. An HI course may not also fulfill a LC course).
  - Ethical Reasoning (ER)
  - Historical Inquiry (HI)
  - Language and Culture (LC)
  - Literary Inquiry (LI)
  - Quantitative Reasoning (QR)
  - Religious Inquiry (RI and RI-CT)–Two (2) courses, of which one (1) course must be in the Christian Tradition designated as (RI-CT)
  - Scientific Process-Natural Sciences (NS and NSL)–Two (2) courses of which one (1) course must have a lab component designated as NSL (2 hours or more weekly distinct from lecture section)
  - Scientific Process-Social Sciences (SS)–Two (2) courses, with each course from a different discipline (department prefix)
  - Visual and Creative Inquiry (VCI)

Major Program

Minimum 40 credits

Capstone Experience

Fulfilled through major program. Minimum of 4 credits

Internship Requirement

Internship Requirement completed through the major program credit bearing course or IDS4194 or INT1010 for majors that do not require an internship as approved by the department. Internship experiences must be conducted in the semester in which the student is registered for the internship course.

Additional Free Electives to reach the 128 credit minimum if not met by the requirements above

**Courses will continue to be added to the catalog as fulfilling the General Education Curriculum, for the Essential Values, Areas of Knowledge, and Writing Intensive (WI). Students should check Student Planning for course designations for the most up to date approval of courses that will fulfill the General Education Curriculum requirements.*

GENERAL EDUCATION PROGRAM (GE)

The purpose of General Education at Emmanuel College is to develop individuals who are capable of thoughtful, creative and productive lives. The essential skills, breadth of knowledge and personal and social values that students develop will prepare them for a lifetime of learning, personal development, and service to their professions and their communities. Along with their major program of study and co-curricular activities, the general education program will help to prepare students to live a flourishing life in this complex world of rapid change, individual and cultural diversity, and unlimited opportunities for service to others. This purpose will be realized by students satisfying specific goals. Some of these express values of the College, some express skills, while others describe specific areas of knowledge. Courses that fulfill these requirements are marked with the abbreviations noted in parentheses in the course descriptions section of this catalog.

ESSENTIAL SKILLS

All courses approved to fulfill the General Education (GE) curriculum beginning in Fall 2021 are embedded with the skills of Critical Thinking and Effective Communication.

Critical Thinking

While critical thinking includes critical reasoning, in its broader meaning it is a type of problem solving. In this world of rapid social, professional and personal life changes, it is essential that students can identify and clarify problems, gather relevant and reliable information, construct and test a variety of possible solutions, and understand the implications of their decisions. *This skill is embedded in every GE course.*

Effective Communication

Students develop effective communication skills by learning to read, view, and listen to a variety of cultural texts and artifacts while simultaneously developing analytical skills that help to translate complex ideas to diverse audiences. They learn to speak with confidence about creative and critical processes, acquiring an informed voice that connects them to the past and guides them into the future of the fast-moving global world. *This skill is embedded in every GE course. In addition, students will take the First Year Writing course as well as an additional writing intensive designated WI.*

Integrative Learning

Integrative learning recognizes that knowledge from individual disciplines serves as a foundation to further developing integrative and interdisciplinary studies that go beyond academic boundaries, fostering and creating deeper learning for students. Integrative learning is applied learning that demonstrates an understanding and a disposition towards connecting in-class curriculum and co-curriculum opportunities. Students unite these experiences resulting in the ability to integrate and transfer learning to new and complex situations. *This goal will be realized through a student's internship experience and by the taking the courses discussed under SJ and DM goals.*

ESSENTIAL VALUES

In alignment with the College's mission and values, students will complete a total of four courses that will allow them to develop the Essential Values of Diversity & Multiculturalism and Social Justice. Students will complete a total of two courses from each Essential Value category (DM-Diversity and Multiculturalism and SJ- Social Justice). The courses designated as SJ or DM may also overlap to fulfill a General Education Area of Knowledge (AOK) course designated

as ER, HI, LC, LI, QR, RICT, RT, NS, NSL, SS or VCI, as well as courses that may be designated as Writing Intensive (WI) and major requirements. However, a course designated as one Value may not also fulfill another Value (such as a SJ course may not fulfill a DM as well).

Social Justice (SJ)

Social justice is a goal that lies at the heart of the mission of the College, which encourages all members of the community to follow the example of the Sisters of Notre Dame de Namur to make a difference in the civic life of our communities, our nation and the global world. It encourages us to develop the knowledge, skills, values and motivation to participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the local and global community. *Two courses designated SJ and participation in a substantive experience designed to promote social justice.*

Diversity and Multiculturalism (DM)

Diversity encompasses multiple dimensions of identity and culture. This is related to how individuals identify themselves as well as how any given society or culture categorizes them. This categorization subsequently influences interpersonal interactions in specific situations. Students should understand the complexity of identity, particularly in terms of how it affects the individual, how the individual is perceived and treated by others, and how identity relates across different cultural contexts, both local and global. *Two courses designated DM.*

AREAS 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. The Areas of Knowledge the College believes are important for students to acquire are Ethical Reasoning, Historical Inquiry, Language and Culture, Literary Inquiry, Quantitative Reasoning, Religious Inquiry, Scientific Process in the Natural Sciences and Social Sciences, and Visual and Creative Inquiry. Courses that fulfill these requirements are marked with the abbreviations noted in parentheses in the course descriptions section of this catalog.

Ethical Reasoning (ER)

Students develop a system of values, an idea of how best to lead their lives. They also develop a system of moral beliefs about right and wrong and apply this to ethical issues in a variety of settings, appreciating that others may have diverse perspectives, and understanding the impact their choices have on themselves and others. Having a solid foundation in ethical reasoning in a world of social media and rapidly changing technology is essential for success both professionally and personally. One course designated ER.

Historical Inquiry (HI)

Essential to the liberal arts and sciences, the study of history enables students to understand change and continuity over time and around the world. Studying cultures and ideas of the past allows students to connect themselves to the richness and diversity of human experience. They learn to analyze and interpret historical records, using traditional and digital modes of technology to share their findings with different audiences. Training in the historical method will help students become more perceptive, confident, and sophisticated in their writing and thinking. *One course designated HI.*

Language and Culture (LC)

In an increasingly interconnected world, the ability to communicate effectively with others across languages and cultures is vital to success in the twenty-first century. Basic understanding of another language and the culture in which it is grounded empowers students to interact with diverse populations. It creates a strong foundation for communicating in a language other than English, particularly in professional contexts, and provides students with opportunities to build positive global and cross-cultural relationships. *One course designated LC.*

Literary Inquiry (LI)

The skill-sets associated with a literary perspective—reading, viewing, writing, and revision—are essential for students who need to adapt themselves to the fast-paced world of information exchange. Studying literature not only connects students to a long tradition of authors who have tried to envision socially just worlds. It also challenges students to connect this tradition to the worlds of social media, film, public relations, popular culture, and creative writing. As students envision new worlds and interrogate the limits of conventional ideas, they create a global vision necessary for success in the twenty first century. *One course designated LI.*

Quantitative Reasoning (QR)

Quantitative data establish the grounds for relevant and informed claims in a variety of contexts, from technical presentations to daily news sources. As students develop and strengthen their ability to assess data through algebra, statistics, finance, or daily mathematical operations, they learn to investigate the validity of simple and complex statements while making principled decisions in the digital age. *One course designated QR.*

Religious Inquiry (RI)

Religion is a historically and geographically pervasive influence on all aspects of human experience. There is no time or place free of religious influence, including those times and places that strove to become free of religious influence. For this reason, to understand humankind one must have a basic understanding of religion. *Two courses, at least one of which must be in the Christian tradition, designated (RICT). The other may be designated either RICT or RT.*

Scientific Process: Natural Science (NS) (NSL)

Knowledge of the natural world will help students understand the influence science has on innovative scientific discovery and their everyday lives. A practical exploration of the natural sciences gives students the opportunity to become more comfortable with their own environment and to develop essential problem-solving skills relevant to their professional lives. Through lab experimentation and the technologies of modern science, students encounter the physical world at dimensional scales ranging from the atom to the organism. *This goal will be met by taking two courses designated (NS), at least one of which must be a lab course designated as (NSL).*

Scientific Process: Social Science (SS)

Experiencing the expansive disciplinary diversity of the social sciences (economics, political science, psychology and sociology), students will examine the different social structures and institutions that organize human life in different cultural contexts. The disciplinary approach to these contexts will vary depending on whether they emphasize past societies, economic systems, political institutions, human personality, or social structures. But a common analytical focus on institutions that organize social life within and between cultures connects students to theories and methodologies about human

sociality. *Two courses designated (SS), from two different disciplines.*

Visual and Creative Inquiry (VCI)

Through the analysis or production of creative work, students understand how artistic expression motivates societal change and generates professional opportunities. The visual perspective on society is invaluable to students entering a professional world dominated by artistic expression, social media, and visual technologies. As students expand their understanding of creativity and the arts, they will find ways new ways to see and create in both their personal and professional lives. *One course designated (VCI).*

ACADEMIC ORGANIZATION

Emmanuel's academic departments and programs are organized into five schools:

- Maureen Wilkens School of Nursing and Clinical Sciences
- School Business and Management
- School of Education
- School of Humanities and Social Sciences
- School of Science and Health

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 consist of 20 to 24 credits, at least 12 of which are completed at Emmanuel.

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, including at least one 3000 level major requirement, major internship (if applicable), and senior capstone experience must be completed at Emmanuel. A minimum grade of C is required to fulfill major requirements. Nursing students should consult the Nursing Student Handbook for specific course grade requirements.

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. Students who earn a double major where each major is within different degree programs (such as one major between the B.A. and B.S.) will be able to choose the degree they graduate with and what appears on all final official graduation documents. Once the degree has been conferred, the students may not change their degree designation. Double majors must complete distinct separate capstone courses to earn the double major. Each major must have a minimum of 40 credits (typically 10 courses) that are

distinctive to the major department.

Course Overlaps

Students are allowed to declare up to three academic programs (major and minors) – with no more than two majors – and use courses to satisfy the requirements in all programs. Students may pursue two majors within an academic department; however, they may not choose two concentrations within an academic department. While course overlaps are permitted between majors, major capstone requirements cannot overlap to fulfill capstones for two majors. Students must complete two distinct capstone requirements- one for each major. An internship that serves as a capstone for one major, cannot count for a capstone for another major. Internship courses may be used to satisfy the internship requirement for more than one major if the internship is appropriate for the second major and with written approval by both department chairs, unless internships are the capstone experience. Majors constitute a minimum of 40 credits within the department, and while course requirement overlaps may be permitted, each major must have a minimum of 40 credits (typically 10 courses) that are distinctive to the major department.

MAJOR PROGRAMS OFFERED

Art
- B.F.A. in graphic design
- B.A. in studio art
- B.A. in studio art with specialization in art therapy

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
- B.S. biotechnology

Business
- B.S. in accounting
- B.S. in accounting with concentration in healthcare
- B.S. in computer science
- B.A. in management
- B.A. in management with concentration in accounting
- B.S. in management with concentration in biotechnology
- B.A. in management with concentration in finance
- B.A. in management with concentration in healthcare management
- B.A. in management with concentration in sport management
- B.A. in marketing
- B.S. in Sport Management

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

Economics
- B.A. in economics
- B.A. in economics with concentration economic policy
- B.A. in economics with concentration in international economics
- B.S. in economics
- B.S. in finance

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

English
- B.A. in communication and media studies
- B.A. in English
- B.A. in writing, editing and publishing

History
- B.A. in history
- B.A. in history with concentration in digital history

Interdisciplinary Studies
- B.A. in American studies
- B.S. in biostatistics
- B.S. in global and public health

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

Mathematics
- B.A. in mathematics
- B.A. in mathematics with concentration in mathematical modeling
- B.A. in mathematics with concentration in statistics

Modern Languages
- B.A. in Spanish

Nursing
- B.S. in Nursing

Philosophy
- B.A. 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

Psychology & Neuroscience
- B.A. in 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

Sociology, Criminology & Criminal Justice
- B.A. in criminology and criminal justice
- B.A. in sociology
- B.A. in sociology with concentration in social work
- B.A. in sociology with concentration in social inequality and social justice

Theater Arts
- B.A. in theater arts

Theology and Religious Studies
- B.A. in theology and religious studies

MINOR PROGRAMS OFFERED

Accounting
African and African Diaspora Studies
American Studies
Art History
Biology
Catholic Studies
Ceramics
Chemistry
Criminology and Criminal Justice
Data Analytics
Digital Marketing
Digital Media Production
Economics
Education
Film
Finance
Food Studies
Gender and Women's Studies
Global and Public Health
Graphic Design
History
Human Resource Management
Industrial/Organizational Psychology
Latin American Studies
Leading for Social Impact
Legal Studies
Management
Marketing
Mathematics
Math Education
Middle East and North Africa Studies
Migration Studies
Neuroscience
Peace Studies
Philosophical Psychology
Philosophy
Photography
Political Communication
Political Science
Psychology
Sociology
Spanish
Sport Management
Statistics
Studio Art
Theater Art

Theology and Religious Studies
Transcultural Studies
Writing

INTERDISCIPLINARY PROGRAMS

African and African Diaspora Studies
American Studies
Biostatistics
Civics
Digital Media Production
Film
Gender and Women's Studies
Global and Public Health
Latin American Studies
Legal Studies
Middle East Studies
Peace Studies
Political Communication
Transcultural Studies

For individualized majors and the COF minor in Africana Studies, see Special Academic Opportunities on page 19.

Special Academic Opportunities

COLLEGES OF THE FENWAY (COF)

Emmanuel and four of its neighboring colleges—Massachusetts College of Art and Design, MCPHS University, Simmons University and Wentworth Institute of Technology—comprise the Colleges of the Fenway consortium, a collaboration that benefits students by offer in cross-registration to second-semester freshmen or above at no additional cost when within the 12-20 credits for full time load/tuition during the fall and spring semesters. During summer sessions, students who enroll via the cross-registration process will pay Emmanuel tuition. Mass Art does not participate in summer cross-registration and any courses completed at Mass Art over the summer should follow the Study Off Campus and transfer credit process and policies. Students may take up to two courses each semester at a COF institution. Courses completed via the cross-registration process are considered in-residence toward the 64-credit residency minimum and the COF course grade is posted on the Emmanuel transcript and calculated into the Emmanuel GPA. The following exclusions to residency apply:

- 50% of major or minor courses must be completed with Emmanuel College courses. COF courses may count towards a major or minor, but 50% must be completed at Emmanuel excluding COF courses.
- While COF courses may fulfill major requirements, at least one (1) 3000 level major course must be completed with an Emmanuel College course, not through the COF.
- Internship Requirement. Major internships must be completed with an Emmanuel College internship course overseen by Emmanuel faculty.
- Senior Capstone Experience must be completed with the appropriate Emmanuel College course.

In addition, students benefit from common social events and access to the academic resources and services of all five institutions. Emmanuel students enjoy all the advantages of a small college environment while having access to resources equal to those of a major university. Students can begin cross registering in their second semester at Emmanuel.

The COF minor in Africana Studies is a collaborative program between Emmanuel College and Simmons University. 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 (labeled with HONOR course prefix) and through service and research opportunities. In order to graduate in the Honors Program, a student is required to complete four 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. Honors Program completers will have the Honors Program notated on the final official transcript at the time of graduation.

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 in the Office of Academic Affairs. As with all majors, and individualized major at a minimum must consist of no less than 10 courses (40 credits), two courses at the 3000 level and a credited capstone experience. The capstone may or may not be a specific course within a department, a directed study, or a credited internship experience.

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. All 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. Internship and practica experiences must be conducted in the semester in which the student is registered for the associated course.

Ordinarily, no more than four to eight credits are accepted from internships toward fulfillment of the undergraduate degree requirements. Transfer credit will not be awarded for internships or practica completed through other institutions, including study abroad. Internships with an academic component completed through an approved Emmanuel College study abroad program may be eligible for free elective credit upon review, but may not fulfill major internship or practica 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 153 for additional information.

PRE-LAW PREPARATION

Most liberal arts majors are considered preparation for law school. A Pre-Law Advisory Committee assists students in planning and applying to law school. Please see page 152 for additional information.

STUDY ABROAD AND TRAVEL OPPORTUNITIES

Emmanuel students are encouraged to enrich their educational experience through an approved program abroad. 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. While students are encouraged to consider participation in one or more travel opportunities, they may only participate in any particular travel program once. Contact the Office of International Programs (OIP) for further eligibility criteria, procedures, approval forms and the list of available programs.

Emmanuel College reserves the right to deny approval to study abroad in any country where safety and security may pose a risk to our students. This policy pertains to all Emmanuel College study abroad programs including: provider programs, exchange programs and faculty-led travel courses.

- Students are eligible to apply for study in a country with an overall U.S. Department of State Travel Advisory Level 1 (Exercise Normal Precautions) or 2 (Exercise Increased Caution). However, should certain areas within these countries may be designated within the Travel Advisory as either Level 3 (Reconsider Travel) or 4 (Do Not Travel) locations, as such; students will not be allowed to travel to or reside in these areas and we may reconsider granting permission to study abroad in these countries as a whole. Being eligible to apply does not mean that permission will be granted; the OIP regularly reviews safety guidance on all countries where our students intend to study abroad.

- Students are not eligible to apply for programs in a country with an overall Travel Advisory Level 3 (Reconsider Travel) or 4 (Do Not Travel).

- Should a Travel Advisory change to a Level 3 or 4 after the student has been approved to study abroad, the OIP will work with participants to select an alternate study site that falls within the guidelines above.

Please note that due to COVID-19, or other health, safety, or security factors, these policies and procedures may need to be adjusted to respond to updated travel guidance and/or travel restrictions. Please refer to the OIP website for the most up to date guidance.

Pre-approved courses completed abroad with a grade of C or higher will be accepted as transfer credits, but applied toward the College residency requirement for the purposes of the 64 credits in residence. Courses approved may be approved to fulfill general education requirements, major/minor or language certificate requirements as well as free electives towards the 128 credit minimum. While these courses may fulfill major requirements, at least 50% of

major, including one 3000 level course, major internship, and senior capstone, must be completed with Emmanuel College courses, excluding study abroad coursework. An internship with an academic component may be considered for free elective credit, but may not fulfill a major program internship requirement, which must be approved, supervised and graded by Emmanuel faculty within the discipline of the major program. All study abroad course approvals must be sought through the Office of the Registrar, in advance, to be considered for credit. Program applications requiring an Emmanuel authorization signature will be completed by the Office of International Programs. 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 a faculty led travel program students must:

- Have a cumulative grade point average of 2.5
- Have a clear disciplinary record for a least the semester preceding the period of travel
- 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
- Have not participated in the travel program previously (i.e. specific course/program).
- Students must be registered for the designated travel course number assigned to the program (ex. LANG 2215) and if applicable, for travel programs with IDS prefix also one of the approved partner courses.

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.
- 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

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

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

- Academic record
- 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 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, 2020 must interview with the Dean of Students.

To enroll, the accepted applicant must submit a $400 tuition deposit and a $300 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 25.

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, admissons@emmanuel.edu or contact us via our website: www.emmanuel.edu/visit

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.

Students should visit the Office of the Registrar transfer credit page for AP and IB exam scores and the corresponding credit/ course equivalencies.

CAMBRIDGE A-LEVELS

Advanced Level (A-Level) examinations will be accepted for 8 credits per exam with

grades of C or better on an official transcript submitted directly from the examination board administering the exam to Emmanuel College (ex. Cambridge International Examinations or Pearson). Equivalencies are typically awarded at the introductory level. Advanced Subsidiary Level Exams (AS) and Ordinary Level exams (O-Level) are not accepted for credit.

Click Cambridge International Exams/ A-Level Exams Approved Course Equivalencies to view course and credit equivalencies. Additional exams will be reviewed for credit and equivalency on a case by case basis by the appropriate academic department with the submission of an A-Level syllabus.

DUAL ENROLLMENT/COLLEGE LEVEL CLASSES DURING HIGH SCHOOL

College level coursework completed prior to matriculation as a freshman either through dual enrollment programs or credit completed without a high school association may be considered for transfer credit if the content of the coursework is within the parameters for transfer credit accepted at Emmanuel College and a grade of B (3.0) or better is earned. A maximum of 32 credits (8 courses) may be awarded for eligible coursework. All coursework must be submitted on an official transcript from the post-secondary institution awarding the credit. College credit will be evaluated for incoming freshmen after students have formally deposited and declared their intention to matriculate at Emmanuel College.

High school students who have earned an Associate's Degree prior to high school graduation will have all credit that meets the criteria for transfer credit eligibly and with grades of B or better applied to the Emmanuel degree.

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. No credit will be granted for the following: vocational coursework, continuing education units, pre-collegiate or remedial courses, including any ESL coursework, social activities, or

correspondence courses, unless recognized and offered by the U.S. Armed Forces Institute. Military courses on a Joint Services transcript with content that are within the scope of programs offered at Emmanuel will be accepted for credit. 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, including 50% of major (and applicable minor) requirements, as well as major internship and capstone requirement 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.

MASSACHUSETTS TRANSFER GUARANTEE

Emmanuel College is pleased to have signed on as a member of the Massachusetts Guarantee. The Massachusetts Transfer Guarantee is a transfer partnership between the Massachusetts Association of Community Colleges and participating four-year colleges and universities. Eligible Massachusetts Community College graduates are able to transfer seamlessly - admission guaranteed!

The Massachusetts Guarantee ensures acceptance, to Emmanuel College and other participating institutions, for students who hold an associate degree from a Massachusetts community college, who have met a minimum GPA requirement of 2.50. More information about the MA Transfer Guarantee Program may be viewed here: Transfer to Private Institutions / MassTransfer / Massachusetts Department of Higher Education

Benefits of the Massachusetts Guarantee at Emmanuel College Include:

- No application fee.
- No admission essay requirement.
- Guaranteed admission with a 2.500 GPA to all Emmanuel College traditional Arts and Sciences majors, with the exception of Nursing. Academic programs may be viewed here: Academic Schools | Emmanuel College in Boston, Massachusetts.
- Guaranteed block transfer of all associate degree credits you have earned with grades of C or better.
- Waiver of General Education Curriculum with exception of one Religious Inquiry course if not already completed at the community college.
- Automatic junior class standing when you enroll at Emmanuel College for purposes of registration and housing.
- Minimum annual scholarship of $25,000 for students admitted via the Guarantee Program, renewable with full-time enrollment. For information regarding need-based federal, state, and Emmanuel-funded financial aid opportunities, please see Affording an Emmanuel Education.

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 41 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 $400 tuition deposit in U.S. dollars and a $300 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 member of NACES (NACES.org), with preferred evaluations from World Education Services, (wes.org). While a credential service will evaluate the authenticity, level, grade and credit conversion and credential of the coursework completed, the Emmanuel College Office of the Registrar will evaluate

the courses, in consultation with the Departments, for applicability to the degree requirements and course equivalencies. Course descriptions and syllabi, certified translated in English, should be sent to Emmanuel for evaluation at the time of application.

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: admissions@emmanuel.edu
Website: www.emmanuel.edu

PROCEDURE FOR NON-MATRICULATING STUDENTS

A non-matriculating student is one who enrolled in credit or non-credit bearing coursework, but not toward an Emmanuel degree. Students who wish to take undergraduate courses at Emmanuel College as non-matriculating students should contact the Office of the Registrar. Arts and Sciences course registration for non-matriculated students begins one week after Emmanuel College degree-seeking students finish priority registration for the given semester. At the time of registration, students must provide evidence of successful completion of high school. This documentation may be provided by an official or unofficial high school transcript, college transcript, or college degree audit. The student must provide documentation of completion of any course pre-requisites.

Available courses are viewable on College's Searchable Course Directory.

Academic Regulations

CATALOG YEAR REQUIREMENTS

Students will follow the general education and major requirements as prescribed in the Academic Catalog as of the fall semester of the academic year the student matriculates. Requirements will be viewable on Student Planning. Any changes to general education or major/minor degree requirements will not impact current matriculated students and go into effect for the next entering class the following academic year.

Academic regulations (policies that impact all students) or changes to courses, such as course pre-requisites (additions or removal) are effective once noted in the Academic Catalog and apply to all students regardless of year matriculated. Students should familiarize themselves with academic policies outlined in the catalog each year.

Students who wish to petition to follow the major requirements for a catalog year after their matriculation, should consult with their advisor as to whether this change would be beneficial based on both completed coursework and requirements outstanding. Should this change benefit the student, they may complete the Petition to Change Major Catalog Year Requirements, available on the Office of the Registrar website. Once the new major requirements have been applied to the student's record, the student is obligated to complete those new requirements and may not opt to return to the original requirements

Students may not elect to follow degree requirements that were in effect prior to their matriculation at Emmanuel.

EMAIL COMMUNICATION

The Emmanuel College email account is the official communication method for all matriculated students, faculty, and staff. Once a student has been registered for their first semester courses, the College will only send emails to and respond to emails from the student's official Emmanuel College email address.

EMERGENCY CONTACT AND LOCAL ADDRESS CONFIRMATION

Each year, students must update or confirm their emergency contact information with the College via EC Online Services in the event of an emergency. Commuter students who reside at a local address that is separate from their permanent address must confirm or update that local address with the College each year. Failure to confirm or update emergency contact or local address information may potentially impact systems access.

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 Eisner 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.

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. New students with outstanding final official transcripts will not be permitted to register for their second semester until these transcripts have been received by Emmanuel College.

Students typically register for a full-time courseload in the fall and spring semesters (12-20 credits). During the Winter Term a student may register for a maximum of 4 credits. During the Summer Terms at Emmanuel a student may register for no more than 8 credits in a single 7-week session. See the Study Off Campus Policy section for additional information on approvals for summer and winter off-campus credit eligibility.

FULL-TIME STATUS & COURSE LOAD

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

In very rare circumstances, a strong academic and motivated student may wish to petition to enroll in more than 20 credits during a fall or spring semester by completing a Petition to Enroll in a Course Overload. Petitions will be reviewed by the Registrar and Associate Dean of Student Learning and Success. Students will be approved on a case-by-case basis, in addition to having successfully completed at least 32 credits, all previous semesters meeting the criteria for good academic standing and have a cumulative GPA of at least 3.5. If approved, the student may add a 6th course for a total of 24 credits, but no more than 24 credits will be permitted.

Students who wish to drop below 12 credits during the fall or spring semesters must consult with the Associate Dean of Student Learning and Success and their Financial Services Counselor regarding degree progression, financial aid/billing, and on-campus housing implications prior to receiving approval. International students on F-1 visas must consult with the PDSO/ International Student advisor prior to any changes that would result in less than full time status and seek authorization. In most instances, international students must carry at least 12 credits to maintain their immigration status. A student may not enroll in off-campus coursework during the academic year (fall or spring semesters), except for official Colleges of the Fenway cross registration, while also simultaneously enrolled at Emmanuel College. Any transcripts received for off-campus coursework while concurrently enrolled at Emmanuel will not be accepted for credit.

ADD/DROP

Students wishing to change a course must secure the necessary forms and/or contact the Office of the Registrar in writing from their Emmanuel College email address. Undeclared students must seek advisor written approval to make any changes to their schedule after the online registration period. This must be done prior to the end of the add/drop period. New students should be registered prior to the first day of classes for the semester. Students may not enter a class after the add period, which ends after the first week of classes during the fall and spring semesters. Matriculated students who are not registered for any courses by the last day to add for the semester, will be administratively withdrawn and will need to contact the Office

of the Registrar and their advisor about any future enrollments.

Due to the accelerated nature of summer sessions, registration adds after the start date of the term are not permitted. Please refer to the academic calendar for add/drop deadlines. The drop period extends to the end of the second week of classes. Please see page **67** of the catalog for detailed information regarding refund policies. Please see separate summer refund policies on page **346**.

CHOICE OF MAJOR

Students should declare a major by March 1 of their sophomore year. Students are expected to work with their advisor in crafting their Academic Course Plan prior to formally declaring a major. Students who have not completed this process may have future course registration impacted. Departmental faculty advisors are assigned in the sophomore year upon formal major declaration. Major declaration forms are on the Office of the Registrar webpages.

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. Non-attendance or non-participation in online courses does not constitute an official drop or withdrawal from a course. Students will remain enrolled in a course(s) unless a request for a drop or withdrawal has been made to the Office of the Registrar in writing. Students should see the academic calendar for drop/withdrawal deadlines.

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.

PRE-REQUISITES

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

Pre-requisites may consist of one or more of the following:

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

Undergraduates students must earn a C- or better in any course which is designated a pre-requisite for another course. (Note-School of Nursing requirements may differ. Please see the School of Nursing Student Handbook for specific pre-requisite and course restriction information.)"

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 on the Office of the Registrar website) by the eleventh week of the semester. See academic calendar for dates. Audited courses are recorded on the transcript with a designation of "AU." 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. Audited courses are included in full-time tuition for students registered for 12-20 credits during the fall and spring semesters, inclusive of the audited course. Individual courses that are audited during the summer will be subject to tuition

charges. Non-matriculating students will be responsible for the tuition charges associated with auditing a course.

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. In particular, 6-Week Check-In grades are required for all students. Examinations for 6-Week Check-In and official final semester grades are evaluated and submitted to the Office of the Registrar by the faculty of record assigned to the course. 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

Faculty of record for a course will evaluate and 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	=	0.0
INC	=	Incomplete (0.0)
IP	=	In Progress (used for two-semester-long courses)
P	=	Pass
NP	=	No Pass (For 0 credit Pass/No Pass courses)
W	=	Withdrawn
AU	=	Audit
NG	=	No Grade was submitted by the faculty member (0.0)
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 of P, W, NP, NG, and X do not carry grade points or factor in the student's GPA. 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 (Nursing students should see the Nursing Program for specific course grade requirements); grades of 1.0 (D) or above are accepted for other courses. Incomplete (INC) grades carry 0.0 quality points are factored into the term as such and cumulative GPA until a final grade has been submitted by the faculty member on a Grade Change Form and submitted to the Office of the Registrar. Students must earn a C- or better in any course which is designated a prerequisite for another course. While a C- grade may allow

progression to the next course in a sequence, any required course for a major that has earned below a C will need to be repeated with a minimum grade of C earned to fulfill the requirement. See the Credit Deficiency Removal/ Course Repeat Policy for course repeat information. A cumulative grade point average of 2.0 (C) is required for graduation. 6-Week Check-In grades are submitted to the Office of the Registrar for all students. Course warning forms may be issued by faculty at any time during a semester. A copy is also sent to the academic advisor. 6-Week Check-In grades are used as an advising tool and are not transcripted as part of the permanent student academic record; however, they may be viewed by the student and advisor on Student Planning.

CREDIT DEFICIENCY REMOVAL/ REPEATING COURSES

Courses that fulfill core major or minor requirements (specific courses that must be completed for the major or minor) may be repeated to meet college requirements of a C or better or a C- in a pre-requisite to progress to the next course in a sequence. The student must repeat the same course. Courses that have earned the minimum passing grade may not be repeated.

Students who do not pass a general education course or a major/minor elective must repeat the same course in order to have lower grade removed from GPA calculation after the repeat has been completed. A course that has received a letter grade may only be repeated once. Students may not enroll in a course that has been graded for a third time at Emmanuel. Students who have not successfully passed a major requirement after two attempts should submit a Petition to the Academic Review Board to discuss options.

Students who take another approved course outlined in the academic catalog to fulfill the requirement may petition to do so on the Credit Deficiency Removal Form for approval of the new course to fulfill the requirement, but the original course credit will remain on the transcript and original grade will continue to factor into the GPA.

Credit for repeated courses will be awarded only for one of the courses and the higher of the grades will be calculated in the cumulative grade point average. If a course is completed off-campus after two unsuccessful attempts at Emmanuel, the transfer course may fulfill the requirement or serve as a pre-requisite for subsequent courses, but the higher of the two original attempts completed at Emmanuel will continue to factor into the Emmanuel GPA (one F if both grades are failing or the higher of the 'non-passing' credit bearing attempt if one or both earned credit). All original grades remain on the transcript as part of the student's academic history. Should the original grade have resulted in the student being placed on academic probation, the new grade will not affect the original probationary status, including resulting in academic suspension the following semester if the criterion for good academic standing is not met at the conclusion of that semester. It is the student's responsibility to submit a completed Credit Deficiency Removal form from the available on the Office of the Registrar's webpage to register for a course repeat 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. An INC is a temporary grade granted only for extraordinary reasons, e.g., serious prolonged illness. Simply missing work or failure to submit assignments or appear for final exams is not appropriate justification for an INC grade. In these instances, faculty

will be required to submit a final letter grade (A-F) based on grade earned. Students should be passing a course with the majority of coursework completed at the time of the INC submission.

Incomplete grades must be requested by the student in writing. All INC requests must be reviewed by the Department Chair and Academic Dean prior to approval. Consideration for an INC will be made based on individual circumstances. Students will be notified by the Associate Dean of Student Learning and Success whether their INC request has been granted.

INC Grade Petitions must be submitted no later than the last day of classes for the semester. INC grades are submitted to the Office of the Registrar via the online grading tool within ECLearn during the final grade submission but will not be officially posted until receipt of the approved INC Grade Petition Form. Faculty will complete the online Incomplete Grade Form in conjunction with the grade submission for each INC grade awarded.

An INC grade carries 0.0 quality points, until the faculty member has submitted a final letter grade to the Office of the Registrar and a grade change is processed. This may result in a term GPA below 2.0. Regardless of the reason for INC grades, any term GPA below 2.0 will place the student on Academic Probation.

If a student with an INC grade(s) is placed on Academic Probation for a term GPA below 2.0, and the final grade(s) submitted increases the term GPA to a 2.0 or above, the student's probationary status for that semester will be expunged from the student's record and academic history.
Incomplete (INC) grades are temporary grades and must be replaced by final letter (A-F) grades within 28 days of the conclusion of the semester (last day of final exam period during the fall and springs semesters and last day of the session for summer terms), although individual faculty members may determine an earlier deadline for coursework submission. Students with INC grades should ensure that INC grade deadline associated with their course will not impact eligibility for financial aid. For more information, please see the Satisfactory Academic Progress (SAP) section of the Catalog on page 62 or contact the Office of Student Financial Services.

Incomplete grades not replaced by the deadline automatically become an F. In extraordinary circumstances, the Dean of the Academic School in which the course with the INC grade lives, 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 their final semester will not be eligible for degree conferral. A student who has received a final letter grade cannot have that letter grade changed to an INC grade retroactively.

COURSE WITHDRAWAL

After the add/drop period, and with the approval of the student's academic advisor, a student may withdraw from a course with a grade of W by completing the course withdrawal form available on the Office of the Registrar webpages. Final withdrawal from a course will be the Thursday of the 11th week of the semester, with the first day of class constituting the first week. The specific dates will be noted on the academic calendar. Summer session withdrawal dates will be the Monday of the 4th week of the course. Please see page 330 for summer withdrawal, grade transcription and refund information. W grades are non-punitive and do not factor into the term or cumulative grade point average. Non-attendance or non-participation in a course does not constitute a drop or withdrawal. Students must initiative a course withdrawal by completing the Course

Withdrawal form with advisor approval and submit to the Office of the Registrar by the Course Withdrawal deadline (11th Thursday of the Semester for Fall and Spring semesters. See academic calendar for dates, including summer term withdrawal dates). Students who do not officially withdraw, regardless of attendance status, will receive a final letter grade.

PASS/FAIL OPTION

The pass/fail option is possible for two free 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 the semester withdrawal deadline. The specific dates for the Fall and Spring semesters will be noted in the Academic Calendar. Please see page 330 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. However, an F grade received for a credited course designated as Pass/Fail will factor into the GPA with a 0.0 grade point value. Pass/fail designations may not be changed to letter grades after the course is completed. Changes may not be made to 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 Vice President of Academic Affairs, Academic Dean 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 Grade Grievance Process outlined below.

GRADE GRIEVANCE POLICY

The faculty on record for a course will grade all assignments, including the final exam, and submit the official final grade to the Office of the Registrar. Only the faculty on record may officially change a grade.
If on review, a student wishes to challenge a grade, whether on an individual assignment or the final transcripted grade, the formal procedure should be followed in the order listed below. Students may appeal a grade no later than one year after the course was completed. Unless a calculation error occurs, records of student who have graduated are final and cannot be amended.

1. The student determines an error has been made by consulting with the faculty member involved and/or consultation with the Registrar (or other officer involved).

2. Faculty Discussion: The student should consult with the faculty on record for the course to challenge the grade. If after discussing with the faculty member, the student believes the grade is still in error, the student may choose to petition to the department chair by email. If the faculty member was an adjunct and no longer employed by the College, the student should consult with the Department Chair.

3. Department Chair: The Department Chair may, after discussing with the student, consult with the faculty member regarding the grade. If the student believes the situation cannot be resolved, the student may petition the Accademic Dean of the applicable School.

4. Academic Dean: After discussing the matter with the Academic Dean, if the student believes the situation has not been resolved, the student may petition the Vice President of Academic Affairs (VPAA).

5. Vice President of Academic Affairs: The VPAA will review the situation and inform the student of a decision regarding the grievance. The VPAA decision is final and cannot be appealed.

For a list of Department Chairs and Academic Deans, please visit the Emmanuel website.

REPORTS AND RECORDS

Final grades are available online at the close of the semester. All students receive 6-Week Check-In grades. 6-Week Check-In grades are associated with the electronic student record in Student Planning, but are not posted on the academic transcript. 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. Transcript request and payment information is available on the Registrar webpage on the College website. Unofficial transcripts can be accessed by current students on Student Planning.

The Office of the Registrar maintains the student education record. The Emmanuel College transcript, including student graduation information, as well as student demographic information, and class and grade rosters are maintained permanently. All other student education records are maintained by the College for a minimum of seven years after the student's last active enrollment.

Process for Access, Obtaining, and Explanation of the Education Record
Students have the right to review and challenge their education records. Each 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, receipt of any services or benefits from such an agency or institution.

Students may view their 6-Week Check-In and final grades on Student Planning (EC Online Services). During the semester, students can view their individual course assignments and grades on ECLearn. The grades reflected on Student Planning and on the transcript are considered the official final grades. To request access to their entire academic records, the student should contact the Office of the Registrar. On an agreed upon date, the student and the Registrar (or delegate) will provide access to the record and respond to any questions regarding the record. Students may request copies of their education record. High school and other college transcripts may be provided with a "Copy" notation and only provided to the student. Emmanuel will not send non-Emmanuel transcripts to third parties, including other institutions.

This review applies to evaluation material submitted on/after 1975 unless access is waived by the student. The College reserves the right of 45 days for compliance of the request. Each office maintains a record of anyone who has requested and obtained access to each student's record.

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 on the Registrar's Office Privacy page of the College website.

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. Students who wish to prevent the release of directory information should contact the Office of the Registrar for this form.

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.

School officials who need access to student records to fulfill the official duties of their position may access appropriate student records without student consent. 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 hand-written 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 on the Office of the Registrar Privacy page on the College website.

FERPA ANNUAL NOTICE TO REFLECT POSSIBLE FEDERAL AND STATE DATA COLLECTION AND USE

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records — including your Social Security Number, grades, or other private information — may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered

by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

IMMUNIZATION REQUIREMENTS

The following immunizations are required by Massachusetts law for all full-time (9 or more credits) entering undergraduate students including transfer students.

- Emmanuel no longer requires the COVID-19 vaccine for new students. The College still strongly recommends that students be vaccinated against COVID-19 and receive boosters when eligible.
- 2 MMR (measles, mumps, rubella) vaccines, the first given no earlier than one year after birth and the second at least 1 month after the first, or serology tests (titers) for measles, mumps and rubella that demonstrate immunity
- 1 Tdap (tetanus, diptheria, pertussis) booster within the past 10 years.
- Three hepatitis B vaccines or a hepatitis B serology test (titer) that demonstrates immunity.
- Two varicella (chicken pox) vaccines or a history of varicella verified by your health care provider or a varicella titer that demonstrates immunity
- Meningitis vaccine: one dose of either Menactra or Menveo within the past five years and 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 requirements to receive a bachelor's degree in liberal arts and sciences. Once matriculated (enrolled in a degree program) at Emmanuel, students seeking to take any off-campus coursework must follow the Study Off Campus Policy, with a maximum potential of four courses (one course per full year matriculated at Emmanuel) permitted off campus with prior approval. Thus, the 64 credits in-residence typically applies to students entering Emmanuel as a transfer student who transfer in 64 or more credits.

Courses registered for and completed at one of the Colleges of the Fenway through the official cross-registration process will be considered in-residence for the purposes of 64 credits in residence required for graduation; however, a minimum of 50% of the major or minor must be completed with Emmanuel College courses (excluding COF cross-registered courses). A minimum of one 3000 level course for the major must also be completed at Emmanuel College, excluding

COF cross-registered courses.

Courses pre-approved and completed through an approved Office of International Programs study abroad program will also be considered in residence, counting toward the overall minimum residency requirement, but the study abroad grades will not be posted to the transcript and cannot replace the 50% of courses for the major/minor completed via Emmanuel College courses. Please see the Study Abroad section for more details.

The following are the specific coursework that must be completed at Emmanuel College (cannot include COF cross-registered or approved study abroad programs):

- 50% of major requirements
- 50% of minor requirements
- At least one (1) 3000 level major requirement
- Internship (may be physically completed elsewhere, but must be approved and registered through Emmanuel for the Emmanuel Internship course INT 1010 or Major Internship course number)
- Senior Capstone Experience

CREDIT HOUR STATEMENT

One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester hour of credit. For accelerated courses, 15-20 hours of out-of-class student work each week. At least an equivalent amount of work for other academic activities, including laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours.

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 for a maximum of four total courses applied toward their degree. Any requested off-campus work must receive approval from the Office of the Registrar prior to registration for that coursework. A student may not enroll in off-campus coursework during the academic year (fall or spring semesters), except for official Colleges of the Fenway cross-registration, while also simultaneously enrolled at Emmanuel College. Any transcripts received for off-campus coursework while concurrently enrolled at Emmanuel will not be accepted for credit.

Due to the accelerated nature of winter and summer sessions, students may enroll in a maximum of one winter term course (J-Term/ January Term) per year and a total of two (2) summer courses per year, but no more than four total courses over their tenure at Emmanuel.

The Registrar and Academic Departments will ultimately determine appropriateness of awarding credit and requirement fulfillment of content and skills required for mastery, particularly for accelerated sessions.

A student wishing to exercise this option must complete a Study Off Campus Form available on the Office of the Registrar website and submit course descriptions and if applicable, a syllabus/syllabi for transfer credit evaluation. The student is responsible for understanding and complying with the regulations, including those relating to financial aid. Students should submit forms at least two weeks in advance of an off-campus course starting to ensure enough review time for both Registrar and faculty evaluation.

Off-campus coursework is evaluated for only potential requirement fulfillment at Emmanuel College based on course content. Students who submit multiple courses for review should understand any approvals are based on course content and not approval to transfer the totality of courses submitted for credit.

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. Receipt of a transcript with completed off-campus coursework does not guarantee the credit will be accepted and/or fulfill desired degree requirements.

Credit will be granted only for approved courses taken at regionally accredited institutions in which a grade of 2.0 (C or its equivalent) or higher is achieved. If these conditions are met, the credit, not course grade, will be added to the Emmanuel College transcript and does not impact the Emmanuel GPA. Courses completed at regionally accredited post-secondary institutions that are comparable in content, scope, and rigor to course offerings at Emmanuel College will be considered for transfer credit. In general, courses must be 3-4 semester credits, or the equivalent, to transfer credit.

No credit will be granted for the following: self-paced coursework not offered within a structured term with clear start/end dates, vocational coursework, continuing education units, pre-collegiate or remedial courses, including any ESL coursework, social activities, or correspondence courses, unless recognized and offered by the U.S. Courses with online labs will not be accepted to fulfill the General Education Scientific Inquiry with Lab or Natural Science with Lab requirements or major requirements with a lab component. Military courses on a Joint Services transcript with content that are within the scope of programs offered at Emmanuel willbe accepted for credit. Courses with credits in non-semester hours will be converted to equivalent semester hours.

Students must complete 64 credits in residence with 50% of the major and minor requirements at Emmanuel College (not including COF cross-registration and study abroad) to receive an Emmanuel degree. A maximum of 4 total courses may be transferred in once matriculated for degree requirement fulfilment. This maximum does not include courses taken through the COF consortium or approved Study Abroad programs. Courses taken through an approved study abroad program, courses taken as part of the Colleges of the Fenway Consortium, other official inter-institutional programs of the College, and courses taken at Emmanuel during the summer session are considered “in residence” and count toward the 64 credit Emmanuel credit minimum to receive an Emmanuel degree. Please see the Residency Requirement section for requirements that must be completed via Emmanuel College courses.

Students who receive credit for a course that is approved as an Emmanuel equivalent cannot also receive credit for the Emmanuel course on their transcript. Approved credit, within the 4-course limit, will be added to the Emmanuel transcript upon receipt of an official sealed transcript from the host institution or received directly via a secured, encrypted electronic transcript service, such as the National Student Clearing House, Scrip-Safe, Parchment, etc. Grades are not included in the grade point average and will not appear on the Emmanuel College transcript. This grade policy does not apply to courses taken within the Colleges of the Fenway consortium. Grades completed for courses registered via the official cross-registration process or for students officially

enrolled in the Emmanuel in Leeds fall semester program will be posted to the Emmanuel transcript, considered in-residence towards the 64-credit residency requirement, and factor into the student's grade point average.

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 Academic Affairs.

ACADEMIC PROGRESS

At the conclusion of each semester, a student will receive an assigned academic standing. Students must meet specific semester grade point average (GPA) requirements to be considered in good academic standing. Students who do not meet the criteria for good academic standing will be placed on probation. Students on academic probation will be required to complete an Academic Recovery Plan. Details regarding the Academic Recovery Plan can be found on the Emmanuel College website under the Registrar Academic Policies pages. Students on academic probation who earn below the good standing criteria may be at risk of academic suspension or dismissal. To graduate from Emmanuel College, students must earn a minimum cumulative GPA of 2.0 as well as a major GPA of 2.0.

Academic standing definitions and information are detailed below.

Good Academic Standing

Student has met the minimum GPA requirement to be considered in good academic standing and eligible to participate in all activities on campus. A semester GPA of 1.8 or above for new freshmen or transfer students (with less than 24 transfer credits into Emmanuel) in their first semester is required to be in good academic standing. Students in their second semester and beyond must earn a semester GPA of 2.0 or higher to remain in good academic standing.

Academic Warning

New freshmen and transfer students (with less than 24 transfer credits) who earn a first semester GPA between 1.8 and 1.99 are considered in good academic standing for purposes of eligibility to enroll in 20 credits in a semester, participation in the Student Government Association, elected position in student activities, and NCAA sports, but will be flagged with an academic warning for outreach for students to voluntarily engage in academic support services on campus. Students who fall into this category will be contacted by the Registrar.

Academic Probation

A student is placed on academic probation for the next subsequent semester enrolled at Emmanuel if their semester GPA is below the criteria for good academic standing. New freshmen and transfer students (with less than 24 transfer credits) in their first semester will be placed on academic probation if their semester GPA is below 1.8. Students who after their first semester at Emmanuel have earned a 0.00 GPA (excluding INC grades) will be permitted to enroll in only 12 credits in the probationary period. Students should consult with their advisor on the best courses to remain enrolled. If by the end of the add period in the following semester the student is still enrolled in more than 12

credits, the Registrar will drop the students to a 12-credit course load. Students in their second semester and beyond will be placed on academic probation with a semester GPA under 2.0. Academic probationary status cannot be appealed. Students on academic probation will be required to complete an Academic Recovery Plan. Details available on the Emmanuel College website.

During the probationary semester, the student must not enroll in more than 16 credits. As students typically register for the upcoming semester prior to academic standing review, any student placed on probation who is registered for 20 credits in the upcoming semester should consult with their academic advisor regarding which course to drop to ensure that the student is enrolled in no more than 16 credits by the end of the Add period for the upcoming semester. If by the end of the Add period a student on probation is still registered for 20 credits, they will be contacted by the Registrar and will be automatically dropped from one course. 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, cross-register at one of the Colleges of the Fenway institutions or participate in a travel program. Students who are cross-registered will be dropped from their COF course and will be contacted regarding enrolling in an alternative course at Emmanuel if applicable. The student may be placed in a course to support academic success.

A student on academic probation may not receive any grades of INC. A grade submitted of INC by a faculty will be requested to resubmit a letter grade. Students on probation due to a(n) INC grade(s) who after receiving a final letter grade(s) for the courses in which the INC were awarded and have an adjusted term GPA of 2.0 or above, will have the probationary status removed from their academic history. A student's probationary status for a particular semester does not change when a credit deficiency removal has been processed affecting the original term GPA. See the Credit Deficiency Removal/Course Repeat policy for more information.

Academic Suspension

A student who earns two consecutive semester grade point averages below the criteria for good academic standing will be placed on academic suspension. The student must take a break from Emmanuel for one academic (fall or spring) semester. The student may petition to return to Emmanuel upon successful completion of four (4) approved courses off-campus at another regionally accredited college or university and demonstrate ability of completing college level work with grades of "C" or better at the off-campus institution. The student should work with Associate Dean of Student Learning and Success and the Registrar in determining the best courses to take off campus to progress with their degree at Emmanuel upon return. It is advised that students complete two courses in a summer term and two courses in either a fall or spring term based on term of suspension. The student could complete a Study Off Campus Form and submit to the Office of the Registrar for review and approval of transfer courses prior to registration off-campus. Students suspended at the end of the spring semester may not complete all four courses in summer sessions and return the following fall semester.

Once a student has returned to Emmanuel after an academic suspension, the student will be on permanent probation and must maintain a semester GPA of 2.0 through graduation or risk permanent academic dismissal.

Petition for Reinstatement and Permanent Probation

Students who have been academically suspended after two consecutive semesters of term GPAs below the good standing threshold may petition for a reinstatement at least one full academic (fall or spring) semester after the suspension. Suspended students should complete the following process to petition for reinstatement:

- Work with the Associate Dean of Student Learning and Success and the Registrar to receive approval for four off-campus courses at another regionally accredited institution. Students should seek advice on what requirements may be best to complete off campus based on degree requirements and progression.
- The student should consult with the Associate Dean of Student Learning and Success to develop a plan to ensure future academic success and submit a letter of intent to return and set up a success meeting.
- Submit official transcripts and registration for any in progress coursework to the Office of the Registrar
- Students should contact the Office of Student Financial Services (OSFS) in the semester prior to re-admittance to ensure a plan for payment has been established before returning to Emmanuel. This includes verifying any financial aid eligibility. A student's eligibility to return to Emmanuel does not guarantee eligibility for financial aid.

Students approved to return will be notified in writing and the Associate Dean of Student Learning and Success will work with the student to craft a schedule for the approved return semester.

Once a suspended student has re-enrolled at Emmanuel, they will be on permanent probation, required to follow the policy for all students on probation, and must earn a semester GPA of 2.0 or higher for every subsequent semester enrolled at Emmanuel, otherwise the student risks permanent academic dismissal from the College.

Academic Dismissal

Students on permanent probation who have received a semester GPA under 2.0 after reinstatement will be academically dismissed permanent from Emmanuel College without appeal and are not eligible to enroll in courses or a degree program at Emmanuel in the future.

FINANCIAL AID IMPLICATIONS

For information regarding the academic requirements to receive federal, state and Emmanuel-funded financial aid, please see the Satisfactory Academic Progress (SAP) policy within the Finances and Financial Aid section of the Catalog located on page 62.

LEAVE OF ABSENCE

A student may take a voluntary leave of absence (LOA) for one semester after consultation with a member of the Academic Advising Office as well as the Office of Student Financial Services and the PDSO International Student Advisor (for students on F-1 student visas) regarding degree requirement, financial, and any immigration implications respectively. A typical LOA occurs after the conclusion of the semester. In exceptional circumstances, a voluntary LOA may occur during the semester, but will not be authorized after the last day of classes for that semester. A Leave of Absence authorized during the semester will be effective as of the date of the LOA form submission to the Office of the Registrar.

Taking a Leave of Absence from the College after the add/drop period up through the last day to withdraw for the semester will result in W grades in all courses enrolled. In the event a voluntary LOA occurs after the deadline for individual course withdrawal, the student

is ineligible for a W grade and the Registrar will obtain the letter grade earned. In rare circumstances, a student may be eligible for a temporary INC grade determined by the faculty member and the Associate Dean of Student Learning and Success.

After the last day of classes, a Leave of Absence from the College during the current semester is not permitted and the LOA will be effective after the final exam period has ended and final grades received.

During the Leave of Absence from Emmanuel, a student typically is not authorized to study at another college; such permission is granted only by the Associate Dean of Academic Advising. Students may extend a voluntary leave of absence after consultation with representatives of the Academic Advising Office.

Students who do not re-enroll at the expected end of the Leave of Absence will be administratively withdrawn from the College if the Office of the Registrar is not notified of the LOA extension.

Students should see the Procedures for LOA/Withdrawal for both student and College processes. See the Medical Leave of Absence Policy section for information on both voluntary and involuntary medical leaves of absence from the College.

WITHDRAWAL

Students wishing to withdraw from the College must notify the Office of the Registrar and a member of the Office of Academic Advising. International students should consult the PDSO International Student Advisor (for students on F-1 student visas) regarding any immigration implications.

The Withdrawal Form is available at the Office of Academic Advising and the Office of the Registrar website. Matriculated students who do not enroll in classes by the end of the Add period during the fall or spring semesters will be administratively withdrawn from the College.

Students seeking to withdraw from the College during the semester should consult with the Associate Dean of Student Learning and Success, the Office of Student Financial Services, and the PDSO International Student advisor (for students on F1 student visas) regarding degree requirement, financial, and any immigration implications respectively. Withdrawing from the College after the add/drop period up through the last day to withdraw for the semester will result in W grades in all courses enrolled. After the course withdrawal deadline, students may withdraw from the College (all courses) through the last day of classes for the semester; however, the student will receive the grade earned and may not receive W grades. Withdrawal from the College will be effective the date the Withdrawal Form is received by the Office of the Registrar. Withdrawal from the College during the semester after the last day of classes is not permitted and the withdrawal will be effective after the final exam period has ended and final grades received.
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 page 67.

REINSTATEMENT

A student in good standing who voluntarily has withdrawn from the College and who wishes to be reinstated should apply to the Associate Dean of Academic Advising at

least one month prior to the beginning of the semester in which reinstatement is sought.

MEDICAL LEAVE OF ABSENCE AND MEDICAL WITHDRAWAL

Students may want to take a voluntary medical leave of absence (MLOA) during the semester because of medical reasons including physical or mental health, etc. A MLOA allows students whose academic progress and performance, or ability to otherwise function, has been seriously compromised by a medical condition to take time away from the College without academic penalty. Such leave affords students time to pursue treatment and eventually return to the College with a significantly improved chance of academic and personal success.

To take a MLOA during the semester, a student should meet with either the Director of Health Services or the Director of Counseling Center (depending upon the issue) to discuss his or her circumstance and with the Associate Dean of Student Learning and Success. The appropriate Director makes a recommendation to the Associate Dean Student Learning and Success who will make the final decision regarding the MLOA. Students will be asked to sign a release of information form so that the recommendations, but not the student's medical details, can be shared with the Associate Dean. Students are encouraged to meet with the Office of Student Financial Services to understand the financial implications of a MLOA. Recommendations for a MLOA are made on an individualized case-by-case basis but usually will include a recommendation for appropriate form of treatment so that the student can address the health concern while on leave. Course work at another institution is not permitted without special permission from the Associate Dean Student Learning and Success. Additionally, after consultation with the Associate Dean Student Learning and Success, students on a MLOA will be permitted to re-enroll in a subsequent semester at Emmanuel. Once final grades are awarded for the semester an MLOA cannot be retroactively applied. A student's status will not be considered an official MLOA, unless authorized by the Associate Dean of Student Learning and Success.

A MLOA pursued prior to the last day of classes may result in W grades in all classes or if appropriate INC grades. The Associate Dean of Student Learning and Success will communicate with the student's faculty to determine what may be most appropriate, but in certain circumstances an INC grade may not be possible due to outstanding work and it is at the discretion of the faculty.

A MLOA cannot be pursued after the last day of classes for the semester. At that point, the student should work with the Associate Dean of Student Learning and Success about the feasibility of receiving temporary INC grades for the semester, understanding that awarding an INC grade over a letter grade at the grading deadline is ultimately at the discretion of the faculty.
If INC grades are awarded for a student taking a MLOA, the student is responsible for adhering to the INC grade policy, including any INC work not completed as outlined with the faculty resulting in the INC grade(s) converting to F grade(s) by the INC grade deadline. Additionally, students on an MLOA with courses receiving an INC grade will not be retroactively changed to a W grade if work was completed after the semester has ended.

In emergency situations where the student involuntarily leaves the College for any medical circumstance (physical or mental health), it is assumed that the student is placed on a MLOA with or without documentation submitted by the student, with the leave effective the date the student involuntarily left the College.

Any attempt at self-harm by the student while enrolled at Emmanuel College automatically defaults to an involuntary medical leave of absence.

A student who needs to take a voluntary or involuntary MLOA may also have this status be considered a Medical Withdrawal if they do not plan to re-enroll at the College. However, any return is subject to the re-entry process. Leaves of Absence or Withdrawals, no matter the reason, are not listed on the academic transcript.

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 and major grade point average of 2.0 (C) is required for graduation. Students enrolled in the Nursing program should view the Nursing Student Handbook for grade criteria for each nursing program requirement. Only courses with a semester grade of 2.0 (C) or above are accepted for major courses and minor or certificate 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 via EC Online Services by September 15 for December completion, by February 15 for May completion, and by June 15 for September 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.

DEGREE CONFERRAL AND FINAL TRANSCRIPT

Emmanuel College confers degrees three times per year. The first conferral is on the date of the May commencement ceremony. The second conferral is September 15th and the third conferral is December 31st. Students who do not complete all degree requirements by the spring semester grades due date will be considered September graduates and students who complete requirements between September 16 and December 31 will be December graduates. Written verification of degree completion is available upon request from the Office of the Registrar. The degree, including any major and minor declared at the time of conferral will be the student's official academic program for that degree level.

Once a student's degree is conferred, the student's record for that academic program and level has permanently closed and changes will not be made to the record after the conferral date. Students will be asked to verify their degree and program in writing prior to the degree conferral. Any additional coursework completed after the degree conferral will not impact the credentials nor final cumulative GPA at the time of the conferral. Failure to notify the Office of the Registrar about any undeclared programs for which a student may have earned prior to conferral, will result in the academic programs declared at that time being the final academic record for that program for the student. Additional majors or minors will not be added to the student record retroactively. Students may earn two majors, but only one degree. Undergraduate students declared with two majors that are housed within different baccalaureate degrees (such as a Bachelor of Arts and Bachelor of Science) will be provided the option to choose the degree with which to graduate. Students must make this determination prior to the degree conferral. Students in this situation who do not confirm their preferred degree to be listed as their final academic record will graduate with the declared degree on file and

the degree posted will not be adjusted at a later date.
The final official transcript includes the student's posted degree and conferral date, major and any minors, language certificates, any honors awarded including Latin Honors, Honors Program, and Distinction in the Field, and any Education certifications. The diploma lists the students name, degree, and any applicable Latin Honors for undergraduate students.

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 term grade point average of 3.5 with 16 credits completed (no pass/fail) and no in progress (IP) grades at the close of the term achieve placement on the Dean's List. Dean's List recipients are determined one month after the semester ends. Grade changes will not impact Dean's List eligibility after the Dean's List has been determined.

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 Theta Tau
International Honor Society of Nursing
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 listed on the diploma and final official transcript. Latin Honors are awarded based on a the graduate's final cumulative grade point average :

Latin Honors	Final Cumulative GPA
Summa cum laude	3.900-4.000
Magna cum laude	3.700-3.899
Cum laude	3.500-3.699

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 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, 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 Coaches and Writing Specialists to address particular student needs. Academic Coaches 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. ARC staff also host regular workshops, open to all students, on issues such as study strategies 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 arc@emmanuel.edu.

ACADEMIC TECHNOLOGY

Emmanuel College offers robust technology support for our academic programs, including the extremely popular ECLearn (Canvas) e-learning platform and specialized hardware and software for arts and sciences disciplines. Students also have access to high end

technology including VR and 3D printing in our DiscoveryLab, and can check out cameras, laptops, recording equipment and more from the Library/Learning Commons.

LESLIE FERRICK MCCAFFERTY CAREER CENTER

The McCafferty 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. All first year students take the required INT1001 Career Planning and Engagement course in the second semester of their first year. This course 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 internships as well, through the INT1010 Independent Internship course.

The McCafferty Career Center organizes a variety of employer-based events both on-and off-campus, such as: employer 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 Wilkens Science Center, Room 316, call 617-735-9930 or schedule an appointment through HireSaints.

LIBRARY LEARNING COMMONS

The Learning Commons – which includes traditional library services as well other academic support services such as academic technology assistance – is focused on supporting learning and scholarship at Emmanuel. The Learning Commons offers ample study space, including individual study carrels, group study rooms and custom-designed tables with power and lighting. In addition, there are 8 PCs with specialized software available in the reading room for student use.

The Learning Commons is open over 106 hours per week during the academic year, and offers extended hours during exam periods. Our staff takes pride in offering expert assistance in a warm, welcoming environment. Each full-time staff member has at least one advanced degree in areas including information science, history, education, instructional design and law. Students receive information literacy instruction as part of their first-year experience, and advanced instruction in many upper-level courses. Librarians also partner with ARC writing specialists to offer drop-in workshops on research and writing. Research librarians are also available for individual consultations by appointment or on a walk-in basis over 90 hours per week, including nights and weekends. Research help is also available via online chat, email or phone. Our part-time front desk staff at the Learning Commons have been trained in both basic IT and library services. Services available at the front desk include basic technology assistance, checking out books, dvds, games, cameras, chargers, and other media equipment, as well as course reserves.

The Learning Commons provides outstanding access to scholarly materials needed for all College areas of study. In addition

to over 300,000 print and e-books, the College subscribes to thousands of journals, magazines, and newspapers, as well as dozens of specialized scholarly databases which are available using your portal ID and password anywhere on or off campus, 24/7. The Learning Commons is also part of a consortium that includes numerous nearby colleges, so Emmanuel students, faculty and staff can borrow books from those libraries as well. In addition, as Boston residents, students have full privileges at the award-winning Boston Public Library, located just 1.6 miles from campus. Our librarians also welcome suggestions for book purchases and can obtain books from libraries across the country to be delivered for student use.

The Learning Commons partners with groups across the Emmanuel community to offer a huge variety of programs including poetry readings, author talks, tours, exhibitions, films, and more. In addition, the Janet M. Daley Library Lecture Hall (239 seats) provides a theater-style venue for lectures, film screenings, courses, programs and special events. Also on the first floor of the Learning Commons is the DiscoveryLab, a student makerspace that includes 3D printing, a laser cutter, button making, a Cricut machine, a sewing machine, electronics and more. The DiscoveryLab hosts a variety of workshops and offers drop-in hours for students to learn, innovate and create on their own.

STUDENT ACCESSIBILITY AND ACCOMMODATIONS

Emmanuel College is committed to providing full access of its educational programs for students with documented disabilities/impairments . We practice a nondiscriminatory policy and offer reasonable accommodations to students with documented disabilities. The Student Accessibility and Accommodations office ensures that students with disabilities/ impairments 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 Student Accessibility and Accommodations in the Academic Resource Center at accommodations@emmanuel.edu or visit the Emmanuel College website.

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 five 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

The Division of Student Affairs serves students through development of the whole person guided by the charism of the Sisters of Notre Dame de Namur. Providing transformative opportunities within an inclusive community of diverse perspectives, Student Affairs empowers students through learning, growth, leadership and action to pursue lives of purpose as global citizens.

THE STUDENT LIFE PILLARS

Connected Learning

A SAINT grounded in a liberal arts education applies critical thinking to scholarly and co-curricular pursuits.

Transformative Growth

A SAINT seeks opportunities for intellectual, social and spiritual growth with emphasis on self-awareness and effective relationship development.

Servant Leadership

A SAINT serves and influences others while understanding the social, cultural, and environmental context necessary for ethical and responsible decision-making.

Social Action

A SAINT engages in their community by demonstrating compassion, civic responsibility, social awareness and action that promotes inclusivity.

Administration

Dean of Students/Chief Student Affairs Officer collaborates 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.

Athletics

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

The College sponsors 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 13 New England colleges and universities.

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 innertube water polo.

Center for Diversity, Equity and Inclusion

The Center for Diversity, Equity and Inclusion (CDEI) engages the Emmanuel College Community by providing programs and initiatives that celebrate diversity, affirm identity and promote authentic inclusion. We aim to empower students from underrepresented backgrounds through support and advocacy.
Consistent with Emmanuel College's Mission, the Center for Diversity, Equity and Inclusion is committed to social justice and works with the entire Emmanuel Community to ensure the engagement, inclusion, and empowerment of all students.

The Center for Diversity, Equity and Inclusion also advises the College's Multicultural Clubs and Organizations. In this role, we are able to develop programs and events in collaboration with our student organizations. These partnerships allow us to plan for thematic programs including: Hispanic Heritage Month, National Coming Out Day, Black History Month and Asian-American Pacific Islander Heritage Month. We also work with student organizations to coordinate discussions and dialogues centered on current events and social justice issues.

Community Service and Service Learning

Emmanuel 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.

Each year, over 80 percent of our student body participates in volunteer activities, resulting in more than 50,000 hours of service to the community. Emmanuel has been consistently placed on The President's Higher Education Community Service Honor Roll with Distinction. 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.

Emmanuel students have the opportunity to serve the community in a variety of ways, through the Office of Student Involvement, Mission & Ministry, service-learning academic courses and more. Students can participate in large scale days of service or on-going volunteer service at a number of agencies and institutions in the city of Boston.

Student Health and Counseling

College is a time of personal growth and change for all students. Students are challenged with forming their identities as adults, making critical life decisions, living away from home for the first time and adjusting to the mental and physical demands of college.

Emmanuel's Health Services and the Counseling Center are here to help you successfully meet these challenges through the promotion of both physical health and emotional well-being.

The mission of Health Services is to provide accessible and high-quality health care to the students at Emmanuel College. Emmanuel College's Health Services is managed by Carbon Student Health Services at the Colleges of the Fenway Treehouse located at 578 Huntington Avenue on the 2nd floor.

The Carbon Student Health Service Clinic will be open weekdays from 9:00 a.m. to 6:00 p.m. Appointments may be scheduled online or by calling 617-879-5220. Walk-in scheduling may also be available. Students are encouraged to register as a patient with Carbon Student Health Services before their first appointment. Students are required to present their student identification cards at every visit.

The mission of the counseling center is to support the personal, social, and academic development of students and the wellbeing of the Emmanuel community.

Our professional staff provide strengths-based individual and group counseling to undergraduates as well as proactive prevention, education, and consultation across campus. Our multidisciplinary team welcomes and advocates for students of all backgrounds and works to create a safe environment that fosters the unique strengths of each individual.

The Counseling Center is staffed by licensed clinicians and adheres to the professional and ethical standards governing psychologists and mental health counselors established by the American Psychological Association.

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 clean, well maintained and properly staffed facilities, which promote a living and learning environment that is safe, just, and developmental. The staff offers students opportunities to explore new experiences, enhance personal growth, explore and build new relationships, and play an active role in celebrating and promoting the ideals of a Catholic community.

Students live in four residence halls on main campus that offer a variety of living options. The residence halls offer a number of amenities including Internet and cable, recreation and fitness equipment, televisions, kitchens, laundry facilities, study areas and computers.

An Assistant Director/Residence Director is a professional staff member who lives in the hall with the students. This person is responsible for the day-to-day management of the building and is responsible for creating an environment that will support an individual's growth and development. In addition, each hall has Resident Assistants who are student leaders that live with the residents and are dedicated to supporting residents with their personal and academic concerns.

Student Involvement

The Office of Student Involvement 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.

Finances and Financial Aid

Emmanuel College is committed to providing a quality education at an affordable price. 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 an Emmanuel education is a valuable investment.

The following pages provide information regarding the costs, financial obligations, payment options, financial aid and financing opportunities at Emmanuel College. Important up-to-date information can be found on the **Money Matters** section of the Current Students web page.

Please contact the Office of Student Financial Services (OSFS) at 617-735-9938 or at financialservices@emmanuel.edu for questions regarding this information.

2024-2025 Annual Tuition and Fees for Students Enrolled in the Undergraduate Arts and Sciences

Tuition (12-20 credits)		$ 48,064.00
Tuition (per credit)		$ 1,502.00
Room and board fee (per year):	TRIPLE	$ 15,280.00
	CUSTOM TRIPLE	$ 16,120.00
	DOUBLE	$ 18,280.00
	SINGLE	$ 20,690.00
	QUAD	$ 15,390.00
	ST. JULIE HALL DOUBLE*	$ 16,770.00
	ST. JULIE HALL SINGLE*	$ 19,330.00
	NOTRE DAME TRIPLE*	$ 11,800.00
	NOTRE DAME CARRIAGE HOUSE (DOUBLE)*	$ 14,420.00
	NOTRE DAME DOUBLE*	$ 13,370.00
	NOTRE DAME SINGLE*	$ 15,570.00
Health insurance premium**		$ 3,900.00
Student activity fee (per year)		$ 326.00
Health and wellness fee (per year)		$ 160.00
Orientation fee (one-time, new students only)		$ 400.00
Course fees***		$ 85.00–$350.00
Late payment fee(s)****		$ 100.00
Nursing Program Fee*****		$ 1,550.00

*Meal plans are optional for residents of the St. Julie Hall and Notre Dame Campus; listed price does not include a meal plan.

**See page 57.

***Course fees are charged for science and nursing 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.

***** Beginning with the Fall 2024 cohort, nursing students are charged a program fee per semester.

DEPOSITS

After acceptance, new students are required to make a $400 tuition deposit that is credited toward the initial semester tuition charges. New students who are planning to live in the residence halls are required to pay an additional $300 housing deposit that is credited toward the initial semester charges. These deposits are forfeited after May 1, 2024 if the student fails to register for class in the year in which the student is accepted.

Returning students are required to pay a $500 room deposit with their housing application. This deposit is applied to the student's fall semester charges.

ANNUAL STUDENT HEALTH INSURANCE REQUIREMENT

The Commonwealth of Massachusetts requires all colleges and universities to document that students enrolled at least three-quarters time are enrolled in a health insurance plan. To ensure that Emmanuel College students are meeting this requirement, each year students are required to either enroll in or waive enrollment in the College's Student Health Insurance Program (SHIP). To waive or enroll in the College's health coverage, students must complete the waiver or enrollment form by the fall bill due date. Waivers and enrollment forms must be completed at universityhealthplans.com. Students who have comparable coverage may waive this insurance by completing the waiver form on the following page which certifies comparable coverage with claims processing in the U.S. All students are responsible for checking with their insurance company to ensure that they will have coverage while they are attending Emmanuel prior to waiving participation in the College's health insurance policy. International students may not waive coverage with insurance carriers outside the United States or with coverage from a National Health Service program. 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 Student Health Insurance Program (SHIP)

The annual premium for the 2024-2025 academic year is $3,900. For detailed information regarding the coverage provided by the College's health plan provider, Blue Cross Blue Shield, or to purchase dental or vision insurance, please visit universityhealthplans.com.

BILLING AND PAYMENT SCHEDULE

Tuition bills are available online and students and their authorized users can login to EC Online Services and select the Billing and Payment Center. The fall 2024 semester tuition bill is due August 7, 2024 and the spring 2024 semester tuition bill is due January 8, 2025. Students are only considered officially registered once all financial obligations have been met. Graduating students must be paid in full prior to receiving commencement invitations, diploma and participating in the commencement ceremony.

PAYMENT OPTIONS

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

- Personal Check or ACH
- Wire Transfer
- Credit/Debit Card
- Monthly Payment Plan

- Certified Parent and Student Loans Financial Aid (except Federal Work Study and "estimated awards")
- Veteran's Benefits (with completed certificate of eligibility)

Personal Check/ACH

Online Automated Clearing House (ACH) payments may be made online. Students and authorized users can login to EC Online Services and select "Billing and Payment Center". Payments can be made through the secure Payment Center using the option "Make Payment". There is no fee charged for paying online with an ACH.

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

Checks should be payable to Emmanuel College and include the student's name and ID number in the memo.

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.

Credit/Debit Card

Credit/debit card payments may be made online at EC Online Services. Students and families who choose to make payments with a credit/debit card will be assessed a service fee, which is retained by a third-party service provider. This fee ranges from 0.75%-3.99% based on the type of card used to make the payment. This fee may be avoided by paying with a checking or savings account in place of a credit/debit card.

Monthly Payment Plan

Emmanuel College offers a monthly interest-free payment plan. The plan offers families the opportunity to spread payments for each semester over a five-month period. For the 2024-2025 academic year, the payment plan begins in July and ends in November for the fall semester and begins in December and ends in April for the spring semester. Payments are due on the 15th of each month. There is a $40 enrollment fee per semester. For more information or to enroll click here.

Parent and Student Loans

There are many education loan products available to students and their families. Emmanuel College has a dedicated ELM Select site where you can research private loan lending options to identify the lender whose terms best meet your needs. 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 an additional Direct Unsubsidized Loan. To apply or for more information, please visit studentaid.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 https://www.emmanuel.edu/admissions-aid/undergraduate/undergraduate-tuition-aid/payment-options/student-loans

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 scholarships and other non-need-based awards are offered to students who meet eligibility criteria. Scholarships are divided evenly between the fall and spring semesters and cannot be used for summer or January term 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 64)
- Merit scholarships can only be offered for a maximum of eight semesters.

Students who receive an Emmanuel College merit scholarship or other 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.

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, 2024.

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
- U.S. citizenship, permanent residence, or an eligible non-citizen
- Satisfactory Academic Progress (see page 64)

Financial assistance is not available for courses that are audited.

To apply for financial aid for the 2024-2025 academic year, the 2024-2025 Free Application for Federal Student Aid (FAFSA) is required. The priority filing date was February 15, 2024; 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 2024-2025 FAFSA online both the student and parent require a FSA ID. The FSA ID allows you to access, make corrections and electronically sign the FAFSA. To obtain a FSA ID, please visit studentaid.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.

Once Emmanuel receives the FAFSA and determines a student's eligibility for financial aid, the Financial Aid Award Letter is made available online at EC Online Services. If additional information is needed to determine eligibility for financial aid after the FAFSA is received, the required documents are displayed in the Financial Aid section of EC Online Services.

Emmanuel College Grants
Grants funded by Emmanuel College 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 their 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 and are awarded based on donor criteria. Endowed scholarships for the following academic year are made available for students to apply towards the end of the fall semester and have a priority deadline of February 15. 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 for 2024-2025 is $7,395 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 studentaid.gov/understand-aid/types/grants/teach for more information. If interested in receiving this grant, please contact our office.

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 on the next page. Repayment begins six months after the borrower graduates, leaves school or drops below half-time enrollment. Direct Loans have a 1.057% origination fee which is deducted from the amount of the loan prior to crediting to student's tuition bill. To borrow a Direct Subsidized and Unsubsidized Loan, the student must first apply for need-based financial aid by completing a 2024-2025 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 studentaid.gov

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

$57,500 for an independent undergraduate student

Direct Subsidized Loan

Students must have financial need to qualify for this loan. The federal government pays the interest, of 5.50% (for loans disbursed after July 1, 2024 and before July 1, 2025), while the student is enrolled at least half-time and during grace and deferment periods. Direct Loans have a 1.057% origination fee which is deducted from the amount of the loan prior to crediting to student's tuition bill.

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 5.50% (for loans disbursed after July 1, 2024 and before July 1, 2025), 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 1.057% origination fee which is deducted from the amount of the loan prior to crediting to student's tuition bill.

Federal Work-Study (FWS)

Students working on campus are automatically considered for Federal Work-Study (FWS). FWS is a federally subsidized program that provides employment opportunities in order to help with educational expenses. 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 66 for more information about student employment.

Most on-campus positions are open to all students who apply. If a student did not receive FWS, they may still apply for most posted positions. Student employment is not guaranteed and students awarded FWS are not required to work. In addition to the on-campus positions posted by the College, 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 need. 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.

VETERANS BENEFITS

A wide range of education benefits are available to veterans and their dependents through the United States Department of Veterans Affairs (VA).

We encourage veterans to explore the easy-to-navigate Veterans Benefits Administration website, which contains detailed information on the variety of benefits, their respective eligibility criteria, and how to apply. Once students receive a Certificate of Eligibility (COE) from the VA, they should submit a copy to Student Financial Services. Eligibility for Veterans Benefits will reflect on the student's account as 'pending financial aid' until funds have been received from the VA.

(NOTE: **A Covered Individual** is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill® benefits.)
Emmanuel College will permit any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to the Emmanuel College a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

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

Emmanuel College will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to Emmanuel College due to the delayed disbursement funding from VA under chapter 31 or 33. The covered individual is, however, responsible for any charges and fees not covered by VA educational benefits (such as on-campus housing and meal plans, or the uncovered portion of tuition charges in the case of students who are eligible for less than 100% of the maximum VA educational benefit amount payable).

Post-9/11GI Bill®

This program provides up to 36 months of education benefits for individuals who served on active duty for at least 90 days after September 10, 2001. Students who are eligible for this program through their own service (or whose parent who has transferred the benefits to them) have a tuition and fee payment sent to Emmanuel each semester by the VA. The amount of this payment varies based on the length of aggregate active duty service after September 10, 2001, as well as

the maximum tuition benefit amount which is set annually by the VA. For the 2024-2025 academic year, the VA's maximum benefit amount for the Post-9/11 GI Bill®* (also known as Chapter 33) is $27,120.05. This means a student with 100% eligibility under Chapter 33 and enrolled full-time for the academic year would have $27,120.05 applied to their Emmanuel account (typically $23, 343 towards Fall 2024 semester, and the remaining $3,777.07 towards the Spring 2025 semester), while a student with 50% eligibility would have receive half those amounts.

All Post-9/11 GI Bill® eligible students also receive a monthly housing allowance which is sent to them directly and is prorated based on their benefit eligibility percentage. For students living on-campus housing provided by the College, these payments may be used to pay room and board costs each semester through Emmanuel's monthly payment plan.

Yellow Ribbon Program

Emmanuel is pleased to participate in the Yellow Ribbon Program, which supplements the tuition benefit provided through the Post-9/11 GI Bill® to make private college affordable for eligible veterans and their dependents. Through this program, Emmanuel students with 100% Chapter 33 eligibility for the full academic year have the entire tuition cost for fall and spring semesters covered through a combination of the VA tuition benefit and Emmanuel College scholarship and/or grant aid. For the 2024-2025 academic year, the balance of full-time tuition and fees after the Chapter 33 amount of $27,120.05 is applied is $19,565.95. Under the Yellow Ribbon Program, eligible students will receive half of this amount from the VA and the other half from Emmanuel College.

The portion funded by Emmanuel College, $ 9,782.97 is inclusive of all merit, need, or non-need-based College grants and scholarships. This means that if you are receiving Emmanuel College grants or scholarships totaling $9,782.97, or greater, additional College-funded Yellow Ribbon funding is not provided. If you are not receiving Emmanuel College grants or scholarships or, if your Emmanuel funding is less than $9,782.97 you will receive a Yellow Ribbon Program Scholarship to ensure you are receiving at least $9,782.97 in College-funded financial assistance.

For more information regarding veterans benefits, please contact your Veterans Affairs office or visit va.gov.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at https://www.benefits.va.gov/gibill.

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

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 OSFS to ensure students are maintaining SAP. Students who are not maintaining SAP are notified by e-mail. If the student improves their academic standing by completing coursework or summer courses, and would like to be considered for financial aid, they must contact the OSFS to make this request.

Students are responsible for maintaining academic progress; those who have not done so will be notified of their ineligibility for financial aid after the FAFSA has been received.

Appeal Process

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

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

Special Circumstances

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

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

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 2024-2025 academic year, the scholarship is for $41,000 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 their 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, 2024 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 1, 2024.

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 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 emmanuel-csm.symplicity.com. 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" (COA), are determined by housing and enrollment statuses. A budget contains direct expenses (such as tuition, fees, and room and board for students living on campus) and estimated indirect expenses (such as books, supplies, transportation, and personal expenses).

It is important to note that each student's budget will vary depending on their specific living arrangements (living on campus, off campus, or commuting) and their enrollment status (full-time or part-time). If there is a change in any of these expenses, the budget may be recalculated. If this results in a change to a student's financial aid eligibility, they will be notified with a revised Financial Aid Letter. To view detailed budgets for the 2024-2025 school year, including breakdowns by housing type, enrollment status, and program, please visit www.emmanuel.edu/COA.

STUDY ABROAD AND CONSORTIUM AGREEMENTS

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

REFUND SCHEDULE

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 their residency status without notifying the OSFS. After the add/drop period, students are liable for the cost of courses from which they withdrew.

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.

The College's withdrawal policies apply to all students, including those taking a leave of absence. For more information on taking a leave of absence, including the full medical leave of absence policy, visit emmanuel.edu/academics/office-of-the-registrar/resources/academic-policies/arts-and-sciences-policies.html#x21006

We encourage all students to meet with the OSFS 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 refund schedule.

Withdrawal Date During Semester	% of Refundable Tuition, Room and Board Charges
Prior to start	100%
start of class	(minus deposit)
Week 1	80%
Week 2	60%
Week 3	40%
Week 4	20%
After week 4	No refund

ELIGIBILITY FOR FINANCIAL AID

When the student's official date of withdrawal* falls between the first day of classes and the 60% point of the term, financial aid is adjusted as follows:

Emmanuel College Grants & Scholarships:
Emmanuel Grants and Scholarships are prorated to match the withdrawal policy. For example, if you are responsible for 50% of charges, you will receive 50% of Emmanuel-funded grants and scholarships.

Federal Financial Aid:
Federal Title IV financial aid (Pell Grant, TEACH Grant, Direct Loans, Direct PLUS Loans, Supplemental Educational Opportunity Grants (FSEOG)) is pro-rated based on the percentage of time enrolled at the College. For example, if you completed 30% the semester, you are eligible to receive 30% of the federal financial aid you were originally scheduled to receive. When funds are required to be returned, they are returned in the following order: Unsubsidized Direct Loans, Subsidized Direct Loans, Direct PLUS Loans, Federal Pell Grants, FSEOG, TEACH Grants, Iraq & Afghanistan Service Grants. Federal funds are returned within 45 days of the student's official date of withdrawal. If the student is eligible to receive a disbursement of federal funds after withdrawal (post-withdrawal disbursement), the student will be notified of their eligibility for these funds via Emmanuel email and the funds will be disbursed within 30 days of withdrawal; the funds will not be disbursed for students who decline the post-withdrawal disbursement.

Other Sources of Financial Aid:
State and private financial assistance is adjusted based on the requirements of the fund provider.

Military Tuition Assistance:
For students receiving military tuition assistance, visit www.emmanuel.edu/admissions-aid/undergraduate/undergraduate-tuition-aid/types-financial-aid/veterans-education-benefitsl. Veterans Education Benefits page for more information on the financial impact of withdrawing.

Student loan repayment may begin at or shortly after the date of withdrawal. Information regarding loan repayment can be found on our website at https://www.emmanuel.edu/withdrawal

*Non-attendance does not constitute a withdrawal, to officially withdraw please contact the Registrar by e-mail at regmail@emmanuel.edu or by phone at 617-735-9960. For students who do not officially withdraw from the College, the withdrawal date is based on the date of the student's last academically related activity. The official withdrawal date is determined by the Registrar's Office.

Refunds:
If you have withdrawn or taken a leave of absence and you have a credit balance on your account, you can request a refund by submitting the online Credit Balance Refund Request Form. The Credit Balance Refund Request Form can be found on the Money Matters (https://www.emmanuel.edu/students) section of the Current Students web page. Should you want to receive the maximum credit you are entitled to, choose the "Receive Refund of Credit on Account" option on the form.

TUITION 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 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 OSFS.
- Request a refund online via the Current Students Page. Students may request to have the funds directly deposited into their bank account.

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

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

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 OSFS. 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.
- Having a financial hold added to their account may prevent them from:
  - moving into the residence hall;
  - dining on campus;
  - attending classes;
  - accessing EC Learn;
  - registering for classes;
  - participating in room selection;
  - receiving a transcript or diploma;
  - attending graduation;
  - be administratively withdrawn from the college.
- 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

Kelly Basile, Ph.D.
Chair

The major in Accounting provides graduates with a comprehensive framework to meet the challenges of a digital world with an in depth understanding of financial accounting, managerial accounting, taxation, audit, and financial reporting systems. Students majoring in Accounting will utilize analytical tools and data visualization software to explore disruption in the digital age and its impact on the accounting profession. Complimented by a comprehensive liberal arts foundation students also develop the skills to be leaders in their field, critical thinkers, creative problem solvers, valuable contributors to their firms and the profession, and use professional judgment and skepticism to serve and protect the public. Additionally, students will participate in at least one internship in public and/or private accounting which offers them the opportunity to put their skills into practice, collaborate with colleagues, and develop a network within the profession. Graduates will be well prepared for a variety of careers including public accounting, corporate accounting, government accounting, and much more.

Students who successfully complete the Accounting major at Emmanuel College are qualified to sit for the CPA exam in Massachusetts but may need take additional credits for the CPA license, which currently requires 150 credits. Students planning to take the CPA exam should discuss this with their academic advisor. For additional information on CPA licensure, please refer to the Massachusetts Society of CPAs at www.mscpaonline.org, or the state society in which you intend to practice.

LEARNING GOALS AND OUTCOMES

At the completion of the Accounting major, students will:

1. Demonstrate professional values and ethical behavior in accordance with various codes of professional conduct while considering a broad range of stakeholders.
2. Evaluate internal and external contributors' impact on performance, governance, reporting, sustainability, and compliance.
3. Predict outcomes and capitalize on the diverse skills and backgrounds within a team to optimize innovative problem solving.
4. Demonstrate effective written and oral communication and accept personal responsibility for soliciting and managing the receipt of feedback.
5. Integrate developed competencies and skill sets, and design strategies for managing conflicts faced by professionals in an increasingly complex and interdisciplinary workplace.
6. Collect, store, process and analyze information to be shared with various stakeholders through the preparation and presentation of external and internal reports in accordance with professional standards.
7. Appraise the world's economic, social, cultural, and technological impact on accounting and business decision-making through the application of the liberal arts and sciences.
8. Create opportunities to promote change, challenge assumptions, offer a different perspective, encourage experimentation, and strengthen positive thinking.

9. Conduct research with professional skepticism, validate and analyze data for accuracy, uncover patterns and correlations, and provide visual context.

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.S. IN ACCOUNTING

Requirements for Major:

ACCT1201	Financial Accounting (QA) (QR)
ACCT2201	Managerial Accounting
ACCT2203	Intermediate Accounting I
ACCT2204	Intermediate Accounting II
ACCT3203	Auditing and Assurance Services
ACCT3206	Cost Accounting
ACCT3296	Accounting Internship
ACCT3411	Federal Income Taxes
ACCT3413	Accounting Information Systems
ACCT4201	Advanced Accounting
ECON1101	Principles of Microeconomics (SA) (SS)
MATH1118	Introduction to Statistics with R (QA) (QR)
MATH1111	Calculus I (QA) (QR)
or	
MATH1121	Applied Mathematics for Management (QA) (QR)*
MGMT1101	Introduction to Business
MGMT2301	Legal Environment of Business
MGMT2307	Organizational Behavior (SA) (SS) (DM) (WI)
MGMT2310	Business Analytics
MGMT3302	Operations Management
MGMT3305	Financial Management

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

B.S. IN ACCOUNTING WITH CONCENTRATION IN HEALTH CARE MANAGEMENT

In addition to courses required to the management majors, students take 12 credits courses listed below.

Requirements for Concentration

1. PHIL1205	Health Care Ethics (M) (ER)
2. ECON3113	Economics of Health Care
3. Choose one of the following:	
ENGL3806	Health Communication
GPH1201	Perspectives on Public and Global Health (DM)
PSYCH2405	Health Psychology
SOC2123	Operations and Health Care Systems, Structures and Cultures
THRS2222	Social Justice and Global Health(RCT) (RICT) (SJ)

MINOR IN ACCOUNTING

Requirements for Minor:

1. ACCT1201	Financial Accounting (QA) (QR)
2. ACCT2201	Managerial Accounting
3. ACCT2203	Intermediate Accounting I
4. ACCT2204	Intermediate Accounting II
5.-6. Choose two electives:	
ACCT3205	Governmental and Non-Profit Accounting
ACCT3206	Cost Accounting
ACCT3411	Federal Income Tax
ACCT3413	Accounting Information Systems

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.

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 production 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, art history and art education. 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:

ART1204	History of Western Art (AI-A) (VCI)
ART1401	Drawing I (AI-A) (VCI)
ART1407	Visual Language for Design and Communication (AI-A) (VCI)
ART2215	Modern Art(AI-A) (VCI)
ART2402	Drawing II (AI-A) (VCI)
ART2403	Design and Composition (AI-A) (VCI)
ART2433	3D Form Studies (AI-A) (VCI)
ART3403	Drawing III: Advanced Projects
ART4417	Senior Studio

Two electives selected in consultation with department advisor

Non-credit written thesis and senior exhibition

MINOR IN STUDIO ART

Requirements for Minor:

ART 2215	Modern Art (AI-A) (VCI) (or another art history course in consultation with art advisor)
ART1401	Drawing I (AI-A) (VCI)
ART2402	Drawing II (AI-A) (VCI)
ART2403	Design and Composition (AI-A) (VCI)

And two of the following:

ART2411	Introduction to Printmaking (AI-A) (VCI)
ART3101	Painting
ART3403	Drawing III: Advanced Projects

MINOR IN CERAMICS

Requirements for Minor:

ART2433	3D Form Studies (AI-A) (VCI)
ART2451	Ceramics I (AI-A) (VCI)
ART3451	Ceramics II (AI-A)
ART4451	Ceramics III

One art history course

Recommended courses:

ART2215	Modern Art (AI-A) (VCI)
or	
ART2204	Transcultural Exchange and the Visual Arts (AI-A) (VCI)(DM)

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. The Committee 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:

ART1204 History of Western Art (AI-A) (VCI)
Four 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 Individual Major Committee. 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 B.F.A. 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, 2D animation, video, 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 UI/UX for Mobile 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, ART1407, ART2402, 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:

ART1204	History of Western Art (AI-A) (VCI)
ART1401	Drawing I (AI-A) (VCI)
ART1407	Visual Language for Design and Communication (AI-A) (VCI)
ART2215	Modern Art (AI-A) (VCI)
ART2402	Drawing II (AI-A) (VCI)
ART2403	Design and Composition (AI-A) (VCI)
ART2411	Introduction to Printmaking (AI-A) (VCI)
ART2432	Poster and Information Design
ART2433	3D Form Studies (AI-A) (VCI)
ART2443	Digital Photography I: New Technologies in Photography
ART3402	Interactive Design
ART3403	Drawing III: Advanced Projects
ART3431	Motion Graphics and Digital Animation
ART3432	Package and Publication Design
ART3433	Open Projects
ART4432	UI/UX for Mobile
ART4194/ ART4195	Internship I and II

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

MINOR IN GRAPHIC DESIGN

Requirements for Minor:

ART1401	Drawing I (AI-A) (VCI)
ART1407	Visual Language for Design and Communication (AI-A) (VCI)
ART2403	Design and Composition (AI-A) (VCI)
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 ART2402 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:

ART2213	Daguerreotypes to Digital Prints: The History of Photography (AI-A) (VCI) (DM)
ART2413	Photography I: Adventures in Analog (AI-A) (VCI)
or	
ART2443	Digital Photography I: New Technologies in Photography
ART3412	Photography II: Ideas Illuminated

ART3531	Stories in Motion
ART4412	Photography III: Advanced Photographic 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 site 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 Applied Internship (PSYCH4494/4495). 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.

PRE-PROFESSIONAL PROGRAM IN ART THERAPY

Requirements for Program:

Studio Art:

ART1401	Drawing I (AI-A) (VCI)
ART1407	Visual Language for Design and Communications (AI-A) (VCI)
ART2403	Design and Composition
ART2433	3D Form Studies (AI-A) (VCI)
ART2451	Ceramics I(AI-A) (VCI)
ART3101	Painting

Art Therapy:

ART1301	Introduction to Art Therapy
ART2302	Principles of Art Therapy

Psychology:

PSYCH1501	General Psychology (SA)(SS)
PSYCH1503	Lifespan Development
PSYCH3601	Counseling Theories and Techniques
PSYCH3210	Child Psychopathology
or	
PSYCH3212	Adult Psychopathology

One additional psychology class at the 2000 or 3000 level

Capstone:

PSYCH4494 /PSYCH4495	Applied Internship I and II

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

Jason Kuehner, Ph.D.
Chair

The biology major at Emmanuel College has four 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; 3) to collaborate with students to develop keen problem-solving skills and appreciate how biology is related to issues that affect society; and 4.) to help prepare students for careers full of purpose.

The biology major provides an excellent core of courses along with innovative laboratory experiences, enabling each graduate to pursue a wide variety of career options. Modern instrumentation, experimental techniques and computer software are intensively used in the laboratory courses. Laboratory courses also provide several opportunities for student-directed research. Students may also engage in undergraduate research projects with faculty. Advanced research experiences through senior research internships are available on or off campus, often 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 within the environmental science fields. Others obtain immediate employment as research technicians in academic, biotech or pharmaceutical research labs. The curriculum also prepares students for the option of a secondary school teaching career.

LEARNING GOALS AND OUTCOMES

After completion of the Biology major, students will:

- Master and apply fundamental concepts in biology.
- Source, critically evaluate and communicate scientific knowledge.
- Collaborate effectively with others to find insightful solutions to scientific questions.
- Apply ethical and moral reasoning to important biological issues that impact society.
- Acquire expertise in laboratory techniques, laboratory safety, experimental design, and data analyses.
- Explore career goals and experiential opportunities to excel in future professions.

THE CAPSTONE EXPERIENCE

The culminating experience for all Biology majors is the Seminar course (BIOL4160). This course is completed in the fall or spring semester of the student's final year of study. To begin the capstone experience, students must have completed Genetics (BIOL2123) and Biochemistry (BIOL2131 or CHEM2111). In the capstone course, students discuss current research related to an advanced topic that integrates learning from previous courses.

B.S. IN BIOLOGY

Requirements for Major:

1.	BIOL1105	Introduction to Cellular and Molecular Biology (SI-L) (NSL)
2.	BIOL1106	Introduction to Organismic and Evolutionary Biology (SI-L) (NSL)
3.	BIOL2123	Genetics

4.	BIOL2131	Biochemistry
	or	
	CHEM2111	Biochemistry w/Lab
5.	BIOL2301	Experimental Biology Laboratory (WI)
6.	BIOL4160	Seminar
7.	CHEM1101	Principles of Chemistry I ‡ (SI-L) (NSL)
	and	
	CHEM1102	Principles of Chemistry II ‡ (SI-L) (NSL)
8.	CHEM2101	Organic Chemistry I ‡
9.	BIOL4194 /BIOL4195	Research Internships in the Natural Sciences I and I
	or	
	INT3211	Experiential Internships in the Natural Sciences with permission of instructor

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

Electives:

10.-15. Five biology electives including 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 with lab
BIOL2303	Biotechnology Applications
BIOL3101	Developmental Biology with lab
BIOL3103	Cell Biology with lab
BIOL3119	Immunology
BIOL3125	Molecular Biology
BIOL3127	Microbiology with lab
BIOL3132	Advanced Topics in Biochemistry
BIOL3135	Cancer Biology
BIOL4194 /BIOL4195	Research Internships in the Natural Sciences I and II*
CHEM3121	Introduction to Molecular Modeling
NEURO3214	Psychopharmacology

Category 2: Organismic/System Electives

BIOL2113	Human Nutrition
BIOL2121	Human Health and the Environment with lab (SJ)
BIOL2135	Anatomy and Physiology I with lab
BIOL2137	Anatomy and Physiology II with lab
BIOL3101	Developmental Biology with lab
BIOL3105	Endocrinology
BIOL3151	Exercise Physiology with lab
BIOL4194 /BIOL4195	Research Internships in the Natural Sciences I and II*
NEURO2201	Neurobiology
NEURO3200	Computational Neuroscience
NEURO3205	Neuroendocrinology
NEURO3216	Neurobiology of Addiction
NEURO3137	Medical Neuroscience

**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, dental, or veterinary school should refer to page 156 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 biology 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 Research Methods in Synthesis
4. BIOL4194 /BIOL4195 Research Internships in the Natural Sciences I and I
   - **or**
   - INT3211 Experiential Internships in the Natural Sciences with permission of instructor

5-6. Two biology electives from 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) (ER) *(fulfills Moral Reasoning or Ethical Reasoning requirement)*
5. BIOL4194 /BIOL4195 Research Internships in the Natural Sciences I and I
   - **or**
   - INT3211 Experiential Internships in the Natural Sciences with permission of instructor
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-graduate 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:

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. NEURO2201 Neurobiology with lab

3. NEURO3137 Medical Neuroscience
or
NEURO3205 Neuroendocrinology
or
NEURO3214 Psychopharmacology
or
NEURO3214 Neurobiology of Addiction

4. BIOL4194 /BIOL4195 Research Internships in the Natural Sciences I and I
or
INT3211 Experiential Internships in the Natural Sciences with permission of instructor

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 is designed for students interested in a focused study of human physiology. Upon successful completion of the concentration, students will have detailed knowledge of human functioning, including the 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 /BIOL4195 Research Internships in the Natural Sciences I and I
or
INT3211 Experiential Internships in the Natural Sciences with permission of instructor
6. One upper-level biology elective that must be at the 3000-level and cover category 1

B.S. IN BIOTECHNOLOGY

Students within Emmanuel's biotechnology major will complete a rigorous biology curriculum and receive training in the laboratory methods required to carry out biotechnology research and apply their assessment of scientific literature to research that has the potential to be commercialized. Additionally, through courses within the School of Business & Management, students will understand basic principles of organizational behavior, management and business strategy, prepared to meet the needs of the field's constantly evolving job market.

Requirements for Major:

1. BIOL1105 Introduction to Cellular and Molecular Biology
2. BIOL1106 Introduction to Organismic and Evolutionary Biology
3. BIOL2123 Genetics
4. BIOL2131 Biochemistry
5. BIOL2301 Experimental Biology (WI)
6. BIOL4160 Seminar
7. BIOL4194 /BIOL4195 Research Internships in Biotechnology
or
INT3211 Experiential Internships in the Biotechnolgy

8.	CHEM1101	Principles of Chemistry I ‡ (SI-L) (NSL)
	and	
	CHEM1102	Principles of Chemistry II ‡ (SI-L) (NSL)
9.	CHEM2101	Organic Chemistry 1

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

Electives:

10-15. In addition to the core Biology courses, students must take the following biotechnology–relevant classes:

BIOL2303	Biotechnology Applications
BIOL3103	Cell Biology with Lab
BIOL3127	Microbiology with Lab
MGMT1101	Introduction to Business
MGMT2301	Legal Environment of Business
MGMT2307	Organizational Behavior(SA) (SS) (DM) (WI)

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) (NSL)
2.	BIOL1106	Introduction to Organismic and Evolutionary Biology (SI-L) (NSL)

3-5. Any three biology courses except: INT3211, BIOL4160, BIOL4178, BIOL4194 and BIOL4195

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 communication skills that are necessary in the working world. Students will be well prepared to find jobs in many newly emerging fields of biotechnology and bioinformatics. For details, please refer to the program description of biostatistics on page 121.

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).

EXPERIENTIAL INTERNSHIP

Biology majors may apply to do an internship in a non-research setting. The internship site and project must be appropriate for the biology 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 biology major.

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.

Business

Kelly Basile, Ph.D.
Chair

The Department of Business offers majors in accounting, computer science, management, marketing and sports management and minors in accounting, data analytics, health care management, human resource management, leading for social impact, management, marketing, and sport management. The department also offers concentrations in accounting, biotechnology, finance, health care management, marketing as well as sport management.

B.S. IN ACCOUNTING

Requirements for Major: See page 70

MANAGEMENT MAJOR

The management major reflects the reality of management today—a field 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 which can be used to make data and theory driven decisions 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 live case consulting experience and write an individual major paper. Students are evaluated by the capstone course instructors and final papers and projects may be shared with Business Department faculty.

B.A. IN MANAGEMENT

Requirements for Major:

ACCT1201	Financial Accounting (QA) (QR)
ACCT2201	Managerial Accounting
ECON1101	Principles of Microeconomics (SA) (SS)
ECON1103	Principles of Macroeconomics (SA) (SS)

Management elective

MGMT1101	Introduction to Business
MKTG2200	Principles of Marketing
MGMT2301	Legal Environment of Business
MGMT2307	Organizational Behavior (SA) (SS) (DM) (WI)
MGMT3302	Operations Management
MGMT3305	Financial Management
MGMT3496/97	Management Internship
MGMT4303	Strategic Management

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

MATH1118	Introduction to Statistics with R (QA) (QR)

and one of the following two courses:

MATH1111	Calculus I (QA) (QR)
or	
MATH1121	Applied Mathematics for Management (QA) (QR)

B.A. IN MANAGEMENT WITH A CONCENTRATION IN ACCOUNTING

In addition to courses required for the management major, students take 12 credits from courses listed below. They must also complete their Management Internship (MGMT3496) in an accounting related position.

Requirements for Concentration (Select three courses):

ACCT2203	Intermediate Accounting I
ACCT2204	Intermediate Accounting II
ACCT3203	Auditing and Assurance Services
ACCT3206	Cost Accounting
ACCT3411	Federal Income Tax
ACCT3413	Accounting Information Systems

B.S. IN MANAGEMENT WITH A CONCENTRATION IN BIOTECHNOLOGY

In addition to courses required for the management major, students take 12 credits from courses listed below. They must also complete their Management Internship (MGMT3496) in an biotechnology related position.

Requirements for Concentration

BIOL1105	Introduction to Cellular and Molecular Biology (SI-L) (NSL)
BIOL2303	Biotechnology Applications
CHEM1101	Principles of Chemistry I (SI-L) (NSL)

B.A. IN MANAGEMENT WITH A CONCENTRATION IN FINANCE

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

Requirements for Concentration:

MGMT3105	Investments
FINAN3356	Applied Corporate Finance
ECON3105/ FINAN3105	Money and Financial Markets

B.A. IN MANAGEMENT WITH CONCENTRATION IN HEALTH CARE MANAGEMENT

In addition to courses required to the management majors, students take 12 credits courses listed below. We also recommend that Management majors do their Management Internship (MGMT3496) in a position in the Health Care Industry.

Requirements for Concentration for Management/Accounting Majors:

1.	PHIL1205	Health Care Ethics (M) (ER)
2.	ECON3113	Economics of Health Care
3. Choose one of the following:		
	ENGL3806	Health Communication
	GPH1201	Perspectives on Public and Global Health (DM)
	PSYCH2405	Health Psychology
	SOC2123	Operations and Health Care Systems, Structures and Cultures
	THRS2222	Social Justice and Global Health(RCT) (RICT) (SJ)

B.A. IN MANAGEMENT WITH A CONCENTRATION IN SPORT MANAGEMENT

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

Requirements for Concentration:

MGMT2401	Introduction to Sport Management
MKTG3422	Sport Marketing
MGMT3423	Sport Law
PSYCH2405	Health Psychology

COMPUTER SCIENCE MAJOR

Computer science practitioners build tools and systems to lift other disciplines, changing lives and communities. Our core requirements in programming, digital citizenship, ethics and technology, algorithms and data structures provide an understanding of the theoretical underpinnings of computing and proficiency in applying computer science principles to real-world situations. The major offers diverse electives in web development, application development platforms, physics and mathematics, cybersecurity, digital culture, social media and storytelling, business analytics and more.

LEARNING GOALS AND OUTCOMES

At the completion of the Computer Science Major, students will demonstrate:

1. Proficiency in applying computer science principles to real-world situations
2. Proficiency writing computer code across multiple languages, platforms, and conceptual styles

Proficiency in construction and analysis of ethical implications of technologies•

- Identify ethical issues in practice
- Argue constructively towards ethical decision-making in technology design

3. Understanding of theoretical underpinnings of computing sufficient to apply concepts to problems and adopt new technologies
4. Proficiency professional development tools
5. The ability to communicate effectively about technical, conceptual, and ethical aspects of technology
6. The ability to learn a real-world professional system and assimilate into the culture and processes of contributing to that system

THE CAPSTONE EXPERIENCE

The culminating experience for all computer science majors is the Capstone Seminar (COMP4900). During the Capstone Experience, students demonstrate achievement of the goals of the major through a hands-on project aimed at integrating conceptual learning with real-world experience.

B.S. IN COMPUTER SCIENCE

Requirements for Major:

1.	COMP1101	Introduction to Programming (QA) (QR)
2.	COMP2102	Programming II and Introduction to Computer Science
3.	COMP1000	Digital Citizenship
4.	PHIL2205	Ethics and Technology

5. MATH2109	Introduction to Proofs (QA) (QR) (WI)
6. COMP2103	Data Structures
7. COMP3101	Object-Oriented Programming
8. COMP3xxx	Algorithms
9. COMP3496	Computer Science Internship
10. COMP4942	Internship B
11. COMP4900	Capstone Seminar

12. Math Elective (choose one)

MATH1112	Calculus II
MATH1118	Intro to Statistics with R
MATH2101	Linear Algebra
MATH2115	Modeling and Simulation with MATLAB

13-14. Technical Electives (choose two)

COMPxxx	Web Development
ART2132	Data Visualization (AI-A) (VCI)
COMP2132	Practical Machine Learning
COMP2121	Software Development Tools
COMP2xxx	Python Applications
COMP3xxx	C# and .NET
COMP3xxx	Cybersecurity

15. Other Elective (choose one)

COMM3708	Digital Culture & Social Media Promotion
COMM3501	Multimedia Storytelling
PHYS2201	Physics I w/Lab
MGMT2310	Business Analytics

MARKETING MAJOR

Emmanuel's marketing major is designed to familiarize students with the marketing processes, concepts, skills and tools necessary to successfully and responsibly enter and advance in this global and technologically-driven industry. Students will graduate prepared to use analytical skills in extensive and diversified career opportunities in areas such as advertising, public relations, sales, brand management, social media and retail.

LEARNING GOALS AND OUTCOMES

This program prepares students for a career in marketing or as a part of a business decision-making team. Graduates will have a solid understanding of the marketing process, the concepts, skills and tools necessary to successfully enter and advance in a variety of marketing career paths.

THE CAPSTONE EXPERIENCE

The culminating experience for all marketing majors is Marketing Strategy (MKTG4200). During the Capstone Experience, students demonstrate achievement of the goals of the major program.

B.A. IN MARKETING

Requirements for Major:

Seven Business Core Courses:

ACCT1201	Financial Accounting (QA) (QR)
ACCT2201	Managerial Accounting
ECON1101	Principles of Microeconomics (SA) (SS)
MGMT1101	Introduction to Business
MGMT2307	Organizational Behavior (SA) (SS) (DM) (WI)
MKTG2200	Principles of Marketing
MGMT3305	Financial Management

Two MATH Courses:

MATH1118	Introduction to Statistics with R (QA) (QR)
MATH1111	Calculus I (QA) (QR)
or	
MATH1121	Applied Mathematics for Management (QA) (QR)

Three Required Marketing Courses:

MKTG3110	Marketing Research: An Applied Approach
MKTG4200	Marketing Strategy
MKTG3496	Marketing Internship

Two Marketing Electives:

MKTG2500	Consumer Behavior
MKTG3322	Digital Marketing
MKTG3422	Sports Marketing
MKTG3501	Advertising & Promotion
MKTG3522	Social Media Marketing
or	
MKTG3112	Marketing Analytics

One additional elective:

ART2432	Poster and Information Design
ART3402	Interactive Design
ART3431	Motion Graphics and Digital Animation
ART3432	Package and Publication Design
COMM2521	Public Relations and Persuasion (LI)

COMM3708	Digital Culture & Social Media Promotion
COMP1000	Digital Citizenship (SI) (SS)
MGMT2202	Global Management (SA)(DM)
MGMT2301	Legal Environment of Business
MGMT2410	Entrepreneurship and Small Business Management
MGMT2211	Leadership: Person and Process (SA) (SS)
MKTG2500	Consumer Behavior
MKTG3322	Digital Marketing
MKTG3422	Sports Marketing
MKTG3501	Advertising & Promotion

SPORT MANAGEMENT MAJOR

The Sport Management Major will support the wide variety of career paths in the Sport Industry that students might pursue including work with professional sports, minor league sports, amateur sports, collegiate, community and recreational sports, and for-profit and nonprofit organizations.

LEARNING GOALS AND OUTCOMES

1. Articulate the global scope of sport.
2. Identify and solve problems relating to financial, leadership, operations, marketing and legal challenges inherent in the sport business industry.
3. Communicate effectively in oral and written formats commonly used in the sport management profession.
4. Exhibit knowledge and understanding of fundamental principles necessary for professional success in the sport management profession.
5. Demonstrate the capacity to make ethical decisions in the sport management profession.
6. Develop sport management skills and practices that support diversity, equity and inclusion principles.
7. Effectively employ technology and data analytics in the application of sport management practice.

THE CAPSTONE EXPERIENCE

The culminating experience for all sport management majors is Sport Management Strategy (MGMT4303). During the Capstone Experience, students demonstrate achievement of the goals of the major program.

B.S. IN SPORT MANAGEMENT

Requirements for Major:

Seven Business Core Courses:

MGMT1101	Introduction to Business
ACCT1101	Financial Accounting
ACCT2201	Managerial Accounting
ECON1101	Principles of Microeconomics
MKTG2200	Principles of Marketing
MGMT2301	Legal Environment of Business
MGMT3305	Financial Management

Two MATH Courses:

MATH1118	Introduction to Statistics with R (QA) (QR)
MATH1111	Calculus I (QA) (QR)
or	
MATH1121	Applied Mathematics for Management (QA) (QR)

Seven Required Sport Courses:

MGMT2401	Introduction to Sport Management
MKTG3422	Sport Marketing
MGMT3423	Sport Law
SPORT3412	Sport Events and Facilities Management
SPORT3415	Sport Leadership
SPORT3496	Internship in Sport Management
MGMT4303	Sport Management Strategy

Additional Recommended Courses:

BIOL3151	Exercise Physiology
COMM2525	Sport Communication
COMM3806	Health Communication
HIST2122	Sports and the Making of the Modern World
MGMT2307	Organizational Behavior (SA) (SS) (DM) (WI)
MGMT2310	Business Analytics
PSYCH2405	Health Psychology

DEPARTMENTAL MINORS

In addition to the majors in accounting, computer science, management, marketing and sport management the department offers minors in accounting, data analytics, health care management, human resource management, leading for social impact, management, marketing, and management.

MINOR IN ACCOUNTING

Requirements for Minor:

1. ACCT1201	Financial Accounting (QA) (QR)
2. ACCT2201	Managerial Accounting
3. ACCT2203	Intermediate Accounting I
4. ACCT2204	Intermediate Accounting II

5.-6. Choose two electives:

ACCT3205	Governmental & Non-for-Profit Accounting
ACCT3206	Cost Accounting
ACCT3411	Federal Income Tax
ACCT3413	Accounting Information Systems

MINOR IN COMPUTER SCIENCE

Requirements for Minor:

1. COMP1101	Introduction to Programming (QA) (QR)
2. COMP2102	Programming II and Introduction to Computer Science
3. PHIL2205	Ethics and Technology (ER)

4.-6. Choose three electives:

MATH2115	Modeling and Simulation with MATLAB
MATH2109	Introduction to Proofs (QA) (QR) (WI)
COMP2132	Practical Machine Learning
COMP3101	Object-Oriented Programming
COMP2103	Data Structures
COMP3xxx	Algorithms
COMP2xxx	Web Development
COMP2121	Software Development Tools
COMP2xxx	Python Applications
COMP3xxx	C# and .NET
COMP3xxx	Cybersecurity

MINOR IN DATA ANALYTICS

Requirements for Minor:

1. COMP1000	Digital Citizenship (SI) (SS)
2. COMP1101	Introduction to Programming (QA) (QR)
3. COMP2201	Data Analytics
4.COMP2132	Practical Machine Learning
5. ART2132	Data Visualization (AI-A) (VCI)

6. Choose one elective from:

BIOL2301	Experimental Biology Lab (WI)
BIOL3151	Exercise Physiology
CHEM2104	Analytical Chemistry
COMM2515	Research Methods for Communication & Media (WI)
COMM3708	Digital Culture and Social Media Promotion
COMP2101	Programming II and Introduction to Computer Science
MKTG3110	Marketing Research
PHIL1116	Ethics in Science (M) (ER)
PHIL2205	Ethics & Technology (ER)
POLSC2701	Research Methods in Political Science (SS) (WI)
PSYCH2802	Methods & Statistics II (QA (QR)
SOC2103	Qualitative Methods
SOC2104	Quantitative Methods (QR)
SOC4998	Community Action Research

MINOR IN DIGITAL MARKETING

Requirements for Minor:

1. MGMT1101	Introduction to Business
2. MKTG2200	Principles of Marketing
3. MKTG3112	Marketing Analytics
4. IMKTG3322	Digital Marketing
5. MKTG3522	Social Media Marketing

6. Choose one elective:

Content Marketing-Based Electives:

ART3402	Interactive Design
ART3431	Motion Graphics & Digital Animation
ART3531	Stories in Motion: Digital Video
COMM2521	Public Relations and Persuasion
COMM3502	Multimedia Storytelling
COMM3708	Digital Culture & Social Media Promotion
MKTG2500	Consumer Behavior
MKTG3501	Advertising and Promotion

Marketing Analytics-Based Electives:

COMM2515	Research Methods for Communication and Media (WI)
COMP1101	Introduction to Programming
COMP2132	Practical Machine Learning

MGMT2310	Business Analytics
MKTG3110	Marketing Research

Ethics Electives:

PHIL2205	Ethics and Technology

MINOR IN MANAGEMENT

Requirements for Minor (for non-Accounting/Marketing/Finance majors):

1.	ACCT1201	Financial Accounting (QA) (QR)
2.	ECON1101	Principles of Microeconomics (SA) (SS)
3.	MGMT1101	Introduction to Business

4.-5. Two management courses at the 2000-level or above, which may include ACCT2201 Managerial Accounting

MINOR IN MARKETING

Requirements for Minor

1.	MGMT1101	Introduction to Business
2.	MKTG2200	Principles of Marketing
3.	MATH1118	Introduction to Statistics w/R
4.	MKTG3110	Marketing Research: An Applied Approach

5. One additional marketing course

6. Choose one electives from:

ART2432	Poster and Information Design
ART3402	Interactive Design
ART3431	Motion Graphics and Digital Animation
ART3432	Package and Publication Design
COMM2521	Public Relations and Persuasion (LI)
COMM3708	Digital Culture and Social Media Promotion
MGMT2202	Global Management (SA) (DM)
MGMT2211	Leadership: Person to Process (SA) (SS)
MGMT2307	Organizational Behavior (SA) (SS) (DM) (WI)
MGMT2310	Business Analytics
MGMT2410	Entrepreneurship and Small Business Management

One additional marketing course

MINOR IN HEALTH CARE MANAGEMENT

Requirements for Non-Accounting/Finance/Management/Marketing Majors:

1.	MGMT1101	Introduction to Business
2.	ECON1101	Principles of Microeconomics (SA) (SS)
3.	PHIL1205	Health Care Ethics (M) (ER)
4.	ECON3113	Economics of Health Care
5.	MGMT2307	Organizational Behavior (SA) (SS) (DM) (WI)
	or	
	MKTG2200	Principles of Marketing
	or	
	MGMT2301	Legal Environment of Business

6. Choose one of the following:

ENGL3806	Health Communication (SJ)
GPH1201	Perspectives on Public and Global Health
PSYCH2405	Health Psychology
SOC2123	Operations and Health Care Systems, Structures and Cultures
THRS2222	Social Justice and Global Health(RCT) (RICT) (SJ)

We strongly recommend that non-science majors also consider taking BIOL 1102 Human Biology (SI-L) (NSL), BIOL 1103 Human Biology w/o lab, BIOL1112 Biology and Society (SI), BIOL1211 Emerging Infectious Diseases (SI) (NS) (SJ) and/or BIOL2121 Human Health and the Environment (SJ).

MINOR IN HUMAN RESOURCE MANAGEMENT

Requirements for Minor:

1.	MGMT1101	Introduction to Business
2.	MGMT2301	Legal Environment of Business
3.	MGMT2307	Organizational Behavior (SA) (SS) (DM) (WI)
4.	MGMT2207	Human Resource Management

5. **Skills-Based Elective (select one):**

COMM2510	Professional Communication
COMM2521	Public Relations or Persuasion (LI)
COMP2201	Data Analytics
MGMT2310	Business Analytics

6. **Diversity and Inclusion Elective (select one):**

COMM3806	Health Communication (SJ)
EDUC3210	The Politics of Education Policy: Developing Agency (SJ)
EDUC3467	Education Diverse Students (SA)
ENGL2410	African America Literary Giants (AI-L) (LI) (DM)

ENGL2413	African American Literature: A Tradition of Resistance (AI-L) (LI) (DM)
ENGL2417	Literatures of the Black Atlantic (AI-L) (LI) (DM)
ENGL3303	Images of Masculinity
ENGL3605	Global Literature and Film
ENGL3991	Special Topics
PSYCH2203	Social Psychology (SA) (SS)
PSYCH2211	Race, Gender and Sexuality: Intersection of Privilege and Oppression (SA) (SS) (DM)
SOC1101	Intro to Sociology (SA) (SS)
SOC2105	Race, Ethnicity and Group Relations (SA) (SS) (DM)
SOC2127	Social Class and Inequality (SA) (SS)

MINOR IN LEADERSHIP FOR SOCIAL IMPACT

Requirements for Minor:

1. MGMT2211	Leadership: Person and Process (SA)
2. MGMT2310	Business Analytics
3. MGMT3212	Leading for Social Impact (SJ)

Choose one course from two of the following ESG dimensions:

Environmental:

BIOL2121	Human Health and the Environment (SJ)
ECON3115	Economics and the Environment
HIST2103	Introduction to Environmental History(H)
PHYS 1121/ PHYS1122	Energy and the Environment
PHYS2410/ IDS2410	Sustainability Science (SI-L) (NSL)
SOC2705/ POLSC 2705	Sustainable Development Paradigms and Policies

Social:

BIOL1999	Biology in the Larger World(SI)
ECON 3113	Economics of Health Care
HIST1101	Introduction to Migration Studies (H) (SJ)
HIST2222	The Business of America: An Economic History of U.S.(H)
GPH1201	Perspectives on Public and Global Health (DM)
MGMT2307	Organizational Behavior (SA) (SS) (DM) (WI)
PHIL2107	Philosophy of Justice & Equity (M) (ER)
POLSC2801	Food Policy and Social Justice (SA) (SS) (SJ)
PSYCH2211	Race, Gender and Sexuality: Intersection of Privilege and Oppression (SA) (SS) (DM)
SOC1111	Introduction to Social Work (SJ)
SOC2105	Race, Ethnicity and Group Relations(SA) (SS) (DM)
SOC2123	Health Care: Systems, Structures and Cultures
SOC2127	Social Class and Inequality (SA) (SS)

Governance:

PHIL1115	Recent Moral Issues(M) (ER)
PHIL1205	Health Care Ethics(M) (ER)
PHIL1207	Ethics at Work(M) (ER)
POLSC2409	The Politics of International Economic Relations (SS)
POLSC2421	The Model United Nations
POLSC2603	Problems of Law and Society
POLSC2613	Law, Health and Public Policy
HONOR 2601	Developing Leadership and Creating Community Change (SA)

MINOR IN SPORT MANAGEMENT

Requirements for non-Management Majors:

1. MGMT1101	Introduction to Business
2. MGMT2301	Legal Environment of Business
3. MGMT2401	Intro to Sport Management
4. MGMT3423	Sport Law
5. One course selected from:	
MKTG2200	Principles of Marketing
MGMT2211	Leadership: Person and Process (SA) (SS)
MGMT2307	Organizational Behavior (SA) (SS) (DM) (WI)
MGMT2410	Entrepreneurship and Small Business Management

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 and Physics

Aren Gerdon, Ph.D.
Chair

Chemistry is a fundamental 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 fundamental to fields ranging from forensics to food science as well as law, government, business and art. Many aspects of our high technology and biotechnology society, including aspects of social justice, can be understood better from the viewpoint of chemistry. The chemistry department 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.

The department is proud to offer a B.S. degree in Chemistry that is approved by the American Chemical Society (ACS). This is a rigorous degree that meets the national standards set forth by the ACS and prepares students well for advanced study and professional careers.

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, biochemistry, 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 Internship in Chemistry course (CHEM 4194). This course is completed in the fall semester of the student's final year of study. In order to begin the capstone seminar students must have successfully completed the Social Justice Chemistry Seminar course (CHEM 3160). During the

capstone course, students write and present a scientific review article on a topic relating to their internship experience. 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) (NSL)
CHEM1102	Principles of Chemistry II (SI-L) (NSL)
CHEM2101	Organic Chemistry I
CHEM2102	Organic Chemistry II
CHEM2104	Analytical Chemistry
CHEM3105	Physical Chemistry I: Thermodynamics
CHEM3106	Physical Chemistry II: Quantum Mechanics
CHEM3160	Social Justice Chemistry Seminar (SJ) (WI)
CHEM4194	Internship in Chemistry
MATH1111	Calculus I (QA) (QR)
MATH1112	Calculus II (QA) (QR)
PHYS2201	General Physics I (Calculus based) (SI-L)
PHYS2202	General Physics II (Calculus based) (SI-L) (NSL)

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

B.S. IN CHEMISTRY - ACS

Requirements for Major:

CHEM1101	Principles of Chemistry I (SI-L) (NSL)
CHEM1102	Principles of Chemistry II (SI-L) (NSL)
BIOL1105	Introduction to Cellular and Molecular Biology (SI-L) (NSL)
CHEM2101	Organic Chemistry I
CHEM2102	Organic Chemistry II
CHEM2104	Analytical Chemistry
CHEM2111	Biochemistry
CHEM2115	Inorganic Chemistry
CHEM3105	Physical Chemistry I: Thermodynamics
CHEM3106	Physical Chemistry II: Quantum Mechanics
CHEM3160	Social Justice Chemistry Seminar (SJ) (WI)
CHEM4194	Internship in Chemistry
MATH1111	Calculus I (QA) (QR)
MATH1112	Calculus II (QA) (QR)
PHYS2201	General Physics I (Calculus based) (SI-L)
PHYS2202	General Physics II (Calculus based)(SI-L) (NSL)

Two electives selected from upper-level chemistry courses, except CHEM4178, CHEM4194/4195

B.S. IN CHEMISTRY WITH CONCENTRATION IN BIOCHEMISTRY

Requirements for Concentration:

BIOL1105	Introduction to Cellular and Molecular Biology(SI-L) (NSL)
BIOL1106	Introduction to Organismic and Evolutionary Biology (SI-L) (NSL)
CHEM1101	Principles of Chemistry I (SI-L) (NSL)
CHEM1102	Principles of Chemistry II (SI-L) (NSL)
CHEM2101	Organic Chemistry I
CHEM2102	Organic Chemistry II
CHEM2104	Analytical Chemistry
CHEM2111	Biochemistry
CHEM3105	Physical Chemistry I: Thermodynamics
CHEM3106	Physical Chemistry II: Quantum Mechanics
CHEM3160	Social Justice Chemistry Seminar (SJ) (WI)
CHEM4194	Internship in Chemistry
MATH1111	Calculus I (QA) (QR)
MATH1112	Calculus II (QA) (QR)
PHYS2201	General Physics I (Calculus based) (SI-L)
PHYS2202	General Physics II (Calculus based) (SI-L) (NSL)

Three electives: two selected from upper-level chemistry courses; one selected from any biology course level 2000-3000 except CHEM4178, CHEM4194/4195, or BIOL2131

B.S. IN CHEMISTRY WITH CONCENTRATION IN BIOCHEMISTRY - ACS

Requirements for Concentration:

BIOL1105	Introduction to Cellular and Molecular Biology (SI-L) (NSL)
BIOL1106	Introduction to Organismic and Evolutionary Biology (SI-L) (NSL)
CHEM1101	Principles of Chemistry I (SI-L) (NSL)
CHEM1102	Principles of Chemistry II (SI-L) (NSL)

CHEM2101	Organic Chemistry I
CHEM2102	Organic Chemistry II
CHEM2104	Analytical Chemistry
CHEM2111	Biochemistry
CHEM2115	Inorganic Chemistry
CHEM3105	Physical Chemistry I: Thermodynamics
CHEM3106	Physical Chemistry II: Quantum Mechanics
CHEM3160	Social Justice Chemistry Seminar (SJ)(WI)
CHEM4194	Internship in Chemistry
MATH1111	Calculus I (QA) (QR)
MATH1112	Calculus II (QA) (QR)
PHYS2201	General Physics I (Calculus based) (SI-L)
PHYS2202	General Physics II (Calculus based) (SI-L) (NSL)

Two electives: one selected from upper-level chemistry courses; one selected from any biology course level 2000-3000 except CHEM4178, CHEM4194/4195, or BIOL2131

B.S. IN CHEMISTRY WITH CONCENTRATION IN FORENSIC SCIENCE

Requirements for Concentration:

CHEM1101	Principles of Chemistry I (SI-L) (NSL)
CHEM1102	Principles of Chemistry II (SI-L) (NSL)
CHEM1117	Forensic Chemistry (SI-L) (NSL)
CHEM2101	Organic Chemistry I
CHEM2102	Organic Chemistry II
CHEM2104	Analytical Chemistry
CHEM2114	Chemistry of Fire and Explosives (SI)
CHEM3105	Physical Chemistry I: Thermodynamics
CHEM3106	Physical Chemistry II: Quantum Mechanics
CHEM3108	Instrumental Methods of Analysis
CHEM3115	Introduction to Toxicology
CHEM3160	Social Justice Chemistry Seminar (SJ)(WI)
CHEM4194	Internship in Chemistry
MATH1111	Calculus I (QA) (QR)
MATH1112	Calculus II (QA) (QR)
PHYS2201	General Physics I (Calculus based) (SI-L)
PHYS2202	General Physics II (Calculus based)(SI-L) (NSL)

B.S. IN CHEMISTRY WITH CONCENTRATION IN FORENSIC SCIENCE - ACS

Requirements for Concentration:

CHEM1101	Principles of Chemistry I (SI-L) (NSL)
CHEM1102	Principles of Chemistry II (SI-L) (NSL)
BIOL1105	Introduction to Cellular and Molecular Biology (SI-L) (NSL)
CHEM1117	Forensic Chemistry (SI-L) (NSL)
CHEM2101	Organic Chemistry I
CHEM2102	Organic Chemistry II
CHEM2104	Analytical Chemistry
CHEM2111	Biochemistry
CHEM2114	Chemistry of Fire and Explosives (SI)
CHEM2115	Inorganic Chemistry
CHEM3105	Physical Chemistry I: Thermodynamics
CHEM3106	Physical Chemistry II: Quantum Mechanics
CHEM3108	Instrumental Methods of Analysis
CHEM3115	Introduction to Toxicology
CHEM3160	Social Justice Senior Seminar (SJ)(WI)
CHEM4194	Internship in Chemistry
MATH1111	Calculus I (QA) (QR)
MATH1112	Calculus II (QA) (QR)
PHYS2201	General Physics I (Calculus based) (SI-L)
PHYS2202	General Physics II (Calculus based) (SI-L) (NSL)

MINOR IN CHEMISTRY

Requirements for Minor:

CHEM1101	Principles of Chemistry I (SI-L) (NSL)
CHEM1102	Principles of Chemistry II (SI-L) (NSL)

Four upper-level chemistry courses excluding CHEM4178, CHEM4194/4195

TEACHER LICENSURE IN CHEMISTRY

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

students should also consult the chemistry 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 chemistry requires the completion of two semesters of CHEM4194/4195 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 page156 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

Economics

Shuyi Jiang, Ph.D.
Chair

The Department of Economics offers students majors and minors in both Economics and Finance.

ECONOMICS

The major in Economics provides the student with an understanding of the social science which explores how people and societies effectively manage scarce resources. Students will study how consumers make choices, how privately owned businesses produce and sell goods, how unemployment, inflation, poverty, income inequality and globalization effect the well-being of societies and how urban areas manage space. Students majoring in the fast growing field of Economics will also explore international economic systems, growth and development, international trade, money and financial markets, finance, healthcare and investments. The comprehensive liberal arts foundation teaches students to think critically, be problem solvers, and communicate well. Students can graduate with a Major in Economics and also choose to concentrate in Economic Policy or International Economics.

LEARNING GOALS AND OUTCOMES

At the completion of the Economics Major, students will:

1. Demonstrate critical thinking using economic analysis, quantitative reasoning, and problem-solving skills.
2. Communicate effectively: in written, oral and graphical formats, using concepts and analytical tools economics.
3. Have lifelong learning skills, including how to locate and use primary data, how to understand and evaluate current events and new ideas.

THE CAPSTONE EXPERIENCE

The culminating experience for all Economics majors is Economics Senior Seminar (ECON4201). 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 their research in the seminar.

B.A. IN ECONOMICS

Requirements for Major:

ECON1101	Principles of Microeconomics (SA) (SS)
ECON1103	Principles of Macroeconomics (SA) (SS)
MATH1121	Applied Mathematics for Management (QA) (QR)
or	
MATH1111	Calculus I (QA) (QR)
MATH1118	Introduction to Statistics with R (QA) (QR)
ECON2101	History of Economic Thought (WI)
ECON2301	Intermediate Microeconomics (SA)
ECON2303	Intermediate Macroeconomics (SA)
ECON4201	Economics Senior Seminar

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

ECON2113	Politics of International Economic Relations (SS)
ECON2203/ FINAN2203	Economic Development (SA) (SS)
ECON2205	Urban Economics
ECON3103/ FINAN3103	International Economics and Finance

ECON3105/ FINAN3105	Money and Financial Markets
ECON 3109/ FINAN3109	Public Finance
ECON3113	Economics of Health Care
ECON3115	Economics and the Environment
ECON3346/ FINAN3346	Applied Forecasting
ECON3376/ FINAN3376	Econometric Theory and Practice
ECON3496	Economics Internship

B.A. IN ECONOMICS WITH A CONCENTRATION IN ECONOMIC POLICY

In addition to courses required for the economics major, students take 12 credits (three courses from courses listed below)

ECON2205	Urban Economics
ECON3109/ FINAN3109	Public Finance
ECON3113	Economics of Health Care
ECON3115	Economics and the Environment

B.A. IN ECONOMICS WITH A CONCENTRATION IN INTERNATIONAL ECONOMICS

In addition to courses required for the economics major, students take 12 credits from courses listed below.

Requirements for Concentration:

ECON2113	Politics of International Economic Relations (SS)
ECON2203/ FINAN2203	Economic Development (SA) (SS)
ECON3103/ FINAN3103	International Economics and Finance
ECON3105/ FINAN3105	Money and Financial Markets

B.S. IN ECONOMICS

Requirements for Major:

MATH1118	Introduction to Statistics with R (QA) (QR)
MATH1111	Calculus I (QA) (QR)
ECON1101	Principles of Microeconomics (SA) (SS)
ECON1103	Principles of Macroeconomics (SA) (SS)
ECON2301	Intermediate Microeconomics (SA)
ECON2303	Intermediate Macroeconomics (SA)]
ECON2101	History of Economic Thought (WI)
ECON3346/ FINAN3346	Applied Forecasting
ECON3376/ FINAN3376	Econometric Theory and Practice
ECON4201	Senior Seminar Capstone

Five Electives (four of which must be at 3000 level) from:

ECON2113	Politics of International Economic Relations (SS)
ECON2203/ FINAN2203	Economic Development (SA) (SS)
ECON2205	Urban Economics
ECON3103/ FINAN3103	International Economics and Finance
ECON3105/ FINAN3105	Money and Financial Markets
ECON3109/ FINAN3109	Public Finance
ECON3113	Economics of Health Care
ECON3115	Economics and the Environment
ECON3496	Economics Internship

MINOR IN ECONOMICS

Requirements for Minor:

1.ECON1101	Principles of Microeconomics (SA) (SS)
2.ECON1103	Principles of Macroeconomics (SA) (SS)
3. ECON2101	History of Economic Thought(WI)

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

FINANCE

Emmanuel's Finance major provides you the opportunity to plan, manage, and analyze the financial and monetary aspects and performance of business enterprises, banking institutions, or other organizations with a well-rounded foundation in financial

accounting, money and financial markets, personal finance, corporate finance, portfolio management, investments and financial management. Further, you can elect to pursue a Finance major with a concentration in Corporate Finance, Financial Planning or Sustainable Finance.

LEARNING GOALS AND OUTCOMES

At the completion of the Finance Major, students will:

1. Demonstrate critical thinking using financial analysis, quantitative reasoning, and problem-solving skills.
2. Communicate effectively: in written, oral and graphical formats, using concepts and analytical tools.
3. Develop lifelong learning skills, including how to locate and use primary data, how to understand and evaluate current events and new ideas.

Specific learning goals for the Corporate Finance concentration include:

4. Develop an understanding of ethical and professional standards in the field of Finance.
5. Master quantitative methods that enable students to analyze and model financial data.
6. Assess the impact of the larger economic environment on financial decision-making.
7. Utilize financial reporting to analyze the financial health of a company.
8. Assess the use of financial instruments including equity investments, fixed income and derivatives.

Specific learning goals for the Financial Planning concentration include:

4. Develop the ability to assess individual financial status and needs.
5. Manage financial risk and evaluate insurance.
6. Evaluate individual benefits, investments and taxes.
7. Develop strategies for retirement, estate and education planning.
8. Evaluate risks associated with business ownership and succession planning.

Specific learning goals for the Sustainable Finance concentration include:

4. Describe, understand, and discuss current developments and trends in the area of sustainable finance
5. Distinguish between different types of sustainable finance products and relevant eligibility criteria
6. Discuss opportunities, challenges, and enabling conditions for countries to benefit from growing sustainable investment opportunities

THE CAPSTONE EXPERIENCE

The culminating experience for all Finance majors is Advanced Behavioral Finance (FINAN4366) This course fulfills the capstone requirement in finance by requiring students to apply their analytical, quantitative and research skills in the composition of a senior paper.

B.S. IN FINANCE

Requirements for Major:

MGMT1101	Introduction to Business
ACCT1201	Financial Accounting (QA) (QR)
ACCT 2201	Managerial Accounting
ECON1101	Principles of Microeconomics (SA) (SS)
ECON1103	Principles of Macroeconomics (SA) (SS)
MATH1118	Introduction to Statistics with R (QA) (QR)
MATH1121	Applied Mathematics for Management (QA) (QR)
ECON3103/ FINAN3103	International Economics and Finance
ECON 3105/ FINAN3105	Money and Financial Markets
FINAN3356	Applied Corporate Finance
FINAN3496	Finance Internship
FINAN4366	Advanced Behavioral Finance

Electives (choose 3 of the following, of which two must be above the 3000 level)

MGMT2111	Personal Finance

ECON2203/ FINAN2203	Economic Development (SA) (SS)
MGMT2310	Business Analytics
MGMT3105	Investments
ECON3109/ FINAN3109	Public Finance
ECON3115	Economics and the Environment
FINAN3303	Financial Modeling
ECON3346/ FINAN3346	Applied Forecasting
FINAN3366	Portfolio Management
ECON3376 FINAN3376	Econometric Theory and Practice

Corporate Finance Concentration

MGMT3105	Investments
FINAN4303	Financial Modeling
ECON3376 FINAN3376	Econometric Theory and Practice
MGMT2310	Business Analytics

Financial Planning Concentration

ECON3346/ FINAN3346	Applied Forecasting
MGMT2111	Personal Finance
FINAN3366	Portfolio Management
ECON3109/ FINAN3109	Public Finance

Sustainable Finance Concentration

MGMT3105	Investments
FINAN3366	Portfolio Management
ECON3115	Economics and the Environment
ECON2203/ FINAN2203	Economic Development (SA) (SS)

MINOR IN FINANCE

1.	ACCT1201	Financial Accounting (QA) (QR)
2.	ECON1103	Principles of Macroeconomics (SA) (SS)
3.	ECON3105/ FINAN3105	Money and Financial Markets
4.	FINAN3356	Applied Corporate Finance
5.	Choose one elective from:	
	FINAN3366	Portfolio Management
	MGMT2111	Personal Finance (QA)(QR)
	MGMT3105	Investments

Note:All ACCT, ECON, FINAN, MGMT and MKTG majors must complete MATH 1118 (Statistics with R) as a part of their major requirements. Students from other majors may need to complete this additional class in order to complete the minor

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 receive an “A” grade for the course and project and have a final GPA of 3.5.

Education

Christine Leighton, Ed.D.
Chair

The education program at Emmanuel College offers licensure and non-licensure programs. The licensure program 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 seven 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).

The Educational Studies major is a non-licensure program designed to support students interested in the field of education in capacities outside of the traditional classroom teacher role. The program of study includes five foundational courses in history of education, child/adolescent psychology, curriculum development, educational policy, and a capstone Internship. These core courses, along with a wide range of education electives, provide a knowledge base to meet the current needs of schools. Sample careers include paraprofessionals, museum educators, administrative assistants, tutors, educational publishing, education consultants.

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 deepen learners' appreciation for American civic culture, its underlying ideals, founding principles and political institutions and which actualize 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 capstone seminar and student teaching practicum or Educational Studies internship are the culminating experiences for students completing Education majors. Students complete these two experiences in the final year of study. The experience integrates supervised student teaching or internship with a seminar that requires active reflection on instructional practice.. 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 an essay.
- 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.

MTEL REQUIREMENTS

Students must successfully complete the Communication and Literacy MTEL to be admitted into the licensure programs. Students who have not passed Communication and Literacy must participate in MTEL Prep Lab as a requirement for program continuation.

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 MTEL tests in accordance with current School of Education policy.
- 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 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 elementary 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) (NSL)
CHEM1110	Introduction to Physical Sciences (SI-L) (NSL
MATH 1120	Foundations of Math for Teachers I (QA)
MATH1122	Foundations of Mathematics for Teachers II (QA)
MATH2122	Foundations of Mathematics for Teachers III (QA)

Choose one English Literature or American Voices

ENGL2101	Romance and Conquest in British Literature: 900-1600 (AI-L) (LI)
ENGL2102	Imperialism and Resistance in British Literature: 1800-Present (AI-L) (LI) (DM)
ENGL2304	American Voices I: U.S. Literature to 1865 (AI-L) (LI) (DM)
ENGL2604	American Voices II: U.S. Literature Since 1865 (AI-L) (LI) (DM)

Choose one HIST with World History Focus

HIST1107	African History: Themes (H) (HI)
HIST1108	World History to 1500 (H) (HI) (DM)
HIST1109	Modern World History (H) (HI)
HIST1111	An Introduction to East Asian History (HI) (DM)
HIST1114	Creating the Atlantic World (HI)
HIST2119	19th Century Europe: Democracy and Imperialism (H) (HI)
HIST2120	Europe in the Era of World War (H) (HI) (DM)
HIST2125	History of Modern Latin America (H) (HI)
HIST2126	History of Japan Since 1600 (H) (HI) (DM)
HIST2140	History of the Modern Middle East
HIST2207	Slavery and Global History (H) (HI) (DM)
HIST2401	Modern China: Continuity and Change (H) (HI) (DM)

Choose one HIST with US History Focus

HIST1105	United States History to 1877 (H) (HI)
HIST1106	United States History Since 1877 (H) (HI)
HIST2105	America Since 1960 (HI)
HIST2106	A History of New England: 1500-Present (H) (HI)
HIST2128	Immigrants in the American Experience (HI) (DM)
HIST2130	African American History:1865 to the Present (H) (HI)
HIST2205	Women in American History (H) (HI)
HIST2210	Themes in History of the American West (H) (HI)
HIST2222	The Business of America: An Economic History of the U.S. (H) (HI)

Choose one 2000-level course

ART2217	American Art: An Anti-Racist Progressive History (AI-A) (VCI) (DM)
ECON2203	Economic Development (SA) (SS)
SOC2129	Cultural Geography (SA) (SS)
PSYCH2303	Child Development (SA) (SS)

Choose one 3000-level course

ENGL3307	Survey of Literature for Children and Young Adults
POLSC3202	The American Presidency
POLSC3210/ EDUC3210	The Politics of Education Policy: Developing Agency (SJ)
PSYCH3210	Child Psychopathology

Four-Year Sequence for Elementary Education

First Year

EDUC1111	The Great American Experiment (SA) (SS) (SJ)

Second Year

EDUC2211	Learning, Teaching and the Early & 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 for Early and Elementary Grades*
EDUC3215	Explorations in Science and Engineering: Grades 1-6
EDUC3216	History and Social Science Methods: Grades PreK-6
EDUC3300	Sheltered English Instruction: Teaching English Language Learners

Fourth Year

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 (QA)

Students who have passed the STEM 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, 8-12 or 5-12) 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) (SS) (SJ)
PSYCH2403	Adolescent Development (SA) (SS)

Second Year

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

Third Year

EDUC3300	Sheltered English Instruction: Teaching English Language Learners
EDUC3311	Managing the Classroom Learning Environment*
English Majors:	
EDUC3318	English Language Arts Instructional Methods Grades 5-12
History Majors:	
EDUC3315	History and Social Science Methods: Grades 5-12
Mathematics Majors:	
EDUC3313	Mathematics for Middle School/High School
Modern Language Majors :	
EDUC4178	Modern Language Curriculum

Science Majors :

EDUC3314	Explorations in Science & Engineering: Grades 5-12

Fourth Year

EDUC4467	Student Teaching Practicum
EDUC4468	Student Teaching Capstone Seminar

*Includes pre-practicum experience

EDUCATIONAL STUDIES

The Educational Studies major is a non-licensure program designed to support students interested in the field of education in capacities outside of the traditional classroom teacher role. The program of study includes five foundational courses in history of education, child/adolescent psychology, curriculum development, educational policy, and a capstone Internship. These core courses, along with a wide range of education electives, provide a knowledge base to meet the current needs of schools. Sample careers include paraprofessionals, museum educators, administrative assistants, tutors, educational publishing, education consultants.

Required Courses:

EDUC1111	The Great American Experiment (SA) (SS) (SJ)
EDUC2211	Learning, Teaching and the Early & Elementary Curriculum
or	
EDUC2311	Teaching and Learning and the Secondary Curriculum
PSYCH2303	Child Development
or	
PSYCH2403	Adolescent Development (SA) (SS)
EDUC3210 /POLC3210	Politics of Education Policy (SJ)
IDS4194	Education Capstone Internship

Choose additional five courses from the list below, one of which must be at the 3000 or 4000 level:

ART3501	Methods and Materials Teaching Art
EDUC2202	Practical Music Skills (VCI)
EDUC2212	Teaching All students Grades 1-6
EDUC2213	Teaching All Students Grades 5-12
EDUC3211	Literacy Methods I
EDUC3213	Mathematics Methods for Early and Elementary Grades
EDUC3212	Literacy Methods II
EDUC3215	Exploration in Science
EDUC3300	Sheltered English Instruction: Teaching English Language Learners
EDUC3311	Managing the Classroom Learning Environment
EDUC3313	Math Methods for Middle/HS
EDUC3314	Science Methods Middle and High School
EDUC3315	History and Social Science Methods: Grades 5-12
EDUC3317	Spanish Methods – Middle and High School
EDUC3318	English Instructional Methods Grades 5-12
EDUC3467	Educating Diverse Students
EDUC4491	Teaching Students with Disabilities for General Education Professionals
EDUC4493	Literacy and Language Development for English Learners
ENGL3307	Survey of Literature for Children
PSYCH2203	Social Psychology
PSYCH3210	Child Psychopathology

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 Courses:

EDUC1111	The Great American Experiment (SA) (SS) (SJ)
PSYCH2303	Child Development
or	
PSYCH2403	Adolescent Development
EDUC2211	Learning, Teaching and the Early & Elementary Curriculum
or	
EDUC2311	Teaching and Learning and the Secondary Curriculum

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

MATH EDUCATION MINOR

The minor is for students seeking additional licensure as an Elementary Math Specialist

1. EDUC1111	The Great American Experiment (SA) (SS) (SJ)
2. EDUC221	Learning, Teaching and the Elementary Curriculum
or EDUC2212	Learning Teaching and the Secondary Curriculum
3. EDUC3213	Mathematics Methods for Early and Elementary Grades
or EDUC3313	Mathematics Methods for Middle and High School *(pre-requisite will be waived if students have completed EDUC2211 or EDUC2311)*
4. MATH111	Calculus I (QA) (QR) *(pre-requisite MATH1103 or math placement test)*
5. MATH1112	Calculus II (QA) (QR)
6. A 2000 or 3000 level Math Elective	

ART EDUCATION

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

Education Department Requirements for Students in the Art Education Licensure Program:

First Year

EDUC1111	The Great American Experiment (SA) (SS) (SJ)

Second Year

EDUC2211	Learning, Teaching and the Early & Elementary Curriculum
EDUC2212	Teaching All Students, Grades 1-6*
OR EDUC2312	Teaching All Students Grades 5-12

Third Year

ART3501	Methods and Materials of Teaching Art*
EDUC3300	Sheltered English Instruction: Teaching English Language Learners*

Fourth Year

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) (SS) (SJ)
PSYCH2403	Adolescent Development (SA) (SS)

Second Year

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

Third Year

ART3501	Methods and Materials of Teaching Art*
EDUC3300	Sheltered English Instruction: Teaching English Language Learners*
EDUC3311	Managing the Classroom Learning Environment*

Fourth Year

EDUC4467	Student Teaching Practicum
EDUC4468	Student Teaching Capstone Seminar

*Includes pre-practicum experiences

ADD-ON LICENSURES

Emmanuel's School of Education offers an option for one add-on license either in **Moderate Disabilities, ESL, or Early Childhood** to students who successfully meet the requirements for initial license and pass the appropriate MTEL. An Internship of 150 hours in the role and under the supervision of a teacher / administrator with the license is required.

Moderate Disabilities, PreK-8, 5-12.+

EDUC4491	Teaching Students with Disabilities for General Education Professionals
EDUC4490	Moderate Disabilities Practicum

English Second Language (ESL) PreK-6, 5-12.

EDUC4493	Literacy & Language Development for English Learners
EDUC4494	English Language Learners Internship and Seminar

Early Childhood Education PreK-2

EDUC4495	Early Childhood Education
EDUC4496	Early Childhood Education Internship and Seminar I

DISTINCTION IN THE FIELD OF EDUCATION

Education majors qualify for Distinction in the field if, at the end of the senior year, they: have a minimum grade point average of 3.5; earned grades no lower than 3.65 in education and liberal studies courses; passed all appropriate MTELs; and completed an exemplary practicum project.

English, Writing, & Communication

Monique-Adelle Callahan, Ph.D.
Chair

The English, Writing, and Communication (EWC) Department offers students three distinct yet 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.

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.

LEARNING GOALS AND OUTCOMES

The English major 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.

THE CAPSTONE EXPERIENCE

The culminating experience for students in the English 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 EWC department faculty.

B.A. IN ENGLISH

Requirements for Major:

1. Literary Methods (one course)

ENGL1205	Introduction to Literary Methods (AI-L) (LI)

2–5. Foundations in British and American Literature (four courses, including one WI)

ENGL2101	Romance and Conquest in British Literature: 900-1660 (AI-L) (LI)
ENGL2102	Imperialism and Resistance in British Literature: 1800-Present (AI-L) (LI) (DM)
ENGL2109	Print Media and Political Revolution: 1600-1800 (LI) (WI)
ENGL2303	Dreams and Diversity in the American Novel (AI-L) (LI) (DM) (WI)
ENGL2304	American Voices I: U.S. Literature to 1865 (AI-L) (LI) (DM)
ENGL2402	Shakespeare: Tragedies, Comedies , Histories and Romances (AI-L)
ENGL2413	African American Literature: A Tradition of Resistance (AI-L) (LI) (DM)
ENGL2604	American Voices II: U.S. Literature Since 1865 (AI-L) (LI) (DM)

6. 2000 or 3000-level World Literature (one course)

LANG2103	Literary Mirrors: Introduction to World Literature (AI-L)
LANG2105	Contemporary Latin American Fiction (AI-L)
ENGL2417	Literature of the Black Atlantic (AI-L) (LI) (DM)
ENGL2703	Literature at the Border
ENGL3605	Global Literature and Film

7. 3000-level Literary Period or Tradition (one course)

ENGL3305	Satire
ENGL3601	Crime Stories and American Culture
ENGL3605	Global Literature and Film
ENGL3991 /ENGL3992	Special Topics I or II*

*Consult with advisor for appropriate section

8. 3000-level Theory course (one course)

ENGL3303	Images of Masculinity
ENGL3701	Media Theory
ENGL3703	Critical Theory and the Academy
ENGL3707	Film Theory
ENGL3991 /ENGL3992	Special Topics I or II*

*Consult with advisor for appropriate section

9. 2000 or 3000-level Literature or Theory Course (one course)

Any additional course from categories 2-8 or from the list below:

ENGL2106	Irish Identities: Literature and Culture (AI-L) (LI)
ENGL2303	Dreams and Diversity in the American Novel (AI-L) (LI) (DM) (WI)
ENGL2309	The Haves and the Have-Nots: American Authors on Money, Class and Power (AI-L) (LI)
ENGL2311	Better Worlds: Inclusion and Genre in Contemporary Young Adult Literature (LI) (DM)
ENGL2321	Love and Gender in British Literature and Film (AI-L)
ENGL2323	Short Fiction (AI-L) (LI)
ENGL2325	Spirituality and the Literary Imagination (AI-L)(LI)
ENGL2410	African American Literary Giants(AI-L) (LI) (DM)
ENGL2413	African American Literature: A Tradition of Resistance (AI-L) (LI) (DM)
ENGL2701	Literature and Film (AI-L)

10. Free ENGL Elective or EDUC3318 (one course)

EDUC3318	English Language Arts Instructional Methods Grades 6-12
or	
ENGL Elective	

11. Experiential Learning ENGL4994/5 or EDUC4467 (one course)

ENGL4994 /ENGL4995	Internship I or II
or	
EDUC4467	Student Teaching Practicum

12. Capstone (one course)

ENGL4999	English Senior Seminar

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 (AI-L) (LI)

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

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 (one course)
- Textual Literacy (two courses)
- Media Studies (three courses)
- Media Practice (four courses, including Professional Internship)
- Capstone (one course)
- Elective from Media Studies or Media Practice (one course)

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

LEARNING GOALS AND OUTCOMES

The Communication and Media Studies major provides students with multi-disciplinary perspectives on media texts, production, and consumption, grounded in the study and practice of contemporary issues in the field. Coursework focuses on blending theory, methods, and experiential learning across the curriculum, allowing students to develop research literacy and practical skills that are valued in the work-place, such as:

- Knowledge of the history of communication and media studies, including a practical understanding of its foundational theories and principles
- Competency in qualitative media research, including approaches to textual analysis and audience research, through development of independent research projects
- Proficiency in the practical skills associated with professional communications, such as public relations, advertising, journalism, etc.
- Professional skills development via experiential learning through coursework, including an internship course
- Experiential knowledge of multimedia storytelling and digital media production
- Media literacy, particularly as it pertains to issues of equity, ethics, and social responsibility

THE CAPSTONE EXPERIENCE

The culminating experience for students in the Communication and Media 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 EWC department faculty.

B.A. IN COMMUNICATION AND MEDIA STUDIES

Requirements for Major:

1-4. Foundations of the field (4 courses)

COMM1502	Media & Society (SA) (SS)
COMM2510	Professional Communication
COMM2515	Research Methods for Communication & Media (WI)
COMM3701	Media Theory
or	
ENGL3703	Critical Theory and the Academy
or	
ENGL3707	Film Theory

5-6. Communication and Media Studies. Choose two of the following (at least one must be 3000-level):

AMST1101	Introduction to American Studies (LI)(DM)
ART2213	Daguerreotypes to Digital Prints: The History of Photography (AI-A) (VCI) (DM)
COMM3311	Ethics in Documentary Film
COMM3708	Digital Culture & Social Media Promotion
COMM3730	Feminist Media Studies
ENGL2321	Love and Gender in British Literature and Film (AI-L)
ENGL2701	Literature and Film (AI-L)
ENGL3303	Images of Masculinity
ENGL3601	Crime Stories and American Culture
ENGL3605	Global Literature and Film
POLSC2207	Politics and the Media

7-8. Foundations in Strategic Communication (Two courses, at least one COMM)

COMM2501	Journalism
COMM2521	Public Relations and Persuasion (LI)
COMM2523	Advertising and Culture
COMM2525	Sport Communication
COMM3806	Health Communication (SJ)
MGMT2211	Leadership: Person & Process
MKTG2200	Principles of Marketing
MKTG2500	Consumer Behavior
POLSC2211	Campaign Strate
COMM3701	Media Theory
ENGL3703	Critical Theory and the Academy
ENGL3707	Film Theory

9-10. Applying Strategic Communication: Skills-based courses (Choose one)

ART1407	Visual Language for Design and Communication (AI-A) (VCI)
ART2132	Data Visualization(AI-A) (VCI)
ART2432	Poster and Information Design
ART2443	Digital Photography I
ART3402	Interactive Design
ART3431	Motion Graphics and Digital Animation
ART3432	Package and Publication Design
COMM3501	Multimedia Storytelling
COMM3801	Feature Writing
ENGL2504	Prose Writing
ENGL2507	Fiction Writing
ENGL3405	Editing and Publishing a Literary Magazine
ENGL3504	Advanced Prose Writing
SPCH111	Public Speaking: Voice and Diction
and	
COMM4994/95	Internship I & II

11. Communication & Media Studies Elective (One additional COMM course)

12. Capstone Research Seminar

COMM4998	Communication & Media Studies Senior Seminar

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.	COMM1502	Media & Society (SA) (SS)
2.	COMM2510	Professional Communication
	or	
	COMM2515	Research Methods for Communication & Media(WI)

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

3. One course from the Communication and Media Studies Category
4. One course Foundations in Strategic Communication Category
5. One additional COMM elective

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).

LEARNING GOALS AND OUTCOMES

The Writing, Editing, & Publishing major provides students with skills and expertise in various forms of writing and written communication. Students gain skills in nonfiction, prose, poetry and fiction writing. They receive guidance and experience with the publication process and engage in developing creating portfolios as well as a literary magazine. Courses focus on developing these skills and experiences through hands-on activity and workshops. Ultimately, the learning goals involve providing students with:

- Expertise in close reading and critical analysis
- Practice writing for diverse audiences
- Expertise in peer review and the incorporation of feedback
- Appreciation of the necessity for and practice of revision in successful creative writing and forms of written communication.
- Hands-on experience with publication processes and outcomes
- Guidelines for individualized, skilled creative processes in writing and thinking.

THE CAPSTONE EXPERIENCE

The culminating experience for students in the Writing, Editing, and Publishing 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 EWC 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 (one course)

ENGL1205	Introduction to Literary Methods (AI-L) (LI)

2. British Literature (one course)

ENGL2101	Romance and Conquest in British Literature: 900-1660 (AI-L) (LI)
ENGL2102	Imperialism and Resistance in British Literature: 1800-Present (AI-L) (LI) (DM)
ENGL2106	Irish Identities: Literature and Culture (AI-L) (LI)
ENGL2321	Love and Gender in British Literature and Film
ENGL2402	Shakespeare: Tragedies, Comedies, Histories and Romances (AI-L)

3. American Literature (one course)

ENGL2304	American Voices I: U.S. Literature to 1865 (AI-L) (LI) (DM)
ENGL2309	The Haves and the Have-Nots: American Authors on Money, Class and Power (AI-L) (LI)
ENGL2410	African American Literary Giants(AI-L) (LI) (DM)
ENGL2413	African American Literature: A Tradition of Resistance (AI-L) (LI) (DM)
ENGL2604	American Voices II: U.S. Literature Since 1865 (AI-L) (LI) (DM)
ENGL3601	Crime Stories and American Culture

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

5. ENGL2504 Prose Writing

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

COMM2501	Journalism
COMM2521	Public Relations and Persuasion (LI)
COMM3501	Multimedia Storytelling
COMM3801	Feature Writing
ENGL2506	Poetry Writing (DM)
ENGL2507	Fiction Writing
ENGL3506	Advanced Poetry Writing

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

COMM3701	Media Theory
ENGL3303	Images of Masculinity
ENGL3305	Satire
ENGL3601	Crime Stories and American Culture
ENGL3605	Global Literature and Film
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. Internship course (one course)

ENGL4994 /ENGL4995	Internship I & II

10. ENGL3405 Editing and Publishing a Literary Magazine

Students develop, edit, publish and distribute a literary magazine

11. Capstone Experience (one course)

ENGL4160	Writing Seminar

Students majoring in Writing, Editing and Publishing are able to minor in Communication and Media Studies.

MINOR IN WRITING

Requirements for Minor:

1. ENGL2504 Prose Writing

2-5. Any four of the following courses (one at the 3000-level):

COMM2501	Journalism
COMM2521	Public Relations and Persuasion (LI)
COMM3501	Multimedia Storytelling
COMM3801	Feature Writing
ENGL2506	Poetry Writing (DM)
ENGL2507	Fiction Writing
ENGL3405	Editing and Publishing a Literary Magazine
ENGL3504	Advanced Prose Writing
ENGL3506	Advanced Poetry Writing
ENGL4160	Writing Seminar

DISTINCTION IN THE FIELD

A Distinction in the Field program involving scholarly research under faculty direction is open to senior English, Writing, Communication majors with a 3.67 grade point average in department courses.

History

William Leonard, Ph.D.
Chair

The study of history enables students to understand change and continuity across time. 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 beliefs 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. The study of history yields creative, resourceful individuals who can problem solve and evaluate information. 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

The Emmanuel College History Department's Goals and Objectives of Majors:

Analysis. Through evaluation of historical information, data, sources, and methodologies, students will broaden and deepen their critical thinking and analytical skills and understand how different ideas (political, cultural, economic, religious), geography (location, environment, resources), and diversity (race, class, gender, ethnicity) have influenced historical interpretations. Students are equipped with the necessary intellectual skills in the pursuit of knowledge.

Research. Students conduct primary and secondary source research utilizing up-to-date methods and sources, including digital and media resources; students will know how to locate, evaluate, and ethically use this information effectively in constructing an argument. Through research and dialogue, students reflect on diverse perspectives in all that they research.

Historiographical Literacy. Students will be able to compare and contrast historical interpretations, recognizing there is no one historical truth and that interpretations have changed, and will continue to change, over time. Through research students will be ale to examine cultures in a comparative context and to place their own culture,

values, and ethics within larger historical narratives, methods, and fields, deepening their sense of responsibility.

Communication Skills. Students will learn to construct and present persuasive arguments in written, oral, and digital forms that clearly and coherently communicate factual and conceptual understandings of historical change and narratives.

Career Preparation. Students are able to apply the knowledge acquired as a history major in their internship and practicum experience by giving them the opportunity to "do history" and to engage in ethical and creative problem solving for companies, organizations, and institutions. Through these hands-on experiences students are able to explore the many careers available in and out of the field by demonstrating the ability to transfer the analytical, research, and communication skills of a history major to their chosen profession. Students gain valuable professional experience and build relationships, seeing themselves as part of a larger whole, adding value through teamwork and leadership.

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) (HI)
HIST1106	United States History Since 1877 (H) (HI)
HIST1107	African History: Themes (H) (HI)
HIST1108	World History to 1500 (H) (HI) (DM)
HIST1109	Modern World History (H) (HI)
HIST1111	An Introduction to East Asian History (HI) (DM)
HIST1114	Creating the Atlantic World (HI)

Required Core Courses:

HIST2701	Historical Methods and Research (WI)
HIST4000	Senior Seminar
HIST4194/ HIST4195	Internship I & II

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

B.A. IN HISTORY WITH CONCENTRATION IN DIGITAL HISTORY

Requirements for Concentration:

Choose three from the following:

HIST1105	United States History to 1877 (H) (HI)
HIST1106	United States History Since 1877 (H) (HI)
HIST1107	African History: Themes (H) (HI)
HIST1108	World History to 1500 (H) (HI) (DM)
HIST1109	Modern World History (H) (HI)
HIST1111	An Introduction to East Asian History (HI) (DM)
HIST1114	Creating the Atlantic World (HI)

Required Core Courses:

ART1407	Visual Language for Design and Communication (AI-A) (VCI)
COMP1000 or COMP1101	Digital Citizenship (SI) (SS) / Introduction to Programming (QA) (QR)
HIST2101	Introduction to Digital History (H) (HI)
HIST2701	Historical Methods and Research (WI)
HIST4000	Senior Seminar

Three other History courses, at least two must be at 3000-level

ART3402 or ART3431	Interactive Design / Motion Graphics and Digital Animation

HIST4194 Internship

Highly Recommended Course:

ART3531	Stories in Motion

MINOR IN HISTORY

Requirements for Minor:

Five departmental courses: one must be at 3000-level and no more than three at 1000-level

MINOR IN MIGRATION STUDIES

This is shared minor within the COF

Requirements for Minor:

1.Introduction to Migration Studies

EMMANUEL

HIST1101	Introduction to Migration Studies(H) (HI) (SJ)

SIMMONS

HIST101	Introduction to Migration Studies

2. Electives: All Migration Studies Minor students must select four electives from the following list. One of the four electives must be a class with a service learning component:

EMMANUEL

ART2204	Transcultural Exchange and the Visual Arts (AI-A) (VCI) (DM)
ART2224	Irish Art (AI-A) (VCI)
BIOL2121	Human Health and the Environment (SJ)
ECON2113/ POLSC2409	Politics of International Economic Relations (SS)
HIST1114	Creating the Atlantic World (HI)
HIST2106	A History of New England: 1500-Present (H) (HI)
HIST2128	Immigrants in the American Experience (HI)(DM)
HIST2207	Slavery in Global History (HI)(DM)
HIST2210	Themes in the History of the American West(HI)
HIST3107	A History of Boston
HIST3225	Utopias, Revolution, and Diaspora: Themes in Latin America
HIST3404	East Asia Migration and Diaspora in Global Perspectives (SJ)
HIST3412	Immigrant Kitchens: a Glocal Perspective on Identity, Ethnicity and Foodways (SJ)
LANG3437	Special Topics
POLS2301	Politics of Race and Ethnicity in Latin America and Caribbean
POLS2417	Statecraft and Globalization
POLSC2801	Food Policy and Social Justice (SA) (SS) (SJ)
SOC2129	Cultural Geography(SA) (SS)
SOC3201	Worlds in Motion: The Causes and Consequences of Migration
THRS2130	Catholic Social Teaching (RCT) (RICT) (SJ)

SIMMONS

ENGL161	American Literature 1865-1910, Imagining America
ENGL179	Human Rights & Global Literature
ENGL230	Postcolonial Film
HIST213	Race and Ethnicity in U.S. History
HIST214	History of the African Diaspora
HIST217	Caribbean History
HIST240	The Atlantic World, 1500-1800
FREN265	Francophone Short Stories and Films
FREN311	Contemporary Issues in France
FREN316	Outside France: Perspectives from the French-Speaking World
POLS215	The Politics of Exclusion
SOCI330	Transnational Studies
WGST/AST210	Sisters of the African Diaspora

MASSART

LALW317	Literature from Immigrants in the USA
LALW365	Women's Literature in Comparative Perspective
LASS404	Asian Diasporas and American Experiences
LASS251	Chinatown and Beyond: A World Historical Perspective
LASS254	Immigration and Race in the USA

It is highly recommended that at least one course be taken away from the student's home institution within the COF.

Students must take at least one advanced seminar (3000-level at Emmanuel, 300-level at Simmons, etc), selected from the list of approved courses.

Students must take one course not in their declared major's discipline

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 minimum 3.5 GPA in their major and a minimum 3.5 GPA overall at the start of their final semester. Students must have a precis submitted to and approved by the department faculty prior to the end of the previous semester. Once these criteria are met, students will 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.

Interdisciplinary Studies

PROGRAMS

African and African Diaspora Studies
American Studies
Biostatistics
Civics
Digital Media Production
Film
Food Studies
Gender and Women's Studies
Global and Public Health
Latin American Studies
Legal Studies
Middle East Studies
Peace Studies
Political Communication
Transcultural Studies

African and African Diaspora Studies

Monique-Adelle Callahan, Ph.D.
Program Coordinator

Emmanuel's interdisciplinary and cross-cultural minor in African and African Diaspora Studies combines courses in history, literature, political science and modern languages to move students beyond the traditional narratives and provide a global perspective that delves into questions of race, economic and social injustice as well as a diversity of world views including aspects of African, Latin American, Caribbean and North American histories and cultures.

MINOR IN AFRICAN AND AFRICAN DIASPORA STUDIES

Requirements for Minor:

HIST1107	History of Africa (H) (HI)
ENGL2417	Literature of the Black Atlantic (AI-L) (LI) (DM)

Elective Courses

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

ENGL2410	African American Literary Giants (AI-L) (LI) (DM)
ENGL2413	African American Literature (AI-L) (LI) (DM)
HIST1114	Creating the Atlantic World (H) (HI)
HIST2130	African American History: 1865 to the present (H) (HI)
POLSC2301	Politics of Race and Ethnicity in Latin America and Caribbean
ENGL3605	World Literature and Film
LANG3421	Spanish Caribbean Literature

American Studies

Matthew Eliott, Ph.D. and Adam Silver, Ph.D.
Coordinators

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.

B.A. IN AMERICAN STUDIES

**Students MUST select at least two (2) 3000 level courses from options below when completing the major

Foundations in American Studies:

1.	AMST1101	Introduction to American Studies (AI-L) (LI) (DM)
2.	POLSC1201	Introduction to American Politics and Government (SA) (SS)
3.	SOC1105	Major Institutions in U.S. Society (SA) (SS) (DM)

4. HIST2106	A History of New England: 1500-Present (H) (HI)

5-6. Democracy:

Two courses from the following:

ART1203	Art of Resistance: Social Justice & the Visual Arts (AI-A) (VCI) (SJ)
POLSC2225	The 1960s and Political Activism
POLSC2232	Parties and Interests in American Politics: Polarized America
POLSC2602	Introduction to Law and the Judicial System
POLSC3160	American Political Thought
POLSC3201	Congress, Representation and the Legislative Process
POLSC3202	The American Presidency

7-8. Power, Inequality, and Society:

Two courses from the following:

CCJ1203	Crime & Justice (SS)
ENGL2309	The Haves and the Have-Nots: American Authors on Money, Class and Power (AI-L) (LI)
SOC2105	Race, Ethnicity & Group Relations (SA) (SS) (DM)
SOC2127	Social Class & Inequality (SA) (SS)
SOC3201	Worlds in Motion: The Causes & Consequences of Migration

9-11. American Stories:

Three courses from the following:

ART2217	American Art: An Anti-Racist Progressive History (AI-A)(VCI) (DM)
ENGL2413	African American Literature: A Tradition of Resistance (AI-L) (LI) (DM)
ENGL2604	American Voices II: US Literature Since 1865 (AI-L) (DM)
ENGL3601	Crime Stories and American Culture
HIST2130	African American History: 1865-Present (H) (HI)
HIST2205	Women in American History (H) (HI)
HIST3121	Surviving Columbus: 500 Years of Indigenous History (DM)
HIST3205	Themes in the History of the American West

12. Capstone

Choice of:

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 (AI-L) (LI) (DM)
2. POLSC1201	Introduction to American Politics and Government (SA) (SS)
or	
SOC1105	Major Institutions in US Society (SA) (SS)
3. HIST2106	History of New England: 1500 to Present (H) (HI)

4. One 2000-level course from American Studies catalog
5. One 3000-level course from American Studies catalog

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

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 the master's and doctoral degrees in biostatistics, statistics, data science, 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
2. Understand foundational principles of biology
3. Understand chemical structure of components of living systems (DNA, proteins, lipids, etc.)
4. Understand descriptive and inferential statistics, probability theory, methods and techniques
5. Be able to apply statistical methods and techniques to current biological topics and research
6. Be able to use technology and software programs (SAS, R) to analyze data and effectively communicate statistical results to others, especially non-statisticians.

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 (SI-L) (NSL)
BIOL1106	Introduction to Organismic and Evolutionary Biology (SI-L) (NSL)
BIOL2123	Genetics
CHEM1101	Principles of Chemistry I (SI-L) (NSL)
CHEM1102	Principles of Chemistry II (SI-L) (NSL)
MATH2101	Linear Algebra (QA) (QR)
MATH2103	Calculus III (QA) (QR)
MATH2113	Statistics with R (QA) (QR)
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
COMP2201	Data Analytics
MATH2111	Mathematical Modeling for Social Justice (QA) (QR) (SJ)
MATH 4194 /MATH4195	Research Internships I and II*

** 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 their junior year, a cumulative overall GPA of at least 3.3 and at least 3.3 GPA in courses that count toward the biostatistics major. Eligible students will be invited by the math department to apply for distinction. To maintain eligibility for distinction, the student must have a cumulative overall GPA of at least 3.5 and at least 3.5 GPA in courses that count toward the major at the completion of the final semester of their senior year.

Civics

Catherine Bueker, Ph.D.
Program Contact

The Certificate in Civics is a multi-disciplinary program that gives students a deeper understanding of the mechanics of the American political system. It is a great addition for students in the School of Education, but is also a wonderful opportunity for anyone who wants to gain a greater understanding of how our government works.

CERTIFICATE IN CIVICS

Requirements for Certificate:

HIST1106	America Since 1877 (H) (HI)
POLSC1201	Introduction to American Government and Politics (SA) (SS) (SJ)
SOC1105	Major Institutions in U.S. Society (SA) (SS)

Students would also be required to attend two experiences/events and write a one to two-page reflection piece on each event. These reflection pieces would be reviewed by a member of the committee and be a requirement to begin the 4000-level experiential component:

- Court case
- Lobbying Day at the State House
- School Board Meeting
- Naturalization ceremony
- Citizenship workshop
- Legislative session

One of the following:

IDS4178	Independent Study (with any member of the Civics program)
or	
IDS4194	Internship (within the / School of Education)

Students are encouraged to take a few of the courses from the list below, although none are required.

EDUC1111	The Great American Experiment (SA) (SS) (SJ)
HIST1105	America to 1877 (H) (HI)
HIST2105	America since the 1960's (HI)
POLSC2228	State and Local Government
POLSC3201	Congress, Representation, and the Legislative Process
POLSC3202	The American Presidency
POLSC3607	Constitutional Law

Digital Media Production

Erich Doubek, M.F.A.
Coordinator

Through this hands-on, interdisciplinary minor, students prepare for the careers of tomorrow and learn to navigate the news, media and filmmaking culture of the 21st century. Students will carry out a production project from conception to completion, developing the skills and technical proficiencies in video and web-based production needed to effectively communicate through a variety of emerging media.

MINOR IN DIGITAL MEDIA PRODUCTION

Requirements for Minor:

ART1407	Visual Language for Design and Communication (AI-A) (VCI)
ART3431	Motion Graphics and Digital Animation
ART3531	Stories in Motion
COMM1502	Media & Society (SA) (SS)
COMM3311	Ethics in Documentary Film

Film

Through this interdisciplinary minor, drawing courses from English, art, modern languages and theater, students will obtain a strong foundation in communication, visual language, film analysis and film production. Film minors will learn to ethically produce and consume such texts in their professional, scholarly, and personal lives, with special attention to the ways in which stories have the potential to represent multiple perspectives and to affect social change.

MINOR IN FILM

Requirements for Minor:

The minor in Film consists of six courses.

1.	COMM1502	Media & Society (SA) (SS)
2.	ART1407	Visual Language for Design and Composition (AI-A) (VCI)

3.-4. Film Analysis (two courses)

ENGL2321	Love & Gender in British Literature & Film
ENGL2701	Literature & Film
ENGL3303	Images of Masculinity
ENGL3605	Global Literature & Film
ENGL3707	Film Theory
LANG2107	Damsels & Femmes in Film
LANG2417	Hispanic Culture & Language through Film (requires previous completion of LANG2413)
THTR2113	Shakespeare: Study to Stage

5-6. Film Production (two courses)

ART2443	Digital Photography I
ART3431	Motion Graphics & Digital Animation
ART3531	Stories in Motion Studio
COMM3311	Ethics in Documentary Film
THTR3121	Theatrical Design & Production

Food Studies

Food Studies is a growing and inherently interdisciplinary field that examines the relationship between food and all aspects of the human experience, locally and globally, including culture and society, science, politics, history and business.

With this minor, students are inspired to both think critically and actively engage in aspects of food production, food sustainability, and food security through integrative studies in the liberal arts, natural and physical sciences, and business and management. Through experiential learning projects, students cultivate the understanding and technical skills relevant to scientific and business aspects of the food industry with consideration to the historical, political, and social constructions and inequities of the domestic and global food systems.

MINOR IN FOOD STUDIES

Requirements for Minor:

This interdisciplinary Minor requires five courses, including one course from each area of study below and one additional elective from any course below, as well as one internship INT 1010 (to be approved by a coordinator of the Food Studies minor).

Business & Management

MGMT1101	Introduction to Business
MGMT2410	Entrepreneurship and Business Management

Humanities

HIST1112	Food and Fermentation (HI)
HIST3412	Immigrant Kitchens (SJ)

Natural Sciences

BIOL1215	Intro to Nutrition (SI) (NS)
or	
BIOL2113	Human Nutrition
CHEM2106	Chemistry of Brewing with lab (SI-L) (NSL)
or	
CHEM2116	Chemistry of Brewing (SI) (NS)
PHYS2410/ IDS2410	Sustainability Science (SI-L) (NSL)

Social Sciences

POLSC2705 /SOC2705	Sustainable Development
POLSC2801	Food Policy & Social Justice (SA) (SS) (SJ)

Gender & Women Studies

Brianne Jacobs, Ph.D.
Coordinator

Courses in gender and women's studies provide a focused opportunity to explore gender in both an historical and a contemporary perspective, including the ways in which gender affects human identities and relationships, the representation of gender in the visual arts and literature, and the politics of gender construction. It is a dynamic, multidisciplinary approach to the study and analysis of the experiences, contributions and voices of all individuals and groups marginalized as well as empowered by their gendered identities, including those who identify as women and the LGBTQ+ community.

MINOR IN WOMEN'S STUDIES

Requirements for Minor:

1. IDS2113	Basic Issues in Women's Studies (SA) (SS) (DM)

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	Understanding Gender through Art (AI-A) (VCI) (SJ)
COMM3730	Feminist Media Studies
ENGL2321	Love and Gender in British Literature and Film (AI-L)
ENGL3303	Images of Masculinity
HIST2205	Women in American History (H) (HI)
LANG2107	From Damsel in Distress to Femme Fatale: Parisian Women in Modern French Cinema and Literature (AL-L)
LANG3427	Contemporary Spanish American Women Novelists (AI-L)
NURS3600	Culture and Diversity in Health Care (DM)
PSYCH2211	Race, Gender and Sexuality: Intersection of Privilege and Oppression (SA) (SS) (DM)
PSYCH3101	Seminar: Psychology of Women
SOC2115	Family and Gender Roles
THRS2131	Relationships and Sexuality: Christian Perspectives (RCT) (RICT) (SJ)
THRS2217	Women in the World Religions (R)
THRS2219	Women in Christian Traditions (RCT) (RICT) (DM)

Students are encouraged to consult with a faculty member in a field related to their interests about the possibility of a directed study.

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.

Global and Public Health

Lenore Martin, Ph.D.
Coordinator

This interdisciplinary major and minor integrates the sciences, social sciences, and humanities to seek answers to the enormous health challenges facing the U.S. and the world. This includes how factors influencing health promotion and disease prevention intersect with the environmental, political, and social determinants of health to vulnerable populations locally and globally. We therefore cover issues of the science of disease and health as they relate to public policy, poverty, race, class, gender, ethics, peace and war, as well as mental healthcare and cultural components of addiction and how healthcare providers can best communicate with the public.

LEARNING GOALS AND OUTCOMES

1. Identify the factors influencing health promotion and disease prevention.
2. Explain how human rights and ethics intersect with global and public health.
3. Relate the environmental and social determinants of health to vulnerable populations globally and locally.
4. Evaluate research data related to health issues globally and locally.
5. Explain the social and political challenges of access to care globally and locally.
6. Relate to working in a global and public health environment. .
7. Develop and analyze an in depth research project.

MAJOR IN GLOBAL AND PUBLIC HEALTH

Requirements for Major:

1.	GPH1201	Perspectives on Global & Public Health (DM)
2.	GPH2XXX	Introduction to Epidemiology
3.	GPH2XXX	Methods in Global and Public Health
4.	One Statistics Course:	
	MATH117	Introduction to Statistics for Professional Nursing (QA) (QR)
	MATH118	Introduction to Statistics with R (QA) (QR)
	MATH2113	Statistics with R (QA) (QR)
	PSYCH2801	Methods and Statistics I (WI)
	PSYCH2802	Methods and Statistics II (QA) (QR)
5.	THRS2222	Social Justice and Global Health (RCT) (RICT) (SJ)
6.	GPH4XXX	Internship
7.	GPH4XXX	Senior Seminar

Three Electives: One from Each Category

Health Sciences

BIOL1211	Emerging Infectious Diseases (SI) (NS) (SJ)
BIOL2121	Human Health and the Environment (SJ)
BIOL1215	Introduction to Nutrition (SI) (NS)
BIOL1112	Biology and Society (SI)
BIOL2113	Human Nutrition

Social and International Perspectives

POLSC2613	Law, Health and Public Policy
POLSC2402	Politics of Global and Public Health (SJ)
SOC2123	Health Care: Systems, Structures and Cultures
SOC2200	Drugs & Society
POLSC2705/ SOC2705	Sustainable Development Paradigms and Policies
PSYCH2405	Health Psychology

Health Humanities

LANG1411	Beginning Spanish for Healthcare Professionals I (LC)

LANG2412	Spanish at Work in the Health Care Community
PHIL1205	Healthcare Ethics (M) (ER)

Two 3000- Level Electives: Each course must be from a different Category

Health Sciences

BIOL3127	Microbiology with lab (SI) (NS) (SJ)
NURS3700	Community and Public Health Nursing (SJ) (Nursing Students ONLY)
NEURO3214	Psychopharmacology
CHEM3115	Introduction to Toxicology

Social and International Perspectives

ECON3113	Economics of Health Care
NURS3600	Culture and Diversity in Health Care (DM) (Nursing Students ONLY)
POLSC3403	Human Issues in International Relations
PSYCH3210	Child Psychopathology
PSYCH3212	Adult Psychopathology

Health Humanities

COMM3806	Health Communication (SJ)

MINOR IN GLOBAL AND PUBLIC HEALTH

Requirements for Minor:

1. GPH1201	Perspectives on Global & Public Health (DM)

2-5.Four additional courses, at least one from each of the following sections:

Health Sciences

BIOL1112	Biology and Society
BIOL1211	Emerging Infectious Diseases (SI) (NS) (SJ)
BIOL1215	Introduction to Nutrition (SI) (NS)
BIOL2113	Human Nutrition
BIOL2115	Determinants of Health and Disease
BIOL2121	Human Health and the Environment (SJ)

Social and International Perspectives

ECON3113	Economics of Health Care
POLSC2613	Law, Health and Public Policy
POLSC2705/ SOC2705	Sustainable Development Paradigms and Policies
POLSC3403	Human Issues in International Relations
PSYCH2405	Health Psychology
PSYCH3210	Child Psychopathology
PSYCH3212	Adult Psychopathology
SOC2103	Qualitative Methods
or	
SOC2104	Quantitative Methods (QR)
SOC2123	Health Care: Systems, Structures and Cultures
SOC2200	Drugs & Society

Health Humanities

COMM3806	Health Communication (SJ)
LANG1411	Beginning Spanish for Healthcare Professionals I
LANG2412	Spanish at Work in the Health Care Community
PHIL1205	Healthcare Ethics (M) (ER)
THRS2222	Social Justice and Global Health (RCT) (RICT) (SJ)

Requirements for Minor for Nursing Students:

1. GPH1201	Perspectives on Global & Public Health (DM)
2. BIOL1215	Introduction to Nutrition (SI) (NS)
3. NURS3700	Community and Public Health Nursing (SJ)
4. NURS3600	Culture and Diversity in Health Care (DM)
5. THRS2222	Social Justice and Global Health(RCT) (RICT) (SJ)

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).

MINOR IN LATIN AMERICAN STUDIES

Requirements for Minor:

1. HIST2125	History of Modern Latin America (HI)
or	
POLSC2301	Politics of Race and Ethnicity in Latin America and Caribbean*

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

ECON3109/ FINAN3109	Public Finance
ENGL2417	Literature of the Black Atlantic (AI-L) (LI) (DM)
HIST2125	History of Modern Latin America (HI)
HIST3121	Surviving Columbus: 500 Years of Indigenous History (DM)
HIST3225	Utopias, Revolution, and Diaspora: Themes in Latin America
LANG2105	Contemporary Latin American Fiction
LANG2415	Spanish at Work in the Community
LANG2416	Latin American Peoples and Cultures
LANG3411	Latin American Literary Giants
LANG3417	Spanish American Experience: An Overview
LANG3427	Contemporary Spanish American Women Novelists
POLSC2301	Politics of Race and Ethnicity in Latin America and Caribbean
POLSC3301	Comparative Politics of Developing States
POLSC3303	Street Democracy
THRS2213	Liberation Theology

Legal Studies

Marie Natoli, Ph.D.
Coordinator

Emmanuel's minor in legal studies offers an interdisciplinary look at the workings of the law- from the judicial system and legal reform to issues of justice and injustice from a political, philosophical and sociological perspective. Scholarship of legal studies upholds the College's mission of greater social, economic, and political justice, to all of which study of the law is critical. This minor is ideal for students in any major who are interested in and would benefit from an introduction to the legal system and related public policy issues.

MINOR IN LEGAL STUDIES

Requirements for a minor:

1.-4. Required Courses*

PHIL2203	Philosophy of Law (M) (ER)
POLSC1201	Introduction to American Politics and Government (SA) (SS) (SJ)
POLSC2602	Introduction to Law and the Judicial System
CCJ1203	Crime and Justice (SS)

*these courses may be taken in any order

5-6. Electives (choose two of the following courses)

CCJ2101	Criminology (SS)
MGMT2301	Legal Environment of Business
PHIL2108	Critical Thinking (M) (ER)
POLSC2603	Problems of Law and Society
POLSC2613	Law, Health and Public Policy
POLSC3209	Public Policy, Law and Psychology
POLSC3607	Constitutional Law

Middle East and North Africa Studies

Lenore Martin, Ph.D.
Coordinator

The study of the Middle East and North Africa (MENA) region includes history, politics, culture, religion, language and literature, all of which interact and make for an exciting learning experience and a perspective that is in-demand in many professions. In these courses, you will explore contemporary issues such as the Palestinian-Israeli dispute, the Kurdish-Turkish conflict, the Syrian-Lebanese-Israeli triangle, and modern-day revolutions in Tunisia, Egypt and Libya, as well as themes such as political reform, human rights, the roles and rights of women, and U.S. policy in the Middle East and North Africa.

MINOR IN MIDDLE EAST & NORTH AFRICA STUDIES

Requirements for Minor:

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

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

LANG2664	The Arab World through Its Literature (AI-L)
POLSC3405	Negotiating Peace
POLSC3407	People and Politics of the Middle East and North Africa (WI)

Peace Studies

Laurie Johnston, Ph.D.
Coordinator

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.

MINOR IN PEACE STUDIES

Requirements for Minor:

1. POLSC1401 Introduction to International Relations (SA) (SS)

2. THRS2201 War, Peace and Religions(R) (RI) (SJ)

3. A 3000-level seminar in Peace Studies or a directed study

4-6. Electives (choose three of the following from at least two different departments):

CCJ1203	Crime and Justice (SS)
HIST2120	Europe in the Era of World War (HI) (DM)
SOC2105	Race, Ethnicity and Group Relations (SA) (SS) (DM)
POLSC2411	The Contemporary Middle East and North Africa: Challenges and Promise
or	
POLSC3407	People and Politics of the Middle East and North Africa (WI)
POLSC3303	Street Democracy
POLSC3403	Human Issues in International Relations
POLSC3405	Negotiating Peace
SOC3205	Crimes Against Humanity
THRS3133	Social Justice and Religious Traditions (RI) (SJ)
THRS3203	World Religions in Conflict and Dialogue (RCT) (RICT) (DM)

Political Communication

Adam Silver, Ph.D.
Coordinator

Through this interdisciplinary minor through the political science and communications & media studies majors, you will learn the analytical, critical thinking and leadership skills in high demand on the campaign trail, in Congress or in boardrooms, situation rooms and news desks across the country and around the world. This minor is a great compliment to students considering communications in journalism, public relations, lobbying and consulting, internal political communications, political campaigns, and politics more generally.

MINOR IN POLITICAL COMMUNICATION

Requirements for Minor:

1.	COMM1502	Media & Society (SA) (SS)
2.	POLSC1201	Introduction to American Government and Politics (SA) (SS) (SJ)
	or	
	POLSC1301	Introduction to Comparative Politics (SA) (SS)
	or	
	POLSC1401	Introduction to International Relations SA) (SS)

3. Media Writing:

Choose ONE of the following:

COMM2501	Journalism
COMM3501	Multimedia Storytelling
COMM3801	Feature Writing

4. Theories of Political Communication:

Choose ONE of the following:

POLSC2207	Politics and the Media
POLSC2409	The Politics of International Economic Relations
POLSC3201	Congress, Representation, and the Legislative Process
POLSC3303	Street Democracy

5-6. Political Communication in Practice:

Choose TWO of the following:

POLSC2211	Campaign Strategies and Electoral Politics
POLSC2421	Model UN
COMM2521	Public Relations and Persuasion (LI)
COMM2523	Advertising and Culture (VCI)
SPCH1111	Public Speaking: Voice and Diction
IDS4994	Internship (in Political Communication)

Transcultural Studies

Monique-Adelle Callahan, Ph.D.
Coordinator

Transcultural studies provides an opportunity for the close study of cultural exchange between and among diverse cultures. This interdisciplinary minor allows students to engage the concept of cultural exchange in a number of different contexts, preparing them for the cultural capital needed in an increasing global world of interdependent populations. Through the study of art, literature, language and religion, students in the transcultural studies program will embark upon a humanistic exploration of the world through the multifaceted lens of culture.

Minor in Transcultural Studies

Requirements for Minor:

1. PHIL1201 Global Ethics (M) (ER) (DM)

2-5. Four additional courses are required. Three courses must be distributed among three of the four disciplines: art history; English; modern languages; and theology and religious studies. The remaining course may be taken from any of the four disciplines. Courses must be selected from the following list, or from approved offerings at other Colleges of the Fenway, selected in consultation with the faculty coordinator.

Art:

ART2204	Transcultural Exchange and the Visual Arts (AI-A) (VCI)
ART2224	Irish Art (AI-A) (VCI)

English:

ENGL2106	Irish Identities
ENGL2417	Literature of the Black Atlantic (AI-L) (LI) (DM)
ENGL2703	Literature at the Border
ENGL3605	Global Literature and Film

Modern Languages:

LANG2105	Contemporary Latin American Fiction (AI-L)
LANG2416	Latin American Peoples and Cultures (AI-L)
LANG2417	Hispanic Culture and Language Through Film
LANG 2664	The Arab World Through Its Literature (AI-L)

Theology and Religious Studies:

THRS2135	World Religions (R) (RI) (DM)
THRS2154	India: Religion, Culture, Justice* (R) (RI) (DM)
THRS2201	War, Peace, Religion (R) (RI) (SJ)
THRS2208	Global Christianity (RCT)
THRS2217	Women in World Religions (R)
THRS3203	World Religions in Conflict and Dialogue (RCT) (RICT) (DM)

*Travel Course

International Studies

Adam Silver, Ph.D.
Program Coordinator

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

2. Research Methods (one course)
Students study research methods employed in International Studies.

HIST2701	Historical Methods and Research (WI)
POLSC2701	Research Methods in Political Science (SS) (WI)
SOC2103	Qualitative Methods
SOC2104	Quantitative Methods (QR)

3. Language Skills (two courses)
Students take two language courses at the 2000-level or above or test out. Students achieve foreign language speaking skills at least at the intermediate level of proficiency.

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 (seven courses):
For a complete list of elective courses, see pages 136-138
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
ECON2113/ POLSC2409	The Politics of International Economic Relations (SS)
POLSC1301	Introduction to Comparative Government and Politics (SA) (SS)

POLSC1401	Introduction to International Relations (SA) (SS)
SOC2129	Cultural Geography (SA) (SS)

2. Research Methods (one course)
Students study research methods employed in International Studies.

HIST2701	Historical Methods and Research (WI)
POLSC2701	Research Methods in Political Science (SS) (WI)
SOC2103	Qualitative Methods
SOC2104	Quantitative Methods (QR)

3. Language Skills (two courses)
Students take two language courses at the 2000-level or above or test out. Students achieve foreign language speaking skills at least at the intermediate level of proficiency.

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 (seven courses):
For a complete list of elective courses, see pages 136-138
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 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 Sustainability and Global Justice, 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) (SS)
or	
POLSC2413	International Law and Institutions
ECON2113/ POLSC2409	The Politics of International Economic Relations (SS)
POLSC1301	Introduction to Comparative Government and Politics (SA) (SS)
POLSC1401	Introduction to International Relations (SA) (SS)
POLSC 2705/ SOC 2705	Sustainable Development: Paradigms and Policies
SOC2129	Cultural Geography (SA) (SS)
SOC3115	The Sociology of Globalization

2. Research Methods (one course)

Students study research methods employed in International Studies.

HIST2701	Historical Methods and Research (WI)
POLSC2701	Research Methods in Political Science (SS) (WI)
SOC2103	Qualitative Methods

3. Language Skills (two courses)

Students take two language courses at the 2000-level or above or test out. Students achieve foreign language speaking skills at least at the intermediate level of proficiency.

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 136-138
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

ART2204	Transcultural Exchange and the Visual Arts (AI-A) (VCI)
ART2224	Irish Art (AI-A) (VCI)
HIST1108	World History to 1500 (H) (HI) (DM)
HIST1109	Modern World History (H) (HI)
HIST1111	An Introduction to East Asian History (H) (HI) (DM)
HIST1114	Creating the Atlantic World (H) (HI)
HIST2104	Age of Atlantic Revolutions, 1763-1820
HIST2120	Europe in the Era of World War (H) (HI) (DM)
HIST2125	History of Modern Latin America (H) (HI)

HIST2140	History of Modern Middle East
HIST3412	Immigrant Kitchens: a Glocal and Historical Perspective on Identity, Ethnicity and Foodways (SJ)

Theology and Religious Studies

THRS2105	Judaism (R) (RI) DM)
THRS2108	Religion and the Environment: Ethical Explorations (R)
THRS2135	World Religions (R) (DM)
THRS2154	India: Religion, Culture, Justice* (R) (RI) (DM)
THRS2201	War, Peace and Religion (R) (RI) (DM)
THRS2202	Hinduism (R) (RI) (DM)
THRS2211	Islam (R) (RI)
THRS2212	Buddhism: Beliefs and Practices (R) (DM)
THRS2213	Liberation Theology (RCT) (RICT) (SJ)
THRS2217	Women in the World Religions (R) RI)
THRS2222	Social Justice and Global Health (RCT) (RICT) (SJ)
THRS3133	Social Justice and Religious Tradition (RI) (SJ)
THRS3203	World Religions in Conflict and Dialogue (RCT) (RICT) (DM)

Thematic

BIOL1211	Emerging Infectious Diseases (SI) (NS) (SJ)
and	
BIOL1215	Introduction to Nutrition (SI) (NS)
or	
PHYS1121	Energy and the Environment (SI-L)
ECON2203/ FINAN2203	Economic Development (SA) (SS)
ECON3103/ FINAN3103	International Economics and Finance
ECON3115	Economics and the Environment
PHYS2410/ IDS2410	Sustainability Science (SI-L) (NSL)
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	Negotiating Peace
POLSC3407	People and Politics of the Middle East and North Africa
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 (RI) (SJ)
THRS3203	World Religions in Conflict and Dialogue (RCT) (RICT) (DM)

*Travel Course

Area/Regional

It is recommended, but not required that students take two courses in the same region:

Europe

ENGL2106	Irish Identities: Literature and Culture (AI-L) (LI)
ENGL2417	Literature of the Black Atlantic (AI-L) (LI) (DM)
HIST3119	The Individual and Society in European History
HIST3404	East Asia Migration and Diaspora in Global Perspective (SJ)
LANG2215	Paris: City Lights and its Contrasting Modern French Literature and Culture* (AI-L) (LI)
LANG2315	Today's Italy: A Journey through Literature, Cinema and Everyday Life* (AI-L)
LANG2418	The Art of Spain
LANG2605	Spain: A Cultural Approach (AI-L) (LI)
LANG3427	Contemporary Spanish American Women Novelists (AI-L)
POLSC2302	European Politics: From Transition to Integration
POLSC2415	In the Footsteps of Thucydides*
POLSC2417	Statecraft and Globalization*

POLSC2419	The Geopolitics of Democracy*

Latin America

LANG2105	Contemporary Latin American Fiction (AI-L)
ENGL2417	Literature of the Black Atlantic (AI-L) (LI) (DM)
LANG3421	Spanish Caribbean Literature (AI-L)
HIST2125	History of Modern Latin America (H) (HI)
HIST3121	Surviving Columbus: 500 Years of Indigenous History (DM)
HIST3225	Utopias, Revolution, and Diaspora: Themes in Latin America
LANG3411	Latin American Literary Giants (AI-L)
POLSC2301	Politics of Race and Ethnicity in Latin America and Caribbean*
THRS2213	Liberation Theology (RCT) (RICT)(SJ)

Asia

HIST1111	An Introduction to East Asian History (H) (HI) (DM)
HIST2126	History of Japan Since 1600 (H) (DM)
HIST2401	Modern China: Continuity and Change (H) (DM)
HIST3404	East Asia Migration and Diaspora in Global Perspective (SJ)
PHYS2410/ IDS2410	Sustainability Science (SI-L) (NSL))
THRS2154	India: Religion, Culture, Justice* (R) (RI) (DM)
THRS2202	Hinduism (R) (RI) (DM)
THRS2212	Buddhism: Beliefs and Practice (R) (DM)

Middle East

HIST2140	History of Modern Middle East (H)
LANG2664	The Arab World through Its Literature (AI-L)
POLSC2411	The Contemporary Middle East and North Africa: Challenges and Promise
POLSC3405	Negotiating Peace
POLSC3407	People and Politics of the Middle East and North Africa (WI)
THRS2211	Islam (R) (RI)

Africa

HIST1107	African History: Themes (H) (HI)

*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.

Mathematics

Benjamin Allen, 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 (QA) (QR)
MATH2103	Calculus III (QA) (QR)
MATH2109	Introduction to Proofs (QA) (QR) (WI)
MATH2113	Statistics with R (QA) (QR)
MATH3101	Real Analysis
MATH3107	Abstract Algebra
MATH4157	Senior Seminar

At least three electives to be chosen from:

MATH2104	College Geometry* (QA) (QR)
MATH2107	Differential Equations (QA) (QR)

MATH2111	Mathematical Modeling for Social Justice (QA) (QR) (SJ)
MATH2115	Modeling and Simulation with MATLAB (QA) (QR)
MATH3103	Probability
MATH3105	Advanced Statistics
MATH3113	Special Topics in Mathematics
MATH4101	Programming in SAS
MATH4178	Directed Study
MATH 4194 /MATH4195	Research Internship I and II**

**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.*

B.A. IN MATHEMATICS WITH A CONCENTRATION IN MATHEMATICAL MODELING

Requirements for Concentration:

MATH2101	Linear Algebra (QA) (QR)
MATH2103	Calculus III (QA) (QR)
MATH2109	Introduction to Proofs (QA) (QR) (WI)
MATH2113	Statistics with R (QA) (QR)
MATH3101	Real Analysis
MATH3107	Abstract Algebra
MATH4157	Senior Seminar

At least three electives to be chosen from:

MATH 2107	Differential Equations (QA) (QR)
MATH2111	Mathematical Modeling for Social Justice (QA) (QR) (SJ)
MATH 2115	Introduction to Programming with MATLAB (QA) (QR)
MATH 3113	Special Topics in Mathematics *(related to Math Modeling, with department approval)*
MATH 4194 /MATH4195	Research Internship I and II *(related to Math Modeling, with department approval)*

B.A. IN MATHEMATICS WITH A CONCENTRATION IN STATISTICS

Requirements for Concentration:

MATH2101	Linear Algebra (QA) (QR)
MATH2103	Calculus III (QA) (QR)
MATH2109	Introduction to Proofs (QA) (QR)
MATH2113	Statistics with R (QA) (QR)
MATH3101	Real Analysis
MATH3107	Abstract Algebra
MATH4157	Senior Seminar

At least three electives to be chosen from:

MATH 3103	Probability
MATH 3105	Advanced Statistics
MATH 3113	Special Topics in Mathematics *(related to Statistics, with department approval)*
MATH 4101	Programming in SAS
MATH 4194 /MATH4195	Research Internship I and II *(related to Statistics, with department approval)*

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 (QA) (QR)
MATH1112	Calculus II (QA) (QR)
MATH2103	Calculus III (QA) (QR)
MATH2101	Linear Algebra (QA) (QR)
or	
MATH2109	Introduction to Proofs (QA) (QR) (WI)

Two electives to be chosen from:

MATH2101	Linear Algebra (QA) (QR)
MATH2104	College Geometry (QA) (QR)
MATH2107	Differential Equations (QA) (QR)
MATH2109	Introduction to Proofs (QA) (QR) (WI)

MATH2111	Mathematical Modeling for Social Justice (QA) (QR) (SJ)
MATH2113	Statistics with R (QA) (QR)
MATH2115	Modeling and Simulation with MATLAB (QA) (QR)
MATH3101	Real Analysis
MATH3103	Probability
MATH3105	Advanced Statistics
MATH3107	Abstract Algebra
MATH3113	Special Topics in Mathematics

Students exempt from Calculus II by placement will choose one additional elective for a total of five courses.

MINOR IN STATISTICS

Statistics is a growing field of mathematics that has applications in many areas of human activities. Many disciplines require a student to take one or more courses in statistics. Students from several disciplines can find the addition of a statistics minor valuable to their degree: biology, chemistry, psychology, education, business, management, and economics.

Requirements for Minor:

MATH1111	Calculus I (QA) (QR)
MATH1112	Calculus II (QA) (QR)
MATH2101	Linear Algebra (QA) (QR)
MATH2113	Statistics with R (QA) (QR)
MATH3105	Advanced Statistics

One elective to be chosen from:

MATH2111	Mathematical Modeling for Social Justice (QA) (QR) (SJ)
MATH3103	Probability
MATH4101	Programming in SAS
BIOL2123	Genetics
CHEM2104	Analytical Chemistry
COMP2201	Data Analytics
MKTG3110	Marketing Research: An Applied Orientation
PSYCH2802	Methods and Statistics II
SOC2104	Quantitative Methods (QR)

Students exempt from Calculus II by placement will choose one additional elective for a total of five 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 121.

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 their junior year, a cumulative overall GPA of at least 3.3 and at least 3.3 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 have a cumulative overall GPA of at least 3.5 and at least 3.5 GPA in courses that count toward the major at the completion of the final semester of their senior year.

Modern Languages

Jose Alvarez-Fernandez Ph.D. & Lisa M. Stepanski, Ph.D.
Co-Chairs

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 texts (oral and writing narratives, movies, paintings, songs, and so on) 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 and write in 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 courses in World Literature in Translation.

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. 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 texts of the Spanish-speaking world. Arabic, French and Italian courses cover two levels of language and also include the study of 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 an understanding of Hispanic peoples and cultures.
- Critically read and interpret texts 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:

1-3.	Three LANG courses at the 2000-level and above	
4.	LANG2420	Phonetic and Oral Spanish (LC)
5.	LANG2422	Writing in Spanish
6.	LANG2413	Spanish Conversation and Composition I
7.	LANG3417	Spanish American Experience: An Overview
8.	LANG3429	Great Figures of Spanish Literature
9.	LANG3437	Special Topics
10.	LANG4999	Senior Seminar

Major courses are chosen with departmental advising.

MINOR IN SPANISH

Requirements for Minor:

1-2.	Two LANG courses at the 2000-level and above	
3.	LANG2420	Phonetic and Oral Spanish (LC)
4.	LANG2422	Writing in Spanish
5.	One 3000-level courses	
6.	LANG3437	Special Topics

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.

CERTIFICATE IN SPANISH FOR HEALTHCARE PROFESSIONALS

As of the 2010 Census, Massachusetts Hispanic and Latino population account for 9.6% of the total population, 17.5% of these residents live in the city of Boston and are consider LEP students (Limited English Proficiency). Additionally, over the past few years the US has experienced an increase in the number of individuals with access to healthcare because of the Affordable Care Act. As more individuals who are LEP use private and public healthcare systems, the need for healthcare professionals to learn Spanish to effectively communicate with clients increases.

The Longwood Medical are of Boston with its prominent medical facilities as well as museums, liberal art colleges, and research centers constitute a great opportunity for students with a clear professional orientation in the field of healthcare. Recognizing this need, the Department of Modern Languages has created a new certificate in Spanish for healthcare professionals designed for individuals with little or no formal training in Spanish. The goal of the program is to equip the students to address the healthcare needs of the Spanish speaking population.

The certificate emphasizes the language and cultural skills need it for professional work in those settings. Students will learn both general Spanish and Spanish medical terminology to be able to understand their Spanish-speaking clients and increase their cultural competence which will help them connect and build rapport with clients and have more insight into client-interpreter conversations.

Requirements for Certificate:

LANG1411	Spanish for Healthcare Professionals I (LC)
LANG1412	Spanish for Healthcare Professionals II
LANG2412	Spanish at Work in the Healthcare Community

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.

Nursing

Carol Femia, DNP, RNC, IBCLC, CNE, CHSE
Chair

Nurses are the backbone of healthcare in the U.S., and there is growing critical need for qualified nurses to promote health and wellness for all persons. According to the Bureau of Labor Statistics, employment of registered nurses is projected to increase 6 percent from 2022 to 2032, much faster than the average for all occupations. Emmanuel's Bachelor of Science in Nursing (BSN) provides a broad and cohesive educational experience for nursing students, combining simulated laboratory experiences, clinical placements and classroom instruction, complemented by a liberal arts and sciences core curriculum.

Through the undergraduate nursing program, you will obtain a strong understanding of human behavior; strengthen your background in quantitative reasoning; and practice leadership and management skills. During your clinical experiences you will synthesize advanced nursing concepts and utilize complex decision making to develop strong clinical judgement and promote positive patient outcomes. Through affiliations with renowned institutions such as Boston Medical Center, Brigham and Women's Hospital, Beth Israel Deaconess Medical Center and Massachusetts General Hospital in our Longwood Medical and Academic Area, students gain hands-on, real-world experience, preparing you to transition to the rapidly changing world of healthcare.

The Baccalaureate Science in Nursing Program has Final Approval by the Board of Registration in Nursing - Bureau of Health Professions Licensure Department of Public Health.

The baccalaureate degree program in nursing at Emmanuel College is accredited by:
The Commission on Collegiate Nursing Education
655 K Street NW, Suite 750,
Washington, DC 20001,
202-887-6791

LEARNING GOALS AND OUTCOMES

Upon completion of this program, students 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 inter-professional 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 that results in the achievement of mutually agreed upon outcomes on the health/illness continuum.

B.S. IN NURSING

Requirements for Major:

NURS1000	Nursing Seminar I
NURS2000	Nursing Seminar II: History and Theory in Nursing
NURS2150	Pathopharmacology I
NURS2200	Health Assessment
NURS2350	Pathopharmacology II
NURS2400	Intro to Nursing (Clinical)

NURS3000	Nursing Seminar III: End of Life
NURS3100	Adult Health I (Clinical)
NURS3200	Nursing Research (WI)
NURS3300	Mental Health Nursing (Clinical)
NURS3400	Adult Health II (Clinical)
NURS3500	Nursing Ethics and Professional Responsibilities (ER)
NURS3600	Culture and Diversity in Health Care (DM)
NURS3700	Community and Public Health Nursing (Clinical) (SJ)
NURS3800	Maternity and Women's Health/Pediatrics (Clinical)
NURS4000	Seminar IV: Leadership and Professional Practice
NURS4500	Nursing Synthesis & Capstone (Clinical)

Other required courses:

BIOL1215	Introduction to Nutrition (SI) (NS)
PSYCH1501	General Psychology (SA) (SS)
BIOL1919	Anatomy and Physiology I for Nursing Professionals w/lab (SI-L) (NSL)
PSYCH1503	Lifespan Growth and Development
SOC1101	Introduction to Sociology (SA) (SS)
BIOL1920	Anatomy and Physiology II for Nursing Professionals w/lab (SI-L) (NSL)
MATH1117	Introduction to Statistics for Nursing Professionals (QA) (QR)
CHEM1109	Introduction to Chemistry for Health Professionals (SI) (NS)
BIO2019	Microbiology

THE CAPSTONE EXPERIENCE

The nursing synthesis and capstone experience is required for all nursing majors. This is an opportunity to engage in a clinical experience with a professional nurse in the field. The student will have the opportunity to integrate the role of nurse as advocate, collaborator and leader into their practice. This will allow the student to further develop knowledge and skills as a nurse generalist. During the capstone course students will use class time to explore professional issues and facilitate transition to competent and confident nursing practice.

DISTINCTION IN THE FIELD

A Distinction in the Field program is available to senior nursing majors with a 3.5 or greater grade point average. The student will work and present an independent scholarly project under the direction of a nursing faculty member during their senior year.

Philosophy

Thomas F. Wall, Ph.D.
Chair

Philosophy was originally defined by the Greeks as "love of wisdom." Wisdom is knowledge that enables us to understand ourselves and our world and to live a good life. In this spirit, the department strives to help students explore the meaning of humanity, God, freedom, knowledge, society, history and good and evil, and to construct a personal world-view. 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 to:

- Solve problems, think critically and 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 open only 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:

1.	Any 1000 level course	
2.	PHIL2108	Critical Thinking (M) (ER)
	or	
	PHIL2119	Symbolic Logic (QA) (QR)
3.	PHIL2106	Ethics (M) (ER) (WI)
4.	PHIL2201	Existentialism and the Meaning of Life (M) (ER)
5.	PHIL3109	Philosophy of Mind
6.	PHIL3115	Ancient and Medieval Philosophy
7.	PHIL3215	Modern Philosophy
8.	PHIL4999	Senior Seminar in Philosophy
9-11.	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:

1. Any 1000 level course
2. PHIL2108 Critical Thinking (M) (ER)
   or
   PHIL2119 Symbolic Logic (QA) (QR)
3-5. Three additional philosophy courses, one of which must be a 3000-level course

MINOR IN PHILOSOPHICAL PSYCHOLOGY

With this interdisciplinary minor in philosophical psychology, students will address those questions and others, focusing on the relationship between the mind and the body, as well as topics such as memory, perception, cognitive science, evolutionary psychology, the connection between thoughts and emotions and more.

Requirements for Minor:

1. PSYCH1501 General Psychology (SA) (SS)
2. PHIL2104 Theories of Human Nature (M) (ER)
3. PHIL3109 Philosophy of Mind
4. PHIL3110 Philosophy of Psychiatry
5. Any PSYCH 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

Adam Silver, 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.

B.A. IN POLITICAL SCIENCE

Requirements for Major:

POLSC1201	Introduction to American Politics and Government (SA) (SS) (SJ)
POLSC1301	Introduction to Comparative Government and Politics (SA) (SS)
POLSC1401	Introduction to International Relations (SA) (SS)
POLSC1501	Political Theory and Analysis
POLSC2701	Research Methods in Political Science (SS) (WI)
POLSC4100	Senior Seminar and Internship in Political Science
INT1010	Independent 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. Directed Studies may be used to meet the requirements under certain circumstances with permission of the Chair of the Department 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. At least two must be at the 3000- level. Directed Studies may be used to meet the requirements under certain circumstances with permission of the Chair of the Department.

POLSC2203	U.S. Culture Wars and Political Socialization
POLSC2207	Politics and the Media
POLSC2211	Campaign Strategies and Electoral Politics
POLSC2225	The 1960s and Political Activism

POLSC2228	Federalism through State and Local Government
POLSC2232	Parties and Interests in American Politics: Polarized America
POLSC2401	American Foreign Policy
POLSC2603	Problems of Law and Society
POLSC2801	Food Policy and Social Justice (SA) (SS) (SJ)
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 Political Science courses, chosen from the list below. At least two must be at the 3000- level. Directed Studies may be used to meet the requirements under certain circumstances with permission of the Chair of the Department.

POLSC2301	Politics of Race and Ethnicity in Latin America and Caribbean*
POLSC2302	European Politics: From Transition to Integration
POLSC2401	American Foreign Policy
POLSC2409	The Politics of International Economic Relations
POLSC2411	The Contemporary Middle East and North Africa: Challenges and Promise
POLSC2413	International Law and Institutions
POLSC2415	In the Footsteps of Thucydides*
POLSC2417	Statecraft & Globalization*
POLSC2419	The Geopolitics of Democracy*
POLSC2421	Model United Nations
POLSC2503	Revolution and Nationalism
POLSC3301	Comparative Politics of Developing States
POLSC3303	Street Democracy
POLSC3403	Human Issues in International Relations
POLSC3405	Negotiating Peace
POLSC3407	People and Politics of the Middle East and North Africa (WI)

*Travel Course

MINOR IN POLITICAL SCIENCE

Requirements for Minor:

POLSC1201	Introduction to American Politics and Government (SA) (SS) (SJ)
and	
POLSC1301	Introduction to Comparative Government and Politics (SA) (SS)
or	
POLSC1401	Introduction to International Relations (SA) (SS)

Four additional POLSC courses

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 & 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 is excellent preparation for legal education.

According to the American Bar Association, there are important skills, values, knowledge and experiences that a student can acquire prior to law school that will provide a sound foundation for a legal education:

- Problem Solving
- Critical Reading
- Writing and Editing
- Oral Communication Listening Research
- Organization and Management
- Public Service and Promotion of Justice
- Relationship-building and Collaboration
- Background Knowledge
- Exposure to the Law

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:

SPCH1111	Public Speaking: Voice and Diction
SPCH3111	Public Speaking: Interactive Speech
PHIL1115	Recent Moral Issues (M) (ER)
PHIL2108	Critical Thinking (M) (ER)
PHIL2119	Symbolic Logic (QA) (QR)
PHIL2203	Philosophy of Law (M) (ER)
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

With a broad liberal arts and sciences education, the pre-medical curriculum 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 following courses are usually required for pre-medical studies:

BIOL1105	Introduction to Cellular and Molecular Biology w/Lab (SI-L) (NSL)
BIOL1106	Introduction to Organismic and Evolutionary Biology w/Lab (SI-L) (NSL)
CHEM1101	Principles of Chemistry I w/Lab (SI-L) (NSL)
CHEM1102	Principles of Chemistry II w/Lab (SI-L) (NSL)
CHEM2101	Organic Chemistry I w/Lab
CHEM2102	Organic Chemistry II w/Lab
PHYS2201	General Physics I (Calculus based) w/Lab(SI-L) (prerequisite is Calculus I pre-or corequisite is Calculus II)
PHYS2202	General Physics II (Calculus based) w/Lab (SI-L) (NSL) (prerequisite is Physics I)

In addition, one year (two semesters) of English and math and courses in biochemistry, psychology and sociology are recommended.

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, dental or veterinary school. In general, medical schools want well-rounded students with a broad liberal arts and sciences education.

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.

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 Admission Test (MCAT) or Dental Aptitude Test (DAT). All colleges of veterinary medicine require the Graduate Record Exam (GRE), MCAT, or other standardized test. Students are also 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 the professional lives of healthcare providers. 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 or clinic. An application to veterinary school is also greatly strengthened by a student's experience with 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. Padraig Deighan in the Biology Department.

Psychology & Neuroscience

Melanie Leussis, Ph.D.
Chair

Psychology and neuroscience are rich and varied disciplines dedicated to the scientific study of the complexity and diversity of the mind and brain. Psychology and neuroscience majors receive a broad liberal arts education as well as training in the specialized knowledge and skills of their discipline. Early core courses in psychology and neuroscience provide the scientific background for later courses that build upon students' knowledge base and capacity to analyze and think critically about different problems or issues. Upper-level courses allow students to explore subdisciplines of psychology and neuroscience more deeply while further developing professionally through directed research, exposure to scientific literature, and year-long senior internships. These programs prepare students for a wide variety of careers or post-graduate educational opportunities in psychology or neuroscience and other related disciplines.

Psychology
Psychology covers a broad area of study, including but not limited to behavior, cognition, memory, motivation, psychological disturbance and psychotherapy. Psychology majors apply their knowledge in a wide variety of settings, such as with children or the elderly, or in institutional and mental health facilities. Emmanuel psychology 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 or related careers in business and academia. Graduates have also been involved 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 and neuroscience department offers a B.A. degree in psychology with two optional 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.

Neuroscience
The psychology and neuroscience department offers a B.S. degree in neuroscience. This major is designed to provide students with a solid foundation in interdisciplinary brain science, incorporating biology, chemistry, psychology, and neuroscience, while remaining sufficiently flexible to allow students to tailor the program to their specific interests. If you are interested in exploring the brain, with topics ranging from the biology and anatomy of the brain to human psychopathology and neurological disorders to animal behavior, then the B.S. in neuroscience may be the right path for you. Through a combination of interdisciplinary core courses paired with flexibility electives, students will develop quantitative and critical thinking skills that will be put to use while engaged in a year-long internship. These educational and hands-on experiences will prepare students

for Ph.D. programs in neuroscience, careers across a wide range of industries including health care, or post-graduate education in a wide range of related fields.

BACHELOR OF ARTS IN PSYCHOLOGY
LEARNING GOALS AND OUTCOMES

Learning goals for psychology majors 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 major concepts, theoretical perspectives (biological, behavioral, cognitive, developmental, and social), empirical findings, and historical trends in psychology.
2. **Scientific inquiry and critical thinking:** Students will be able to engage in research design, sampling, data collection, data analysis and interpretation.
3. **Ethical and social responsibility in a diverse world:** Students will understand the importance of the APA Code of Ethics, apply ethical standards to evaluate and conduct psychological research, and understand the role of psychology in perpetuating and ending social and racial inequities in society.
4. **Communication**: 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 options: 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) (SS)
PSYCH2209	Physiological Bases of Behavior (SI) (NS)
or	
NEURO2201	Neurobiology with Lab (NSL)
PSYCH2801	Methods and Statistics I (WI)
PSYCH2802	Methods and Statistics II (QA) (QR)
PSYCH3111	Cognition
PSYCH2203	Social Psychology

One developmental age period classes:

PSYCH2303	Child Psychology (SA) (SS)
PSYCH2304	Adulthood and Aging
PSYCH2403	Adolescent Development (SA) (SS)
PSYCH3404	Emerging and Established Adulthood

One health and counseling course:

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

Two electives, not previously taken to meet the requirements above:

PHIL3109	Philosophy of Mind
PHIL3110	Philosophy of Psychiatry
PSYCH2203	Social Psychology (SA) (SS)
PSYCH2210	Personality Psychology
PSYCH2211	Race, Gender and Sexuality: Intersection of Privilege and Oppression (SA) (SS) (DM)
PSYCH2303	Child Psychology (SA) (SS)
PSYCH2304	Adulthood and Aging
PSYCH2403	Adolescent Development (SA) (SS)
PSYCH2405	Health Psychology
PSYCH2410	The Psychology of Happiness and Well-being
PSYCH3101	Seminar: Psychology of Women
PSYCH3103	Relationships, Marriage and the Family (SA)
PSYCH3201	Psychology of Language
PSYCH3210	Child Psychopathology
PSYCH3212	Adult Psychopathology
PSYCH3404	Emerging and Established Adulthood
PSYCH3601	Counseling Theories and Techniques

B.A. IN PSYCHOLOGY WITH CONCENTRATION IN DEVELOPMENTAL PSYCHOLOGY

Core Requirements

PSYCH1501	General Psychology (SA) (SS)
PSYCH2209	Physiological Bases of Behavior (SI) (NS)
or	
NEURO2201	Neurobiology with Lab (NSL)
PSYCH2801	Methods and Statistics I (WI)
PSYCH2802	Methods and Statistics II (QA) (QR)
PSYCH3111	Cognition

Requirements for Concentration:

Three developmental age period classes:

PSYCH2303	Child Psychology (SA) (SS)
PSYCH2304	Adulthood and Aging
PSYCH2403	Adolescent Development (SA) (SS)

Take one of the applied development classes listed below:

PSYCH3201	Psychology of Language
PSYCH3210	Child Psychopathology
PSYCH3212	Adult Psychopathology
PSYCH3404	Emerging and Established Adulthood

Take one of the following electives:

PSYCH2203	Social Psychology (SA) (SS)
PSYCH2210	Personality Psychology
PSYCH2211	Race, Gender and Sexuality: Intersection of Privilege and Oppression (SA) (SS) (DM)
PSYCH2405	Health Psychology
PSYCH2410	The Psychology of Happiness and Well-being
PSYCH3101	Seminar: Psychology of Women
PSYCH3103	Relationships, Marriage and the Family (SA)
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

Core Requirements

PSYCH1501	General Psychology (SA) (SS)
PSYCH2209	Physiological Bases of Behavior (SI) (NS)
or	
NEURO2201	Neurobiology with Lab (NSL)
PSYCH2801	Methods and Statistics I (WI)
PSYCH2802	Methods and Statistics II (QA) (QR)
PSYCH3111	Cognition

Requirements for Concentration:

PSYCH2405	Health Psychology
PSYCH3210	Child Psychopathology
or	
PSYCH3212	Adult Psychopathology
PSYCH3601	Counseling Theories and Techniques
PSYCH4282 /PSYCH4283	Research Internship I and II
or	
PSYCH4494 /PSYCH4495	Applied Internship I and II

At least one elective from the following:

PHIL3109	Philosophy of Mind
PHIL3110	Philosophy of Psychiatry
PSYCH2203	Social Psychology (SA) (SS)
PSYCH2210	Personality Psychology
PSYCH2211	Race, Gender and Sexuality: Intersection of Privilege and Oppression (SA) (SS) (DM)
PSYCH2303	Child Psychology (SA) (SS)
PSYCH2304	Adulthood and Aging
PSYCH2403	Adolescent Development (SA) (SS)
PSYCH2410	The Psychology of Happiness and Well-being
PSYCH3101	Seminar: Psychology of Women
PSYCH3103	Relationships, Marriage and the Family (SA)
PSYCH3201	Psychology of Language
PSYCH3404	Emerging and Established Adulthood

Minor in Psychology

Requirements for Minor:

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

Minor in Industrial/Organizational Psychology

Requirements for Minor:

PSYCH1501	General Psychology (SA) (SS)
MGMT2307	Organizational Behavior (SA) (SS) (DM) (WI)
PSYCH2801	Methods & Statistics I (WI)
or	
MGMT2110	Introduction to Business

Select at least one of the following:

PSYCH2203	Social Psychology (SA) (SS)
MGMT2211	Leadership: Person and Process (SA) (SS)

Select at least one of the following:

PSYCH2211	Race,Gender,and Sexuality (SA) (SS) (DM)
PSYCH2210	Personality Psychology
MKTG2200	Principles of Marketing
MGMT2202	International Management(SA)
MGMT2207	Human Resource Management
ECON2113 /POLSC2409	Politics of International Economic Relations (SS)

BACHELOR OF SCIENCE IN NEUROSCIENCE

The Neuroscience major at Emmanuel College strives to provide an unparalleled interdisciplinary education for undergraduates, fostering an extensive understanding of the brain and nervous system. This is achieved through a combination of varied courses in neuroscience and related topics, substantive research experiences and community-building opportunities, all of which help prepare our students to thrive and excel in a wide variety of professional environments. We are committed to providing a welcoming, inclusive environment that values diversity in all forms. To this end, we will continue to advocate for increased representation and

the diversification of perspectives within our community, while aiming to support all members of our community in their personal and professional goals.

LEARNING GOALS AND OBJECTIVES

1. **Critical and integrative thinking:** Demonstrate the ability to analyze and critique primary neuroscience research, integrate findings from diverse fields, and address research questions by developing testable hypotheses.
2. **Foundational and interdisciplinary knowledge:** Breadth of foundational knowledge in the related fields of biology, chemistry, and psychology; Depth of knowledge in some domain(s) of neuroscience; and an appreciation of the interdisciplinary nature of neuroscience.
3. **Scientific inquiry and research skills:** Ability to plan and implement experimental designs and analyze and interpret data in neuroscience.
4. **Communication skills:** Demonstrate expertise in written, oral, and visual communication in neuroscience and neuroscience research.
5. **Neuroscience in society:** Promote appreciation for how neuroscience can contribute to helping alleviate or solve societal problems; consider ethical implications stemming from technical advances in neuroscience; relate neuroscience to everyday life.
6. **Professional development:** Evaluate career options in neuroscience and related fields; identify professional goals and plan for how to achieve those goals.

CAPSTONE EXPERIENCE

All Neuroscience majors complete a two-semester capstone experience in their senior year: NEURO4282/NEURO4283 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.

B.S. IN NEUROSCIENCE

Requirements for Major:

Core requirements

BIOL1105	Introduction to Cellular and Molecular Biology (SI-L) (NSL)
NEURO2201	Neurobiology and Lab (NSL)
NEURO3000	Experimental Neuroscience
NEURO4160	Seminar
CHEM1101	Principles of Chemistry I+ (SI-L) (NSL)+
CHEM1102	Principles of Chemistry II + (SI-L) (NSL)
PSYCH1501	General Psychology (SA) (SS)
PSYCH2801	Methods and Statistics I (WI)
PSYCH2802	Methods and Statistics II (QA) (QR)

Major Electives

(select at least three of the following):

NEURO3137	Medical Neuroscience
NEURO3200	Computational Neuroscience
NEURO3205	Neuroendocrinology
NEURO3214	Psychopharmacology
NEURO3216	Neurobiology of Addiction

Interdisciplinary elective

(select at least one of the following):

BIOL2123	Genetics
BIOL 2135	Anatomy and Physiology I
BIOL 2131	Biochemistry
CHEM2101	Organic Chemistry I
COMP1101	Introduction to Programming (QA) (QR)
COMP2201	Data Analytics
MATH 2111	Mathematical Modeling for Social Justice (QA) (QR) (SJ)
MATH2115	Modeling and Simulation with MATLAB(QA) (QR)

PHIL3109	Philosophy of Mind
PHIL3110	Philosophy of Psychiatry
PSYCH2405	Health Psychology
PSYCH3111	Cognition
PSYCH3210	Child Psychopathology
PSYCH3212	Adult Psychopathology
PSYCH3601	Counseling Theories and Techniques

Capstone experience

NEURO4282/ NEURO4283	Neuroscience Internship I and II

Other recommended courses:

BIOL1106	Introduction to Organismic and Evolutionary Biology (SI-L) (NSL)
BIOL2131	Biochemistry
BIOL2135	Anatomy and Physiology I and Lab
BIOL2137	Anatomy and Physiology II and Lab
CHEM2102	Organic Chemistry II

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

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 (SI-L) (NSL)
NEURO2201	Neurobiology and Lab (NSL)
PSYCH1501	General Psychology (SA) (SS)

Two courses from the list below:

NEURO3000	Experimental Neuroscience
NEURO3137	Medical Neuroscience
NEURO3200	Computational Neuroscience
NEURO3205	Neuroendocrinology
NEURO3214	Psychopharmacology
NEURO3216	Neurobiology of Addiction

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 or Neuroscience majors 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, Criminology & Criminal Justice

Ivy Krull, Ph.D.
Chair

The Sociology, Criminology & Criminal Justice Department prepares students for life in a global society by offering two majors: Sociology and Criminology and Criminal Justice (CCJ). The Sociology major also offers concentrations in social work and social inequality and social justice. Whether students enter the world of work immediately after graduation or go on to graduate school, professional school, or do a year of service in a non-profit in the U.S. or abroad, the ability to think sociologically and criminologically 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.

The department's 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 their academic expertise 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 courses are the capstones to the majors' undergraduate career.

Graduates of the Sociology, Criminology & Criminal Justice department have distinguished themselves nationally and internationally as lawyers, social workers, college and university professors and administrators, teachers, human resource directors, probation officers, local and federal law enforcement 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, criminal justice reform, democracy and human rights throughout the world.

SOCIOLOGY MAJOR

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 one of the two seminar courses offered in the department (SOC4998 or SOC4999). Students may choose to take SOC4998: Community Action Research in the fall of their senior year, or SOC4999: Seminar in Sociology in the spring semester. In SOC4998, students apply their accumulated sociological knowledge to work with a local community group or organization within the city of Boston to tackle a real-world problem. Examples of past partnerships include the Mayor's Office, the anti-poverty agency ABCD, and the Massachusetts Immigrant and Refugee Advocacy Coalition. Students who choose to take SOC4999 in the spring of their senior year will deeply explore a sociological topic of their choice and complete either an empirical study or an in-depth literature review of the topic. 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. During both capstone experiences, students write and present their work to demonstrate their achievement of the goals of the major program. Student achievement is evaluated by the instructor. In order to begin the capstone experience, students must have fulfilled most requirements in the major.

Students who pursue a major in Sociology can choose between three 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; and (3) a B.A. in Sociology with a concentration in social work.

1. B.A. IN SOCIOLOGY

Requirements for Major:

Six sociology core courses:

SOC1101	Introduction to Sociology: Analysis of Society in Global Perspective (SA) (SS)
SOC2103	Qualitative Methods
SOC2104	Quantitative Methods (QR)
SOC3101	Theories of Society (WI)
SOC4194	Internship in Sociology
SOC4998	Community Action Research (SJ)
or	
SOC4999	Seminar in Sociology

Electives:

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

Recommended Course

GPH1201	Introduction to Global and Public Health (DM)

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) (SS)
SOC3115	The Sociology of Globalization

Three electives must be chosen from the following:

SOC1105	Major Institutions in U.S. Society (SA) (SS)
SOC2102	Sociology of Boston (SA) (SS)
SOC2105	Race, Ethnicity and Group Relations (SA) (SS) (DM)
SOC2123	Health Care: Systems, Structures and Cultures
SOC2131	Catholic Social Teaching (RCT) (RICT) (SJ)
SOC2201	Practice of Social Policy
SOC3201	Worlds in Motion: The Causes and Consequences of Migration

Recommended Courses:

ECON2113/ POLSC2409	The Politics of International Economic Relations (SS)
THRS3133	Social Justice and Religious Traditions (R) (RI) (SJ)

3. B.A. IN SOCIOLOGY WITH A CONCENTRATION IN SOCIAL WORK

Six sociology core courses and the following requirements for concentration:

SOC1111	Introduction to Social Work (SJ)
SOC2201	The Practice of Social Policy
PSYCH1501	General Psychology (SA) (SS)

Two electives must be chosen from the following with at least one at the 3000-level

CCJ3207	Juvenile Justice and the Legal Rights of Children
SOC2105	Race, Ethnicity and Group Relations (SA) (SS) (DM)
or	
PSYCH2211	Race, Gender and Sexuality: Intersection of Privilege and Oppression (SA) (SS) (DM)
SOC2115	Family and Gender Roles (DM)
SOC2123	Health Care: Systems, Structures and Cultures
SOC2127	Social Class and Inequality (SA) (SS)
SOC2200	Drugs and Society
SOC3201	Worlds in Motion: Causes and Consequences of Migration
SOC3205	Crimes against Humanity
SOC3210	Family Violence

Recommended Courses

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

MINOR IN SOCIOLOGY

Requirements for Minor:

SOC1101	Introduction to Sociology: Analysis of Society in Global Perspective (SA) (SS)
SOC2103	Qualitative Methods
or	
SOC2104	Quantitative Methods* (QR)
SOC3101	Theories of Society (WI)

Three additional sociology courses with two at the 2000-level or above.

SOC2104 has a prerequisite of MATH1117 Introduction to Statistics for Nursing Professionals, MATH1118 Introduction to Statistics with R, MATH2113 Statistics with R or PSYCH2802 Methods and Statistics II

CRIMINOLOGY AND CRIMINAL JUSTICE

LEARNING GOALS AND OUTCOMES

At the completion of the Criminology and Criminal Justice major, the student will:

- Demonstrate a keen understanding of criminology, crime, justice, violence, victimization, and the criminal justice system.
- Acquire deep knowledge of criminological theories, concepts, and research methods.
- Apply sociological and criminological paradigms to complex issues as they relate to the criminal justice system and social inequality, race, class, gender, and prejudice and discrimination.
- Understand and analyze social, political, and legal responses to crime, violence, and injustice in society.
- Engage in moral reasoning and critical thinking to address social issues and current events related to criminology and criminal justice.

B.A. IN CRIMINOLOGY & CRIMINAL JUSTICE

Requirements for Major:

SOC1101	Introduction to Sociology (SA) (SS)
CCJ1203	Crime and Justice (SS)
CCJ2100	Law and Criminal Procedure
CCJ2101	Criminology(SS)
CCJ2303	Methods for Criminology and Criminal Justice (WI)
CCJ2310	Professional Ethics in Criminology and Criminal Justice
CCJ4394	Internship in Criminology and Criminal Justice
CCJ4997	Seminar in Criminology and Criminal Justice

Two Courses From:

CHEM1117	Forensic Chemistry (SI-L) (NSL)
SOC2105	Race, Ethnicity and Group Relations (SA) (SS) (DM)
or	
SOC2127	Social Class and Inequality (SA) (SS)
SOC2200	Drugs and Society
SOC2207	Deviant Behavior and Social Controls

Two Courses From:

CCJ2410	Criminal Investigations and Crime Justice Response
CCJ3207	Juvenile Justice and the Legal Rights of Children
CCJ3212	Criminal Justice Reform: A Critical Inquiry
SOC3205	Crimes Against Humanity
SOC3210	Family Violence

MINOR IN CRIMINOLOGY AND CRIMINAL JUSTICE

Requirements for Minor:

CCJ1203	Crime and Justice (SS)
CCJ2100	Law and Criminal Procedure
CCJ2101	Criminology (SS)
CCJ2310	Professional Ethics in Criminology & Criminal Justice

One Course From:

CCJ2303	Methods for Criminology & Criminal Justice (WI)
CCJ2410	Criminal Investigations and Crime Justice Response
CHEM1117	Forensic Chemistry (SI-L) (NSL)
SOC2105	Race, Ethnicity and Group Relations (SA) (SS) (DM)
SOC2127	Social Class and Inequality (SA) (SS)
SOC2200	Drugs and Society
SOC2207	Deviant Behavior and Social Controls

One Course From:

CCJ3207	Juvenile Justice and the Legal Rights of Children
CCJ3212	Criminal Justice Reform: A Critical Inquiry
SOC3205	Crimes Against Humanity
SOC3210	Family Violence

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 Coordinator

Theater has a long and rich history—from Sophocles, Shakespeare and Moliére to Tennessee Williams and present-day Broadway phenomena Waitress and Dear Evan Hansen. Students who major in theater arts gain an appreciation of theater history and of the various roles that bring works of theater from the script to the stage, applying their skills to the Theater Arts Department's productions. 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 a 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 major in Theater Arts must complete a senior capstone 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.

B.A. IN THEATER ARTS

Requirements for Major:

1. THTR1101	Theater History and Appreciation (AI-A) (VCI)
or	
THTR1303	History of American Musical Theater (AI-A) (VCI)
2. THTR2111	Acting: Basic Techniques
3. ENGL2402	Shakespeare: Comedies, Histories, Tragedies

4. One of the following:

SPCH1111	Public Speaking
THTR1211	Dance: Barres and Ballet
THTR1212	Dance: Concepts and Practice
THTR2312/ THTR2313	Advanced Performance Techniques I & II

5. One of the following:

THTR2112	Acting: Styles and Genres
THTR2113	Shakespeare: Study to Stage
THTR2212	The Moving Body

6. THTR3122	Playwriting
7. THTR3101	Dramaturgy and Play Analysis
8. THTR3121	Theatrical Design and Production

9. One of the following:

ENGL2701	Literature and Film
ENGL2321	Love and Gender in British Literature and Film
ENGL3605	Global Literature and Film
ENGL3707	Film Theory

10. One of the following:

THTR4178	Directed Study: Student-Directed Production
THTR4179	Directed Study: Advanced Technical Theater Design Project
THTR4131	Theater Internship

**Student must also be registered and receive grade of "Pass" in THTR0111 Theatrical Productions for at least 4 semesters *OR* may replace two of these with registration and grade of "Pass" in LSSN0312 Performance Techniques, THTR0313 Voice Lessons or LSSN0314 Piano.*

MINOR IN THEATER ARTS

Requirements for Minor:

THTR1101	Theater History and Appreciation (AI-A) (VCI)
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 Chair.

A student wishing to receive Distinction in the Theater Arts 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 advisor in which knowledge of the historical and stylistic issues related to the topic of the project will be assessed.

Theology and Religious Studies

Jaime Vidaurrazaga, 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.

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 area of Religious Inquiry. 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, nursing, 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. Demonstrate an understanding of religions as historically rooted and constantly developing traditions.
2. Apply theological claims to moral reasoning and practice.
3. Competently analyze primary texts from at least one major religious tradition.
4. Analyze the interaction of religion with society, politics, the arts and culture.
5. Compare and contrast popular misconceptions of religion with scholarly knowledge of religion.
6. Evaluate theological claims for internal consistency, coherence with human experience and social expression.
7. Demonstrate the skills to write cogently, reason critically, present professionally and discuss competently
8. Synthesize acquired knowledge into an original work of critical scholarship.

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 completed. 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:

THRS1111	Exploring the Bible (RCT) (RICT)

and either:

THRS1103	Exploring Catholic Theology (RCT) (RICT)

or

THRS1115	Jesus and Christian Ethics (RCT) (RICT)

At least three courses from the following:

THRS2101	What is Religion? (R) (RI)
THRS2102	In the Beginning: Adam to Moses (RCT) (RICT)
THRS2108	Religion and the Environment: Ethical Explorations (R)
THRS2111	Love and Justice (RCT) (RICT) (SJ)
THRS2114	The Prophets: Power, Politics and Principles (RCT) (RICT) (SJ)
THRS2116	Science and Religion (RCT) (RICT)
THRS2135	World Religions (R) (RI) (DM)
THRS2201	War, Peace and Religions (R) (RI) (SJ)
THRS2205	The Gospels: Portraits of Jesus (RCT) (RICT)
THRS2207	Controversy in the Church: Reading the Signs of the Times (RCT) (RICT) (SJ)
THRS2217	Women in the World Religions (R)
THRS2219	Women in Christian Traditions (RCT) (RICT) (DM)
THRS2221	Progressive Christianity (RCT) (RICT) (SJ)
THRS2222	Social Justice and Global Health (RCT) (RICT) (SJ)
THRS2223	The First Christians (RCT) (RICT)

At least one course from the following:

THRS2105	Judaism (R) (RI) (DM)
THRS2202	Hinduism (R) (RI) (DM)
THRS2211	Islam (R) (RI)
THRS2212	Buddhism: Beliefs and Practices (R) (DM)

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

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	Introduction to Catholic Theology (RCT) (RICT)
or	
THRS1111	Exploring the Bible (RCT) (RICT)
or	
THRS1115	Jesus and Christian Ethics (RCT) (RICT)

Two courses from the following offerings:

ART2223	From Patronage to Practice: The Catholic Art Tradition (AI-A)
ENGL2325	Spirituality and the Literary Imagination (AI-L(LI))
HIST2127	Religion, Society and Europe
HIST2128	Immigrants in the American Experience (H) (HI) (DM)
PHIL3115	Ancient and Medieval Philosophy
THRS2108	Religion and the Environment: Ethical Explorations (R)
THRS2111	Love and Justice (RCT) (RICT) (SJ)
THRS2130/ SOC2131	Catholic Social Teaching (RCT) (RICT) (SJ)
THRS2205	The Gospels: Portraits of Jesus (RCT) (RICT)
THRS2207	Controversy in the Church: Reading the Signs of the Times (RCT) (RICT) (SJ)
THRS2209	History of Christianity: Between Prophecy and Compromise (RCT) (RICT)
THRS2213	Liberation Theology (RCT) (RICT) (SJ)
THRS2217	Women in the World Religions (R) (RI)
THRS2219	Women in Christian Traditions (RCT) (RICT) (DM)

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 (R) (RI) (SJ)
THRS3203	World Religions in Conflict and Dialogue (RCT) (RICT) (DM)

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.

DOMAINS OF KNOWLEDGE GENERAL REQUIREMENTS

(For Students Matriculated Prior to Fall 2021)

Exception: Transfer students starting Fall 2021 will follow the Domains of Knowledge General Requirement Program

The courses marked with the following abbreviations indicate fulfillment of the domains of knowledge component of the general academic requirements:

Aesthetic Inquiry: Art, Music, Theater	(AI-A)
Aesthetic Inquiry: Literature	(AI-L)
Historical Consciousness	(H)
Social Analysis	(SA)
Scientific Inquiry	(SI)
Scientific Inquiry with Laboratory	(SI-L)
Quantitative Analysis	(QA)
Religious Thought	(R)
Religious Thought: Christian Tradition	(RCT)
Moral Reasoning	(M)

GENERAL EDUCATION PROGRAM REQUIREMENTS

(For New Students Matriculated Beginning Fall 2021 or Later)

Exception: Transfer students starting Fall 2021 will follow the Domains of Knowledge General Requirement Program listed above.

The courses marked with the following abbreviations indicate fulfillment of the domains of knowledge component of the general academic requirements:

Areas of Knowledge:

Ethical Reasoning	(ER)
Historical Inquiry	(HI)
Language & Culture	(LC)
Literary Inquiry	(LI)
Quantitative Reasoning	(QR)
Religious Inquiry	(RI)
Religious Inquiry: Christian Tradition	(RICT)
Natural Science	(NS)
Natural Science Lab	(NSL)
Social Science	(SS)
Visual & Creative Inquiry	(VCI)

Essential Values:

Social Justice	(SJ)
Diversity & Multiculturalism	(DM)

Writing Requirement:

ENGL1103 Introduction to Academic Writing
Writing Intensive (WI)

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. (Note -School of Nursing requirements may differ. Please see the School of Nursing Student Handbook for specific prerequisite and course restriction information.)

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
Quantitative Analysis (QA)
Quantitative Reasoning (QR)
This course engages students in converting data into financial information for decision making. It 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. Students utilize data analysis software for financial reporting and analysis. The importance of ethical decision making resulting from responsible environmental, social, and governance business practices are introduced.
Fall and spring semesters. 4 credits

ACCT2201 Managerial Accounting
The use of accounting in planning, controlling, and decision making is examined and applied in this project-based course. Excel is used throughout to complete break-even and various cost analyses as well as budgeting and other decision-making concepts. An emphasis is placed on the role of corporate social responsibility, the impact on stakeholders and maintaining the balanced scorecard. Excel data analysis exercises are also used throughout.
Fall and spring semesters. 4 credits
Prerequisites: MGMT1101 and ACCT1201 and MATH1111 or MATH1121. May be taken concurrently with MATH1111 or MATH1121

ACCT2203 Intermediate Accounting I
This course engages students in an in-depth analysis of the measurement and reporting of financial data as required by generally accepted accounting principles. Students will prepare financial statements in proper form and content with a focus on the time value of money, revenue recognition, cash and receivables, inventory, and fixed assets. Relevant technologies are leveraged to derive the impact of transactions, events, and market conditions on financial performance. Ethical business practices are introduced through the lens of environmental, social, and governance special purpose frameworks.
Fall semester. 4 credits
Prerequisites: ACCT1201 and ACCT2201 or concurrently with ACCT2201

ACCT2204 Intermediate Accounting II
This course engages students in an in-depth analysis of the measurement and reporting of financial data as required by generally accepted accounting principles. Students will prepare financial statements in proper form and content with a focus on fixed and intangible assets, investments, current and noncurrent liabilities, leasing, retained earnings, capital stock, and cash flow. Relevant technologies are leveraged to derive the impact of transactions, events, and market conditions on financial and nonfinancial performance measures, including environmental, social, and governance metrics.
Spring semester. 4 credits
Prerequisite: ACCT2203

ACCT2208 Volunteer Income Tax Assistance Practicum
Social Justice (SJ)
The Volunteer Income Tax Assistance Practicum (VITA Practicum) is an experiential learning course centered in gaining knowledge about financial counseling and tax return preparation, and then sharing that with low to middle income individual families to ensure equal access. Students will complete VITA trainings and volunteer at a VITA site providing financial counseling at check-in and/or preparing tax returns. Students will meet several times per semester in a seminar to reflect on their

experiences and will share their experiences with the Emmanuel community. No prior knowledge or experience with taxes is required for this course.
Spring semester. 4 credits
Prerequisites: INT1001

ACCT3203 Auditing and Assurance Services
This course focuses on the theory and practice of auditing and assurance services. This includes professional skepticism and ethics, appropriate and effective client relationships, and the application of auditing theory and practice to a simulated audit.
Fall semester. 4 credits
Prerequisites: ACCT2203 and ACCT2204

ACCT3205 Governmental and Not-for-Profit Accounting
This course engages students in the basic concepts and principles of government-wide, governmental funds, proprietary funds, and fiduciary funds financial statements. Students will be introduced to the reconciliation process and financial statement preparation for state and local governments. Specific transactions such as capital assets, long-term liabilities, fund balances, interfund activity, nonexchange revenue, expenditures and expenses, budgetary accounting, and net position are analyzed. Students will also evaluate the ethical implications of environmental, social, and governance policies being adopted at the state and local level. General purpose financial reporting for nongovernmental not-for-profit entities is also addressed. .
Spring semester, even years. 4 credits
Prerequisites: ACCT 2203

ACCT3206 Cost Accounting
In this class Managerial Accounting concepts are reinforced and expanded upon, and new concepts, such as process costing and capital budgeting, are introduced. Excel and data analysis software are used extensively to analyze and express information and to aid in decision making.
Spring semester. 4 credits
Prerequisites: ACCT1201 and ACCT2201

ACCT3296 Accounting Internship (cross listed with ECON3496, FINAN3496 MGMT3496, and MKTG3496)
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 tax theory, planning, and law as they apply to individual federal income taxes. Circular 230, the Internal Revenue Service's code of professional conduct, is also studied. Partnership and corporate taxation are introduced, and various business forms are compared.
Spring semester. 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. The course highlights emerging trends in data analytics and its growing impact in accounting. Students work directly with various software tools to learn relational database design, data retrieval, and analysis. In addition, the course introduces principles of Big Data, data visualization and software for fraud detection and internal controls.
Fall semester. 4 credits
Prerequisite: ACCT1201

ACCT4178 Directed Study
This course is limited to seniors.
Fall and Spring Semesters. 4 credits
Prerequisite: Permission from the instructor.

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. This course is project based, and it emphasizes both the practical and ethical issues of the practice of accounting. 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, non-profit and government accounting. Students complete weekly projects in Excel and data visualization software that require them to apply a high level of analysis. Part two integrates knowledge gained in previous accounting coursework. Students apply and integrate a variety of skills, tools and knowledge, including data analysis, to address contemporary issues and problems facing the accounting profession. This course is a culminating experience that draws from the breadth of a student's work at Emmanuel College.
Spring semester. 4 credits
Prerequisites: ACCT2204, ACCT3203, or concurrently with ACCT3411 and ACCT3413

ACCT4202 Business Research Seminar (cross listed with COMP4202, FINAN4202, MGMT4202, MKTG2402, SPORT4202)
The Business Research Seminar will allow Seniors majoring in Accounting, Computer Science, Finance, Management, Marketing and Sport Management to pursue an in-depth research project on a topic that links business concepts to sustainability, social justice and/or diversity, equity and inclusion. Using the UN's 2015 Sustainable Development Goals and Principles for Responsible Management Education (PRMEs), students will explore business topics that either pose risks to sustainability, social justice or diversity and inclusion and/or identify opportunities to make a positive social impact. Throughout the course, students will engage in hypothesis development, literature review, methods selection, data collection, data analysis, peer review and preparation of a final thesis-style paper and presentation. This course seeks to provide structured support for students preparing to submit a Distinction in the Field project and/or those who would like to prepare a substantial research paper in preparation for application to graduate programs.
Spring semester. 4 credits
Prerequisite: Senior status

AMERICAN STUDIES

AMST1101 Introduction to American Studies
Aesthetic Inquiry Literature (AI-L)
Literary Inquiry (LI)
Diversity & Multiculturalism (DM)
This course is designed to introduce students to the central concerns of American Studies as an interdisciplinary field. While using works of American literature and film as primary texts for analysis, this course employs an interdisciplinary analytical approach focused on keywords of shared interest across multiple disciplines. The keywords for study include sociopolitical concepts such as race, ethnicity, gender, and class, as well as key historical and institutional concepts, including democracy and multiculturalism. Scholarly studies assigned draw from an array of fields, including history, sociology, communication, black studies, gender studies, and indigenous studies. Through examinations of a variety of historical events and cultural experiences, this course illuminates the complexity and diversity of American identity and history.
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 American Studies 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

ART1203 Art of Resistance: Social Justice and the Visual Arts

Aesthetic Inquiry Art (AI-A)
Visual & Creative Inquiry (VCI)
Social Justice (SJ)

This course is an examination of the ways in which contemporary artists have promoted social justice and effected social change through their art. The course considers significant art works inspired by the spirit of resistance and a vision of progressive change. The course provides a foundation for evaluating the power of visual imagery in developing a collective consciousness, agitating for progressive change, and achieving the goals put forth by social justice movements.

Fall and spring semesters. 4 credits

ART1204 History of Western Art

Aesthetic Inquiry Art (AI-A)
Visual & Creative Inquiry (VCI)

This course is a survey of the history of Western art from its early roots in the Near East through the beginnings of the modern period. Throughout the semester, we will consider social, political and religious conditions that help us to understand works of art at particular moments in history. The course will introduce students to the language of art history, including the analytical, critical, and art historical methodologies used by art historians to evaluate works of art. It will also introduce students to key moments of transcultural exchange between Europe and other parts of the world as these exchanges were expressed in art.

Fall semester. 4 credits

ART1206 Art from Across the Globe

Aesthetic Inquiry Art (AI-A)
Visual & Creative Inquiry (VCI)

This course is a survey of art from around the globe, specifically the art of Africa, Asia, and Latin America. The art of indigenous people, with a focus on the Americas and Australia, will also be explored. For each culture under consideration, we will examine traditional art objects that form the foundation for art practices that have continued into the present, paying close attention to how these art practices have changed over time. Grounded in the interdisciplinary approach that defines art historical analysis, the course will consider social, political and religious circumstances that help us to understand art created at particular moments in history and in relation to specific cultural traditions. Bringing the material into the twenty-first century, the course will consider contemporary art that engages or responds to traditional art practices from the cultures we have examined.

Spring semester. 4 credits

ART2201 Visual Constructions of Gendered Identity

Aesthetic Inquiry Art (AI-A)
Visual & Creative Inquiry (VCI)
Diversity & Multiculturalism (DM)

This course is an examination of the ways in which gender is constructed and explored in works of art. Taking a thematic approach rather than a chronological one, we will closely examine art objects from a broad range of art historical periods that both reinforce and challenge historically and culturally constructed notions of gender. Informed by the theory of intersectionality, we will consider constructions of gender in relation to race, class, sexual orientation, and gender identity. Examination of the representation of the human body is central to this exploration, a subject which has been a large focus of artistic production since the beginnings of art. Other topics for consideration include the gendered

hierarchies of art, subjectivity, and the impact of feminist art history on gendered readings of art.
Fall semester, odd years. 4 credits

ART2204 Transcultural Exchange and the Visual Arts
Aesthetic Inquiry Art (AI-A)
Visual & Creative Inquiry (VCI)
Diversity & Multiculturalism (DM)
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, even years. 4 credits

ART2213 Daguerreotypes to Digital Prints: The History of Photography
Aesthetic Inquiry Art (AI-A)
Visual & Creative Inquiry (VCI)
Diversity & Multiculturalism (DM)
This course surveys the history of photography from its beginnings in the early nineteenth century to the present. Throughout the semester, we will examine the use of photography for aesthetic, documentary, and "scientific" purposes, stylistic shifts in photography related to aesthetic interests, and interpretations of subject matter based on social and cultural concerns at specific moments in history. We will also evaluate the relationship between photography and the visual arts as a whole, which culminates with the primacy of photography as a medium in the late twentieth century. The course ends with a consideration of photography in relation to digital technology.
Fall semester. 4 credits

ART2215 Modern Art
Aesthetic Inquiry Art (AI-A)
Visual & Creative Inquiry (VCI)
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: An Anti-Racist and Progressive History
Aesthetic Inquiry Art (AI-A)
Visual & Creative Inquiry (VCI)
Diversity & Multiculturalism (DM)
This course is an examination of American art from its indigenous roots to the present. The course is grounded in two strategies: serious critique of the problematic ways in which issues of class, race, and gender are embedded in works of art; and challenges to these problematic representations by artists from both the past and the present. Overall, the course 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, odd years. 4 credits

ART2221 Contemporary Art and Artistic Practice (in conjunction to Artist in Residence Program)
Aesthetic Inquiry Art (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
Aesthetic Inquiry Art (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, even years. 4 credits

ART2224 Irish Art
Aesthetic Inquiry Art (AI-A)
Visual & Creative Inquiry (VCI)
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 also considers responses by artists to the Irish diaspora, the result of the Great Hunger in the 19th-century and, more broadly, to economic distress in Ireland, until the "Celtic Tiger" reversed emigration trends. Reflecting on the global flow of art, the course examines contributions by Irish artists to major European and American art movements that were trending in the art world but not generally supported in Ireland.
Travel Component Required.
Spring semester, even years. 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.
Offered as needed. 4 credits
Prerequisite: Junior or senior standing only

STUDIO ART

ART1401 Drawing I
Aesthetic Inquiry Art (AI-A)
Visual & Creative Inquiry (VCI)
Drawing is a primary means of inquiry across many disciplines and media. It is an essential skill for all artists and designers. The course focuses on developing visual perception through observational drawing. Response to critique is an integral part of the class. The course is an introduction to drawing and its formal and expressive concerns. Prior drawing experience is not necessary.
Fall and spring semesters. 4 credits
$115 studio fee

ART1407 Visual Language for Design and Communication
Aesthetic Inquiry Art (AI-A)
Visual & Creative Inquiry (VCI)
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, clarity your message, and craft compelling visual work. Projects include photographic manipulation, explanatory illustration, and oster design for advocacy.
Fall and spring semesters. 4 credits
$115 studio fee

ART2132 Data Visualization
Aesthetic Inquiry Art (AI-A)
Visual & Creative Inquiry (VCI)
In this course, students will build on their current understanding of data and explore the ideas and methods of data visualization. By working through projects focused on design fundamentals,students will learn how to present their findings with greater clarity, functionality, and aesthetic. Students will understand how to implement and control visual hierarchy through Type, Color, Scale,Grouping, Placement, Pattern, Motion, and other advanced visualization techniques.
Fall and Spring semesters. 4 credits
$120 studio fee

ART2251 From Tradition to Innovation: An Introduction to World Ceramics through Creative Projects
Visual & Creative Inquiry (VCI)
This course will examine traditional and contemporary world ceramics through creative projects using mostly non-ceramic materials. Each of these creative projects has a link to a traditional ceramic process becoming a gateway of introducing ceramic arts of the world. This course will focus on the contrast of tradition and innovation in ceramics. Half of the creative projects require traditional making methods and the other half requires 3D modeling software and utilizes the equipment in the Discovery Lab such as 3Dprinter and laser cutter so that fabrication will be done or partially done by the lab.
Summer, even years. 4 credits
$150 studio fee

ART2402 Drawing II
Aesthetic Inquiry Art (AI-A)
Visual & Creative Inquiry (VCI)
Drawing is an essential skill for all artists and designers. Through observational drawing, students increase their visual discernment. Continuing emphasis is placed on formal analysis and experimentation. Formal and expressive ideas are explored through a variety of in class and independent projects including study of the human form.
Fall and Spring semesters. 4 credits
Prerequisite: ART1401
$115 studio fee

ART2403 Design and Composition
Aesthetic Inquiry Art (AI-A)
Visual & Creative Inquiry (VCI)
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
$115 studio fee

ART2411 Introduction to Printmaking
Aesthetic Inquiry Art (AI-A)
Visual & Creative Inquiry (VCI)
This course is an introduction to the printmaking processes of intaglio, relief, and screen printing. Studio work, self-generated independent projects, study of master prints, and museum visits are an integral part of the course.
Fall and spring semesters. 4 credits
$115 studio fee

ART2413 Photography I: Adventures in Analog
Aesthetic Inquiry Art (AI-A)
Visual & Creative Inquiry (VCI)
This course introduces the tools and methodologies of traditional black and white, photochemical photography in a lab-based environment. Students review the functions of small format film cameras, photographic exposure, and development of silver-gelatin negative film and paper prints, as well as digital presentation of traditional analog materials. This course stresses a haptic, analog materials-based approach to photography as a means of creative visual expression and communication. Via observation and praxis, students engage the scientific, technological, historical and creative foundations of photography.
Fall and spring semesters. 4 credits
$115 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
$115 studio fee

ART2433 3D Form Studies
Aesthetic Inquiry Art (AI-A)
Visual & Creative Inquiry (VCI)
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
$115 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
$115 studio fee

ART2451 Ceramics I
Aesthetic Inquiry Art (AI-A)
Visual & Creative Inquiry (VCI)
This course is designed to introduce students to basic hand building skills. Demos include pinch pot, slab, coil, leather-hard slab, paper armature techniques, extruder, glazing etc. Throughout the semester, students will experience hand building 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
$115 studio fee

ART3101 Painting
This course explores painting in oil and related media and offers an understanding of the visual and physical properties of the medium. Spatial relationships of color, form, light, and composition are emphasized. Lectures, critiques and museum assignments are an integral part of the course.
Spring semester. 4 credits
Prerequisite: ART1401, ART2403 or permission of instructor
$115 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 semester. 4 credits
Prerequisites: ART1407
$115 studio fee

ART3403 Drawing III: Advanced Projects
Projects explore the intersection of the drawing process and concept through a variety of 2D media. Emphasis is placed on formal analysis, experimentation, and expression. Independent projects explore concepts in tandem with in class drawing. Students are asked to work and think in a responsive and self-critical manner. Special emphasis is placed on the human form.
Fall and spring semesters. 4 credits
Prerequisites: ART1401, ART1402 or ART2402
$115 studio fee

ART3412 Photography II: Ideas Illuminated
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 autonomy, students engage in an exploration of more advanced visual strategies. The focus of the course is a technical review and praxis of the foundations of photographic lighting and their application via an independent, creative image project.
Spring semester. 4 credits
Prerequisites: ART2413 or ART2443
$115 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
$115 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
$115 studio fee

ART3433 Open Projects
This course is structured to allow our junior level design students to master the mediums and methods they have been exposed to and to explore beyond. Students in the course will be expected to develop project proposals, research and production timelines, and meet all self-structured deadlines. All projects will be proposed, approved and developed in close communication with the instructor. The culmination of the course will be an end of semester art exhibition of one or more of their projects from the course.
Fall semester. 4 credits
Prerequisites: ART1407 and one of the following ART2432, ART3402, ART3431, ART3432
$115 studio fee

ART3451 Ceramics II
Aesthetic Inquiry Art (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
$115 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. SMS reviews primary texts and screenings of cinematic masters work with an emphasis on the Short Film genre. The course culminates in a team developed, final project that is inclusive of the course's theoretical, lyrical and practical core content.
Spring semester. 4 credits
Prerequisites: ART1407, and ENGL1502 or permission of instructor
$115 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: Advanced Photographic Projects
This course offers advanced students of photography an opportunity to exercise known and new sets of imaging and art-making strategies to conceive and execute an intellectually and visually engaging photo-based project. Students will self-publish contiguous physical and web

portfolios of their photography, and the ideas from which their imagery emanates. We begin a practical discussion and implementation regarding the means by which young visual artists can sustain their creative practice and prepare for a career as an art and design professional.
Spring semester. 4 credits
Prerequisites: ART1407, ART2213, ART2413 or ART2443, ART3412
$115 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, ART2402, or permission of instructor
$115 studio fee

ART4432 UI/UX For Mobile
In this course, students explore user experience (UX) and user interface (UI) design through a series of projects focusing on app development on mobile platforms. This course explores user personas, user centered design research, decision mapping, rapid prototyping, and user testing among other development methods.
Fall semester. 4 credits
Prerequisites: ART1407, ART2403, and ART2432 or ART3432
$115 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
$115 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, even years. 4 credits
$115 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.
Fall semester. 4 credits
Prerequisite: PSYCH1501
$85 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.
Spring semester. 4 credits
Prerequisite: ART1301 or permission of instructor
$115 studio fee

BIOLOGY

BIOL1101 Life on Earth
Scientific Inquiry with Laboratory (SI-L)
Natural Science Lab (NSL)
This introductory biology course is designed primarily for non-science majors seeking an understanding of life processes. Topics include cellular structure, genetics, genetic engineering, human systems, plant and animal structure and function, evolution, and ecology. Laboratories include experiments and demonstrations to illustrate these phenomena. Students are introduced to scientific data analysis and learn about the biology behind the science in the news. Three hours lecture, two hours laboratory.
Fall semester. 4 credits
$105 lab fee

BIOL1102 Human Biology
Scientific Inquiry with Laboratory (SI-L)
Natural Science Lab (NSL)
This course is designed to provide non-science majors with an understanding of topics in human biology that may include selected body systems, disease, development and aging, inheritance patterns, human evolution and human impacts on the environment. In addition, this course provides a forum for discussion and evaluation of current issues in human biology. Laboratory includes tracking your personal health data using Fitbits, nutrition analyses and physiological tests, and other activities that complement the lecture. Three hours lecture, two hours laboratory.
Spring semester. 4 credits
$105 lab fee

BIOL1103 Human Biology
Scientific Inquiry (SI)
This is the same course content as BIOL1102, but without the laboratory component. This course is designed to provide non-science majors with an understanding of topics in human biology that may include selected body systems, disease, development and aging, inheritance patterns, human evolution and human impacts on the environment. In addition, this course provides a forum for discussion and evaluation of current issues in the area of human biology. Three hours lecture.
Spring semester. 4 credits

BIOL1105 Introduction to Cellular and Molecular Biology
Scientific Inquiry with Laboratory (SI-L)
Natural Science Lab (NSL)
This course is part of a two-semester introductory biology series intended for students considering a biology, neuroscience biotechnology or biostatistics 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, sickle cell anemia, and cancer. The problem-solving process is emphasized. Topics include: DNA and the molecular biology of gene expression; cell division; protein structure and function; transport across cellular membranes; signaling molecules and signal transduction. The laboratory introduces students to a variety of cutting-edge research techniques via a one semester-long course-based undergraduate research (CURE) project that leads to publishable data. Students learn data analysis methods and are introduced to scientific writing. Three hours lecture, three hours laboratory.
Spring semester. 4 credits
Required of all biology majors, unless exempted by departmental permission
$105 lab fee

BIOL1106 Introduction to Organismic and Evolutionary Biology
Scientific Inquiry with Laboratory (SI-L)
Natural Science Lab (NSL)
This course is part of a two-semester introductory biology series intended for students considering a biology neuroscience, biotechnology or biostatistics

major. The course focuses on the process that generated and interconnects all living diversity on the planet—evolution. Students learn how mutations accumulate within heritable molecules, and how the environment may select for and against certain mutations within populations. Special emphasis is placed on the evolution of our own species, and the evidence that ties us to the rest of life. The remainder of the course is devoted to a broad overview of the diversity of life, how organisms interact, and how our species is influencing the abiotic and biotic world. The laboratory stresses data analysis and scientific writing skills as students build their expertise in molecular, cellular, and organismal biology techniques. Three hours lecture, three hours laboratory.
Fall semester. 4 credits
Required of all biology majors, unless exempted by departmental permission
$105 lab fee

BIOL1112 Biology and Society
Scientific Inquiry (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, even years. 4 credits

BIOL1211 Emerging Infectious Diseases
Scientific Inquiry (SI)
Natural Science Lab (NS)
Social Justice (SJ)
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. Cholera, Covid-19, influenza, Lyme disease, ebola, polio, smallpox, malaria, 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
Scientific Inquiry (SI)
Natural Science Lab (NS)
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, manage 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. Major discoveries within nutrition research and the relationship between nutrition and health provide 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. (Note that this course also runs each

fall as a required course for first year BSN students.)
Spring semester, even years. 4 credits

BIOL1501 Introduction to Anatomy and Physiology
Scientific Inquiry with Laboratory (SI-L)
Natural Science Lab (NSL)
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.
Three hours lecture, two hours lab.
Spring semester. 4 credits
$105 lab fee

BIOL1919 Anatomy & Physiology I for Nursing Professionals
Scientific Inquiry with Laboratory (SI-L)
Natural Science Lab (NSL)
This course is the first semester of Anatomy and Physiology for nursing professionals. As a successful nurse, one must understand how the human body works – both its structure and function. This course will examine the anatomy and physiology of humans through consideration of each 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 physiological framework will also be studied. The primary focus of the course will be human anatomy and physiology, but comparisons with non-mammalian vertebrates will be presented where appropriate. Topics include: cellular metabolism, histology, integumentary system, skeletal system, muscular system, nervous system and special senses. The laboratories will supplement the lecture and provide the students with a hands-on experience and appreciation of the complexity of the human body.
Three hours lecture, three hours lab.
Fall semester. 4 credits
$105 lab fee

BIOL1920 Anatomy & Physiology II for Nursing Professionals
Scientific Inquiry with Laboratory (SI-L)
Natural Science Lab (NSL)
This course is the second semester of Anatomy and Physiology for nursing professionals. As a successful nurse, one must understand how the human body works – both its structure and function. This course will examine the anatomy and physiology of humans through consideration of each 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 physiological framework will also be studied. The primary focus of the course will be human anatomy and physiology, but comparisons with non-mammalian vertebrates will be presented where appropriate. Topics include: the endocrine system, cardiovascular system, lymphatic system, immune system, respiratory system, digestive system, urinary system, reproductive system, and pregnancy. The laboratories will supplement the lecture and provide the students with a hands-on experience and appreciation of the complexity of the human body.
Three hours lecture, three hours lab.
Spring semester. 4 credits
Prerequisites: BIOL1919
$105 lab fee

BIOL1999 Biology in the Larger World
Scientific Inquiry (SI)
This course is a clone of the current HONORS2501 Science in the Larger World for use in travel abroad programs. The science of biology is often perceived as existing in a vacuum; the dispassionate search for 'truth' independent of influence and bias. In reality, the practice and implications of biological research sits right at the intersection of knowledge, impacting fields such as law, politics, literature, art, religion, and business, and being equally subject to influence from these fields and others. Can you patent a gene? What impact will knowing your genetic sequence have on your future job options? Does prayer play any role in surgical outcomes? What does it mean if a computer can simulate the neural connections found in the brain? What are the conflicts of interest found in clinical research, and what role do patients play? We will address these questions (and many others) as we investigate the role of biology in the larger world around us.
Summer. 4 credits

BIOL2019 Medical Microbiology W/Lab
This course will describe the impact of microorganism on human health and disease states. The mechanisms of how clinically relevant bacteria, fungi, viruses, and protozoa mediate infectious diseases will be examined. Strategies and policies to control microorganism growth and spread will be introduced. Laboratories are designed to illustrate these phenomena and teach hands-on skills on how to safely handle, isolate and study various microorganisms and how to solve real-life clinical case scenarios.
Fall semester. 4 credits
Prerequisites: Nursing Majors only. BIOL1919 and BIOL1920 or BIOL1105
$105 lab fee

BIOL2113 Human Nutrition
This course covers the vital roles of nutrients in the functioning of the human body. 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 human physiology and health are a key focus and is studied by examining nutrition throughout the lifespan. Regulation of nutrient intake and processing is examined. Students also study weight control and the key functions of nutrients in physical fitness. Additional topics: food safety, processing, biotechnology, the complex issues concerning malnutrition, world hunger and the environment. 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, odd years. 4 credits
Prerequisites: BIOL1105 and BIOL1106 or permission of instructor

BIOL2119 Current Topics in Biological Research

Biology is a dynamic discipline fueled by rapidly available technology and data acquisition, which can make it difficult to bring its greatest challenges into focus. This course aims to describe and analyze a current and emerging field in Biology based on the instructor's expertise. Grand challenges in Biology will be addressed (e.g. health and disease, biodiversity and conservation, environmental change), with a focus towards recognizing misinformation, synthesizing empirical evidence, and communicating effective solutions. A variety of class readings will be used 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. A travel component may be included depending on the instructor and course content. .

Spring semester, even years. 4 credits
Prerequisites: BIOL1105 and BIOL1106 or permission of instructor

BIOL2121 Human Health and the Environment

Social Justice (SJ)

This course will examine the relationship between the environment and human health. It will focus on several issues of concern to a healthy global society including climate change and accompanying disease outbreaks, environmental contaminants and toxins, water, food and air quality, and sanitation. It will examine the pathways through which climate change is likely to influence human health. These include the health effects of rising ambient temperatures, shifting patterns of vector-borne and food-borne diseases, physical and mental health risks of extreme weather events, potential food and water insecurity and the likely impacts of climate change on health equity. All of these aspects will be studied using the framework of social justice. The course includes a strong emphasis on societal and personal activism. The laboratory component of the course provides hands-on practice and experience investigating concepts discussed in the lectures. Students analyze their carbon footprint and compare it with people living in other parts of the world.

Fall semester, even years. 4 credits
Prerequisites: BIOL1105 and BIOL1106 or instructor permission.
$105 lab fee

BIOL2123 Genetics

This course details the fundamentals of transmission, molecular, and population genetics, with a strong emphasis on human disease. Topics range from the historical foundations of genetics (Mendel's laws, gene mapping) to modern day extensions and applications (genetic testing, biotechnology). Students engage in extensive problem solving that emphasizes critical thinking and quantitative skills, including statistical testing (Chi-square) and population modeling (Hardy-Weinberg). In addition, students discuss ethical issues related to genetics and society such as genetically modified organisms (GMOs), genetic discrimination, and personalized medicine, culminating in a persuasive essay writing assignment. Three hours lecture, 75-minute recitation will be dedicated to problem-solving skills.

Fall and spring semesters. 4 credits
Prerequisites: BIOL1105 and BIOL1106, CHEM1101 and CHEM1102 (prerequisite or concurrent) 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. Topics 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
$105 lab fee

BIOL2137 Anatomy and Physiology II
This course is the second 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. Topics include, 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
$105 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, even years. 4 credits
Prerequisites: BIOL1105 and BIOL1106

BIOL2301 Experimental Biology Laboratory

Writing Intensive (WI)

Experimental Biology is a laboratory-based subject that meets ~six hours each week with the aim of training Biology students as science practitioners. Students will be trained in core biochemical, genetic, molecular, and cellular techniques while engaged in open-ended projects. This course is required for all biology majors because the skills learned are necessary for scientists and transferable to other professions. This course will also have a substantial writing component and fulfill the College "writing-intensive" requirement. Students will be trained in the fundamentals of scientific writing by developing a formal research paper using their own experimental data.
Fall and spring semesters. 4 credits
Prerequisites: BIOL2123 or permission of instructor
$105 lab fee

BIOL2303 Biotechnology Applications

This course will introduce students to biotechnology-based research, development, and commercialization using real world case studies. These topics may include recombinant DNA- and RNA-based technologies, protein-based pharmaceuticals, the application of antibodies, genome editing, and agritech. Case studies from these themes will be selected to illustrate both core biotechnology concepts and details on how the science was commercialized. In doing so we will consider: What was the biotechnology? How was the research performed, tested for safety, and scaled? What was the market for the discovery/product? What challenges, including legal frameworks, were faced in creating a business around the scientific finding? How did ethics and social justice factor into the discovery/product research, development, and commercialization?
Fall semester. 4 credits
Prerequisite: BIOL1105

BIOL3101 Developmental Biology

Developmental biology is the study of the molecular and cellular processes that lead to the formation of a complex multicellular organism from a single cell. This course will present an overview of biological processes that include gene regulation, signal transduction, cell behavior, and tissue morphogenesis, involved in regulating animal development. Laboratory includes observation of developmental events coupled with experimental analysis of underlying mechanisms Three hours lecture, three hours laboratory.
Spring semester, even years. 4 credits
Prerequisite: BIOL2301 or permission of instructor
$105 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, even years. 4 credits
Prerequisite: BIOL2301 or its equivalent
$105 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, odd years. 4 credits
Prerequisite: BIOL2131 concurrent or permission of instructor or CHEM2111

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, even years. 4 credits
Prerequisite: BIOL2131 or its equivalent or CHEM2111

BIOL3125 Molecular Biology
Molecular Biology explores the flow of genetic information in living cells, and a rapid expansion of this field underlies many recent advances in medicine, genetics, and biotechnology. This course entails a thorough exploration of genes and their expression in biological systems, including DNA replication, RNA transcription, and protein translation. Students further examine protein: nucleic-acid interactions, genomic integrity, and gene regulation, engaging in a journal club to critically analyze primary research methodology and data. This course also tackles daunting ethical challenges that molecular technologies pose for society, including the use of genetic engineering in human health and agriculture.
Fall semester. 4 credits
Prerequisite: BIOL2123 and BIOL2131 or CHEM2111 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
$105 lab fee

BIOL3132 Advanced Topics in Biochemistry (Cross-referenced with CHEM3132)
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 or CHEM2111
$105 lab fee

BIOL3135 Cancer Biology
Cancer is an ancient disease that was first described by the great Egyptian physician Imhotep in a papyrus dating back to 2500 B.C. Regarding treatment, Imhotep states, "There is none." Although a great deal of progress has been made in the last 4,500 years in terms of cancer prevention, detection, and treatment, there is still no cure for cancer. This course will undertake a rigorous investigation into cancer, first and foremost as a cellular disease, and later branching out to understand the systemic effects. 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. Through the use of primary research and review articles, we will explore both what is known and what remains to be learned. The course will focus on the cellular and molecular underpinnings of cancer, but the clinical perspective will also be considered through readings and a guest lecture.
Spring semester, odd years. 4 credits
Prerequisite: BIOL2131; (BIOL3103 or BIOL3125 recommended)

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, odd years. 4 credits
Prerequisite: BIOL2135 and BIOL2137
$105 lab fee

BIOL4160 Seminar
In the capstone course, student-scientists discuss current research related to an advanced topic that integrates learning from previous courses. Recent topics include: the Human Microbiome, CRISPR and gene editing, Macromolecular Machines and the Healthy Brain. Students read and discuss current research and give in-depth oral presentations. Alongside this guided learning and aided with faculty and peer feedback, student-scientists perform a literature review in a topic of their choice related to the theme of the class, formulate a hypothesis, and then craft, assemble and present an NSF-style grant. The neuroscience seminar (NEURO4160) satisfies the seminar requirement for biology majors with a concentration in neuroscience.
Spring Semester. 4 credits
Prerequisites: BIOL2123, BIOL2131 or CHEM211, and senior status

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

HLTHSC1010 Medical Terminology
Utilizing a systems approach, the course will cover medical and clinical terminology relating to human anatomy and physiology. Students will learn the structure of medical terms and the rules for word building, that will help them develop basic vocabulary necessary for improved communication in the healthcare community. This course does NOT satisfy the general education program requirements or any domain of knowledge requirement, and therefore, does not count as credits towards the undergraduate degree, including free elective credit.
2 credits

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
Scientific Inquiry with Laboratory (SI-L)
Natural Science Lab (NSL)
This course considers basic measurement in chemistry, description of matter, the mole, atomic structure, bonding and molecular shape, stoichiometry, chemical reactions and solution chemistry. 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
$105 lab fee

CHEM1102 Principles of Chemistry II
Scientific Inquiry with Laboratory (SI-L)
Natural Science Lab (NSL)
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
$105 lab fee

CHEM1104 Chemistry of Everyday Life
Scientific Inquiry with Laboratory (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, even years. 4 credits
$105 lab fee

CHEM1105 Prescription and Non-Prescription Drugs
Scientific Inquiry with Laboratory (SI-L)
Natural Science Lab (NSL)
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, odd years. 4 credits
$105 lab fee

CHEM1107 Forensic Chemistry
Scientific Inquiry (SI)
Natural Science (NS)
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.
Fall semester, odd years. 4 credits

CHEM1108 Chemistry and Art
Scientific Inquiry with Laboratory (SI-L)
Natural Science Lab (NSL)
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, even years. 4 credits
$105 lab fee

CHEM1109 Chemistry for Health Professionals
Scientific Inquiry (SI)
Natural Science (NS)
This is an introductory course, which is designed for students pursuing a Bachelor of Science in Nursing. This course will highlight the fundamental general, organic, and biological chemistry principles as they apply to the understanding of the health sciences. The first part of the course will cover concepts in atomic and molecular structure, chemical bonding, stoichiometry, nuclear chemistry, gases, solutions, and acid base chemistry. The second half of the course will address the nomenclature and structure of organic and biological molecules and their roles in health related systems.
Spring semester. 4 credits

CHEM1110 Introduction to Physical Sciences (Cross listed with PHYS1110)
Scientific Inquiry with Laboratory (SI-L)
Natural Science Lab (NSL)
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. This course is taught in a workshop format which integrates lecture and laboratory so that students will develop their understanding through hands-on experiments. Equivalent of three hours lecture, two hours laboratory.
(Note: Elementary Education students require this course for their major and will be given registration priority in this course during fall and spring semesters).
Fall and spring semesters. 4 credits
$105 lab fee

CHEM1117 Forensic Chemistry
Scientific Inquiry with Laboratory (SI-L)
Natural Science Lab (NSL)
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.
Fall semester, odd years. 4 credits
$105 lab fee

CHEM1125 Prescription and Non-Prescription Drugs
Scientific Inquiry (SI)
Natural Science (NS)
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, odd years. 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
$105 lab fee

CHEM2102 Organic Chemistry II
This course is a continuation of CHEM2101 and considers the structure, bonding and reactivity of the following classes of carbon compounds: alkenes, alkynes, alcohols, ethers, aldehydes, ketones, carboxylic acids, carboxylic acid derivatives and aromatic compounds. Particular attention will be paid to multi-step synthesis of target molecules from readily available starting materials. The laboratory sessions focus on the synthesis, purification (utilizing techniques learned in the first semester) and identification of organic compounds using spectrometric techniques. Three hours lecture, three hours laboratory.
Fall and Spring semesters. 4 credits
Prerequisites: CHEM1101, CHEM1102, and CHEM2101
$105 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 statistical analysis and method validation, complex equilibria, chemical spectroscopy, chromatography and mass spectrometry, and electrochemistry. 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
$105 lab fee

CHEM2106 Chemistry of Brewing with Lab
Scientific Inquiry with Laboratory (SI-L)
Natural Science Lab (NSL)
This course is designed to introduce the fundamentals of chemistry that can be found in the multi-disciplinary process of brewing and appreciating beer. This will require a historical, economic, and aesthetic perspective, but will be grounded in fundamental chemistry of water, carbohydrates, solutions, and chemical reactions. Additional emphasis will be placed on yeast biochemistry, process engineering, and product analysis. The course will involve demonstrations, tasting food-grade reactants, and touring a commercial brewery.
Fall semester, odd years. 4 credits
$105 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.
Fall semester. 4 credits
Prerequisites: BIOL1105 and CHEM2101
$105 lab fee

CHEM2114 Chemistry of Fire and Explosives
Scientific Inquiry (SI)
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, odd years. 4 credits
Prerequisites: CHEM1101, CHEM1102

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 mental 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, even years. 4 credits
Prerequisite: CHEM1101, CHEM1102

CHEM2116 Chemistry of Brewing
Scientific Inquiry (SI)
Natural Science (NS)
This course is designed to introduce the fundamentals of chemistry that can be found in the multi-disciplinary process of brewing and appreciating beer. This will require a historical, economic, and aesthetic perspective, but will be grounded in fundamental chemistry of water, carbohydrates, solutions, and chemical reactions. Additional emphasis will be placed on yeast biochemistry, process engineering, and product analysis. The course will involve demonstrations, tasting food-grade reactants, and touring a commercial brewery. This course does not count towards the chemistry major or chemistry minor elective.
Fall semester, odd years. 4 credits

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. Three hours lecture, three hours laboratory.
Fall semester. 4 credits

Prerequisites: CHEM1101, CHEM1102, PHYS2201, PHYS2202, (MATH1111, MATH1112)
Recommended: MATH2103
$105 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. Three hours lecture, three hours laboratory.
Spring semester. 4 credits
Prerequisites: CHEM1101, CHEM1102, PHYS2201and PHYS2202, (MATH111, MATH 1112)
Recommended: MATH2103. CHEM3105
$105 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, even years. 4 credits
Prerequisites: CHEM2101 and CHEM2104
$105 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, even years.4 credits
Prerequisite: CHEM2102 or permission of instructor
Highly recommended: CHEM2111 or BIOL2131

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, even years. 4 credits
Prerequisites: CHEM1101 and CHEM1102, one 2000-level chemistry course, and MATH1111 or by permission of instructor.

CHEM3123 Research Methods in Synthesis
In this laboratory-based course, students will learn laboratory techniques common in industry and 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 literature searches. One hour lecture, four hours laboratory.
Spring semester, odd years. 4 credits
Prerequisite: CHEM2102 or permission of instructor
$105 lab fee

CHEM3132 Advanced Biochemistry with Lab
This is a laboratory-based course in which the student will learn modern biochemical techniques such as protein expression, protein purification and enzyme assay. Emphasis will be on developing independent laboratory skills. Three hours lecture, four hours laboratory.
Spring semester. 4 credits
Prerequisite: CHEM2111 or BIOL2131
$105 lab fee

CHEM3160 Social Justice Chemistry Seminar **Social Justice (SJ)**
Chemistry majors should consider chemistry-based solutions to issues that impact their daily lives and the lives of poor and marginalized populations world-wide. Some issues that disproportionately influence historically disadvantaged populations are also directly related to or could be impacted by chemistry. Through the lens of chemistry social justice, this course will develop student strength in basic research competence, scientific writing and communication, and professionalism in science. This will be achieved through discussions on research strategy design, research ethics, scientific literature, scientific writing strategies, and careers in science. The course will engage students' curiosity and creativity in advanced social justice topics in chemistry, build upon analytical and critical thinking skills, develop communication and writing skills in the scientific discipline, and highlight professional development. This course provides students with an opportunity to explore career paths and will lead them towards the required internship.
Spring semester. 4 credits
Prerequisite: Successful completion of at least four upper-level chemistry courses

CHEM4178/CHEM4179 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 Internship in Chemistry
In this capstone course, students in their final year of study will gain practical experience in the application of chemistry coursework in an internship. The internship is intended to provide real world experience in a workplace which is related to chemistry. Students will also develop their career advancement skills by attending networking events, researching career and post graduate educational opportunities, working on their resumes and curriculum vitae, as well as writing cover letters and essays for job and graduate school applications. The activities in the course are intended to help the student connect chemistry content to a real-world experience and to help refine and achieve their career and educational goals after graduation from Emmanuel College.
Fall semester. 4 credits
Prerequisites: CHEM 3160 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.

COMMUNICATIONS

COMM1502 Media & Society
Social Analysis (SA)
Social Science (SS)
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

COMM2501 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: ENGL1103

COMM2510 Professional Communication
This class provides students with an introduction to the theory and practice of professional communication. Course assignments and activities focus on interpersonal communication modes, including public speaking, interviewing, writing, presentations, digital communication, and social media. Students will gain confidence in their ability to communicate with different audiences and to target and convey messaging effectively.
Fall semester. 4 credits

COMM2515 Research Methods for Communication and Media
Writig Intensive (WI)
This class provides an introduction to the critical/cultural analysis of media. Its main goal is to equip you with the necessary theoretical and methodological tools that will enable you to conduct your own research projects. To do so, we'll explore the basics of critical/cultural media studies, use an analytic approach to formulate a research project, learn and practice a variety of textual and audience-based qualitative methods, collect and analyze data, and use existing theory and research to make sense of our findings. Ultimately, by the end of the semester, you will have produced your own original research incorporating methods of textual and audience analysis. This course will be instrumental to your future success in critical/cultural media studies coursework, preparing you for the demands of upper-level Communication and Media classes. .
Spring semester. 4 credits
Prerequisite: ENGL1502/COMM1502

COMM2521 Public Relations and Persuasion
Literary Inquiry (LI)
This is an introductory course exploring the field of public relations and the practices of persuasive and strategic communication. During the semester we will address basic definitions and principles of public relations, the field's historical and theoretical underpinnings, and the inherent ethical dilemmas of the field. We will also explore the process of working in public relations, identifying and working with key publics, and executing public relations writing. Finally, we will investigate the various career opportunities available in public relations.
Fall semester. 4 credits
Prerequisite: ENGL1502/COMM1502 or instructor permission

COMM2523 Advertising and Culture
Visual & Creative Inquiry (VCI)
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: ENGL1502/COMM1502 or instructor permission.

COMM2525 Sport Communication
This course introduces students to the field of sport communication, a growing area and industry that utilizes the skills of journalism, public relations, and other areas of strategic communication. With communication theory, sport literature, and case studies, this course introduces students to the many ways in which individuals, media outlets, and sport organizations work to create, disseminate, and manage messages to their constituents. In addition, this course will cover the cultural and ethical issues that are present in sport. As such, issues of race, ethnicity, gender, and sexuality will be explored, as well as issues related to the law and politics.
Spring semester. 4 credits
Prerequisite: ENGL1502/COMM1502 or instructor permission.

COMM3311 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, even years. 4 credits.
Prerequisites: ENGL1205, ENGL1502/ COMM1502 or instructor permission.

COMM3501 Multimedia Storytelling
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, odd years. 4 credits
Prerequisites: ENGL1205 or ENGL1502/ COMM1502 or instructor permission.

COMM3701 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/ COMM1502 and one 2000-level English or Communication course or instructor permission.

COMM3708 Digital Culture & Social Media Promotion
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. 4 credits or instructor permission.
Prerequisites: ENGL1502/COMM1502 and COMP1000

COMM3730 Feminist Media Studies
For decades, media have been an important force in shaping conceptions of gender, race, sexuality, and social movements. In this class, we will engage in interdisciplinary and intersectional analyses of media texts, focusing on the ways in which they speak to, represent, and critique notions of gender and feminism. Drawing from a wide range of academic literature including feminist theory, queer theory, critical race theory, feminist film theory, television criticism, digital studies, and cultural studies, we will trace the development of mediated representations of gender during the 20th and 21st centuries. Throughout this journey we will cross a range of media texts, outlets, and platforms, culminating with an examination of the often digitally-mediated "new visibilities" of feminism that inform modern conceptions of gender, race, sexuality, and the feminist movement itself (Gill 2016).
Fall semester, odd years. 4 credits
Prerequisites: ENGL1502/COMM1502

COMM3801 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, even years. 4 credits
Prerequisites: ENGL1205 or ENGL1502/ COMM1502; ENGL2501/COMM2501; or instructor permission.

COMM3806 Health Communication
Social Justice (SJ)
This course 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, students will explore the strategic planning process involved in developing health campaigns through the creation of a campaign.
Fall semester, odd years. 4 credits
Prerequisites: ENGL1205 or ENGL1502/ COMM1502 or junior standing.

COMM3991 Special Topics in Communication and Media Studies
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: ENGL1502/COMM1502 and senior status or instructor permission

COMM4994/COMM4995 Communication Internship
The goal of this course is to introduce students to the professional practices and norms in the communication field and to help them transition from their role as students to professionals. This course will also help students to identify their strengths and challenges in the workplace and to critically evaluate potential career paths within communication. We will work together to share ideas and strategies for success, to develop networking skills, and to hone and refine your job application materials. Students will also create a professional portfolio that highlights the skills gained in their internship and in the communication program.
Fall and spring semesters. 4 credits
Prerequisites: ENGL1502/COMM1502, COMM2510 and junior class standing

COMM4998 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 COMM2515, and provides students with the opportunity to apply these methods in their own original research projects.
Fall and spring semesters. 4 credits
Prerequisites: ENGL1502/COMM1502 and COMM2515

COMPUTER SCIENCE

COMP1000 Digital Citizenship
Scientific Inquiry (SI)
Social Science (SS)
An exploration of the technologies and implications of the Internet age, designed for students with little background in technology and experienced students alike. Presents an integrated view of the underlying mechanisms of the Internet and how they connect to tools we use every day. Examines sociological impacts of these technologies, including culture, politics, and economics. Explores and discusses what a person needs to know and do to be a responsible member of Internet society.
Fall and Spring semesters. 4 credits

COMP1101 Introduction to Programming
Quantitative Analysis (QA)
Quantitative Reasoning (QR)
Introduction to the field of computer science and the art of programming. This course explores some of the "big ideas" of computer science, including abstraction, data structures, software engineering, and, centrally, the fundamentals of writing code. Assignments are designed to be engaging, accessible, and creative while developing core programming concepts. This course is taught using JavaScript in a web-based environment. Topics include variables, conditionals, loops, arrays, functions, objects, libraries, errors, debugging, and code best practices. A final project brings all of the ideas together as the students develop unique, original pieces of software they can share.
Fall semester. 4 credits
Prerequisite: MATH1101

COMP2102 Programming II and Introduction to Computer Science
This course builds on the experience of Introduction to Programming to introduce new ways of thinking via two paradigms: Functional and Object-Oriented programming. After both paradigms have been practiced in turn, the course introduces a new language, Python, to further exercise these ideas and provide a powerful set of tools for students to apply to their final projects. The Big Ideas include new programming concepts, language features, and tools, but also how these features combine in different systems, providing a generalizable foundation for moving forward in computer science.
Spring semester. 4 credits
Prerequisite: COMP1101
$48 Lab Fee

COMP2103 Data Structures
Learn about the fundamental structures that underlie all software and the C programming language. You will be shown the problem that each structure solves, implement the structure and its mechanisms, and explore the interfaces they provide. Ultimately you will learn how to choose structures and implementations to best solve particular problems, informed by your experience working on their implementations, the analysis of their speed and complexity, and use of their interfaces in larger programs..
Fall semester. 4 credits
Prerequisite: COMP2101, MATH1103
$48 Lab Fee

COMP2121 Software Development
Develop critical software engineering skills including the UNIX-style command line, git source control management system, unit testing, automated workflows, and more. This course covers the concepts and skills that are the most wished-for by employers of entry-level software developers. In this hands-on, lab-oriented course, you will get experience with the processes and philosophies that get software projects done in organizations of all sizes.
Fall semester, even years. 4 credits
Prerequisite: COMP2101

COMP2201 Data Analytics
We are all completely inundated with data, yet only a small fraction of the population has the skill set necessary to interpret, understand, and communicate the meaning inherent within datasets. The goal of this course is to give students lifelong and lucrative skills in raw data retrieval, data cleaning, data analyses, and data visualization. Students will engage with datasets from a variety of fields and use computational, statistical, and visual methods to tell a story. Students will develop valuable technical skills focusing on programming, statistical inference, and clear communication. Additional professional skills will be developed in teamwork, critical thinking, and problem solving. By the end of the class students will demonstrate a proficiency in various tools essential in the field of data science.
Spring semester. 4 credits Prerequisite: MATH1118 or (MATH1117 and MATH0118) or MATH2113

COMP2132 Practical Machine Learning
This course provides an introduction to Artificial Intelligence (AI), Deep Learning, and Machine Learning (ML). A survey of multiple AI techniques, focusing heavily on ML. Students will learn about the different concepts behind each technique, experiment with interactive demonstrations, assess them for equity and bias, and apply them in their assignments. Techniques may be updated as the fast-moving field of machine learning evolves. This course does not go into extreme depth on ML theory, instead focusing on how to use these techniques to solve problems. The goal of this course is for students to understand what Machine Learning is and is not, and have a "utility belt" of skills and conceptual understanding to allow them to identify a problem, choose an AI technique, and apply it effectively
Spring semesters. 4 credits
Prerequisite: COMP1101 and MATH2115

COMP3101 Object-Oriented Programming
This course is an introduction to object-oriented programming and the Java programming language. The course begins with a review of fundamentals such as strings, conditionals, arrays, loops, operators, and printing, and how these concepts work within the Java syntax. The difference between classes and objects is discussed. An emphasis is placed on both creating a new class as well as using existing classes in the Java API. The four major components of object-oriented program are presented: abstraction, encapsulation, inheritance, and polymorphism. Throughout the course, students will write and debug their own code that uses these concepts as well as edit existing code written by others. Other topics, such as introductory data structures, may be covered as time allows at the discretion of the instructor.
Spring semesters. 4 credits
Prerequisite: COMP2101

COMP3496 Computer Science Internship
The Computer Science Internship (Internship A) involves experiential learning in a computing-based role in an organization (for-profit or not for-profit). 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 seminars and individual sessions that will deal with theoretical, practical and ethical aspects of work.
Fall and spring semesters. 4 credits
Prerequisite: INT1001, COMP1101, COMP2102, COMP3101

COMP4202 Business Research Seminar
crosslisted with (ACCT4202, FINAN4202, MGMT4202, MKTG2402, SPORT4202)
The Business Research Seminar will allow Seniors majoring in Accounting, Computer Science, Finance, Management, Marketing and Sport Management to pursue an in-depth research project on a topic that links business concepts to sustainability, social justice and/or diversity, equity and inclusion. Using the UN's 2015 Sustainable Development Goals and Principles for Responsible Management Education (PRMEs), students will explore business topics that either pose risks to sustainability, social justice or diversity and inclusion and/or identify opportunities to make a positive social impact. Throughout the course, students will engage in hypothesis development, literature review, methods selection, data collection, data analysis, peer review and preparation of a final thesis-style paper and presentation. This course seeks to provide structured support for students preparing to submit a Distinction in the Field project and/or those who would like to prepare a substantial research paper in preparation for application to graduate programs.
Spring semester. 4 credits
Prerequisite: Senior status

CRIMINOLOGY AND CRIMINAL JUSTICE

CCJ1203 Crime and Justice
Social Science (SS)

This introductory course examines the major institutions of the U.S. criminal justice system with a focus on law enforcement, courts, and corrections. The course analyzes the practices and policies of the criminal justice system and introduces students to current issues and controversies within the criminal justice system. Students will explore the roles and responsibilities of crime victims, perpetrators, and the professionals who work in the various criminal justice professions, such as police, investigators, prosecutors, jurors defense attorneys, judges, correction, probation and parole officers, as well as victim and witness advocates. Students will engage their critical thinking skills and deepen their understanding of the criminal justice system and the social, political, and legal institutions that influence it.
Fall semester. 4 credits

CCJ2100 Law and Criminal Procedure

Laws guide our behavior and influence social behavior. In this course, students will examine the law and legal institutions and analyze how criminal law functions and influences society. Students will analyze the complexities of the law from criminological and sociological perspectives that recognize the influence of social inequality in contact and involvement with the police, the courts, and the prison system. Students will critically evaluate the justice, fairness, and equality in adjudicating the law and criminal procedure. This course will enable students to engage in thoughtful and critical analyses of contemporary issues related to the law.
Spring semester. 4 credits
Prerequisite: CCJ1203

CCJ2101 Criminology
Social Science (SS)

This course explores theories about the causes of crime by examining the theoretical underpinnings of criminal behavior and social control. Students analyze theories that label or define behaviors as deviant or criminal from traditional and contemporary perspectives. Students learn to identify, explain, and apply criminological theory to understand the causes of criminality and the functions of the institutions that influence and are influenced by those behaviors. The course includes critical analyses of the underlying assumptions that influence crime theory, crime prevention strategies, and punishment and rehabilitation practices.
Spring semester. 4 credits
Prerequisite: CCJ1203/SOC1203

CCJ2303 Research Methods in Criminology and Criminal Justice
Writing Intensive (WI)

This course introduces students to basic research methods in criminology and criminal justice through a hands-on approach. You will learn how to collect and analyze data of various kinds, specifically surveys and in-depth interviews to empirically study a question related to criminology and criminal justice. You will also learn how to conduct secondary data analysis using the General Social Survey. This "multi-method" approach to a research question will provide different insights into it and allow us to evaluate the appropriateness, advantages, and disadvantages of each method for different types of research questions. You will learn SPSS to conduct basic univariate (measures of central tendency, measures of dispersion) and bivariate (correlations, chi-square tests, T-tests and ANOVAS) analysis of the quantitative data..
Spring semester. 4 credits
Prerequisites: CCJ1203 and MATH1117 or MATH1118

CCJ2310 Professional Ethics in Criminology and Criminal Justice
This foundational course will consider the origins, the evolution, and the continuing development and expansion of the component segments (law enforcement, the courts, and the corrections system) of the criminal justice system in the United States. The role of discretion and associated decision making by criminal justice professionals will be critically examined, evaluated, and reconsidered. The deliberative processes employed by those charged with ensuring the fairness, justice, and dignity of the criminal justice system will be reviewed and analyzed, particularly as deliberation and discretion have been employed in ways that have marginalized those who have historically been without voice, power, and influence. Through examination of course readings and class discussions, both face-to-face and online, students will consider applications of ethical actions as they pertain to issues of social justice.
Fall semester. 4 credits
Prerequisite: CCJ1203/SOC1203

CCJ2410 Criminal Investigations and Criminal Justice Response
This course introduces students to the fundamentals of criminal investigations and crime scene response for criminal justice (CJ) professionals in the United States. The course is grounded in a scholarly and practical approach to studying criminal investigation, process, and prosecution. Students learn how and why CJ professionals respond to a crime in the manner in which they do. The course analyzes recent cases of crimes against persons and property, as well as cyber and vice crimes, to apply academic knowledge to the real world. The course will also highlight the evolution of American policing, investigations, criminal statutes, and case law. Students will discuss ethical dilemmas faced by CJ professionals processing crimes and the influence of race, class, and gender on criminal investigations. Students will explore appropriate and reformative responses to these dilemmas and challenges.
Fall semester. 4 credits
Prerequisite: CCJ1203

CCJ3207 Juvenile Justice and the Legal Rights of Children
This course is designed to allow students to examine and analyze relevant legal and social issues concerning children involved in the juvenile justice system and their caregivers, families, advocates, and human service workers. Students will explore the juvenile justice system along with the underlying causes of children's involvement in it. Through a review of relevant academic materials and applicable laws, students will better understand how race, class, gender, sexual identity, ethnic origin, mental health, and substance abuse affect juvenile justice-involved children and their families. The course will explore and evaluate social and legal policies for communities and the juvenile justice system that have proven to be effective strategies for ensuring the welfare of children and their families.
Spring semester, even years. 4 credits.
Prerequsites: SOC1101 or EDUC1111 or PSYCH1501 or CCJ1203/SOC1203 and junior or senior status.

CCJ3212 Criminal Justice Reform: A Critical Inquiry
This course will critically analyze prior and current criminal justice policies and practices in the United States. This analysis will be grounded in an understanding of the current political and socio-historic climate, including public protests and sharp criticisms of the criminal justice system, particularly its treatment of people of

color. In addition, the course will introduce and discuss policies and proposals not yet considered in the law enforcement, corrections, and court systems. For example, mass incarceration, "defunding" the police, elimination of cash bail, charging age for minors, and the removal of police from public schools are among the reforms to be considered and subjected to critical inquiry.
Spring semesters. 4 credits
Prerequisites: CCJ2101 and junior or senior status

CCJ4394 Internship in Criminology and Criminal Justice: Field Research in Professional Settings
Students participate in a supervised experience in a variety of sites: the courts and justice system, in social service and health care agencies, or in local or international social justice organizations. The students will gain practical experience in professional settings with supervision while preparing an analytical paper based on their experience in the field.
Fall and spring semesters. 4 credits
Open to second semester juniors (80 credits) and senior criminology and criminal justice majors only.
Most major requirements must already be fulfilled
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CCJ4997 Criminology and Criminal Justice Senior Seminar
In this course students study how the theoretical and empirical insights in the fields of criminology and criminal justice prevent, explain, and respond to crime and related social problems. This course is a summation of students' prior coursework in criminology, criminal justice, and sociology and will result in a substantive research paper and presentation. Students will choose a criminology and criminal justice related topic for their research project and work to integrate the knowledge and analytical skills they have acquired in their coursework for the major and related classes to produce a research paper and give a professional presentation on their research.
Spring semester. 4 credits
Prerequisites: Junior standing, CCJ1203/ SOC1203, CCJ2101/SOC2101 and CCJ2303/ SOC2303

ECONOMICS

ECON1101 Principles of Microeconomics
Social Analysis (SA)
Social Science (SS)
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 trade off 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
Social Analysis (SA)
Social Science (SS)
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
Writing Intensive (WI)
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 (cross-listed with POLSC2409)
Social Science (SS)
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, energy, environment and arms trade. In some years the class will travel to China.
Fall and spring semesters. 4 credits
Prerequisite: Either one economics or one political science course

ECON2203 Economic Development (cross-listed with FINAN2203)
Social Analysis (SA)
Social Science (SS)
This course will focus on sustainable economic development and economic growth. It offers an overview of theories of economic development and experiences of developing countries. Specific topics include population growth, migration, the special role of women, microfinance, education, health care, privatization, aid, debt relief, nationalization, monetary and fiscal policy, exchange rate regimes, foreign

capital flows, trade negotiations, and most importantly sustainable growth. The roles of international organizations and private industries in economic development are also examined.
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, odd years. 4 credits
Prerequisite: ECON1101

ECON2301 Intermediate Microeconomics
This course is designed to extend the knowledge of the basic microeconomic principles that will provide the foundation for the future work in economics and give insight into how economic models can help us think about important real world phenomena. This course will show how market mechanisms solve extremely complex resource allocation problems. It presents a logical and coherent framework in which to organize observed economic phenomena. Several economic "models" are developed and analyzed in order to help explain and predict a wide variety of economic (and sometimes, seemingly non-economic) phenomena. Topics include supply and demand interaction, utility maximization, profit maximization, elasticity, perfect competition, monopoly power, imperfect competition, and game theory.
Spring semester, even years. 4 credits
Prerequisite: ECON1101, MATH1118 and MATH1111 or MATH1121

ECON2303 Intermediate Macroeconomics
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.
Fall semester, even years. 4 credits
Prerequisite: ECON1103, MATH1118 and MATH1111 or MATH1121

ECON3103 International Economics and Finance (cross-listed with FINAN3103)
This course will include two components to analyze the workings of the international trade and finance, and the interdependencies between nations. First, this course will study the movement of goods and services globally by understanding international trade theories, policies, and practices. Second, this course will study the movement of financial assets by understanding the international financial and monetary system, emphasizing currency markets, and their application to management of foreign exchange risks globally.
Spring semester. 4 credits
Prerequisites: ECON1101 or ECON1103

ECON3105 Money and Financial Markets (cross-listed with FINAN3105)
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. 4 credits
Prerequisite: ECON1101 or ECON1103

ECON3109 Public Finance (cross-listed with FINAN3109)
This course examines the impact of fiscal and monetary policy on the economic welfare and behavior of its citizens. In doing so, the course will utilize economic modelling and financial analysis of the theoretical bases that guide government actions in the economy; the discussion of a range of issues in public finance with a focus on current policy debates; and the presentation of economic empirical methods to evaluate the effect of public policies. Topics include inflation/stagflation, the solvency and sustainability of Social Security, fiscal deficits, public debt, and optimal taxation.
Fall semester, odd years. 4 credits
Prerequisite: ECON1101 and 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, odd years. 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, even years. 4 credits
Prerequisite: ECON1101

ECON3346 Applied Forecasting (cross-listed with FINAN3346)
This course studies forecasting methods including time series and regressions. It offers individuals and businesses concrete insights on how to improve forecasting accuracy realistically and estimate the uncertainty in the results, while considering its implications to risk. In addition to the theoretical forecasting methods, Machine Learning methods like Neural Networks and Decision Trees will also be covered. This course emphasizes hands-on and experiential learning by encouraging participants to use actual real-world data to predict and estimate the uncertainty of their forecasts using STATA and then interprets their results using visualization tools in the lab.
Spring semester, odd years. 4 credits
Prerequisite: ECON1101, MATH1118 and MATH1121 (or MATH1111)

ECON3376 Econometric Theory and Practice
(cross-listed with FINAN3376)
Econometrics studies economic relationships, investigates economic theories with facts and real-world data, and tests hypotheses involving economic and societal behaviors. This course emphasizes both the theoretical and the practical aspects of economic analysis, focusing on techniques for estimating econometric models and for conducting tests of various interests to economists. The goal is to help develop a solid theoretical background in econometrics, the ability to implement the techniques and to critique empirical studies in the field of economics. We navigate through technical dexterity (understanding the tools) and empirical relevance (applying the tools): using software such as STATA will take away the burden on formula memorization and will allow us to focus on interpretation of the results.
Fall semester, even years. 4 credits
Prerequisite: ECON1101, MATH1118 , and MATH1121 (or MATH1111)

ECON3496 Economics Internship
(cross-listed with MGMT3496 and ACCT3296)
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

ECON4201 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: ECON 2301 and ECON 2303 and one 3000-level Economics elective

EDUCATION

EDUC1111 The Great American Experiment
Social Analysis (SA)
Social Science (SS)
Social Justice (SJ)
EDUC 1111 is a comprehensive overview of the historical, philosophical, and societal foundations of American education. Promoting access and equity are main themes for the course, specifically, the purpose of American civic culture and its underlying ideals, founding principles, and political institutions. Issues of race, class, gender, citizenship, sexual orientation, learning differences are highlighted and analyzed within the context of their impact on schools and mission of the Sisters of Notre Dame de Namur to create justice and peace for all.
Fall and spring semesters. 4 credits
Service Learning component

EDUC2202 Practical Music Skills
Visual & Creative Inquiry (VCI)
This course is designed to provide useful tools and resources to prospective teachers as they cultivate musical skills and understandings through creative group music making. Students in all majors, however, will enjoy and benefit from the course. Through experiential learning activities involving singing, folk dancing, recorder, ukulele, percussion, and music production software, students will discover new joy in music making and feel empowered to employ music to better serve their future students as well as their own personal music-making interests. Group lessons on musical instruments and music software will be accompanied by discussions of theoretical, psychological, and social aspects of music to inform approaches of applying music to motivate and engage students, smooth school day transitions, and promote healthy emotional balance inside as well as outside the classroom.
Spring semester. 4 credits

EDUC2211 Learning, Teaching and the Early & Elementary Curriculum
This course is designed to provide students with the background and practical skills related to the curriculum planning process for grades PreK-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

EDUC3210 Education Policy (crosslisted with POLSC3210)

Social Justice (SJ)

Education is a fundamental tenet of American society. In fact, the right to a sound education is enshrined in many state constitutions. Yet, debate over how best to affect a quality and effective educational system has pervaded American politics and society since the country's founding. This debate has involved the equitable funding and distribution of resources, assessment, issues of race, gender, and socioeconomic class, teaching standards and qualifications, and curriculum on the K-12 level, as well as in colleges and universities. This course explores the debate surrounding educational policy in the American political system. Politics is often about conflict over values and resources. Education policy embodies this conflict quite clearly. We will assess the social, cultural, and political factors influencing the crafting, implementation, and assessment of education policy in the United States.
Fall semester, even years. 4 credits
Prerequisite: EDUC 1111 or POLSC1201

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 early and 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 for Early and Elementary Grades
This course will introduce students to current, research-based practices in the instruction of mathematics for grades Prek-6. Through readings, hands-on activities, observations, students will develop concepts, skills, and pedagogical procedures for teaching mathematics for understanding. Students will become knowledgeable about the MA Mathematics Frameworks or mathematical practice and content. In addition, students will design and present mathematics lessons, as well as explore the integration of manipulatives, technology, and other tools in mathematics teaching.
Fall semester. 4 credits
Pre-practicum field-based experience
Prerequisite: EDUC2212

EDUC3215 Explorations in Science and Engineering: Grades 1-6
This course develops the knowledge, skills, and dispositions to introduce learners to 3 dimensions of science teaching and learning, disciplinary core ideas, science and engineering practices, and cross-cutting concepts. By developing an understanding of the 3 dimensions, pre-service teachers will practice designing learning experiences that allow students in grades 1-6 to think, act, and communicate like scientists. These learning experiences will be driven by scientific phenomena and solving real-world problems. Through interactive discussions and activities, they will develop their understanding of Disciplinary Literacy in Science. The course meets standards for teacher preparation articulated by the Massachusetts curriculum frameworks and the National Science Education Standards. Topics include phenomena driven instruction, science and engineering practices, and formative assessment in the science classroom.
Spring semester. 4 credits
Prerequisite: EDUC2212
Opportunities for service learning

EDUC3216 History and Social Science Methods Grades PreK-6
TThis course will examine current theory and practice in the teaching of history/ social science at the elementary grade levels (PreK-6), 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 history/ social science at the elementary grade levels in the Massachusetts History/ Social Science Frameworks, and with a range of instructional materials and web-based resources.
Fall semester. 4 credits
Prerequisite: EDUC 2212

EDUC3300 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.
Fall and spring semesters. 4 credits

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

EDUC3313 Mathematics Methods for Middle and High School
This course will introduce students to current, research-based practices in the instruction of mathematics at the middle and high school level. Through readings, hands-on activities and observations students will develop concepts, skills and pedagogical procedures for teaching mathematics for understanding. Students will become knowledgeable about the Mathematics Common Core Standards for mathematical practice and content. In addition, students will design and present inquiry-based lessons, as well as explore the integrations of manipulatives, technology and other tools in mathematics teachings. This course also includes a required 30-hour pre-practicum field experience. Field hours must be scheduled during periods of mathematics instruction.
Fall semester. 4 credits
Pre-practicum field-based experience
Prerequisite: EDUC2312

EDUC3314 Explorations in Science & Engineering Grades 5-12
This course develops the knowledge, skills, and dispositions to introduce learners to 3 dimensions of science teaching and learning, disciplinary core ideas, science and engineering practices, and cross-cutting concepts. By developing an understanding of the 3 dimensions, pre-service teachers will practice designing learning experiences that allow students in grades 5-12 to think, act, and communicate like scientists. These learning experiences will be driven by scientific phenomena and solving real-world problems. Through interactive discussions and activities, they will develop their understanding of Disciplinary Literacy in Science. The course meets standards for teacher preparation articulated by the Massachusetts curriculum frameworks and the National Science Education Standards. Topics include phenomena driven instruction, science and engineering practices, and formative assessment in the science classroom.
Spring semester. 4 credits
Pre-practicum field-based experience
Prerequisite: EDUC 2312

EDUC3315 History and Social Science Methods: Grades 5-12
This course will examine current theory and practice in the teaching of social studies/ history at the middle and high school grade 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 science/history at the middle and high school grade levels in the Massachusetts History/ Social Science Frameworks, and with a range of instructional materials and web-based resources.
Fall semester. 4 credits
Pre-practicum field-based experience required
Prerequisite: EDUC2312

EDUC3317 Spanish Language Instructional Methods Grades 5-12
The course will cover different theories of language acquisition, methods of teaching

a foreign language, writing communicative lesson plans, reflecting on different classroom environments, teaching a mini lesson, creating a unit plan for diverse language learners, and strategies for teaching a foreign culture. A 30 hour prepracticum is required as part of this course. Students will become familiar with both Massachusetts State Standards for Language Teachers along with the American Council on the Teaching of a Foreign Language (ACTFL) standards.
Fall semester. 4 credits
Pre-practicum field-based experience
Prerequisite: EDUC2312

EDUC3318 English Language Arts Instructional Methods Grades 5-12
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.
Fall semester. 4 credits
Pre-practicum field-based experience
Prerequisite: EDUC2312

EDUC3467 Education Diverse Students
Social Analysis (SA)
Diversity & Multiculturalism (DM)
This course is designed to develop leaders who are equipped to address challenges to educational equity that are rooted in U.S. history and prevalent in the contemporary field of education. The course will use case studies to examine and respond to these issues of unequal access with attention to the historical and contemporary causes. Upon completion of the course, students will be able to analyze and address these issues on the macro and micro levels and use an array of resources to inform particular challenges of educational practice. The final assignment will be a capstone project in which students will identify an issue and create an initiative to achieve equity.
Spring semesters. 4 credits

EDUC4178/EDUC4179 Directed Study
In lieu of a formal course, qualified upper-class students may, with the approval of the department, substitute an intensive program of reading under the direction of a member of the department.
Offered as needed. 4 credits

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 MTELs

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 Internship
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

EDUC4493 Literarcy and Language Development for English Learners
The purpose of this course is to prepare teacher candidates with the knowledge and skills to effectively and explicitly support the English literacy and language development of English learners (ELs) in grades preK-12. Students will examine the structure of language and language subsystems, read seminal and current research on L1 and L2 language acquisition, analyze and evaluate best practices for teaching and assessing ELs across the language domains, and consider the sociocultural factors that play a role in ELs' education in US schools. This course is supported by EDUC4494 which is the seminar and 150-hour practicum in an ESL classroom. EDUC3300 is a prerequisite for this course as it will expand on and further develop the skills and understandings introduced in that course.
Spring semester. 4 credits
Prerequisites: EDUC3300

EDUC4494 English Language Learners Practicum
A 150 hour practicum experience in an ESL classroom under the direction of a licensed ESL teacher and college program supervisor. The practicum is designed for students who have taken, or are enrolled in EDUC4493. After the completion of the course and the practicum, students may seek an additional license in English as a Second language instruction.
Spring semester. 4 credits
Prerequisites: EDUC4493

EDUC4495 Early Childhood Education
Early Childhood course will assist students in understanding areas of child development: Cognitive development , Social and emotional development , Creativity and Imagination, and Cultural Awareness. The course will explore differentiated, developmentally appropriate, learning experiences that focus on using the Massachusetts Curriculum Frameworks, the Massachusetts Department of Education Guidelines for Early Learning Experiences, and the Massachusetts Standards for Preschool and Kindergarten Social and Emotional Learning and Approaches to Play and Learning.
Spring semester. 4 credits
Prerequisites: EDUC1111, EDUC2211, EDUC2212, EDUC3211, EDUC3212 and PSYCH2302

EDUC4496 Early Childhood Education Internship and Seminar
A 150 hour practicum experience in an early childhood education classroom under the direction of a licensed early childhood education teacher and college program supervisor Early Childhood Internship course will enable students to improve their knowledge and understanding of early childhood education by engaging with key issues that address the Massachusetts Standards for Preschool and Kindergarten Social and Emotional Learning and Approaches to Play and Learning.
Spring semester. 4 credits
Prerequisites: EDUC4495

ENGLISH

ENGL1103 Introduction to Academic 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
Aesthetic Inquiry Literature (AI-L)
Literary Inquiry (LI)
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

ENGL2101 Romance and Conquest in British Literature: 900-1660
Aesthetic Inquiry Literature (AI-L)
Literary Inquiry (LI)
This survey of British Literature introduces students to the international culture that produced the earliest formation of the British literary canon. Tales of chivalric love collide with visions of imperial conquest as the English literary tradition struggled to assert its value within the established European Romance language traditions. Adapted literary forms, like the epic, fabliau, and sonnet, take on a distinctly English style, and the visionary writings of early Christians personalized the influence of Christianity in orthodox and heretical ways. This literary tradition helped to define what it meant to identify as English or British and motivated the circulation of radical ideas about government that led to a bloody civil war and the establishment of a constitutional monarchy.
Fall semester. 4 credits

ENGL2102 Imperialism and Resistance in British Literature:1800-Present
Aesthetic Inquiry Literature (AI-L)
Literary Inquiry (LI)
Diversity & Multiculturalism (DM)
This course is a survey of Nineteenth-, Twentieth-, and Twenty-First Century English Literature. Students will read a broad range of canonical and non-canonical texts that support and challenge dominant cultural values emerging during a period of rapid technological and ideological change. England's imperial vision provides an important context for the literature in this class. There is a purposeful intersection between canonical authors and traditionally underrepresented English authors who create a space for critical reflection and global perspectives.
Spring semester. 4 credits

ENGL2106 Irish Identities: Literature and Culture
Aesthetic Inquiry Literature (AI-L)
Literary Inquiry (LI)
Emphasizing the colonial and anticolonial tensions within Ireland's literature and culture, this class attempts to capture the vibrant and complicated formations of Irish identities beginning in the late sixteenth century and concluding the early twentieth century. The class balances the Anglo-Irish perspective in works by Edmund Spenser, Jonathan Swift, Maria Edgeworth, and Sydney Owneson (Lady Morgan) with the bardic poetry of Tadhg Dall O'Huiginn and the national and international perspectives of writers like William Butler Yeats and James Joyce. The class ends in the anxious atmosphere of the early twentieth century, reflecting on the significance of events, like the 1916 Easter Rising, that contributed to the partition of the island.
Fall semester, odd years. 4 credits

ENGL2109 Print Media and Political Revolution: 1660-1800
Literary Inquiry (LI)
Writing Intensive (WI)
Moving from the unsettling social and political realities of a restored British monarchy (1660) and through the exciting and disenchanting influence of the French Revolution (1789) and its aftermath, this course examines the impact that British Literature had on people who experienced the emergence of the modern world. Increased access to print media, including newspapers and novels, granted authors and readers new modes of entertainment as well as a sense of empowerment through their ability to dictate what kinds of reading material would sell in the publishing world. Print culture also connected the British population to a global economy motivated by the African slave trade and to revolutionary movements that promoted social justice at the intersections of race, gender, and class. Through all the terror and excitement, Literature, defined through a broad spectrum of printed material, helped people envision a place for themselves in a complex world.
Spring semester. 4 credits

ENGL2142 History Through Fiction
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, odd years. 4 credits

ENGL2303 Dreams and Diversity in the American Novel
Aesthetic Inquiry Literature (AI-L)
Literary Inquiry (LI)
Diversity & Multiculturalism (DM)
Writing Intensive (WI)
Focusing on a diverse group of American authors, this course will introduce students to a range of literary responses to the dramatic historical events and lived experiences of the twentieth and twenty-first centuries. The diversity of American identities, along with divergent experiences with the promise of an American dream, serves as a central thread connecting the assigned novels in the course. Recent semester included novels by F. Scott Fitzgerald, Nella Larsen, William Faulkner, Toni Morrison, Ruth Ozeki, Sandra Cisneros,

and Junot Diaz, among others. Students will study the aesthetic originality of each novel, while also examining the significance of each work in relation to its historical context.
Fall semester. 4 credits

ENGL2304 American Voices I: U.S. Literature to 1865
Aesthetic Inquiry Literature (AI-L)
Literary Inquiry (LI)
Diversity & Multiculturalism (DM)
This course examines the development of American literature from its origins to the Civil War. Students will consider the aesthetic characteristics of non-fiction, fiction, and poetry as they engage with political and religious movements, including settler colonialism, Puritanism, abolitionism, and transcendentalism. Students consider each text within its historical, national, and transnational context in order to understand how it simultaneously responds and contributes to the conditions that have given rise to it. With the diversity of American literature and U.S. identities serving as the key theme of the course, students will consider a wide array of American voices as well as competing accounts of national origin stories, from Christopher Columbus's Letter's of Discovery and the Pilgrim's "Mayflower Compact" to Frederick Douglass's account of his journey from slavery to freedom, as well as the more recent literary reflections on Jamestown in the 1619 project.
Fall semester. 4 credits

ENGL2309 The Haves and the Have-Nots: American Authors on Money, Class and Power
Aesthetic Inquiry Literature (AI-L)
Literary Inquiry (LI)
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, even years.. 4 credits

ENGL2311 Better Worlds: Inclusion & Genre in Contemporary Young Adult Literature
Literary Inquiry (LI)
Diversity & Multiculturalism (DM)
This course explores young adult literature with an emphasis on diverse, equitable, and more fully inclusive texts. Readings include multiple genres and styles (fantasy, realistic fiction, and the graphic novel). We will focus on critical analysis; the role of the audience; social media's influence; issues of politics and censorship; and the significance of representative/inclusive texts.
Spring semester. 4 credits

ENGL2321 Love and Gender in British Literature and Film
Aesthetic Inquiry Literature (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, even years. 4 credits

ENGL2323 Short Fiction
Aesthetic Inquiry Literature (AI-L)
Literary Inquiry (LI)
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.
Summer. 4 credits

ENGL2325 Spirituality and the Literary Imagination
Aesthetic Inquiry Literature (AI-L)
Literary Inquiry (LI)
The recent widespread popularity of bestsellers 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, odd years. 4 credits

ENGL2402 Shakespeare: Tragedies, Comedies, Histories and Romances **Aesthetic Inquiry Literature (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

ENGL2410 African American Literary Giants
Aesthetic Inquiry Literature (AI-L)
Literary Inquiry (LI)
Diversity & Multiculturalism (DM)
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
Fall semester, even years. 4 credits

ENGL2413 African American Literature: A Tradition of Resistance
Aesthetic Inquiry Literature (AI-L)
Literary Inquiry (LI)
Diversity & Multiculturalism (DM)
This course considers writing and creative expression as a major form of resistance to previously formed ideas, identities, and narratives (ways of telling stories about the past). In this sense, this class explores how African Americans often re-wrote themselves and (re)wrote American literature and history. It also traces the ways in which African American peoples made sense of their relationship to American society, their sociopolitical environment, and how they saw themselves in the world. Major themes include individual vs. collective identity, imagination, storytelling, power and resistance. This course uses a sampling of particularly salient works in a range of genres to provide a comprehensive introduction to the major themes, ideas, and movements that have shaped and continue to influence African American literature as an ever-evolving American literature.
Spring semester, even years. 4 credits

ENGL2417 Literature of the Black Atlantic
Aesthetic Inquiry Literature (AI-L)
Literary Inquiry (LI)
Diversity & Multiculturalism (DM)
Considering the Black Atlantic as a physical and theoretical space, this class surveys the developments of Black culture and consciousness in foundational texts written by Black writers who initiated a literary tradition that changed the world. Reading eighteenth- and nineteenth-century texts, including The Interesting Narrative of Olaudah Equiano, The History of Mary Prince, Incidents in the Life of a Slave Girl (Harriet Jacobs/Linda Brent), and the anonymously published The Woman of Colour: A Tale, students experience the painful and liberating intersections of race, gender, and nationality through writers who create a space for their resistant voices and for racial justice. In addition to these primary texts, students read twentieth- and twenty-first century interpretations of these texts by leading scholars, including Hortense Spillers, Jenny Sharpe, Henry Louis Gates, Jr., and Sandra Pouchet Paquet.
Fall semester, odd years. 4 credits

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
Diversity & Multiculturalism (DM)
This course will introduce students to the art and the disciplines of poetry writing. The poetry collections, poets, and poems we study in combination with film documentaries, interrogate issues of race, gender, poverty, and class. Students will come to understand poetry as a form of cultural production and the poets we study are an eclectic and diverse group including poets from Chile, Indonesia, Ghana, Britain, and the United States and representing a range of backgrounds including Somali-British, Indo-Chinese, Mojave, African American, Trinidadian, Ghanaian, and Anglo-American poets. Students will study modern and contemporary poetry that explores issues ranging from the impact of national disasters to mass incarceration, the challenges of family life to the atrocities of war. Students will also be introduced

to structural elements and poetic forms and write original poetry, culminating in a portfolio at the end of the class. In their final portfolios, students will choose a social problem to examine and research alongside an exploration of their own history through interviews with family members and historical research.
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 story-telling 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

ENGL2604 American Voices II: U.S. Literature Since 1865
Aesthetic Inquiry Literature (AI-L)
Literary Inquiry (LI)
Diversity & Multiculturalism (DM)
A survey of U.S. literature from the Civil War to the contemporary era, this course introduces students to major works of U.S. fiction, poetry, drama, and creative non-fiction. 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. The multiculturalism of U.S. history and the diversity of American literature are key themes of this course.
Spring semester. 4 credits

ENGL2701 Literature and Film
Aesthetic Inquiry Literature (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, odd years. 4 credits

ENGL2703 Literature at the Border
This course is a theme-based course in which students study literature that comes from, out of or relates to highly politicized "hot spot" borders between "regions," encouraging students to think about borders and border crossing, national identities and transnationalism. Students will discover literature as a vehicle for cross-cultural inquiry, as a mode of empathetic engagement, and as an ethical mode of discovery. The course will highlight borders between the U.S. and Mexico, Palestine and Israel, India and Pakistan, Tibet and China, and Haiti and Dominican Republic. Students will study a mixture of novels, short stories, poetry and non-fiction writing and will be introduced to major themes in transnational literary studies.
Fall semester, even years. 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, odd years. 4 credits
Prerequisites: ENGL1205 or COMM1502/ ENGL1502; and one 2000-level English AI-L course or instructor permission.

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, even years. 4 credits
Prerequisite: ENGL1205 or COMM1502/ ENGL1502; and one 2000-level English AI-L course or instructor permission.

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.

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 Saintly 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, COMM3501/ENGL3501, ENGL3506, ENGL3507 or COMM3801/ENGL3801

ENGL3504 Advanced Prose Writing
A requirement for Writing, Editing and Publishing 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 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, even years. 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, odd years. 4 credits
Prerequisites: ENGL1205 or COMM1502/ ENGL1502 and one 2000-level English or Communication course or instructor permission.

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-culturism, 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, even years. 4 credits
Prerequisites: ENGL1205 or COMM1502/ ENGL1502 and one 2000-level English or Communication course or instructor permission.

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, even years. 4 credits
Prerequisites: ENGL1205 or COMM1502/ ENGL1502 and one 2000-level English or Communication course or instructor permission

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, odd years. 4 credits
Prerequisites: ENGL1205 or COMM1502/ ENGL1502 and one 2000-level English or Communication course or instructor permission
American Studies students: Junior status and instructor's 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 COMM1502/ ENGL1502 and one 2000-level English or Communication course or instructor permission

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: ENGL3504 or instructor permission.

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 ENGL courses, proposal approval 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 ENGL 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 10 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: junior status or instructor permission.

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: ENGL1205 and senior status or instructor permission

FINANCE

FINAN2203 Economic Development (cross-listed withECON2203)
Social Analysis (SA)
Social Science (SS)
This course will focus on sustainable economic development and economic growth. It offers an overview of theories of economic development and experiences of developing countries. Specific topics include population growth, migration, the special role of women, microfinance, education, health care, privatization, aid, debt relief, nationalization, monetary and fiscal policy, exchange rate regimes, foreign capital flows, trade negotiations, and most importantly sustainable growth. The roles of international organizations and private industries in economic development are also examined.
Fall semester. 4 credits

FINAN3103 International Economics and Finance (cross-listed with ECON3103)
This course will include two components to analyze the workings of the international trade and finance, and the interdependencies between nations. First, this course will study the movement of goods and services globally by understanding international trade theories, policies, and practices. Second, this course will study the movement of financial assets by understanding the international financial and monetary system, emphasizing currency markets, and their application to management of foreign exchange risks globally.
Spring semester, even years. 4 credits
Prerequisites: ECON1101 or ECON1103

FINAN3105 Money and Financial Markets (cross-listed with ECON3105)
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. 4 credits
Prerequisite: ECON1101 or ECON1103

FINAN3109 Public Finance (cross-listed with ECON3109)
This course examines the impact of fiscal and monetary policy on the economic welfare and behavior of its citizens. In doing so, the course will utilize economic modelling and financial analysis of the theoretical bases that guide government actions in the economy; the discussion of a range of issues in public finance with a focus on current policy debates; and the presentation of economic empirical methods to evaluate the effect of public policies. Topics include inflation/stagflation, the solvency and sustainability of Social Security, fiscal deficits, public debt, and optimal taxation.
Fall semester, odd years. 4 credits
Prerequisite: ECON1101 and ECON1103

FINAN3303 Financial Modeling
The course presents the theory and practice of financial management, emphasizing excel-based modeling and forecasting as well as traditional methods. Students use spreadsheets to analyze the impacts of financial decisions related to financial statement analysis, cash budgeting, and cost of capital determination, capital budgeting, and capital structure choices. The course covers a variety of techniques, such as sensitivity and scenario analysis, optimization methods, Monte Carlo simulation, and regression analysis.
Spring semester. 4 credits

Prerequisites: ACCT2201, MATH1121 (or MATH1111)

FINAN3346 Applied Forecasting
(cross-listed with ECON3346)
This course studies forecasting methods including time series and regressions. It offers individuals and businesses concrete insights on how to improve forecasting accuracy realistically and estimate the uncertainty in the results, while considering its implications to risk. In addition to the theoretical forecasting methods, Machine Learning methods like Neural Networks and Decision Trees will also be covered. This course emphasizes hands-on and experiential learning by encouraging participants to use actual real-world data to predict and estimate the uncertainty of their forecasts using STATA and then interprets their results using visualization tools in the lab.
Spring semester, odd years. 4 credits
Prerequisite: ECON1101, MATH1118 and MATH1121 (or MATH1111)

FINAN3356 Applied Corporate Finance
Students will apply concepts and analytical tools that are used to solve problems and make decisions in corporate finance. In particular, we will focus on applications related to three essential strategic decisions that every firm faces-the investment decision, the financing decision, and the dividend decision. Cases will be used, in part, as a problem-solving context.
Fall semester. 4 credits
Prerequisites: ACCT1201and MATH1118

FINAN3366 Portfolio Management
Students will develop and understanding of the portfolio management process. Emphasis will be on equities and will include discussions on fixed income securities. In this course the students will simulate areal world management process covering the research and analysis of individual securities, formulation of these securities into portfolios and the use of derivative securities to modify the risk /return profile of the portfolio. For those students who are Finance majors and/or planning to take Financial Modeling (FINAN3303), it is recommend that this course be taken concurrently.
Spring semester. 4 credits
Prerequisites: ACCT1201, ECON3105 and MATH1118

FINAN3376 Econometric Theory and Practice
(cross-listed with ECON3376)
Econometrics studies economic relationships, investigates economic theories with facts and real-world data, and tests hypotheses involving economic and societal behaviors. This course emphasizes both the theoretical and the practical aspects of economic analysis, focusing on techniques for estimating econometric models and for conducting tests of various interests to economists. The goal is to help develop a solid theoretical background in econometrics, the ability to implement the techniques and to critique empirical studies in the field of economics. We navigate through technical dexterity (understanding the tools) and empirical relevance (applying the tools): using software such as STATA will take away the burden on formula memorization and will allow us to focus on interpretation of the results.
Fall semester, even years. 4 credits
Prerequisite: ECON1101, MATH1118 , and MATH1121 (or MATH1111)

FINAN3496 Finance Internship
The Finance Internship involves experiential learning in a firm related to the student's major and prospective career. The course requires that students apply theory to practice while gaining experience in their

chosen career. In addition to working at their internship site, students attend seminar or individual sessions that cover the theory, practice and ethical aspects of work. Together with the internship supervisor, a project is defined that will add value to the organization and that will build expertise in the student in an area of mutual interest.
Fall & Spring semesters. 4 credits
Prerequisites INT1001; two Finance elective, one of which is a 3000 level course.

FINAN4202 Business Research Seminar (cross listed with ACCT4202, COMP4202, MGMT4202, MKTG2402, SPORT4202)
The Business Research Seminar will allow Seniors majoring in Accounting, Computer Science, Finance, Management, Marketing and Sport Management to pursue an in-depth research project on a topic that links business concepts to sustainability, social justice and/or diversity, equity and inclusion. Using the UN's 2015 Sustainable Development Goals and Principles for Responsible Management Education (PRMEs), students will explore business topics that either pose risks to sustainability, social justice or diversity and inclusion and/or identify opportunities to make a positive social impact. Throughout the course, students will engage in hypothesis development, literature review, methods selection, data collection, data analysis, peer review and preparation of a final thesis-style paper and presentation. This course seeks to provide structured support for students preparing to submit a Distinction in the Field project and/or those who would like to prepare a substantial research paper in preparation for application to graduate programs.
S*pring semester. 4 credits*
Prerequisite: Senior status

FINAN4366 Advanced Behavioral Finance
This course reflects situations that you may face as finance professionals and will deepen your understanding and effective use of the skills and tools learned in introductory finance courses. You are expected to have a strong background in basic finance principles. The focus is on strategic problem solving and requires advanced financial analysis and managerial decision-making skills. The course is not structured in a traditional lecture/exam format, rather students are required to develop the ability to seek out needed material to analyze and resolve business issues that they may encounter in their professional lives. The fundamental focus of this course will be company valuation, methods and application, and behavioral finance. This course will serve as the new Capstone for the Finance Major.
Spring semester. 4 credits
Prerequisites: FINAN3105 and FINAN3356

GLOBAL AND PUBLIC HEALTH

GPH1201 Perspectives on Public and Global Health

Diversity & Multiculturalism (DM)

This class will introduce students to the basic concepts in the study of Public Health and Global Health. The course will be divided into three interconnecting sections: Health Sciences, Social and International Perspectives and Health Humanities. The goal of the class is for students to understand the many challenges of providing health care domestically and internationally and the linkages between them. The expertise of guest lecturers who are practitioners will be an integral part of the learning experience.

Fall and spring semesters. 4 credits

HISTORY

HIST1101 Introduction to Migration Studies
Historical Consciousness (H)
Historical Inquiry (HI)
Social Justice (SJ)
This introductory course is designed to prepare students to study issues related to immigration and migration from the perspective of different disciplines and using varied methodologies. The course has two main goals: first, to equip students with a solid historical context of debates related to global migrations and immigration-in particular, debates about race, ethnicity, diaspora, assimilation, integration, exclusion, citizenship, border policies among others. This section is inspired by transnational and glocal approaches. The second goal is to expose students to a variety of research methods and literatures, spanning from history to anthropology, sociology and art. During the semester students will first read from different disciplines and compare approaches on similar topics. (Each instructor will capitalize on his/her expertise). Students will be using a wide range of research material such as primary sources and archival resources, case studies, qualitative and quantitative analysis. In this way, students will acquire and be challenged by comparative and interdisciplinary analyses of migrations. Students will then be required to apply the learned interdisciplinary knowledge to an independent project. They will work on a topic of their choice, research how such topic is discussed in different disciplines and with different approaches; apply one approach and compare it to at least one other. At the end of the semester, each student will present on his/her findings.
Spring semester. 4 credits

HIST1105 United States History to 1877
Historical Consciousness (H)
Historical Inquiry (HI)
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
Historical Consciousness (H)
Historical Inquiry (HI)
This survey course examines the major political, social and economic developments of the United States since the Civil War by exploring the central ideas and conflicts that shaped American society to the end of the twentieth century. Major themes include industrialization; territorial expansion; urbanization; international relations and conflicts; the struggle for civil rights; and the broader quest for social change since the Civil War. The lives, experiences, and contributions of marginalized peoples and groups are examined and connected to the present. The goal of this course is to make students to think and critically write about the history of the United States, getting them to challenge some of the broad-based and popularly held assumptions about American history. The successful student

will recognize ways in which conflicts, innovations and changing ideas have shaped American society.
Fall and spring semesters. 4 credit

HIST1107 African History: Themes
Historical Consciousness (H)
Historical Inquiry (HI)
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, even years. 4 credits

HIST1108 World History to 1500
Historical Consciousness (H)
Historical Inquiry (HI)
Diversity & Multiculturalism (DM)
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 semester, odd years. 4 credits

HIST1109 Modern World History
Historical Consciousness (H)
Historical Inquiry (HI)
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 Traveling East: An Introduction to East Asian History
Historical Consciousness (H)
Historical Inquiry (HI)
Diversity & Multiculturalism (DM)
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.
Fall semester, even years. 4 credits

HIST1112 Food and Fermentation: A Modern Global History
Historical Inquiry (HI)
Your food is alive. In this course we will also ask the central question: What is the history of food and fermentation and how has it shaped societies, cultures, and individuals? How does fermentation change and enhance the flavors of food and how does food – and in many cases fermented foods – impact history and historical events? Microbes are critical in creating and storing most of the foods in our diet. Microbes are critical in spoiling food and play a role in access to food and clean water. We will study how funghi, yeast, and bacteria work to create the delicious food and drink we love while examining how food and fermentation facilitated and, in some cases, accelerated the transformation of local, national, and transnational cultures. Food and fermentation impacted and is impacted by scientific, political, social, intellectual, cultural, religious, and economic history. We'll explore the edible foundations of human culture, understanding how the Scientific Revolution unlocked the mystery of yeast, food and drink as tools of colonization and resistance to colonizers, the Columbian Exchange, Globalization and foodways, Immigration and cultural negotiation, the rise of Coca Cola, among many other topics. Through the lens of food and fermentation, we will see the centrality of food in a series of transnational and transformative historical events, themes, and movements.
Spring semester, even years. 4 credits

HIST1114 Creating the Atlantic World
Historical Consciousness (H)
Historical Inquiry (HI)
TThis 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 languages, 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, class, 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. 4 credits

HIST2101 Introduction to Digital History
Historical Consciousness (H)
Historical Inquiry (HI)
This course will examine some of the major developments in the study, methods, theories and practices of digital history. Current and emerging digital technologies are transforming traditional methods of doing history, changing the nature of historical scholarly production of knowledge. This course will also examine the impact of digital media on the research, writing, teaching, and presentation of history, introducing students to issues in digital history such as copyright, intellectual property, information abundance, and how the web has changed the relationship between historians and their audience. Several topics will be explored, including different kinds of digital expression used by historians, the impact of social media and web 2.0 tools on the discipline of history, website and app creation and design issues, teaching and learning with digital tools, and conceptual issues regarding the use of historical artifacts. Some assignments and hands-on learning will be taught in conjunction with ATIG and the Library Learning Commons.
Spring semester. even years. 4 credits
Prerequisite: Completion of either COMP1000 or COMP1101

HIST2103 Introduction to Environmental History
Historical Consciousness (H)
Historical Inquiry (HI)
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, odd years. 4 credits

HIST2105 America Since 1960
Historical Inquiry (HI)
America's history from 1960 to the recent past is examined in this class. The course will focus primarily on the country's social and cultural history, diversity, and change since 1960, and the quest for civil rights and social justice. Other topics include the women's and LGBTQ+ movements, the student movement, the development of the counter-culture, the anti-war movement, the turbulent 1970s, and the rise of conservatism in the 1980s. The resulting political, social and economic ramifications that are still with us to this day are examined. Students are asked to challenge broadly held assumptions and reflect critically upon the past generation through the use of primary sources, secondary readings, film, music, and other non-traditional primary sources. Students conduct original research utilizing online resources from multiple sources. *Fall semester, odd years. 4 credits*

HIST 2106 A History of New England: 1500–Present
Historical Consciousness (H)
Historical Inquiry (HI)
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, odd years. 4 credits

HIST2119 19th Century Europe: Democracy and Imperialism
Historical Consciousness (H)
Historical Inquiry (HI)
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. During this century, the rights of laborers, women and others are asserted and fought for at the same time as many of them are dehumanized and killed by domestic and international aggression justified by new pseudo-science. 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, even years. 4 credits

HIST2120 Europe in the Era of World War
Historical Consciousness (H)
Historical Inquiry (HI)
Diversity and Multiculturalism (DM)
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. 4 credits

HIST2122 Sports and the Making of the Modern World
Historical Consciousness (H)
Historical Inquiry (HI)
Megan Rapinoe and Colin Kaepernick remind us that sports, politics, and society have long been deeply connected, despite cries from some people to "keep politics out of sports." This course will explore the history of sports in the making of the modern world. We will examine the beginning of organized sports, such as golf and rounders (aka, baseball), as early as 15th-Century Europe and the perception of health and social benefits of participation. We will also consider how sports began to shape – and be shaped by – the Industrial Revolution and emergence of Capitalism in the 19th Century, birthing what we know as professional athletes and athletics. Modern sports history will include topics, such as: sports & resistance; how sports history provides insights into the complexities of race, gender, and social status; the modern athlete and extreme wealth; the ongoing politicization of athletes; among many other topics. Living in a sports-crazed region will allow us to explore sports history, including private tours of Fenway Park with the Red Sox official historian, Gordon Edes; exploring the Brookline neighborhood where the first Country Club in America was built in an impoverished immigrant neighborhood in Brookline, introducing the United States to golf, Mathews Arena at Northeastern University, and the Boston Bruins Museum to augment our examination of integration and professional sports.
Spring semester,even years. 4 credits

HIST2124 History through Fiction
History and literature question and illuminate one another as the imagined world of novels is read against, and as part of, historical events. How do we gain a greater understanding of power relations and human relations in times of crisis and stasis by analyzing works of fiction? Works will be placed in context and then discussed in terms of perspective, ideology, style and impact. Themes of the course will be youth engagement in times of change, revolution and tradition, nationalism and identity (social, political, collective and individual).
Spring semester, odd years. 4 credits
(Cross-referenced with ENGL2124)

HIST2125 History of Modern Latin America
Historical Consciousness (H)
Historical Inquiry (HI)
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.
Fall semester, even years. 4 credits

HIST2126 History of Japan Since 1600
Historical Consciousness (H)
Historical Inquiry (HI)
Diversity & Multiculturalism (DM)
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, even years. 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.
Fall semester, odd years. 4 credits

HIST2128 Immigrants in the American Experience
Historical Inquiry (HI)
Diversity & Multiculturalism (DM)
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 racial and ethnic cultures. The course examines the "push" and "pull" factors which helped propelled emigrants to the United States, particularly its cities. The course focuses on the diversity of the immigrant experience, the problems and promises immigrants have confronted upon their arrival in the United States, as well as historical and contemporary debates over assimilation and multiculturalism, and what it has meant and means to be an "American." 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 through primary and secondary sources, interviewing a recent immigrant to the United States, film, and field trips.
Spring semester, odd years. 4 credits

HIST2130 African American History: 1865 to the Present
Historical Consciousness (H)
Historical Inquiry (HI)
This course examines the history of African Americans from the end of the Civil War to the present by focusing on their critical role in shaping American history and the quest for civil rights and African American experiences in the United States. Topics include: Reconstruction, the rise of Jim Crow; culture and life in the south; the Great Migration and urban life in the north; the Harlem Renais-

sance; the role of African Americans during the two World Wars; the origins, conduct, and legacy of the Civil Rights Movement; and the role race has played in shaping American culture and politics in the recent past.
Spring semester, odd years. 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, odd years. 4 credits.

HIST2205 Women in American History
Historical Consciousness (H)
Historical Inquiry (HI)
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, odd years. 4 credits

HIST2207 Slavery in Global History
Historical Consciousness (H)
Historical Inquiry (HI)
Diversity & Multiculturalism (DM)
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 microstudies 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 and examination of Human Trafficking in the global economy with an emphasis on America's role in sustaining contemporary slavery.
Spring semester, even years. 4 credits

HIST2210 Themes in the History of the American West
Historical Consciousness (H)
Historical Inquiry (HI)
By taking the idea of the many "Wests" and many Western experiences as a starting point, this course explores the history of the American West as both a region and an idea. Part cultural, intellectual and geographic history, the course will highlight a number of selected themes that defined the region from the Corps of Discovery (1803) to the present day. Although the antebellum period will receive some attention, the

overarching focus is the Trans-Mississippi West after 1865. Course readings and class discussions will draw from the following topics as they relate to the West: myth and popular culture, boom and bust cycles, women's history, Hispanics and Chicanos, Native America, environmental history, Chinese history, the New Deal, and World War II and the nuclear age. This course is designed as a seminar to facilitate high levels of discussion and interaction, so active participation is required.
Fall semester, odd years. 4 credits

HIST2222 The Business of America: An Economic History of U.S.
Historical Consciousness (H)
Historical Inquiry (HI)
This course examines the economic and business history of the United States to 2009. It anaylzes the historical development of the economy and business in shaping American politics, society, and culture since the colonial era. It explores the important changes in the national economy from mercantilism; slavery and the development of capitalism; the rise of big business and industrialization; consumption; and the relationship between business and labor. Particular emphasis is given to the role of the government, individuals, and labor have had in shaping the nation's economic development.
Fall semester, even years. 4 credits

HIST2401 Modern China: Continuity and Change
Historical Consciousness (H)
Historical Inquiry (HI)
Diversity & Multiculturalism (DM)
Modern China is a dynamic society changing every year through economic development and social transformation, but at the same time, China is deeply rooted in the philosophical and political traditions that have shaped and supported the largest and oldest bureaucracy of the world. In this course we will study how a 3000-year old civilization has changed from an empire to a republic, from a republic to a Communist state, and under the Communist ideology has turned itself into one of the world's economic powerhouses; all this in a bit more than one century. The history of modern China is the focus of this course; a history of social contradictions and power struggles, of political revolution and economic reconstruction. Understanding the history of the making of modern China is understanding the history of the globalized modern world.
Spring semester, even years. 4 credits

HIST2701 Historical Methods and Research
Writing Intensive (WI)
This course introduces students to basic 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, economic, and racial analyses. Primarily geared towards sophomores (and advanced freshmen), this course aims to instill the core skills of professional historians in each student prior to their enrollment in more advanced courses in the major. We will explore the most significant fields of history to emerge over the past century, interrogating their strengths and weaknesses as modes of analysis, and finally connecting them with their own place in history. By understanding each field's context in the past – also known as historiography – we will better understand how contemporary society and culture shape historians' views as much as historians impact the world around them with their scholarship.
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, even years. 4 credits
Prerequisite: one previous 1000- or 2000-level history course and sophomore standing

HIST3121 Surviving Columbus: 500 Years of Indigenous History
Diversity & Multiculturalism (DM)
This course explores the events and currents of the past 500 + years from the perspective of selected Native groups in North, Central, and South America, from the period of first contact through the modern period. Course readings and class discussions focus on the indigenous peoples of Mesoamerica and the Andes, the ancient Anasazi people and the Pueblo nations in present-day New Mexico, eastern woodland groups such as the Mohawk, Iroquois, and Algonquin speaking peoples, the Coeur d'Alene of Washington State, and the Lakota and Oglala Sioux nations 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, nation-building, and globalization.
Fall semester, even years. 4 credits
Prerequisites: one previous 1000- or 2000-level history course and sophomore standing

HIST3225 Utopias, Revolution, and Diaspora: Themes in Latin America
This course examines Latin America through selected themes that shaped contours of the region's history. They include colonialism, utopianism, modernity, transnational identities, cultural diffusion, migration, and revolution. Course readings and class discussions will focus on the relationship between the region known as Latin America and the rest of the world. To this end, we will explore ideas, commerce, and perceptions that traveled along this trajectory –*ida y vuelta*. The period covered spans the colonial period to the present day and considers thematic intersections as they relate to Latin American emigration to the United States and Europe in the 20th century.
Spring semester, odd years. 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 activisms, and changing European identities. At the end of the course, students will characterize the power and achievements of the European Union, and Europe's contemporary place in the world.
Spring semester, even years. 4 credits
Prerequisites: one previous 1000- or 2000-level history course and sophomore standing

HIST3404 East Asia Migration and Diaspora in Global Perspective
Social Justice (SJ)
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, odd years. 4 credits.
Prerequisites: one 1000- or 2000-level History course and sophomore standing.

HIST 3412 Immigrant Kitchens: A Glocal and Historical Perspective on Identity, Ethnicity and Foodways
Social Justice (SJ)
This course investigates how immigrants use culinary practices and traditions as staples of identity. The course is based on a glocal approach; that is, it analyzes the history of eating habits, beliefs and diets in both immigrant communities and their countries of origin. With a comparative examination of culinary lifestyles, alimentary adaptations and expectations, the course will delve into the discourse of ethnicization (the processes of identity formation defined and shaped by local and global historical developments). With a wide variety of readings in the history of emplacement of immigrant groups around the world, this course will ask you to consider, for example, the role of taste in the construction of ethnic stereotypes; the influence of ancient culinary traditions in the creation of ethnic boundaries often based on an "us" versus "them" dichotomy; the meaning of situational trespassing of such barriers in host countries as practical survival strategies. Students will study secondary sources on immigration history in combination with the history of taste and food production in different countries. Students will also be exposed to experiential learning in two main ways: visiting local ethnic communities and making and tasting recipes from cookbooks analyzed in class as primary sources.
Fall semester, even years. 4 credits

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,odd years. 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,odd years. 4 credits
Prerequisite: one previous 1000- or 2000-level history course and sophomore standing

HIST4000 Senior Seminar
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
Prerequisite: HIST2701

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
Quantitative Analysis (QA)
Quantitative Reasoning (QR)
This course is designed for students seeking an understanding of personal finance. This course introduces students to a broad range of concepts and problem-solving skills for planning and managerial 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 Finance statements, appropriate credit, insurance decisions, investment, in various financial instruments and real estate as well as retirement planning will be covered. This course includes a financial literacy service project.
Fall semester. 4 credits
Prerequisite: Sophomore standing

MGMT2202 Global Management
Social Analysis (SA)
Social Science (SS)
Diversity & Multiculturalism (DM)
This course introduces the nature and processes of globalization which define today's international business environment. The course employs a multidisciplinary perspective to explore the growing interdependence of nations in their trade, investment, technology flows, and business operations. Topics include business, geographic, economic, social, cultural, political, and other issues related to globalization. Students will undertake a team research project exploring globalization issues with reference to a particular industry. Specific attention is paid to the diverse cultural contexts presented in global business interactions.
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.
Spring semester. 4 credits
Prerequisite: MGMT1101

MGMT2211 Leadership: Person and Process
Social Analysis (SA)
Social Science (SS)
This course examines the multiple roles of leaders: as person, strategist, moral role model, problem solver and change

agent. The complexities of, and challenges associated with, leading change in a rapidly changing, international, diverse and information-based environment are emphasized. Through discussion, case analysis, role playing, decision- making simulations, and experiential exercises, students explore the responsibilities of contemporary business and the complex issues of leading and guiding organizations in a turbulent environment. Focus is placed on the development of students as evolving leaders. Students have the opportunity to apply and develop a range of skills – analytical, problem solving, ethical decision making, interpersonal, communication, influencing, negotiation, conflict management, and change-related implementation – in a variety of leadership situations. 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, odd years. 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
Social Analysis (SA)
Social Science (SS)
Diversity & Multiculturalism (DM)
Writing Intensive (WI)
Organizations are complex, dynamic and diverse. 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 an organization – as individual contributors, team members, or managers – understanding OB concepts and developing OB skills will enhance our ability to initiate and sustain healthy working relationships and to contribute more effectively at work. Central to understanding behavior at work, is our awareness of the differences in values, perspectives and experiences each worker brings to the work environment. An appreciation of these differences, as well as recognition of our own conscious and unconscious bias enables us to be better organizational leaders and members. 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. This course is a designated writing intensive course. It is designed to foster several types of writing that are needed in the study and practice of management including; academic-style writing that draws on peer-reviewed research, group writing projects and reflective writing.
Fall and spring semesters. 4 credits
Prerequisite: Sophomore standing

MGMT2308 Organizational Behavior Travel Section
Social Analysis (SA)
Organizations are complex, dynamic and diverse. When organizations are comprised of individuals working across national cultures, both complexity and opportunity grow. Through the travel component of this course, students will develop the cultural intelligence necessary to understand the effects and opportunities presented by national culture

differences. This understanding will enable students to be more effective organizational members and leaders.
Spring semester, odd years. 4 credits
Prerequisite: Sophomore standing

MGMT2310 Business Analytics
This project-based course will facilitate an introduction to data analytics from a business perspective. Students will learn the basic concepts surrounding big data, then, through the application of various analysis techniques, students will learn how to derive insights from large sets of data. An emphasis will be placed on effective communication and ethics throughout.
Spring semester. 4 credits
Prerequisite: MATH1118 and MGMT1101

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
Prerequisites: 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

MGMT2900 Cross-Cultural Business and Leadership
When organizations are comprised of individuals working across national cultures, both complexity and opportunity grow. This is a travel course to London, U.K. and Paris, France that is designed to enhance cross cultural competence and leadership abilities. Students in this course are concurrently enrolled in one of 8 feeder courses that provide a foundation for the cross-cultural travel experience. During the travel portion of this course, students will travel to London, England and Paris, France, both international business epicenters, to experience how businesses operate in a global context. Prior to travel, students will participate in weekly, 1 hour seminar sessions which will focus on preparing students for travel to the United Kingdom and France. Class sessions will explore social, political, economic and cultural differences across these cultures and, in comparison to, the U.S. The course will highlight the impact of these differences on global business and students will gain skills in cultural intelligence..
Fall semester, even years. 1 credit
Prerequisites: ACCT2201, ACCT3203, ECON2203, MGMT1101, MGMT2202, MGMT2211, MGMT2301, and MGMT23071

MGMT3105 Investments
This course will provide the student with an introduction to the concepts of investing. This course addresses both the theory and application of investment topics. This course aims at developing key concepts in investment theory from the perspective of a portfolio manager rather than an individual investor. The goal of this class is to provide you with a structure for thinking about investment theory and show you how to address investment problems in a systematic manner.
Spring semester. 4 credits
Prerequisites: ACCT1201

MGMT3212 Leading for Social Impact
Social Justice (SJ)
Today's leaders are accountable for more than just financial outcomes. Leaders must pay attention to the environmental and social impact that their organizations have on all organizational stakeholders as well as our larger society. Using the UN's 2015 Sustainable Development Goals and Principles for Responsible Management Education (PRMEs), this course will challenge students to embed sustainability and social justice into their strategy for leadership decision-making and identify opportunities to make a positive social impact. Topics explored in this course include employment inequity, leading mission-driven organizations, CSR, social entrepreneurship, socially responsible investing, impact metrics and measurement, shareholder engagement/activism and corporate governance, among others.
Spring semester, even years. 4 credits
Prerequisites: 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, MATH1118, 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, ACCT2201, MATH1118, MATH1111 or MATH1121 or concurrently with MATH1118, MATH1111 or MATH1121

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.
Fall semester, odd years. 4 credits
Prerequisites: MGMT2301 and MGMT2401

MGMT3496/MGMT3497 Management Internship I or II (Cross listed with ACCT3496, ECON3496, FINAN3496 and MKTG3496)
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. This course is limited to management majors.

MGMT4178 Directed Study
This course is limited to seniors.
Fall and spring semesters. 4 credits
Prerequisite: Permission of instructor

MGMT4202 Business Research Seminar
The Business Research Seminar will allow Seniors majoring in Accounting, Computer Science, Finance, Management, Marketing and Sport Management to pursue an in-depth research project on a topic that links business concepts to sustainability, social justice and/or diversity, equity and inclusion. Using the UN's 2015 Sustainable Development Goals and Principles for Responsible Management Education (PRMEs), students will explore business topics that either pose risks to sustainability, social justice or diversity and inclusion and/or identify opportunities to make a positive social impact. Throughout the course, students will engage in hypothesis development, literature review, methods selection, data collection, data analysis, peer review and preparation of a final thesis-style paper and presentation. This course seeks to provide structured support for students preparing to submit a Distinction in the Field project and/or those who would like to prepare a substantial research paper in preparation for application to graduate programs.
Spring semester. 4 credits
Prerequisite: Senior standing

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. Traditional and live cases and/or simulation exercises will be a pedagogical component of this course.
Fall and spring semesters. 4 credits
Prerequisites: MKTG2200, MGMT2307, MGMT3302, MGMT3305 and senior standing

MARKETING

MKTG2200 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

MKTG2500 Consumer Behavior
Consumer behavior includes the study of concepts and methods that help us learn about consumers' intentions, activities, and motivations. We'll look at consumers as individuals and as part of groups in learning how they think and make choices as consumers. Individual, family, and group buying decision processes will be examined. Cases will be considered in class to develop a "hands on" feel for the usefulness of consumer behavior topics and research. Consumer behavior is a dynamic, exciting field whose study is the consumer. And it is the KNOWLEDGE of the consumer, which enables marketing managers to plan effective marketing strategies, to generate satisfactory product designs, to communicate clearly with target markets, and to enhance consumer quality-of-life.
Fall semester. 4 credits
Prerequisites: MGMT1101

MKTG3110 Marketing Research: An Applied Approach
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 design products, 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.
Fall semesters. 4 credits
Prerequisites: MATH1118, MGMT1101 and MKTG2200

MKTG3112 Marketing Analytics
This course will provide you with an introduction to marketing analytics. We will study various tools for generating marketing insights from data in such areas as segmentation, targeting and positioning, satisfaction management, customer lifetime analysis, customer choice, product and price decisions using conjoint analysis, and text analysis and search analytics. This will be a hands-on course based on the Marketing Engineering (Enginius) approach and Excel software, in which you apply the tools studied in class to actual business situations. You will also complete a group project in which you collect and analyze data or introduce your fellow students to a marketing analytics technique not studied in class
Fall semesters. 4 credits
Prerequisites MATH 1118 or (MATH 1117 and MATH 0118) or (PSYCH 2802 and MATH 0118), MGMT1101

MKTG3322 Digital Marketing

Digital marketing has become an essential component of any firms marketing strategy, but managers are still grappling with this medium which is continuously evolving as well. In this course, we will develop a systematic understanding of digital marketing by learning concepts and tools whose applicability will endure even as specific technologies and implementation procedures change. We will conduct an in-depth study of display advertising, search advertising, website communication, e-mail marketing, and social media marketing, at both the tactical and strategic levels. We will invest a significant amount of time on outcome and effectiveness measurement methods and campaign evaluation metrics. Towards the end of the course, we will discuss a host of varied topics such as marketing technologies, mobile marketing, media planning, privacy issues and digital ad fraud.
Spring semester. 4 credits
Prerequisites MGMT1101 and MKTG2200

MKTG3422 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, odd years. 4 credits
Prerequisites: MKTG2200 and MGMT2401

MKTG3496 Marketing Internship
The Marketing Internship involves experiential learning in a for-profit or not-for-profit firm related to the student's prospective career. The course requires that students apply theoretical knowledge to a practical setting. This 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 the internship site, students attend a seminar that deals with the theoretical, practical, and ethical aspects of their work. Students must also complete a project as part of the internship. 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.
Fall, Spring and Summer semesters. 4 credits
Prerequisites: INT1001 and two of the following courses: MGMT2307, MKTG2200 or MGMT3305

MKTG3501 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.
Fall semester. 4 credits
Prerequisites: MKTG2200

MKTG3522 Social Media Marketing
This course covers an introduction to the field of social media marketing with a detailed study of the history and evolution of social media, marketing concepts, customer engagement practices, analytics, and other technologies associated with marketing to customers using social media. Social media marketing provides new capabilities for companies of all sizes to reach customers and meet diverse strategic objectives, whether building a brand, launching new products, or creating strong customer loyalty. The need for professionals who understand the constantly changing processes for engaging customers through social media and digital drives employer demand for skilled social media marketers.

Students who succeed in this course will understand the relevance and application of social media marketing principles, strategies, content strategies, social media community management, analytics, and practices in various business situations.
Spring semesters. 4 credits
Prerequisites MGMT1101 and MKTG2200

MKTG4200 Marketing Strategy
This course provides a capstone class for undergraduate students with prior background in marketing to integrate their learning in marketing ("put it all together"). It examines the marketing management concepts underlying both consumer and industrial marketing strategy and tactics. It helps students learn to think strategically when making and implementing marketing decisions ("strategic decision making"), apply specific analytical approaches and tools for understanding customers, competition, and markets ("applications of marketing data and information"), and develop an appreciation for the relationship between marketing and the other functional areas of business. Strategic marketing focuses on the concepts and processes involved in developing market-driven strategies. The key challenges in formulating market-driven strategies include: (1) acquiring a shared understanding throughout the organization about the current market and how it may change in the future, (2) identifying opportunities for delivering superior value to customers, (3) positioning the organization and its offerings to best meet the needs of its target markets, and (4) developing a coordinated marketing program to deliver superior customer value. Traditional and live cases and/or simulation exercises will be a pedagogical component of this course.
Spring semester. 4 credits
Prerequisites: MKTG2200, MKTG3110, MKTG3501, MKTG3322 or MKTG3422, and senior status

MKTG4202 Business Research Seminar (cross listed with ACCT4202, COMP4202, FINAN4202, MGMT4202, SPORT4202)
The Business Research Seminar will allow Seniors majoring in Accounting, Computer Science, Finance, Management, Marketing and Sport Management to pursue an in-depth research project on a topic that links business concepts to sustainability, social justice and/or diversity, equity and inclusion. Using the UN's 2015 Sustainable Development Goals and Principles for Responsible Management Education (PRMEs), students will explore business topics that either pose risks to sustainability, social justice or diversity and inclusion and/or identify opportunities to make a positive social impact. Throughout the course, students will engage in hypothesis development, literature review, methods selection, data collection, data analysis, peer review and preparation of a final thesis-style paper and presentation. This course seeks to provide structured support for students preparing to submit a Distinction in the Field project and/or those who would like to prepare a substantial research paper in preparation for application to graduate programs.
Spring semester. 4 credits
Prerequisite: Senior status

MATHEMATICS

MATH0118 R for Statistics Lab
In this course, students will learn R for performing statistical analyses. R is a powerful statistical software which is free and widely available. The workshop will get students familiar with R syntax and to use the software for analyses.
Fall and spring semesters. 0 credits
Prerequisite: MATH1117

MATH1101 College Algebra
Quantitative Analysis (QA)
Quantitative Reasoning (QR)
This course provides a foundation in the skills and concepts of algebra, including linear, quadratic, exponential and logarithmic equations and functions. Applications to real-world problems are emphasized throughout. The course is designed primarily to prepare students for further study in business and the natural and social sciences.
Fall and spring semesters. 4 credits

MATH1103 Precalculus Mathematics
Quantitative Analysis (QA)
Quantitative Reasoning (QR)
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 the math placement exam or MATH1101

MATH1105 Mathematical Reasoning for Modern Society
Quantitative Analysis (QA)
Quantitative Reasoning (QR)
Social Justice (SJ)
This survey course introduces students to some applications of mathematics and quantitative reasoning with a particular emphasis on how mathematics can be used to spotlight and analyze issues of social justice. The topics chosen will depend on the instructor's discretion, student interest, and current events; they may include: voting systems and elections, statistics in the news and social media, graph theory and its applications to urban planning, data and algorithmic bias, measuring climate change and social inequalities, and more. This course shows students the usefulness of mathematical thinking and helps them to make sense of, and act on, the abundance of numerical information in modern society.
Fall and spring semesters. 4 credits

MATH1107 History of Mathematics
Quantitative Reasoning (QR)
Diversity & Multiculturalism (DM)
In this course, students are introduced to mathematical concepts through the lenses of history and learn about life and work of people behind mathematical discoveries. From the development of numerical systems by ancient civilizations to the contributions of contemporary mathematicians, students rediscover historical mathematical findings and meet mathematicians from different cultures, ethnicities, races, genders, and sexual orientations. Historical periods covered may include ancient Greeks and Egyptians, Middle Ages and Arabian mathematicians, renaissance discoveries in Europe, development of calculus, and early modern era.
Fall semester. 4 credits

MATH1111 Calculus I
Quantitative Analysis (QA)
Quantitative Reasoning (QR)
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 the math placement exam or MATH1103

MATH1112 Calculus II
Quantitative Analysis (QA)
Quantitative Reasoning (QR)
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

MATH1117 Introduction to Statistics for Nursing Professionals
Quantitative Analysis (QA)
Quantitative Reasoning (QR)
This is an introductory course in statistics. The objective of this course is to organize, summarize, interpret, and present data using graphical and tabular representations; apply principles of inferential statistics; and assess the validity of statistical conclusions. Students will learn to select and apply appropriate statistical tests and determine reasonable inferences and predictions from a set of data. Topics include descriptive statistics; introduction to probability; probability distributions including normal and t-distributions; confidence intervals; hypothesis testing; correlation and regression; two-way tables and chi-square test. Applications and data sets will be taken from the field of nursing. Course involves regular use of statistical software.
Fall semester. 4 credits
Prerequisites: Satisfactory score on the math placement exam or MATH1101
Nursing Majors Only

MATH1118 Introduction to Statistics with R
Quantitative Analysis (QA)
Quantitative Reasoning (QR)
This is an introductory course in statistics. The objective of this course is to organize, summarize, interpret, and present data using graphical and tabular representations; apply principles of inferential statistics; and assess the validity of statistical conclusions. Students will learn to select and apply appropriate statistical tests and determine reasonable inferences and predictions from a set of data. Topics include descriptive statistics; introduction to probability; probability distributions including normal and t-distributions; confidence intervals; hypothesis testing; correlation and regression; two-way tables and chi-square test. Course includes a 50-minute lab to learn and use R statistical software.
Fall and spring semesters. 4 credits
Prerequisites: Satisfactory score on the math placement exam or MATH1101

MATH1120 Foundations of Mathematics for Teachers I
Quantitative Analysis (QA)
Quantitative Reasoning (QR)
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
Quantitative Analysis (QA)
Quantitative Reasoning (QR)
This course introduces students to a variety of useful mathematical principles and techniques, and develops their skills in problem-solving and utilizing technological resources, e.g. Microsoft Excel. Particular topics will be chosen by the instructor to emphasize applications in business and economics and may include: linear functions and models, systems of linear equations, exponential and logarithmic functions, linear

programming and the Simplex Method, and formulas for financial mathematics.
Fall and spring semesters. 4 credits
Prerequisite: Satisfactory score on the math placement exam or MATH1101

MATH1122 Foundations of Mathematics for Teachers II
Quantitative Analysis (QA)
Quantitative Reasoning (QR)
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
Quantitative Analysis (QA)
Quantitative Reasoning (QR)
This course serves as a transition from computational mathematics to more theoretical approaches. Topics include systems of linear equations and their solutions; matrices and matrix algebra; inverse matrices; determinants; vector spaces and their axioms; linear transformations; and eigenvalues and eigenvectors. Some applications of linear algebra will also be discussed.
Fall semester. 4 credits
Prerequisite: MATH1111 or MATH1121 or placement by departmen

MATH2103 Calculus III
Quantitative Analysis (QA)
Quantitative Reasoning (QR)
This course extends the study of calculus to functions of several variables. Topics covered include vectors, partial derivatives, multivariable optimization, multiple integrals, and vector calculus. Applications to the natural sciences are emphasized.
Fall semester. 4 credits
Prerequisite: MATH1112

MATH2104 College Geometry
Quantitative Analysis (QA)
Quantitative Reasoning (QR)
Euclidean geometry has long been held as an essential part of mathematics. Its results and methods of deduction have been valued and found application in architecture, law, engineering, and many other fields. This class is a deeper look into Euclidean geometry and the underlying axioms. Particular emphasis will be placed on the development of mathematical reasoning through critical analysis and construction of formal proof. In addition, we will explore changes in the underlying axioms of Euclidean geometry and several different types of non-Euclidean geometry created by these changes. Geometric software will be used as a tool to construct geometric figures and for analytic proofs.
Spring semester, even years. 4 credits
Prerequisite: MATH1111

MATH2107 Differential Equations
Quantitative Analysis (QA)
Quantitative Reasoning (QR)
Many of the principles governing the behavior of the real world can be described mathematically by differential equations. This course studies the theory and applications of ordinary differential equations. Topics covered include first-order and higher-order differential equations, systems of differential equations, Laplace transforms, numerical methods, phase plane methods, and modeling using differential equations. Applications will be drawn from science and engineering.
Fall semester, odd years. 4 credits
Prerequisite: MATH1112

MATH2109 Introduction to Proofs

Quantitative Analysis (QA)
Quantitative Reasoning (QR)
Writing Intensive (WI)

In this course, students are introduced to methods for reading and writing formal mathematical proofs. Since proofs are the foundation of mathematical knowledge, proof-writing is an essential skill for higher-level mathematics. The course begins with an introduction to formal mathematical language, including sets, logic, and quantifiers. Students are then introduced to proof techniques, including proofs by contradiction and by induction. Further topics are chosen at the instructor's discretion and may include number theory, algebraic structures, combinatorics, or graph theory.

Spring semester. 4 credits
Prerequisite: MATH1111

MATH2111 Mathematical Modeling for Social Justice

Quantitative Analysis (QA)
Quantitative Reasoning (QR)
Social Justice (SJ)

This course introduces the methods of mathematical modeling, focusing on applications to problems of social justice. Students will learn to formulate models appropriate for intended applications in social justice, and investigate them mathematically and computationally. Topics are chosen by instructor. Modeling techniques may include discrete dynamical systems, differential equations, Markov chains, and game theory. Applications may include measures of social welfare, dynamics of inequality, redlining, climate change, voting, and social choice. The course will culminate in an independent modeling project on a social justice topic of the student's choice.

Spring semester, odd years. 4 credits
Prerequisite: MATH1112

MATH2113 Statistics with R

Quantitative Analysis (QA)
Quantitative Reasoning (QR)

This course is a calculus-based introduction to statistics. Topics covered include descriptive statistics, elements of probability, binomial and normal probability distributions, estimation, hypotheses testing, and simple linear regression. R statistical software is used to summarize data and perform statistical tests.

Fall semester. 4 credits
Corequisite: MATH1112

MATH2115 Modeling and Simulation with MATLAB

Quantitative Analysis (QA)
Quantitative Reasoning (QR)

This course is an introduction to computation as a problem-solving tool in mathematics. Students will learn MATLAB – a powerful and widely used technical computing environment – to formulate, solve, and visualize quantitative problems. Students will develop technical skills by engaging with the fundamental programming concepts of variables, conditionals, loops, functions, testing, and debugging. Various mathematical models including discrete, continuous, and stochastic models will be explored and computer simulations performed to study problems in diverse disciplines such as mathematics, chemistry, biology, economics, social science, and computer science. The culmination of the course is a final project in which students develop an original piece of software.

Fall semester, even years. 4 credits
Prerequisite: MATH1111

MATH2122 Foundations of Mathematics for Teachers III

Quantitative Analysis (QA)
Quantitative Reasoning (QR)

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 MTEL (03) 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 MTEL (03) 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
In this course, students investigate the theoretical foundations of calculus and deepen their conceptual knowledge by reading and writing formal proofs about sequences, limits, functions, and derivatives. This also serves as an introduction to fundamental principles and techniques of mathematical analysis. Other topics – such as integration or sequences of functions –may be explored, at the instructor's discretion.
Spring semester, even years. 4 credits
Prerequisites: MATH2103, MATH2109

MATH3103 Probability
This course is an introduction to the theory of probability and its applications. Topics include combinatorial analysis, probability laws, discrete and continuous random variables, joint distributions, the Law of Large Numbers, and the Central Limit Theorem.
Spring semester, odd years. 4 credits
Prerequisite: MATH2103 and MATH2113

MATH3105 Advanced Statistics
This course is a continuation of MATH 2113 Statistics with R. Topics covered include contingency tables, exact tests, single and multiple linear regression, one-way and two-way analyses of variance, logistic regression, and nonparametric methods. Students learn both the theory behind these statistical procedures and practical applications using R statistical software. Students also use R to perform data analyses on their own data sets, write a paper summarizing the statistical methods they used, the data they worked on, the results they received, and give a short presentation.
Fall semester, odd years. 4 credits
Prerequisites: MATH2101, MATH2113

MATH3107 Abstract Algebra
This course studies abstract algebraic systems such as groups, examples of which are abundant throughout mathematics.

It attempts to understand the process of mathematical abstraction, the formulation of algebraic axiom systems, and the development of an abstract theory from these axiom systems. Topics may include groups, rings, fields, and homomorphisms.
Spring semester, odd years. 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, even years. 4 credits
Prerequisites: MATH1112 and (MATH 2101 or MATH 2109)

MATH4101 Programming in SAS
SAS is a powerful statistical software package used by statisticians worldwide in a diverse range of fields, from sociology to business to medicine. In this course, students are introduced to SAS, and learn to develop templates, scripts and routines they can use to analyze data. Statistical concepts come from MATH 2113 Statistics with R and MATH 3105 Advanced Statistics. Students also use SAS to perform data analyses on their own data sets, write a paper summarizing the statistical methods they used, the data they worked on, the results they received, and give a short presentation.
Spring semester, even years. 4 credits
Prerequisite: MATH3105

MATH4157 Senior Seminar
This seminar serves as the culminating experience for mathematics majors. Students will research and present on advanced topics in mathematics, as chosen by the students and/or the instructor. In addition, as part of the capstone experience, each student will compile and present a portfolio of their work as a mathematics major.
Spring semester. 4 credits
Prerequisite:Math3101 (concurrently) and MATH 3107 or permission of department chair

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
Language & Culture (LC)
Beginning Arabic I is an introduction to Modern Standard Arabic and culture. This Basic Arabic I is based on a textbook (namely Alif Baa with DVDs Introduction to Arabic Letters and Sounds) developed by a team of experienced native and non-native Arabic language teachers in the United States. The course presents the basic structure of the formal language which is written and spoken in the contemporary Arab World. It contains an introduction to the pronunciation and writing system, the morphology, and the basic syntactic structures of Modern Arabic. It covers a basic vocabulary of approximately 500 words and is aimed at developing students' essential writing and reading skills along with a basic grammar knowledge. Throughout the course there will be also additional audio and video materials presenting both, the standard language and some of the most popular colloquial dialects used in the Arab world.
As needed. 4 credits

LANG1662 Beginning Arabic II
Language & Culture (LC)
This language immersion course is a continuation of LANG1661. Students will continue their progress in conversational Arabic while developing basic language skills. The fundamentals of Arabic pronunciation, grammar, and culture are presented through a balanced development of all four skills: listening, speaking, reading, and writing. The importance of communication and cultural awareness is stressed through a wide variety of activities (group/pair work, video, audio recordings, computer assignments, etc.). Students will be introduced to a range of Arabic structures from colloquial to standard in authentic contexts. They will be encouraged to verbally communicate in Arabic with one another and with the instructor.
As needed. 4 credits
Prerequisite: LANG1661 or equivalent

LANG2613 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.
As needed. 4 credits
Prerequisite: LANG2662

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.
As needed. 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.
As needed. 4 credits
Prequisite: LANG2661 or equivalent

LANG2664 The Arab World through Its Literature
Aesthetic Inquiry 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.
As needed. 4 credits

FRENCH

LANG1201 Beginning French I
Language & Culture (LC)
This course is an introduction to French language and culture. The fundamentals of French pronunciation, grammar, and culture are presented through a balanced development of all four skills: listening, speaking, reading, and writing. The importance of communication and cultural awareness is stressed through a wide variety of activities (group/pair work, video, audio recordings, computer assignments, etc.). This course is designed for students with little or no knowledge of French language or culture.
As needed. 4 credits

LANG1202 Beginning French II
Language & Culture (LC)
This course continues to introduce learners to the French language and culture. Students will continue their progress in conversational French while developing basic language skills. The fundamentals of French pronunciation, grammar, and culture are presented through a balanced development of all four skills: listening, speaking, reading, and writing. The importance of communication and cultural awareness is stressed through a wide variety of activities (group/pair work, video, audio recordings, computer assignments, etc.). It will also present grammatical structures in context, relating abstract concepts to practical skills, and explore relevant cultural knowledge.
As needed. 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.
As needed. 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.
As needed. 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.
As needed. 4 credits
Prerequisite: LANG2202 or permission of instructor

LANG2215 Paris: City and its Contrasts in Modern French Literature and Culture
Aesthetic Inquiry Literature (AI-L)
Literary Inquiry (LI)
This course with a travel component is on Paris, the city. It is also a course on the culture of France's capital and how it has had an enormous impact on the works of painters, poets, artists, writers, and, of course, immigrants, since the middle of the nineteenth century. In the fall prior to our travel, students will take a preparatory course introducing them to history and culture of the city of lights. Through novels, novellas, short stories, poems, and films, contrasting accounts of life in the city of Paris will be studied, offering often radically opposing views of the French capital. As a setting for realist fiction (Balzac, Hugo, Maupassant), Paris breeds hatred and love, good and evil, emancipation and regression, sin and redemption. As a source of lyrical expression and moral reflection (Baudelaire, Apollinaire), Paris elicits both optimistic and pessimistic meditations on modern city life. As a stage for surrealistic and/or carefree wanderings (Les intouchables, Amélie), the city of lights 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.
As needed. 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.
As needed. 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.
As needed. 4 credits
Prerequisite: LANG1301 or equivalent

LANG2301 Intermediate Italian I
This course offers a language immersion program that further develops basic comprehension skills such as listening, speaking, reading and writing. A primary objective of the course is to help students acquire a good command of spoken and written Italian, and an appreciation of the culture of Italy. Students will engage in a variety of inter - personal activities, will study the structure of the language and will be introduced to literary readings.
As needed. 4 credits
Prerequisite: LANG1302 or permission of instructor

LANG2302 Intermediate Italian II
This language immersion course, which follows LANG 2301, 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.
As needed. 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.
As needed. 4 credits
Prerequisite: LANG2302

LANG2315 Today's Italy: A Journey through Literature, Cinema and Everyday Life
Aesthetic Inquiry Literature (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 course-work started at Emmanuel, as well as take 4 credits in intensive Italian language

at the Universita Cattolica.
Program is open to COF students.
Travel component required.
As needed. 4 credits

Spanish

LANG1401 Beginning Spanish I
Language & Culture (LC)
Beginning Spanish I introduce students to the Spanish language and to the different cultures in the Spanish-speaking world. The course is designed for students who with little or no previous knowledge of Spanish and are committed to the study of the language. It will emphasize the spoken language while developing students basic reading and writing skills in Spanish. It will also present grammatical structures in context, relating abstract concepts to practical skills, and explore relevant cultural knowledge.
Fall semester. 4 credits

LANG1402 Beginning Spanish II
Language & Culture (LC)
Beginning Spanish II will continue to introduce students to the Spanish language and to the different cultures in the Spanish-speaking world. The course is designed for students who have completed Beginning Spanish I or its equivalent and are committed to the study of the language. It will emphasize the spoken language while students continue to develop basic reading and writing skills in Spanish. It will also present grammatical structures in context, relating abstract concepts to practical skills, and explore relevant cultural knowledge.
Spring semester. 4 credits
Prerequisite: LANG1401 or equivalent

LANG1411 Beginning Spanish for Healthcar e Professionals I
Language & Culture (LC)
Beginning Spanish for Healthcare Professionals I is an immersion course designed for students with little or no prior knowledge of Spanish who are currently employed in the medical field or plan to have a career in a health-related field. The primary objective of this course is to develop aural/oral proficiency in Spanish within the medical context. The course aims to provide students with the solid foundation in Spanish grammar that is essential to communication and with the medical vocabulary that will also be useful in the workplace. Emphasis will also be placed on cultural issues that can affect communication between patient and provider.
Fall semester. 4 credits

LANG1412 Beginning Spanish for Healthcare Professionals II
Beginning Spanish for Healthcare Professionals II is the second semester of an elementary level course sequence designed for people currently employed in the medical field or for those students planning a career in a health-related field. This course builds on the skills and knowledge acquired in LANG 1403 and trains students for more advanced linguistic tasks, such as making recommendations, discussing past events and giving advice about possible medical treatments. It is designed for students with some previous knowledge of Spanish who need to learn specialized medical vocabulary.
Spring semester. 4 credits
Prerequisites: LANG1411 Beginning Spanish for Healthcare Professionals I or permission from the instructor

LANG2401 Intermediate Spanish I
Language & Culture (LC)
This course is a language immersion program that emphasizes listening, speaking, reading, and writing through a series of practice and exercises dealing with language, culture, and literature. Class work and home assignments further develop the

four basic skills. Dramatic short films, and literary and cultural readings highlight the language, culture and literature themes of each lesson and provides the basis for classroom and homework activities and interaction.
Fall semester. 4 credits
Prerequisite: LANG1402 or equivalent

LANG2402 Intermediate Spanish II
Language & Culture (LC)
This course is a language immersion program that emphasizes listening, speaking, reading, and writing through a series of practice and exercises dealing with language, culture, and literature. Class work and home assignments further develop the four basic skills. Dramatic short films, and literary and cultural readings highlight the language, culture and literature themes of each lesson and provides the basis for classroom and homework activities and interaction.
Spring semester. 4 credits
Prerequisite: LANG2401 or equivalent

LANG 2412 Spanish at Work in the Health Care Community
Spanish at Work in the Health Care Community is an intermediate-level Spanish course that promotes linguistic fluency through advance Spanish grammatical structures as well as a better understanding of the culture of the Latino communities in the United States. This course explores topics related to health care disparities, patient-provider communications, and healthcare accessibility of the country's biggest minority group. In addition, other relevant topics, such as linguistic and cultural barriers, identity, and socioeconomic and demographic trends, will also be explored. To exploration of these topics will be conducted via scholarly articles and class discussions. The course will also include a review of key grammatical structures and vocabulary relevant to the health care field. Students are required to dedicate two hours per week (approximately twenty hours in total) of volunteer community service at a local hospital, clinic, or medical practice serving the Latino community. This internship will allow students to put their Spanish-language skills to practice while helping Spanish-speaking patients navigate the complex health care system.
Fall semester. 4 credits
Prerequisites: LANG 1412 Beginning Spanish for Healthcare Professionals II or permission from the instructor.

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 everday oral and written language use.
Fall semester. 4 credits
Prerequisite: LANG2402 or equivalent

LANG2414 Spanish Conversation and Composition II
This course is a continuation of LANG 2413. It continues to emphasize oral and written expression while strengthening key grammatical structures necessary for meaningful communications. Varied activities will supplement cultural and literary readings.
Spring semester. 4 credits
Prerequisite: LANG2413 or equivalent or permission of instructor.

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, odd years. 4 credits
Prerequisite: LANG2413 or permission of instructor

LANG2416 Latin American Peoples and Cultures
Aesthetic Inquiry Literature (AI-L)
This Latin American culture course will introduce students to the cultures and peoples of the region from pre-Columbian to modern times. Following a thematic approach, students will gain a better understanding of significant historical events, geographical regions, indigenous cultures, regional languages, religious customs and beliefs, music, and other forms of artistic expression. Literary texts from different Spanish-speaking countries will illustrate the richness and diversity of this complex world. Students will read Inca Garcilaso de la Vegas account of Pizarro's conquest of Peru, José Martís vision of Cuba, Marta Truebas's gripping narrative of military repression in the Southern Cone, and Nellie Campobello's fiction of the Mexican revolution. They will also read a selection of poetry and short stories relevant to the content of the course. Music and film will also be incorporated into the program.
Spring semester, odd years. 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. The course will place special emphasis on the links that tie the films with the broader economic, socio-political 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, even years. 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 Gardener Museum. The course will be conducted in Spanish.
Spring semester, even years. 4 credits
Prerequisite: LANG2413

LANG2419 Approaches to Hispanic Literature
Aesthetic Inquiry 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, odd years. 4 credits
Prerequisite: LANG2413 or permission of instructor

LANG2420 Phonetics and Oral Spanish
Language & Culture (LC)
This is a one-semester introduction course to phonetics and oral Spanish. In this course students will learn phonetic symbols to represent the Spanish sounds graphically. Students will also learn to do phonetics transcriptions of words and sentences. In addition to these written activities, a substantial number of exercises are devoted to oral practice. The intention of the course is for students to learn and apply concepts and skills on an ongoing, long-term basis, far beyond the ending of this course.
Fall semester, even years. 4 credits
Prerequisite: LANG2413 or permission of instructor

LANG2422 Writing in Spanish
Taught in Spanish, this course is an introductory one-semester course in phonetic and oral Spanish. It is intended to aid nonnative learners to master the Spanish sound system and to replicate native speakers' pronunciation and intonation patterns. The course also serves as introducing to main dialect variation in Spanish. Designed for both native and non-native speakers of Spanish.
As needed. 4 credits
Prerequisite: LANG2402 or above or permission of instructor

LANG2424 Spanish for Heritage Speakers
Language & Culture (LC)
Diversity and Multiculturalism (DM)
This course offers Spanish-speaking students an opportunity to study Spanish formally in an academic setting. This course is for students who can speak Spanish proficiently, but who have not studied the language in an academic setting. This course is designed to develop students' ability to speak, read, write, and listen in Spanish. Besides allowing students to develop or augment their academic Spanish language skills, the course also seeks to deepen students' knowledge of their cultural heritage. Reading and analyzing literary works by U.S. Latinx authors as well as various writing assignments will encourage students to reflect upon their own experiences and understand the diversity of U.S. Latinx cultures. This course is open to native, heritage, and other advanced students of Spanish..
Fall Semester. 4 credits
Prerequisite: LANG2402 or above or permission of instructor

LANG2605 Spain: A Cultural Approach
Aesthetic Inquiry Literature (AI-L)
Language & Culture (LC)
This course intends to give an overview of the social, artistic, historical, and political context of contemporary Spain. It will also help students become aware of the rich diversity of this country in terms of language, traditions, identity, folklore, etc. Students will learn about all these aspects of Spain's cultures in class, through readings and presentations, but they will also get to experience them first hand during their 4-week stay in Bilbao, Spain.
Spring semester, even years. 4 credits
Prerequisite: LANG2413 or permission of instructor

LANG3411 Latin American Literary Giants
Aesthetic Inquiry Literature (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, even years. 4 credits
Prerequisite: LANG2413 or permission of instructor

LANG3417 Spanish American Experience: An Overview
Aesthetic Inquiry Literature (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, even years. 4 credits
Prerequisite: LANG2413 or permission of instructor

LANG3427 Contemporary SpanishAmerican Women Novelists
Aesthetic Inquiry Literature (AI-L)
This course introduces the student to outstanding women novelists of the contemporary period, such as Rosio Castellanos, Elena Poniatowska, Marta Traba, Rosario Ferre and Isabell Allende. Discussions will focus on literary analysis, socio-political context and feminist perspective.
Spring semester, even years. 4 credits
Prerequisite: LANG2413 or permission of instructor

LANG3429 Great Figures of Spanish Literature
Aesthetic Inquiry Literature (AI-L)
The study of selected texts of the most outstanding Hispanic authors across the centuries will bring the student into contact with the evolution and artistic richness of the literary history of Spain.
Fall semester, odd years. 4 credits
Prerequisite: LANG2413 or permission of instructor

LANG3431 Contemporary Spanish Novel
Aesthetic Inquiry Literature (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, odd years. 4 credits
Prerequisite: LANG2413 or permission of instructor

LANG3433 Modern Hispanic Drama
Aesthetic Inquiry Literature (AI-L)
Diversity & Multiculturalism (DM)
This course will introduce students to literature produced in Spanish in different continents of the world, such as South and Central America, Asia, and Africa. Through the course, students will explore a variety of works from each region including testimonies, novels, and short stories. Students will become familiar with the authors, their styles, and their influences. Additionally, the course will focus on how the literature of these regions have been shaped by the cultural, political, and social issues of past and present day. Through readings, discussions, and writing assignments, students will gain an appreciation and understanding of the diversity and richness of the different cultures and heritages of these regions. Special attention will be given to textual themes development, literary styles, and the ideological content of each piece. The course, conducted in English, is designed to foster critical thinking skills. Students who want to use this course to fulfill Spanish major, minor or certificate requirements must do the readings and all the class writing assignments in the target language.
Spring semester, odd years. 4 credits
Prerequisite: LANG2413 or permission of instructor

LANG3437 Special Topics
Special topic courses are defined as any course offered for credit in which the subject matter or content may vary across terms. Special topics courses are used to address specific issues within a field of study that do not currently align with existing courses, or to evaluate demand for a new course or area of study.
As needed. 4 credits
Prerequisite: LANG 3417 or above or permission from the 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
Aesthetic Inquiry Literature (AI-L)
Diversity & Multiculturalism (DM)
This course will introduce students to literature produced in Spanish in different continents of the world, such as South and Central America, Asia, and Africa. Through the course, students will explore a variety of works from each region including testimonies, novels, and short stories. Students will become familiar with the authors, their styles, and their influences. Additionally, the course will focus on how the literature of these regions have been shaped by the cultural, political, and social issues of past and present day. Through readings, discussions, and writing assignments, students will gain an appreciation and understanding of the diversity and richness of the different cultures and heritages of these regions. Special attention will be given to textual themes development, literary styles, and the ideological content of each piece. The course, conducted in English, is designed to foster critical thinking skills. Students who want to use this course to fulfill Spanish major, minor or certificate requirements must do the readings and all the class writing assignments in the target language.
Spring semester, odd years. 4 credits

LANG2105 Contemporary Latin American Fiction
Aesthetic Inquiry Literature (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, Columbia, 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, even years. 4 credits

LANG2215 Paris: City and its Contrasts in Modern French Literature and Culture
Aesthetic Inquiry Literature (AI-L)
Literary Inquiry (LI)
This course with a travel component is on Paris, the city. It is also a course on the culture of France's capital and how it has had an enormous impact on the works of painters, poets, artists, writers, and, of course, immigrants, since the middle of the nineteenth century. In the fall prior to our travel, students will take a preparatory course introducing them to history and culture of the city of lights. Through novels, novellas, short stories, poems, and films, contrasting accounts of life in the city of Paris will be studied, offering often radically opposing views of the French capital. As

a setting for realist fiction (Balzac, Hugo, Maupassant), Paris breeds hatred and love, good and evil, emancipation and regression, sin and redemption. As a source of lyrical expression and moral reflection (Baudelaire, Apollinaire), Paris elicits both optimistic and pessimistic meditations on modern city life. As a stage for surrealistic and/or carefree wanderings (Les intouchables, Amélie), the city of lights 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.
As needed. 4 credits

LANG2315 Today's Italy: A Journey through Literature, Cinema and Everyday Life
Aesthetic Inquiry Literature (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 course-work started at Emmanuel, as well as take 4 credits in intensive Italian language at the Universita Cattolica.
Travel Component Required.
Program is open to COF students.
Prerequisites: None
Spring semester, even years. 4 credits

LANG3421 Spanish Caribbean Literature
Aesthetic Inquiry 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, odd years. 4 credits

NEUROSCIENCE

NEURO2201 Neurobiology with Lab
Natural Science Lab (NSL)
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.
Fall semester. 4 credits
Prerequisite: BIOL1105 or permission of instructor
$105 lab fee

NEURO3000 Experimental Neuroscience with 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!
Spring semester. 4 credits
Prerequisites: NEURO2201, CHEM1102 and PSYCH2802 and junior standing
$105 lab fee

NEURO3137 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. 4 credits
Prerequisite: NEURO2201 or permission of instructor

NEURO3200 Computational Neuroscience
Computational neuroscience will provide an introductory overview of the importance of computational neuroscience and its role in modern neuroscientific inquiry. The overarching goal of computational neuroscience is to explain how electrical and chemical signals are used in the brain to represent and process information. Thus, as part of this course, students will gain a more advanced understanding and appreciation of basic neuronal function. Working in a collaborative environment, students will develop the confidence and skills to navigate an online version of the neuronal modeling program, NEURON, generating and interpreting basic neuron models as well as more advanced neuronal network models. No prior coding experience is necessary or expected.
Spring semester, even years. 4 credits
Prerequisite: NEURO2201 or instructor permission.

NEURO3205 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: NEURO2201 or instructor permission

NEURO3214 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. 4 credits
Prerequisites: NEURO2201 or permission of instructor

NEURO3216 Neurobiology of Addiction
This advanced course will examine our current understanding of the effects drugs of abuse on the brain and behavior and our current understanding of the development of severe substance use disorders or addiction. Students will develop and hone skills in reading, interpreting, and communicating primary literature in neuroscience. Students will learn about drugs of abuse and the brain through close-reading of primary literature and presenting this information in a variety of modes including summarizing a neuroscience research article for the public.
Spring semester, odd years. 4 credits
Prerequisite: NEURO2201

NEURO4160 Senior Seminar in Neuroscience
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 neuroscience and majors and biology majors with a concentration in neuroscience.
Spring semester. 4 credits
Neuroscience Seminar section prerequisite: NEURO2201 or permission of instructor

NEURO4178 Directed Study
A student, with departmental approval, may pursue research or applied experience in a specialized area in neuroscience 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

NEURO4282/NEURO4283 Neuroscience Internship I and II
NEURO 4282 and 4283 comprise a two-semester course that requires neuroscience majors to undertake an internship, either on campus under the supervision of a faculty member, or off-campus at another institution or other location. Students

identify an internship based on their career interests and professional goals. Students can either (a) develop and implement their own research study or participate in executing an existing study under the supervision of another researcher or (b) gain substantial proficiency in a clinical health care setting or other professional setting. Students are expected to complete 125 hours per semester at their site. In addition to gaining significant professional experience through their internship site, students will write a neuroscience thesis paper and engage in professional development activities guided by course faculty.

Fall and spring semesters. 4 credits (8 credits total)

Prerequisites: INT1001, PSYCH 1501, PSYCH 2801, PSYCH 2802 AND Successful completion of the internship module. Completed internship application on EC Learn before deadline (mid Feb), and Senior status at time of internship

NEURO4284 Neuroscience Internship

NEURO 4284 is for senior Neuroscience majors who, by exception, need to complete their senior internship requirement condensed into one semester. Students will identify an on campus or off campus internship based on their career interests and professional goals and will obtain an internship in a research setting, health care setting, or other setting. Students are expected to complete 250 hours at their site. In addition to gaining significant professional experience through their internship site, students will write a neuroscience thesis paper and engage in professional development activities guided by course faculty.

Fall and spring semesters. 4 credits

Prerequisites: INT1001, PSYCH 1501, PSYCH 2801, PSYCH 2802 AND Successful completion of the internship module. Completed internship application on EC Learn before deadline (mid Feb), and Senior status at time of internship.

NURSING

NURS1000 Nursing Seminar I
This course focuses on assisting the nursing student to acquire essential skills, techniques and behaviors that will lead to success as a student, a lifelong learner and a beginning member of the nursing profession.
Fall semester. 1 credit

NURS2000 History and Theory in Nursing/ Service Seminar II
This course provides a broad overview and synthesis of the issues and trends most relevant to the practice of professional nursing. Historical, contemporary, theoretical and potential influences on professional nursing practice are reviewed. An emphasis on the unique and varied roles of nurses in today's interdisciplinary healthcare environment are examined within the context of individual, family, community, and global health.
Fall semester. 1 credit
Prerequisites: NURS1000

NURS2150 Pathopharmacology I
This course combines two nursing concepts, pathophysiology and pharmacology. Students will be provided with an in-depth review of essential principles of pathophysiology necessary to anticipate, minimize and treat the complications associated with disease. Pharmacological concepts are examined by system and provide a foundation for understanding the pathophysiology of disease and the rationale for treatment. Emphasis is on the nursing implications and patient education required for safe administration of medications. Students explore the role and responsibility of the registered nurse in administering and evaluating medications based on pathophysiological concepts.
Fall Semester. 4 credits
Prerequisites: NURS1000, BIOL1919 and BIOL1920

NURS2200 Health Assessment
This course introduces health assessment and wellness concepts. The focus of this course is on the development of beginning skills in assessing health across the lifespan with an emphasis on physical examination and techniques and clinical judgement based on findings. Topics include the multitude of variables that contribute to wellness, the use of the nursing process, interacting with clients using appropriate communication skills, taking an accurate health history and establishing an appropriate database using current informatics for correct documentation of obtained information.
Spring Semester. 4 credits
Prerequisites: NURS2000, NURS2150
Concurrently with NURS2350 and NURS2400

NURS2350 Pathopharmacology II
This course is the second of two courses integrating pathophysiology and pharmacology for nursing practice. Emphasis is on further expanding the knowledge base required for a safe, evidenced base practice of medication administration in nursing. This course focuses on applying the pharmacokinetic principles and knowledge of the pathophysiologic processes to the practice of medication administration for specific drug categories and body systems.
Spring Semester. 4 credits
Prerequisites: NURS2150

NURS2400 Intro to Nursing (Clinical)
This course introduces the beginning student to the nursing profession, with a focus on the current state of the nursing profession and its alignment with the most recent trends in healthcare. The role of the nurse as a member of the healthcare team is emphasized. Students are introduced to the concepts of client needs, safety, communication, teaching/learning, critical thinking, clinical judgement, ethical-legal, and cultural diversity. Additionally, this course introduces psychomotor nursing skills needed to assist individuals in meeting basic human

needs. Skills necessary for maintaining microbial, physical, and psychological safety are introduced along with skills needed in therapeutic interventions. At the conclusion of this course students demonstrate competency in performing basic nursing skills for individuals with health needs.
Spring Semester. 7 credits
Prerequisites: NURS2000, NURS2150
Concurrently with NURS2200 and NURS2350
$300 lab fee

NURS3000 End of Life Nursing Seminar III
This course emphasizes the role of the nurse in providing palliative care for patients at end of life. Cultural, spiritual and psychosocial aspects of death will be covered. Topics in palliative care include, communication, pain management, symptom management, final hours of life, loss, grief and bereavement. Care of the dying patient and family across the lifespan will be addressed.
Spring Semester. 1 credit
Prerequisite: NURS3100

NURS3100 Adult Health I (Clinical)
This course emphasizes the knowledge and skills essential for the nursing care of adults and older adult clients experiencing common health problems. The role and responsibilities of the nurse include those related to client advocacy and teaching, communication, safety, and cultural sensitivity are emphasized. The student will utilize the nursing process to plan and provide evidence-based patient centered care with a focus on the physical, pathophysiologic, psychosocial, and spiritual responses of individuals to disease processes and health promotion. The clinical component involves experience in an acute care environment, in which the nursing process and clinical judgment are implemented in collaboration with other healthcare professionals with clinical instructor supervision. The application of standards for professional nursing practice is expected.
Fall Semester. 8 credits
Prerequisites: NURS2150, NURS2200, NURS2350 and NURS2400
$300 lab fee

NURS3200 Nursing Research
Writing Intensive (WI)
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 appraisal of relevant research in the literature, and the application of evidence-based practice to improve quality of care.
Fall Semester. 4 credits
Prerequisites: MATH1117

NURS3300 Mental Health Nursing (Clinical)
This course focuses on nursing care for clients experiencing mental health issues. Emphasis will be on assessment, therapeutic communication, teaching, and pharmacology with this client population. The student will utilize the nursing process to plan and provide evidence-based patient centered care with a focus on the physical, pathophysiologic, psychosocial and spiritual responses of individuals with mental health issues. Nursing care of clients with mental health disorders including: anxiety, schizophrenia, mood, personality, eating and dementia will be explored. In addition, care of clients who have experience of grief and loss, abuse, violence, and or trauma will be covered. The clinical component involves experience in a psychiatric care setting, in which nursing process and clinical judgment are implemented in collaboration with other healthcare professionals with clinical instructor supervision. The application of standards for professional nursing practice is expected.
Spring semester. 6 credits
Prerequisite: NURS3100
$300 lab fee

NURS3400 Adult Health II (Clinical)
This course builds upon concepts learned in Adult Health I. Emphasis is on the application of critical thinking skills that are essential for the nursing care of acute and critically ill adult clients experiencing complex health alterations. The role and responsibilities of the nurse, including those related to patient advocacy and teaching, communication, safety, and cultural sensitivity, are again emphasized. Critical thinking will be emphasized to enable complex decision making in prioritization of evidence-based care. Emergency and disaster nursing will be introduced. The clinical component provides the students with the opportunity to further develop strong clinical judgement skills to promote achievement of the program outcomes. Emphasis will be given on the development of strong organizational skills in order to provide optimal care for increasingly complex patients. The application of standards for professional nursing practice is expected. *Spring Semester. 6 credits*
Prerequisite: NURS3100
$300 lab fee

NURS3500 Nursing Ethics and Professional Responsibilities
Moral Reasoning (M)
Ethical Reasoning (ER)
This course is designed to provide nursing students with a comprehensive understanding of ethical principles and dilemmas encountered in the practice of nursing. Emphasizing the importance of ethical decision-making, the course will explore the ethical dimensions of patient care, professional relationships, health care systems and healthcare policies. It emphasizes key elements, including values clarification, ethical theories, decision-making models, and adherence to professional ethical standards. The focal point is on applying the ethical obligations of professional nurses in various capacities, spanning roles as citizens, members of the profession, care providers, and administrators of healthcare. The objective is to cultivate a nuanced understanding of ethical considerations in nursing practice, ensuring that students are well-equipped to navigate complex ethical challenges and take action within their professional roles. Through case studies, discussions, and practical applications, students will develop the ethical reasoning skills essential for navigating a complex healthcare environment.
Fall Semester. 6 credits
Prerequisite: NURS2200, NURS2350, NURS2400

NURS3600 Culture and Diversity in Health Care
Diversity & Multiculturalism (DM)
This course focuses on understanding and appreciating human diversity and cultural influences on health including ethnic, racial, gender, sexual orientation, age, immigration status, economic status and religion. It will introduce students to global awareness necessary to provide culturally congruent nursing care to all including vulnerable and underserved populations. Various theoretical and experiential approaches to transcultural nursing will be explored to facilitate cultural sensitivity, cultural humility and the ongoing process of cultural competence in nursing practice. National and global determinants of health will be discussed broadly and within the context of health disparities.
Students will analyze techniques that promote health care equity, facilitate access to care, and improve health outcomes.
Spring semester. 4 credits
Prerequisite: NURS2400

NURS3700 Community and Public Health Nursing (Clinical)
Social Justice (SJ)
This course will explore the role of the public health nurse caring for groups of individuals, families, communities, and populations. The advocacy role of public health nurses is emphasized in terms of social

justice, and professional accountability for vulnerable groups. Focus will be given to the determinants of health and fundamental issues of health equity. Emphasis is given to health promotion and disease/injury prevention within vulnerable populations and minimizing health consequences of emergency and disaster situations. Health policy, politics and reform will be discussed. Social justice issues will be threaded throughout with special emphasis on vulnerable populations. The clinical component involves varied experiences in community health environments, in which the nursing process and clinical judgment are implemented in collaboration with other healthcare professionals with clinical instructor facilitation. The application of standards for professional nursing practice is expected. Students will enhance critical thinking skills by planning and implementing a service-learning project in a vulnerable population community.
Fall Semester. 6 credits
Prerequisite: NURS3300 and NURS3400
$300 lab fee

NURS3800 Maternity and Women's Health/ Peds (Clinical)
This course focuses on the knowledge and skills essential for the nursing care of women, children and families. Strategies to promote health are presented in relation to childbearing and childhood development/ illness. Ethical, legal spiritual and cultural concerns will be explored and analyzed in the context of family-centered. The course will stress the development of clinical judgment to meet the physiological, psychosocial, cultural and spiritual needs of families and will provide clinical opportunities to care for these clients in venues across the wellness-illness continuum. The clinical component involves experience in maternal child health and pediatric settings, in which nursing process and clinical judgment are implemented under clinical instructor supervision. Evidence-based practice will guide the delivery of patient care. Collaboration with patients, families and the healthcare team are promoted. The application of standards for professional nursing practice is expected.
Fall Semester. 6 credits
Prerequisite: NURS3300 and NURS3400
$300 lab fee

NURS4000 Seminar IV: Leadership and Professional Practice
This seminar will focus on the role of the nurse as a professional, as a patient advocate and as a leader. The course examines how the professional nurse works collaboratively within the structure of a healthcare organization to provide quality care. Content will cover leadership & organizational theories and their relationship to management, decision making, prioritization, delegation and critical thinking. Nursing responsibilities regarding inter-professional communication and collaboration, quality and safety and evidence-based practice will be discussed
Spring semester. 1 credit
Prerequisite: NURS3700 and NURS3800

NURS4500 Nursing Synthesis & Capstone (Clinical)
This capstone course will provide an opportunity for the student to demonstrate synthesis of knowledge, attitudes, and skills of a developing professional nurse. The student will organize, prioritize, and delegate care of patients, in a precepted experience. In addition, this course will explore current issues for nurses as members of a profession. Emphasis will be on the mastery of patient-centered care, safety, clinical judgment, informatics, quality improvement and collaboration in the achievement of optimal outcomes of client care. Resources embedded in this course will assist the student in preparation for the NCLEX-RN, which authorizes licensure for entry level practice. Activities are individualized and will assist the student in analyzing individual

strengths, areas for improvement and development of a plan for success. Capstone students will communicate and collaborate with multidisciplinary teams while completing a preceptorship experience. Learners also identify strengths and areas for growth in their professional role, ability to make nursing decisions, and readiness to transition from student to graduate nurse.
Spring semester. 8 credits
Prerequisite: NURS3700 and NURS3800
$300 lab fee

PHILOSOPHY

PHIL1101 Introduction to Philosophy
Moral Reasoning (M)
Ethical Reasoning (ER)
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
Religious Thought (R)
Religious Inquiry (RI)
An introduction to some of the central philosophical concepts and problems found in a religious context with an emphasis on the Abrahamic tradition (i.e. Judaism, Christianity, and Islam). This includes discussions of some traditional arguments for the existence of God, 'the problem of evil,' the possibility of miracles, the reasonableness of a belief in life after death, and, finally, the relationship that exists (if any) between God and morality.
Fall semester. 4 credits

PHIL1112 Aesthetics
Aesthetic Inquiry Literature (AI-L)
Visual & Creative Inquiry (VCI)
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 also will 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
Moral Reasoning (M)
Ethical Reasoning (ER)
Diversity & Multiculturalism (DM)
The nature of ethical decision making is first discussed. Skills of moral reasoning are then applied to various issues such as capital punishment, euthanasia, abortion, world hunger, preferential treatment and discrimination, pornography and censorship, environmental ethics, war and terrorism, reproductive technology, genetic engineering, animal rights, and the legalization of drugs.
Fall and spring semesters. 4 credits

PHIL1201 Global Ethics
Moral Reasoning (M)
Ethical Reasoning (ER)
Diversity & Multiculturalism (DM)
This course engages with a variety of philosophical traditions in order to come to greater understanding of what ethics is and how conversations about the ethical life have evolved across time and space. Students can expect to engage with texts from a variety of traditions including but not limited to Buddhist, ancient Greek, contemporary African, Aztec, Medieval Islamic, contemporary Feminist, and contemporary Indigenous American philosophy. Students can expect to encounter questions including but not limited to the following: "Is 'ethics' purely subjective and a matter of cultural relativism?"; and, "What is the relationship between the ethical life and the good life?" and "How can our study of ethics help us to solve contemporary ethical issues facing the global community today?"
Fall semester. 4 credits

PHIL1205 Health Care Ethics
Moral Reasoning (M)
Ethical Reasoning (ER)
Scientific advancements are pushing medicine rapidly into new frontiers, but with those advancements come questions that have no easy answers. In this course, students will consider some of the ethical dilemmas that scientists, researchers, healthcare practitioners, policy-makers, and individuals will face in the wake of scientific advancements that make what has hitherto been the stuff of science fiction possible. Questions addressed in this course include but are not limited to: Are there limits to patient autonomy? Ought people be able to sell non-life-sustaining organs or reproductive services? Should parents be allowed to choose children's genetic makeup? What is the relationship between society, politics, science, and medicine? Students should expect to engage in a dialogue with not only academic articles, but also contemporary and reputable news sources, films, and first-hand testimony from experts throughout this course.
Fall and spring semesters. 4 credits

PHIL1207 Ethics at Work
Moral Reasoning (M)
Ethical Reasoning (ER)
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

PHIL2104 Theories of Human Nature
Moral Reasoning (M)
Ethical Reasoning (ER)
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

PHIL2108 Philosophy of Education
Ethical Reasoning (ER)
This course explores a number of traditional questions within the sub-field of philosophy of education including: What is the nature of education? What is the proper aim of education? What is the relationship between education and democracy? What responsibilities do teachers have to their students (morally speaking)? In addition,it delves into a number of controversial topics within the field including "trigger warnings," "the ethics of grading," and "commercialism in the classroom."
Spring semester. 4 credits

PHIL2106 Ethics
Moral Reasoning (M)
Ethical Reasoning (ER)
Writing Intensive (WI)
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, even years. 4 credits

PHIL2107 Philosophy of Justice & Equality
Moral Reasoning (M)
Ethical Reasoning (ER)
This course examines some of the most pressing issues in political philosophy of our time. It begins with a brief overview of contemporary theories of justice. A variety of current problems within political philosophy are then addressed from varied perspectives. These include (1) inquiries into the nature of and justifications given for human rights, (2) competing conceptions of liberty, (3) just what is meant (or what should be meant) by equality, and, finally, (4) the nature and injustice of oppression. The class periods will involve a mixture of lecture and small group discussions including case studies
Fall semester. 4 credits

PHIL2108 Critical Thinking
Moral Reasoning (M)
Ethical Reasoning (ER)
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
Quantitative Analysis (QA)
Quantitative Reasoning (QR)
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
Moral Reasoning (M)
Ethical Reasoning (ER)
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
Moral Reasoning (M)
Ethical Reasoning (ER)
This course begins with a general introduction to the central concepts found within the philosophy of law. Particular attention is given to the nature of the law and issues which arise within jurisprudence (i.e. 'the science of the law'). Next, more particular topics (e.g. the nature of judicial decision making, various justifications for civil disobedience, competing theories of punishment, and the limits of free speech) will be discussed and debated at length. The central thread of the course is an inquiry into the presumed relationship that exists between ethics and the law.
Fall semester. 4 credits

PHIL2205 Ethics and Technology
Ethical Reasoning (ER)
Technology has and will continue to drive human advancement, but with advancement comes questions that have no easy answers: What is an ethical algorithm, and how can we create them? What does it mean to "own" something in the digital space? Who (if anyone) ought to be responsible for the content users post on social media platforms? Who (if anyone) has an obligation to ensure that technology is used properly? What might it mean to use emerging technologies, such as DNA testing, "responsibly"? How ought we to go about answering these and other questions, particularly when there is no obviously morally correct answer? In this course, students will consider some of the ethical dilemmas that individuals, businesses, and policy-makers will face in the wake of technological advancements. Students can expect to use reasoning and logical argumentation -the tools of philosophy -to devise their own approach to answering ethical questions about technology.
Spring semester. 4 credits.

PHIL3020 Nursing Ethics in Practice
Ethical Reasoning (ER)
The modern nurse must juggle a variety of different obligations: How would becoming more civically engaged make one a better nurse? How would both knowledge of public health policy debates and a concern for social justice usefully inform one's views regarding the typical conundrums nurses face? How would knowledge of institutionalized forms of oppression inform the way a nurse approaches their job? Oftentimes, good nursing is wrongly treated as if it can be abstracted from one's sociopolitical milieu. This course aims to expose and correct that error. As a conceptual foundation for doing so, we shall briefly examine and evaluate various possible meta-normative frameworks for resolving and/or otherwise addressing the aforementioned tensions (consequentialist, deontological, virtue ethics approaches, etc.). By developing and (through the discussion of case studies) implementing their own framework, the student can thereby shape their own identity as a nurse, moral agent and citizen.
Fall semester. 4 credits.
Prerequisite: NURS2400

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, even years. 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, odd years. 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, odd years. 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, odd years. 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

PHYS1110 Introduction to Physical Sciences (Cross listed with CHEM1110)
Scientific Inquiry with Laboratory (SI-L)
Natural Science Lab (NSL)
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. This course is taught in a workshop format which integrates lecture and laboratory so that students will develop their understanding through hands-on experiments. Equivalent of three hours lecture, two hours laboratory. *(Note: Elementary Education students require this course for their major and will be given registration priority in this course during fall and spring semesters).*
Fall and spring semesters. 4 credits
$105 lab fee

PHYS1116 Astronomy
Scientific Inquiry (SI)
Natural Science (NS)
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, odd years. 4 credits

PHYS1117 Astronomy
Scientific Inquiry with Laboratory (SI-L)
Natural Science Lab (NSL)
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, odd years. 4 credits
$105 lab fee

PHYS1121 Energy and the Environment
Scientific Inquiry with Laboratory (SI-L)
Natural Science Lab (NSL)
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, even years. 4 credits
$105 lab fee

PHYS1122 Energy and the Environment
Scientific Inquiry (SI)
Natural Science (NS)
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, even years. 4 credits

PHYS2201 General Physics I (Calculus based)
Scientific Inquiry with Laboratory (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
$105 lab fee

PHYS2202 General Physics II (Calculus based)
Scientific Inquiry with Laboratory (SI-L)
Natural Science Lab (NSL)
This course is a mathematical treatment of introductory physics using calculus. This course provides an introduction to the classical theories of electromagnetism and optics. Topics include: electrostatistics, electric and magnetic fields, electric circuits, magnets, Maxwell's equations, waves, optics, interference, and diffraction. Three hours lecture, three hours laboratory.
Spring semester. 4 credits
Prerequisites: PHYS2201, MATH1111, MATH1112
$105 lab fee

PHYS2410 Sustainability Science (cross listed with IDS2410)
Scientific Inquiry with Laboratory (SI-L)
Natural Science Lab (NSL)
This course provides an introduction to the science of sustainability and to selected issues in sustainable development. We fill 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, odd years. 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
Social Analysis (SA)
Social Science (SS)
Social Justice (SJ)
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
Social Analysis (SA)
Social Science (SS)
This course is designed to be a broad introduction to the field of comparative politics, to pose these questions of contrast and comparison and to begin to give you, the student citizen, the tools to understand politics in the world around you. It will be divided into two main sections: 1) System, Process and Policies and 2) Country Studies. The first half of the course will define the main units of study (states, political systems, governments, regime types, electoral systems, political culture, interest aggregation, political parties, social movements, public policy and democratic development) and the second half of the course will be devoted to country studies based on regime type (Great Britain, France, Germany, Japan, India, Mexico, Nigeria, Brazil, Russian Federation, South Africa, China, Iran), using the framework developed earlier.
Fall and spring semesters. 4 credits

POLSC1401 Introduction to International Relations
Social Analysis (SA)
Social Science (SS)
The goal of this course is for students to develop an understanding of the dynamics of the international political arena. Throughout the course we will be exploring the perspectives of states and peoples from the many regions that make up our increasingly globalized world. We will begin by acquainting ourselves with how international relations impacts our lives. We will examine the theoretical concepts used to explain the international system, as well as the changing concepts of security and power and the impact of ideas, identities, social norms, history, culture, and the individual in understanding international relations. We will next explore the role of wars and negotiations in international politics today and go on to address the role of international law and institutions, issues of intervention, and economic development. We will then examine the interconnection of human rights and the environment in international relations.
Fall and spring semesters. 4 credits

POLSC150 Political Theory & Analysis
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 U.S. Culture Wars and 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 through the lens of U. S. culture wars, where conflicting groups and values compete.
Fall semester, odd years. 4 credits

POLSC2207 Politics and the Media
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.
Spring semester, odd years. 4 credits

POLSC2211 Campaign Strategies and Electoral Politics
Social Science (SS)
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 engage students as campaign participants through an understanding of how to approach campaigns.
Fall semester, even years. 4 credits

POLSC2225 The 1960s and Political Activisim
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,even years. 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, odd years. 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.
Fall semester, even years. 4 credits
Prerequisite: POLSC1201

POLSC2301 Politics of Race and Ethnicity in Latin America and Caribbean
Historical, cultural, economic, and geopolitical, imperatives have forged identities that are influencing the politics of Latin America and the Caribbean (LAC). This course examines the politics of 21st century in LAC primarily through the prism of identities of race and ethnicity. Gender, class, religion and sexual orientation, are also addressed as they influence political culture and public policy regionally and within cases. The course examination is divided along different regions, such as: Mexico and Central America; the Andes; Brazil and the Southern Cone; and the Caribbean. **Please note. There will NOT be a travel component with this course during the Fall 2020 semester. This course will extend beyond the classroom in a number of ways, most importantly with travel to a country within a featured region and based on the themes established in the syllabus. Travel will take place during the January intersession following the class and will be a required component. Possible destinations include: Cuba, Peru, Brazil, or destinations approved by the International Programming Office.
Fall semester, even years. 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, odd years. 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, odd years. 4 credits

POLSC2402 The Politics of Global and Public Health
Health impacts the development and stability of countries and therefore the economy, security, and peace globally. This course will compare how different countries address the political challenges of healthcare including the intersection of cultural aspects of care with issues such as sex, gender, race, and religion. Through case studies and policy analysis we will study how countries around the world differ on these issues and how governmental and international institutions can address them. Case studies used will include the politics of HIV, Covid, contaminated water, vaccinations, and Ebola.
Fall semester, even years. 4 credits

POLSC2409 The Politics of International Economic Relations
(cross-listed with ECON2113)
Social Science (SS)
This course will explore the interrelationships of economics and politics in international arenas. Students will therefore study the interdependence of politics and economics, questions of political and economic development, the power of

multinational corporations, international trade and trade agreements, oligopolies, energy, environment and arms trade. In some years the class will travel to China
Spring semesters. 4 credits
Prerequisite: Either one economics or one political science course

POLSC2411 The Contemporary Middle East and North Africa: Challenges and the 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 inter- actions 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 including the changes in North Africa developing from the Arab Uprisings . Lastly, students will look at the implications for the United States of the complexities of this region—its challenges and its promise.
Fall semester, even years. 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, even years. 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, even years. 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. 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. 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, even years. 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, odd years. 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. 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, odd years. 4 credits

POLSC2613 Law, Health and Public Policy
"Health" is more much than "the absence of disease." This course will explore the interrelationship of law, health, and public policy in the U.S., with an emphasis on the social, economic, geographic, educational, and culture forces contributing to health law and policy formulation. Included in this course will be developing an understanding of the broader political environment of vested interests that impact the governing of health care, the policymaking process and how that environment may misperceive/misidentify what policies and potential reforms are the most effective in achieving an equitable distribution of health care to the country's diverse population.
Spring semester, even years. 4 credits

POLSC2701 Research Methods in Political Science
Social Science (SS)
Writing Intensive (WI)
This course explores research methodology for the discipline of Political Science. It is designed to provide you with the necessary tools to conduct your own research and

create substantive work in any of the sub-fields of Political Science, as well as to understand and use the research of others. Research methods include qualitative and quantitative techniques, including library and archival research, legislative documents, election data, and multivariate analysis. The course will serve as preparation for students in the drafting of your own research paper. As a result, it will be writing intensive with a focus on the drafting and revising a research proposal, that will include a concentration on the various components of the proposal, such as the literature and research design.
Spring semester. 4 credits
Prerequisites: MATH1117 or MATH1118 and 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
Social Analysis (SA)
Social Science (SS)
Social Justice (SJ)
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. 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, odd years. 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, odd years. 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, odd years. 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, even years. 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, odd years. 4 credits
Prerequisites: POLSC1201, PSYCH1501, PSYCH2203 or instructor permission.

POLSC3210 Education Policy (cross-listed with EDUC3210)

Social Justice (SJ)

Education is a fundamental tenet of American society. In fact, the right to a sound education is enshrined in many state constitutions. Yet, debate over how best to affect a quality and effective educational system has pervaded American politics and society since the country's founding. This debate has involved the equitable funding and distribution of resources, assessment, issues of race, gender, and socioeconomic class, teaching standards and qualifications, and curriculum on the K-12 level, as well as in colleges and universities. This course explores the debate surrounding educational policy in the American political system. Politics is often about conflict over values and resources. Education policy embodies this conflict quite clearly. We will assess the social, cultural, and political factors influencing the crafting, implementation, and assessment of education policy in the United States.
Spring semester, even years. 4 credits
Prerequisite: POLSC1201 or EDUC1111

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, even years. 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,odd years. 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, even years. 4 credits
Prerequisite: POLSC1401 or permission of instructor

POLSC3405 Negotiating 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, odd years. 4 credits
Prerequisite: POLSC1401 or permission of instructor

POLSC3407 People and Politics of the Middle East and North Africa
Diversity and Multiculturalism (DM)
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,even years. 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, odd years. 4 credits
Prerequisite: POLSC1201 or permission of instructor

POLSC4100 Political Science Senior Seminar
This seminar is the senior capstone course, which allows students to apply their analytical skills and knowledge of the discipline of political science to a topic of their choosing, which may involve a theoretical question, policy analysis, or exploration of other political questions. The main assignment for the class is that each student must undertake a comprehensive research project in which they pursue a research question and develop a methodology to assess it. Each student can choose their own topic in consultation with the faculty seminar professor and members of the department. The project will result in a comprehensive thesis paper that will encapsulate the skills and knowledge

gleaned from their Political Science coursework. Students are also required to deliver an oral presentation of the project to their seminar colleagues
Spring semester. 4 credits

POLSC4178/4179 Directed Study I&II
Prerequisites: INT1001, permission of department chair. 4 credits
Offered as needed. 4 credits

INT 1010: Independent Internship in Political Science
Political Science majors must complete a one-semester internship relevant to the discipline of Political Science. The internship site must receive department approval. Each student can fulfill this requirement at any time—fall or spring semester, or summer—once they have declared their major in Political Science. This course is non-credit bearing and no cost but must be completed as part of their requirements to fulfill the major in the discipline. Students must complete the pre-internship class (INT 1001) before beginning this course. The internship is completed through the internship office. To complete the internship course, the student must serve a minimum of 120 hours, the equivalent of 12 hours a week for 10 weeks, in the internship.

PSYCHOLOGY

PSYCH1501 General Psychology

Social Analysis (SA)
Social Science (SS)

This course introduces the field of psychology by surveying critical subfields in the discipline, including research methods, ethics, neuroscience, cognition, development, learning theory, psychopathology, counseling theories, and social psychology. Students learn about classic and contemporary research, how to critically evaluate and apply research and theories to real world issues, how individual and sociocultural factors differentially affect people's experiences in a complex social world, and how to communicate their assessments via papers, group projects, and oral presentations.

Fall and spring semesters. 4 credits

PSYCH1503 Lifespan Growth & Development

Social Science (SS)

This course will cover lifespan developmental research and theory from conception through old age. Students will learn about the major areas of lifespan developmental psychology including physical, cognitive, social and emotional development in childhood, adolescence, adulthood, and older adulthood. Students will also develop an understanding of the theoretical foundations of lifespan developmental psychology along with and understanding of current trends and issues in the field. This course will be of relevance to students interested in careers in psychology, education, and nursing or any field that requires an understanding of human behavior.

(Note: Nursing students will be given priority registration as this course is a requirement for the major. Any open seats after nursing registration is complete will be made available to other interested students.)

Fall semesters. 4 credits

PSYCH2203 Social Psychology

Social Analysis (SA)
Social Science (SS)

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

Scientific Inquiry (SI)
Natural Science (NS)

Biological psychology, also called behavioral neuroscience or physiological psychology, is the study of the physiological bases of behavior. Biological psychology is concerned primarily with the relationship between psychological processes (behavior) and the underlying physiological events (brain)-or, in other words, the mind-body phenomenon. Its focus is the function of the brain and the rest of the nervous system in behavior (e.g. thinking, learning, perception). Biological psychology also provides a framework for normal brain functioning, allowing us to begin to understand changes associated with brain disorders such as depression or schizophrenia. This introductory level course will include topics such as: structure and function of the nervous system, development and plasticity of the brain throughout the

lifespan, processing of sensory information by the brain, learning and memory, and how the brain and nervous system interact with the body and the environment to influence behavior or result in brain disorders.
Fall and spring semesters. 4 credits
Prerequisite: PSYCH1501
**Students who have taken NEURO2201 are not eligible to enroll in this course.*

PSYCH2210 Personality Psychology
Personality psychology is the study of behavioral and psychological patterns that make each individual unique, including personal characteristics, traits, and life histories. This course will provide a broad overview of theory and research in the field of personality psychology, including personality structure, lifespan personality development, genetic and biological underpinnings of personality, interactions between personality and culture, consequences of personality for health and well-being, and methods for measuring and studying personality.
Fall semester. 4 credits
Prerequisite: PSYCH1501

PSYCH2211 Race, Gender and Sexuality: Intersection of Privilege and Oppression
Social Analysis (SA)
Social Science (SS)
Diversity & Multiculturalism (DM)
Cultures set norms for how we are supposed to present ourselves which in turn affect how we are defined, perceived, and treated by others. Privilege refers to advantages prescribed to people based upon their perceived group membership; frequently, group differences are transformed into inequalities. Whether we experience privilege or oppression can depend on which aspects of our identities are salient in a given context. We will discuss the causes and social manifestations of privilege/oppression locally and globally from an intersectional perspective, examining power and oppression across multiple dimensions of identity (race, gender identity, sexuality), so that we can understand how identities overlap and create multiple levels of oppression for some groups of people.
Spring semester. 4 credits

PSYCH2303 Child Psychology
Social Analysis (SA)
Social Science (SS)
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
Social Analysis (SA)
Social Science (SS)
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

PSYCH2410 The Psychology of Happiness and Well-Being
The Psychology of Happiness and Well-Being focuses on the scientific study of the social, psychological, and environmental conditions that allow people to grow, thrive, and live fulfilling lives. This course will focus on our current scientific understanding of topics such as happiness, optimism, mindfulness, resilience, empathy, and connection. As part of the course, students will learn about the academic research on these topics, as well as participate in experiential exercises designed to enhance personal well-being.
Fall and spring semesters. 4 credits

PSYCH2801 Methods and Statistics I
Writing Intensive (WI)
probability theory, hypothesis testing, basic iThis course will introduce psychology students to the scientific method and the basics of conducting research, including the use of appropriate measures, design, and analyses. As part of the course, students will develop their research writing style and will complete a series of progressive writing assignments that will culminate in a formal research report. Students will learn to use scientific databases (e.g., PsychiNFO) to find sources and follow the elements of the American Psychological Association's eighth edition manual of style. Validity, reliability, descriptive statistics, sampling distributions, ethics, simple measures, probability theory, hypothesis testing, basic Psychology Emmanuel College Course Descriptions for Arts and Sciences inferential statistics, and the foundations of a statistical package will be covered.
Fall and spring semesters. 4 credits
Prerequisite: Satisfactory score on the math placement exam, MATH1101 and PSYCH1501

PSYCH2802 Methods and Statistics II
Quantitative Analysis (QA)
Quantitative Reasoning (QR)
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

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.
Fall semester, odd years. 4 credits
Prerequisites: Junior or senior status, PSYCH1501, or PSYCH2203 or permission of instructor

PSYCH3103 Relationships, Marriage and the Family
Social Analysis (SA)
Social Science (SS)
This course will provide students with a deep knowledge of interpersonal relationships (e.g. friendships, romantic relationships, and family relationships) across the lifespan. The course examines how relationships are formed and how they function, including challenges to relationships and what makes relationships successful. Students will be exposed to current research on relationships in the digital era, gender roles in relationships, the science of long lasting romantic relationships,the influence of race and ethnicity on relationships, sexuality and sexual orientation, and the changing American family.
Fall and spring semesters. 4 credits
Prerequisite: PSYCH1501 or instructor permission

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, odd years. 4 credits
Prerequisite: PSYCH2801

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 PSYCH2303 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

PSYCH3404 Emerging and Established Adulthood
Large cultural and demographic shifts in the United States and other Western countries have altered the traditional pathway from one's family of origin to adulthood. This class will investigate these shifts by examining the newly conceptualized periods of development that mark the transition from adolescence to adulthood: emerging (18-29) and established (30-45) adulthood. We will consider the psychological implications of these two age periods as they relate to well being, identity, family, love and sex, cohabitation and marriage, career and community (e.g., religion and politics). We will also critically evaluate the viability/applicability of the emerging and established adulthood, and will identify variations by race, gender, ethnicity, culture, social class and other lived experiences. Knowledge gained in this class will enrich students' understanding of human behavior and will provide deeper insight into their own experience of the transition to adulthood.
Spring semester, odd years. 4 credits
Prerequisite: PSYCH1501 or PSYCH2303 or PSYCH2403

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 and 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, PSYCH 1501, PSYCH 2801, PSYCH 2802 AND Successful completion of the internship module. Completed internship application on EC Learn before deadline (mid Feb), and Senior status at time of internship.

PSYCH4284 Research Internship
This capstone involves supervised experience in research settings designed for Psychology majors. This specific course is for those students who, by exception, need only one semester of a research internship. Students are required to complete 250 hours at their sites. Students work as a research assistant either on campus with a faculty member or off campus at any number of research settings. Students 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.
Fall and spring semesters. 4 credits
Prerequisites: INT1001, PSYCH 1501, PSYCH 2801, PSYCH 2802 AND Successful completion of the internship module. Completed internship application on EC Learn before deadline (mid Feb), and Senior status at time of internship.

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, PSYCH 1501, PSYCH 2801, PSYCH 2802 AND Successful completion of the internship module. Completed internship application on EC Learn before deadline (mid Feb), and Senior status at time of internship.

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 and spring semesters. 4 credits
Prerequisites: INT1001, PSYCH 1501, PSYCH 2801, PSYCH 2802 AND Successful completion of the internship module. Completed internship application on EC Learn before deadline (mid Feb), and Senior status at time of internship.

SOCIOLOGY

SOC1101 Introduction to Sociology: Analysis of Society in Global Perspective

Social Analysis (SA)
Social Science (SS)

Sociology is a social science, a discipline that attempts to systematically understand society and the human groups and institutions that comprise it. This course will provide the fundamentals of the discipline by exploring what society is, the groups and organizations that comprise it, how groups of people are divided within society, and how these different groups behave and interact. How do individuals learn how to behave "appropriately?" Who decides what it even means to be "appropriate?" What are the purposes of the major institutions we inhabit, from the political system to the educational system to the economy? Why is society stratified or divided along class, race, and gender lines? How and why are resources unevenly distributed and how do our institutions both reflect and reinforce these inequities? These are just a few of the questions that we will tackle over the course of the semester. We will read works by the major theorists who have sought to explain the world around us, as well as the works of researchers who systematically analyze data (i.e. observations) to test ideas about society. The overarching objective for this semester is for students to gain a grounding in sociology by meeting the following goals: 1) Recognize the groups, organizations, and institutions that comprise societies 2) Examine why societies are structured as they are, including the racial, ethnic, class, and gender stratification that exists 3) Understand the major sociological paradigms 4) Learn what research tools sociologists use to empirically examine the social world 5) Be able to apply the theories we learn to better understand contemporary events and social problems

Fall and spring semesters. 4 credits

SOC1105 Major Institutions in U.S. Society

Social Analysis (SA)
Social Science (SS)

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, even years. 4 credits

SOC1107 Introduction to Anthropology

Social Analysis (SA)
Social Science (SS)

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

Social Justice (SJ)

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

SOC2102 The Sociology of Boston
Social Analysis (SA)
Social Science (SS)
In this course, students use the city of Boston as their sociological lab to learn about the main concepts of the field of Urban Sociology and study the contemporary social dynamics of cities. The course is arranged around the interplay between sociological concepts and an analysis of the various institutions that compromise Boston (education, housing, government, etc.) and of social problems, such as poverty and crime. Throughout the course of the semester, students will undertake field trips tied to the class readings and discussions. Students will compare the social dynamics of Boston to those of other cities by employing a sociological lens; one of the questions to which we will repeatedly return is whether Boston could be Any City, U.S.A.: is there something fundamentally different about the cultural norms, institutions and social problems of this city?
Fall semester, even years. 4 credits

SOC2103 Qualitative Methods
In this course, students will conduct their own projects based on in-depth interviewing, participant observation or content analysis. Thus, students will gain hands-on experience with research design, data collection, analysis and presentation. To provide students with the knowledge and tools necessary to conduct qualitative research, the course will introduce readings on qualitative research methods as well as recent sociological studies based on these methods. Students will discuss the goals of qualitative research, its epistemological underpinnings and its strengths. Students will learn how to formulate a sociological research question, and to choose the appropriate method(s) to answer the question. The course will also introduce techniques for analyzing qualitative data, including coding and memo-writing. In addition, we will discuss issues of validity and ethical concerns.
Fall and Spring semesters. 4 credits
Prerequisites: SOC1101

SOC2104 Quantitative Methods
Quantitative Reasoning (QR)
This course teaches students, through a hands-on approach, the basics of quantitative methods for sociological research. Students will develop a sociological research question, conduct a literature review, and develop hypotheses that they will test empirically. They will put together a survey, distribute the survey, and collect and input their data into SPSS. They will learn how to calculate basic univariate statistics, as well as calculate and interpret bivariate statistics, such as correlations and cross-tabs. They will learn what statistical tests are appropriate to use when. After having explored their topic through primary data collection and analysis, students will explore their same topic through secondary data analysis, using the General Social Survey (GSS). At the end of the course, students will have completed an original sociological research project in which they have empirically tested their hypotheses using appropriate statistical tests and will formally present those findings to the class.
Fall semester. 4 credits
Prerequisites: MATH1117 or MATH1118, PSYCH2802 or MATH2113

SOC2105 Race, Ethnicity and Group Relations
Social Analysis (SA)
Social Science (SS)
Diversity & Multiculturalism (DM)
This course examines race and ethnicity from a sociological perspective. We will begin

by exploring what it means for race and ethnicity to be socially constructed concepts and then examine the implications of these concepts across society. Why is society stratified by race and ethnicity and what are the implications for individuals and groups? Why have some groups moved up the hierarchy, while other groups have remained at the bottom? What impact has immigration had on race relations in the United States? How do various institutions, such as the criminal justice system, the educational system, social services, and legal system reflect and reinforce differences along racial and ethnic lines? We will explore these questions through reading both theoretical and empirical work conducted by scholars in the field, and apply these readings to our own observations. We will also examine how marginalized groups have, historically and through today, maintained dignity, identity, and power and pushed back against racist structures.
Fall semester. 4 credits

SOC2115 Family and Gender Roles
Diversity & Multiculturalism (DM)
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. The class will also explore how various institutions in society, such as the economy and educational system, reflect and reinforce or alter traditional family and gender patterns. Further, the way in which public policy affects family and gender is also examined. Particular attention is paid to changes across time and those occurring in contemporary societies, including an understanding of the distinction between sex and gender, changing knowledge about gender and gender identities, and the significant shifts we have seen in family formation, including the legalization of gay marriage and the decline of marriage, more generally. The contributions of the women's movement and the LGBTQ+ movement to ways of thinking about gender and inequality are also discussed.
Fall semester. 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, even years. 4 credits

SOC2127 Social Class and Inequality
Social Analysis (SA)
Social Science (SS)
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
Social Analysis (SA)
Social Science (SS)
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)
Religious Thought: Christian Tradition (RCT)
Religious Inquiry: Christian Tradition (RCT)
Social Justice (SJ)
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)

SOC2200 Drugs and Society
This course will examine various theories, concepts, and issues related to drug use and misuse from the sociological perspective. With a goal of engaging in critical thinking about this topic, class will include discussion on the definition of the social problem, its place in a historical context (how these definitions change over time and how these changes both reflect and reinforce specific elements/aspects of society), and the differential impact on individuals with a focus on the systems that perpetuate these differences.
Fall semester. 4 credits
Prerequisite: SOC1101

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, even years . 4 credits

SOC2207 Deviant Behavior and Social Controls
The class focuses on 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 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 cyber deviance. Students will expand their knowledge of behaviors which are considered deviant, understand the subjectivity and social controls involved in labeling certain behaviors as well as societal responses to such behaviors, and explore theoretical perspectives and empirical research related to deviant behavior and social controls.
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
Writing Intensive (WI)
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.
Fall and spring semesters. 4 credits
Prerequisites: SOC1101 and at least one other Sociology course, 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, odd years. 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 policies around undocumented immigrants, the rise of crimmigration, 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, odd years. 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, even years. 4 credits.
Prerequisite: Junior or senior status or permission of instructor

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
Prerequisite: Sophomore Standing

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 bridging the gap between their academic learning and their professional career..
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.

SOC4998 Community Action Research Seminar
Social Justice (SJ)
This serves as an alternate capstone for sociology seniors. The course will move students from the world of academic research to the world of applied research by utilizing the skills students have learned in SOC2103: Qualitative Methods and SOC2104: Quantitative Methods and applying them to a real world problem. Students will work in groups and be paired with a local community organization to help the organization identify a problem or question of interest. Students will then determine the best methodology to tackle the question, collect and analyze data, and present the findings in both a formal oral presentation to the organization's staff, as well as produce a substantial research report. Particular attention will be paid to discussing how the findings respond to the initial question and how they can be applied to improving some aspect of the organization or program implemented by the organization.
Fall semester. 4 credits
Prerequisites: SOC2103 OR SOC2104

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.

SPORT MANAGEMENT

SPORT3412 Sport Event and Facilities Management
This course teaches students about the planning and management of sports events using a strategic and systematic approach based on the Event Management Body of Knowledge model. Topics covered include project management, managing facilities, logistics, risk management, sustainability, sponsorship, human resources, and contracts. Students will learn through case studies, readings, discussions, lectures, and assignments.
Spring semester. 4 credits
Prerequisites: MGMT1101, MATH118, MGMT2401

SPORT3415 Sport Leadership
In this course, the focus is on the impact of leadership in the sports industry and whether traditional leadership skills are suitable for this particular field. The curriculum delves into management styles, decision-making strategies, and communication abilities within the confines of ethical and legal considerations. Historical perspectives provide insight into contemporary trends in leadership. Additionally, students will have the chance to explore career options within the sports industry.
Fall semester. 4 credits
Prerequisites: MGMT2401

SPORT3496 Sport Management Internship
The Sport Management internship involves experiential learning in a sport-related organization (for-profit or not for-profit). 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
Spring semester. 4 credits
Prerequisites: INT1001, MGMT 1101, MGMT2401

SPORT4202 Business Research Seminar (cross listed with ACCT4202, COMP4202, FINAN4202, MGMT4202, MKTG2402)
The Business Research Seminar will allow Seniors majoring in Accounting, Computer Science, Finance, Management, Marketing and Sport Management to pursue an in-depth research project on a topic that links business concepts to sustainability, social justice and/or diversity, equity and inclusion. Using the UN's 2015 Sustainable Development Goals and Principles for Responsible Management Education (PRMEs), students will explore business topics that either pose risks to sustainability, social justice or diversity and inclusion and/or identify opportunities to make a positive social impact. Throughout the course, students will engage in hypothesis development, literature review, methods selection, data collection, data analysis, peer review and preparation of a final thesis-style paper and presentation. This course seeks to provide structured support for students preparing to submit a Distinction in the Field project and/or those who would like to prepare a substantial research paper in preparation for application to graduate programs.
Spring semester. 4 credits
Prerequisite: Senior status

SPORT4303 Sport Management Strategy
This course is a capstone in the sport management curriculum that focuses on the big picture of the sport business from a top management perspective. It emphasizes the development and implementation of sustainable strategies, drawing on students'

prior learning in various functional areas and disciplines of sport management. By analyzing problems and cases, making strategic decisions, and creating implementation plans, students will deepen their understanding of the sport industry. Communication and presentation skills are also emphasized, both in oral and written formats, during the discussion of course content and sport business cases.
Spring semester. 4 credits
Prerequisites: MATH1121, MGMT/SPORT2401, MKTG/SPORT3422, MGMT/SPORT3423, MGMT3305, SPORT3415 and senior standing

THEATER ARTS

LSNS0313 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 Theater 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/No Pass), $450 lesson fee. Scholarship available: see department chair

LSNS0314 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 Theater 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/No Pass), $450 lesson fee. Scholarship available: see department chair

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

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: SPCH1111

THTR0111 Theatrical Productions
The Theater Arts program 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/No Pass

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/No Pass

THTR0314 Performance Techniques for the Dancing Actor
This course incorporates dance and movement techniques for those interested in musical theater. Students will learn selected dance vocabulary and choreographed sequences, movement analysis, and audition and performance techniques. Students will also be required to submit a written analysis of each of the dance selections. The course will culminate in a final performance.
Fall and spring semesters. 0 credits.
Pass/No Pass

THTR1101 Theater History and Appreciation
Aesthetic Inquiry Arts (AI-A)
Visual & Creative Inquiry (VCI)
This is a broad survey course covering both the major plays, movements and artists associated with Theater as an art form and the methods and terms used when making and evaluating theater. Students learn about the conventions and elements of a variety of movements and subgenres, including Greek, Elizabethan, Restoration/Royal, Realism, Astheticism, Neo-Classical, Comedy of Manners, American Poetic Realism, and the Modern Theater. Recent additions to the course curriculum also include units on August Wilson and the Black Theater Arts Movement, Tony Kushner and the LGBTQ Theater from the 1980s to present and more recent, contemporary Broadway.
Spring semester. 4 credits

THTRCOF1102 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

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
Aesthetic Inquiry Arts (AI-A)
Visual & Creative Inquiry (VCI)
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, odd years. 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, even years. 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, even years. 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 THTR0312 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

THTR2314 Advanced Performing Techniques for the Dancing Actor
This course incorporates dance and movement techniques for those interested in musical theater. Students will learn selected dance vocabulary and choreographed sequences, movement analysis, and audition and performance techniques. Students will also be required to submit a written analysis of each of the dance selections. The course will culminate in a final performance.
Fall and spring semesters. 2 credits

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, even years. 4 credits

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 (THTR0111) 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, odd years. 4 credits
Prerequisite: THTR1101

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, odd years. 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 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

THRS1103 Exploring Catholic Theology
Religious Thought: Christian Tradition (RCT)
Religious Inquiry: Christian Tradition (RICT)
This 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
Religious Thought: Christian Tradition (RCT)
Religious Inquiry: Christian Tradition (RICT)
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

THRS1115 Jesus and Christian Ethics
Religious Thought: Christian Tradition (RCT)
Religious Inquiry: Christian Tradition (RICT)
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, 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 virtue ethics.
Spring semester. 4 credits

THRS2101 What is Religion?
Religious Thought (R)
Religious Inquiry (RI)
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
Religious Thought: Christian Tradition (RCT)
Religious Inquiry: Christian Tradition (RICT
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, odd years. 4 credits.

THRS2105 Judaism
Religious Thought (R)
Religious Inquiry (RI)
Diversity & Multiculturalism (DM)
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, even years. 4 credits

THRS2108 Religion and the Environment: Ethical Explorations
Religious Thought (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, even years. 4 credits

THRS2111 Love and Justice
Religious Thought: Christian Tradition (RCT)
Religious Inquiry: Christian Tradition (RICT)
Social Justice (SJ)
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
Religious Thought: Christian Tradition (RCT)
Religious Inquiry: Christian Tradition (RICT)
Social Justice (SJ)
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, even years. 4 credits

THRS2116 Science and Religion
Religious Thought: Christian Tradition (RCT)
Religious Inquiry: Christian Tradition (RICT)
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 semester. 4 credits

THRS2130 Catholic Social Teaching
Religious Thought: Christian Tradition (RCT)
Religious Inquiry: Christian Tradition (RICT)
Social Justice (SJ)
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, even years. 4 credits
(Cross-referenced with SOC2131)

THRS2131 Relationships and Sexuality: Christian Perspectives
Religious Thought: Christian Tradition (RCT)
Religious Inquiry: Christian Tradition (RICT)
Social Justice (SJ)
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, odd years. 4 credits

THRS2135 World Religions
Religious Thought (R)
Religious Inquiry (RI)
Diversity & Multiculturalism (DM)
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
Religious Thought: Christian Tradition (RCT)
Religious Inquiry: Christian Tradition (RICT)
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, even years. 4 credits.

THRS2154 India: Religion, Culture, Justice
Religious Thought (R)
Religious Inquiry (RI)
Diversity & Multiculturalism (DM)
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, even years. 4 credits

THRS2201 War, Peace and Religions
Religious Thought (R)
Religious Inquiry (RI)
Social Justice (SJ)
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
Religious Thought (R)
Religious Inquiry (RI)
Diversity & Multiculturalism (DM)
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, even years. 4 credits

THRS2205 The Gospels: Portraits of Jesus
Religious Thought: Christian Tradition (RCT)
Religious Inquiry: Christian Tradition (RICT
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 Infancy Gospel of James, and The Gospel of Mary Magdalene.
Fall semester, even years. 4 credits

THRS2207 Controversy in the Church: Reading the Signs of the Times
Religious Thought: Christian Tradition (RCT)
Religious Inquiry: Christian Tradition (RICT
Social Justice (SJ)
The Second Vatican Council (1962-1965) addressed the relationship between the Catholic Church and the modern world, reminding us that "the Church has always had the duty of scrutinizing the signs of the times." This course will discuss the impact of the Second Vatican Council and the key principles of Catholic social teaching. It will explore the role of the sacraments, and also address a variety of contemporary social and ethical issues, including but not limited to peace, justice, the environment, race, women's rights, and dialogue with non-Christian religions and other expressions of Christianity. It will consider the official teachings of the Magisterium, along with the perspectives of various scholars and theologians, some of which challenge current teaching. This course will also explore the question of whether reform is needed and imagining what reform might look like.
Fall semester, even years. 4 credits

THRS2209 History of Christianity: Between Prophecy and Compromise
Religious Thought: Christian Tradition (RCT)
Religious Inquiry: Christian Tradition (RICT)
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, odd years. 4 credits

THRS2211 Islam
Religious Thought (R)
Religious Inquiry (RI)
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, even years. 4 credits

THRS2212 Buddhism: Beliefs and Practices
Religious Thought (R)
Religious Inquiry (RI)
Diversity & Multiculturalism (DM)
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, odd years. 4 credits

THRS2213 Liberation Theology
Religious Thought: Christian Tradition (RCT)
Religious Inquiry: Christian Tradition (RICT
Social Justice (SJ)
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, odd years. 4 credits

THRS2217 Women in the World Religions
Religious Thought (R)
Religious Inquiry (RI)
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, odd years. 4 credits

THRS2219 Women in Christian Traditions
Religious Thought: Christian Tradition (RCT)
Religious Inquiry: Christian Tradition (RICT)
Diversity & Multiculturalism (DM)
The theologies of a diversity of women across various Christian traditions form the basis of this course. Topics include basic gender and intersectionality theory; 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, even years. 4 credits

THRS2221 Progressive Christianity
Religious Thought: Christian Tradition (RCT)
Religious Inquiry: Christian Tradition (RICT)
Social Justice (SJ)
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, odd years. 4 credits

THRS2222 Social Justice and Global Health
Religious Thought: Christian Tradition (RCT)
Religious Inquiry: Christian Tradition (RICT)
Social Justice (SJ)
This course will introduce students to social justice as understood through the lens of Catholic Social Teaching. The principles of Catholic Social Teaching will then be applied to an examination of contemporary issues in global and public health.
Fall semester,odd years. 4 credits

THRS2223 The First Christians
Religious Thought: Christian Tradition (RCT)
Religious Inquiry: Christian Tradition (RICT)
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,odd years. 4 credits

THRS3133 Social Justice and Religious Traditions
Religious Thought (R)
Religious Inquiry (RI)
Social Justice (SJ)

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, even years. 4 credits
Prerequisite: One previous THRS course or permission of instructor

THRS3203 World Religions in Conflict and Dialogue
Religious Thought: Christian Tradition (RCT)
Religious Inquiry: Christian Tradition (RICT)
Diversity & Multiculturalism (DM)
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, odd years. 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

Scientific Inquiry (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

HONOR2201 Affective Reading: Sympathy and the Institution of the English Novel

Aesthetic Inquiry Literature (AI-L)

Literary Inquiry (LI)

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

Aesthetic Inquiry Literature (AI-L)

Literary Inquiry (LI)

This course uses an interdisciplinary approach to explore Shakespeare as a powerful cultural force through which ideas about history, the literary canon, the theater, art, politics, religion, gender, sexuality, class, and society itself are produced. We focus on two plays written at the turn of the 17th century, *Twelfth Night* and *Hamlet*. In addition to doing in-depth readings of the plays in their historical contexts, we study film adaptations (Almereyda's Hamlet, 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

Social Analysis (SA)

Social Sciences (SS)

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
Moral Reasoning (M)
Ethical Rasoning (ER)
Social Justice (SJ)
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

HONORS2404 Enlightenment and the Age of Revolutions
Historical Consciousness (H)
Historical Inquiry (HI)
Beginning with The Enlightenment 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 examine the Enlightenment as a precursor to the Age of Revolutions, then study each revolution in detail, exploring 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, and consider how the past continues to influence our thinking on government, equality, dependence, and a variety of other issues facing modern global citizens.
Fall semester, according to Honors Program rotation. 4 credits.
Participation in College Honors Program

HONOR2405 Interreligious Ethics
Religious Thought (R)
Religious Inquiry (RI)
Diversity and Multiculturalism (DM)
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

HONOR2406 The Problem of God
Religious Inquiry: Christian Tradition (RICT)
Throughout the 20th and 21st centuries, theologians have responded to movements in modern and post-modern philosophy that challenged the idea of God, and of truth itself. These responses include theological anthropology, hermeneutical theology, kenotic trinitarian theology, liberation theology, political theology, and queer theology. In this course students, will be expected to learn these movements and discern their adequacy while considering their own experience and the SNDdN's commitment to social justice.
Fall semester, according to Honors Program rotation. 4 credits
Participation in College Honors Program

HONOR2501 Science in the Larger World
Scientific Inquiry (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.
Spring semester, according to Honors Program rotation. 4 credits
Participation in College Honors Program

HONORS2503 Ethics and Mental Health
Moral Reasoning (M)
Ethical Rasoning (ER)
This course examines moral issues that arise in the context of mental health practices in the West, particularly the United States. Topics explored include the commodification of mental health, the use of drugs to treat psychiatric conditions, the potential harms associated with diagnostic practice, the ethics of neuroenhancement, the relationship between mental disorder and responsibility, and the value of neurodiversity. Students also will consider what counts as a good life and whether and to what extent dominant mental health practices promote human flourishing.
Fall semester, according to Honors Program rotation. 4 credits
Participation in College Honors Program

HONOR2601 Developing Leadership and Creating Community Change
Social Analysis (SA)
Social Science (SS)
Diversity & Multiculturalism (DM)
We learn about hardship, oppression, and injustice daily, and a common reaction is to feel helpless to assist those in need. Social problems seem too large for us to confront as individuals, but doing nothing just perpetuates the cycle. Individuals and organizations 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 nature of the issues and the sociocultural and personal factors that affect our ability to foster positive social change. Learning about

the research behind prosocial behavior and specific leadership skills provides a strong foundation for creating real change in our own communities. Facilitating positive social change is challenging and requires our ability to learn and adapt. This semester, we will (a) examine the research on specific social issues, prosocial behavior, and leadership, (b) self-examine our own motives, privilege, and implicit bias that can affect our ability to work towards social justice, particularly for people whose identity and experiences may be significantly different from our own, (c) learn how organizations in our community create social change, (d) develop our own prosocial and leadership skills to help foster change, and (e) conduct a service-learning research project that can support existing programs/organizations.
Spring semester, according to Honors Program rotation. 4 credits
Participation in College Honors Program.

HONOR2605 Religion, Trauma, and Healing
Religious Inquiry (RI)
Social Justice (SJ)
No human being is immune from the experience of suffering. When faced with tragedy, why do some cling to religion, while others turn away from it? Why do some find religion to be comforting, while others experience religion as something that intensifies their pain? Why do some people call themselves "recovering Catholics?" This course will explore the definition of trauma and the ways that trauma has been produced, exacerbated, or ignored by Christian theologies and communities. It will cover issues such as, but not limited to, the Christian justifications for institutional slavery, the clergy sex abuse scandal, conversion therapy and the treatment of the LGBTQ+ community by religious institutions, domestic violence, rape culture and purity culture, body image and weight-stigma, and suicide. This course will also examine the often underrecognized connections between religion and mental health.
Spring semester, according to Honors Program rotation. 4 credits
Participation in College Honors Program

IDS1900 Travel: South Africa and Eswatini
This travel course to South Africa and Eswatini will explore the cultural, political, economic, historical, social, and health care systems found in these African nations. Students enrolling in this course are required to co-register for one of several linked courses (details provided by the Study Abroad Office each year) that provide each student with a foundation from a variety of department offerings that will provide context during the ~two week trip in May. The course will meet once a week during the spring semester in preparation for the trip, drawing from a variety of written and visual works, as well as invited guest speakers. During the trip, each night will include time for student-led reflection on the day's experiences, as well as a daily diary of personal observations. Registration for IDS 1900 with travel to South Africa and Eswatini requires co-registration with one of the following 4-credit courses: BIOL 2115 Determinants of Health and Disease IDS 1201 Perspectives on Global and Public Health COMP1000 Digital Citizenship PHIL 1205 Health Care Ethics SOC 3205 Crimes Against Humanity THRS 2222 Social Justice and Global Health
Spring semester, odd years. 1 credit

IDS2113 Basic Issues in Gender and Women's Studies
Social Analysis (SA)
Social Science (SS)
Diversity & Multiculturalism (DM)
This course takes an interdisciplinary approach to the contemporary study of women and gender. Using theory and research, we examine such concepts as gender, intersectionality, sex, and feminist

praxis. Within these four concepts, we will study the social production of gender and patriarchy; the norms of femininity and masculinity; race and racialized sexism; labor, motherhood, class, and poverty; consent and sexual violence; queer and trans theory; and contemporary feminist politics.
Spring semester, even years. 4 credits

IDS2410 Sustainability Science
(cross listed with PHYS2410)
Scientific Inquiry with Laboratory (SI-L)
This course provides an introduction to the science of sustainability and to selected issues in sustainable development. We fill 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, even years. 4 credits

IDS4194 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

ARC0101 Strategies for Academic. Success

The course provides a structure for first-year students to develop learning strategies that they can adapt to course requirements. Topics covered include goal setting, time management, textbook comprehension, note taking and exam preparation. Students may be exempted from this seminar on the basis of scores on placement tests.
Fall semester. 0 credits.
Pass/No Pass

ARC0102 Seminar for Academic Success

Spring semester. 0 credits.
Pass/No Pass

FYS0101 Academic Planning and Engagement

This course is the first half of the Fall First Year Seminar experience that prepares first-year students for the academic transition to Emmanuel College, promoting active engagement with academic strategies and resources. The program includes topics such as time management, making effective use of college resources, and academic integrity and etiquette. Upon successful completion of this 3-week program, students will receive a pass/no-pass notation on their transcript.
0 credits.
Pass/No Pass

FYS0102 RADical Hope

This course is the second half of the fall First Year Seminar experience that prepares first-year students for the transition to Emmanuel College, promoting student well-being and active engagement with academic strategies and resources. The RADical Health curriculum is a skill-based wellness experience with emphasis on connectivity, engagement, emotional intelligence, and empowerment. The final week of the program is devoted to next steps as students move toward spring semester. Upon successful completion of this program, students will receive a pass/no-pass notation on their transcript.
0 credits.
Pass/No Pass

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/No Pass

INT1010 Internship

Fall, spring and summer semesters,
0 credits.
Pass/No Pass

Graduate and Professional Programs

UNDERGRADUATE PROFESSIONAL PROGRAMS

Bachelor of Science in Nursing (RN-to-BSN)

GRADUATE PROGRAMS IN EDUCATION

Master of Education (MEd.)

(Elementary Initial Licensure and Non-Licensure Concentrations)

Graduate Certificate in Diversity, Equity and Inclusion

Graduate Certificate in English Language Learners (ELL)

Graduate Certificate in Instructional Technology for Educators

Graduate Certificate in Moderate Disabilities

Professional Development Programs for Educators

GRADUATE PROGRAMS IN MANAGEMENT

Master of Science in Business Administration (MBA)

Concentration in Business Analytics

Concentration in Human Resource Management (HRM)

Concentration in Research Administration

Graduate Certificate in Business Analytics

Graduate Certificate in Human Resource Management

Graduate Certificate in Research Administration

Graduate Certificate in Inclusive Sport Management

GRADUATE PROGRAMS IN NURSING

Master of Science in Nursing (MSN)

General Policies and Procedures

EMAIL COMMUNICATION

The Emmanuel College email account is the official communication method for all matriculated students, faculty, and staff. Once a student has been registered for their first semester courses, the College will only send emails to and respond to emails from the student's official Emmanuel College email address.

ATTENDANCE POLICY

Students are expected to attend class regularly. Each faculty member will state clearly on the course syllabus the relationship between class attendance and course grade. Faculty members may take attendance. . Non-attendance or non-participation in online courses does not constitute an official drop or withdrawal from a course. Students will remain enrolled in a course(s) unless a request for a drop or withdrawal has been made to the Office of the Registrar in writing. Students should see the academic calendar for drop/withdrawal deadlines.

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 281) 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

Matriculated students will be registered for their first course in the program by their advisor with written permission of the student. After their first completed course, students may register for classes through EC Online Services accessible via portal.emmanuel.edu. Student Planning, through EC Online Services, allows students to search for courses, plan for future terms, and schedule and register for course sections. Students should see the academic calendar for add, drop and withdrawal deadlines.

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 Eisner 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

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 an sustaining a culture of high academic standards. The Academic Integrity Policy is available on the college website.

GRADES AND TRANSCRIPTS

Faculty of record for a course will evaluate and submit final grades to the Registrar at the end of each course. 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. Information regarding transcript requests and payment is available on the Office of the Registrar website.

UNDERGRADUATE GRADING SYSTEM

Faculty members submit final grades to the Registrar five calendar days after that last class or last day of term for online courses. 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	=	0.0
INC	=	Incomplete (0.0)
IP	=	In Progress (used for two-semester-long courses)
P	=	Pass
NP	=	No Pass (For 0 credit Pass/No Pass courses
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 major courses; grades of 1.0 (D) or above are accepted for general education courses or free elective or other courses. Major courses with grades below a 2.0 (C) will need to be repeated. See the Credit Deficiency Removal/Course Repeat Policy below for more information. 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	=	0.0
INC	=	Incomplete
IP	=	In Progress (used for two-semester-long courses)
P	=	Pass
AU	=	Audit
NG	=	No Grade was submitted by the faculty member (0.0)
X	=	Non-credit item completed

For graduate courses, students must receive a grade of 3.0 (B) or higher to fulfill degree requirements. Courses with grades below 3.0 (B) will need to be repeated. See the Credit Deficiency Removal/Course Repeat Policy below for more information. 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

Credit for repeated courses will be awarded only for one of the courses and the higher of the grades will be calculated in the cumulative grade point average. If a course is completed off-campus after two unsuccessful attempts at Emmanuel, the transfer course may fulfill the requirement or serve as a pre-requisite for subsequent courses, but the higher of the two original attempts completed at Emmanuel will continue to factor into the Emmanuel GPA (one F if both grades are failing or the higher of the 'non-passing' credit bearing attempt if one or both earned credit). All original grades remain on the transcript as part of the student's academic history. Should the original grade have resulted in the student being placed on academic probation, the new grade will not affect the original probationary status, including resulting in academic suspension the following semester if the criterion for good academic standing is not met at the conclusion of that semester.

It is the student's responsibility to submit a completed Credit Deficiency Removal form from the available on the Office of the Registrar's webpage to register for a course repeat to complete the process.

TEMPORARY 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. Incomplete grades are submitted to the Office of the Registrar via the online grading tool within ECLearn during the final grade submission. Faculty will complete the Incomplete Grade Form in conjunction with the grade submission for each INC grade awarded.

An INC grade carries 0.00 quality points, until the faculty member has submitted a final letter grade to the Office of the Registrar and a grade change is processed. This may result in a term GPA below 2.0 for undergraduate students or below 3.0 for graduate students. Regardless of the reason for INC grades, any term GPA below 2.0 for undergraduate students or under 3.0 for graduate students will place the student on Academic Probation.

If a student with an INC grade(s) is placed on Academic Probation for a term GPA below 2.0, and the final grade(s) submitted increases the term GPA to a 2.0 or above, the student's probationary status for that semester will be expunged from the student's record and academic history.

Outstanding work noted on the INC form must be completed within 28 days of the term ending. Faculty have 7 days after this date to submit the final letter grade to the Registrar. Incomplete grades not received by the deadline automatically become an F (0.0). 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 Grade Grievance Process outlined below.

GRADE GRIEVANCE POLICY

The faculty on record for a course will grade all assignments, including the final exam, and submit the official final grade to the Office of the Registrar. Only the faculty on record may officially change a grade.
If on review, a student wishes to challenge a grade, whether on an individual assignment or the final transcripted grade, the formal procedure should be followed in the order listed below. Students may appeal a grade no later than one year after the course was completed. Unless a calculation error occurs, records of students who have graduated are final and cannot be amended.

1. **The student determines an error has been made by consulting with the faculty member involved and/or consultation with the Registrar (or other officer involved).**

2. **Faculty Discussion:** The student should consult with the faculty on record for the course for an informal discussion to challenge the grade. If after discussing with the faculty member, the student believes the grade is still in error or was arbitrary, the student may choose to petition to the department chair by email. If the faculty member was an adjunct no longer employed by the College, the student should consult with the Department Chair. Typically, the faculty member will try to be reached to resolve the issue first.

3. **Department Chair:** The Department Chair may after discussing with the student, consult with the faculty member regarding the grade. If the resolution after discussing with the situation is not to the satisfaction of the student, the student may petition by email to the Dean of the School under which the course in question is housed.

4. **Dean:** If the student is not satisfied with the resolution after consulting with the Department Chair, the student may email the Dean to discuss the situation

5. **Vice President of Academic Affairs/Chief Academic Officer**: If after review by the Dean, the student wishes for additional consideration, the student may petition to the Vice President of Academic Affairs in writing. The VPAA will review the situation and inform the student of a decision regarding the grievance. The VPPA decision is final and cannot be appealed.

REPORTS AND RECORDS

Final grades are available online at the close of the semester. 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. Transcript request and payment information is available on the Registrar webpage on the College website. Unofficial transcripts can be accessed by current students on Student Planning.

The Office of the Registrar maintains the student education record. The Emmanuel College transcript, including student graduation information, as well as student demographic information, and class and grade rosters are maintained permanently. All other student education records are maintained by the College for a minimum of seven years after the student's last active enrollment.

Process for Access, Obtaining, and Explanation of the Education Record
Students have the right to review and challenge their education records. Each 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, receipt of any services or benefits from such an agency or institution.

Students may view their final grades on Student Planning (EC Online Services). During the semester, students can view their individual course assignments and grades on ECLearn.

To request access to their entire academic records, the student should contact the Office of the Registrar. On an agreed upon date, the student and the Registrar (or delegate) will provide access to the record and respond to any questions regarding the record. Students may request copies of their education record. High school and other college transcripts may be provided with a "Copy" notation and only provided to the student. Emmanuel will not send non-Emmanuel transcripts to third parties, including other institutions.

This review applies to evaluation material submitted on/after 1975 unless access is waived by the student. The College reserves the right of 45 days for compliance of the request. Each office maintains a record of anyone who has requested and obtained access to each student's record.

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

Students enrolled in the Graduate and Professional Program courses will be reviewed for academic standing every seven weeks at the end of each term. Undergraduate students who have a term GPA below 2.0 and graduate students with a term GPA below 3.0 will be placed on academic probation for the next term enrolled. During this probationary period 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 the probationary period, the student will be dismissed from the College regardless of cumulative GPA. 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 on the Registrar's Office Privacy page of the College website.

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. Students who wish to prevent the release of directory information should contact the Office of the Registrar for this form.

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.

School officials who need access to student records to fulfill the official duties of their position may access appropriate student records without student consent. 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 hand-written 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 on the Office of the Registrar Privacy page on the College website.

TRANSFER CREDITS AND NON-TRADITIONAL CREDITS

All potential transfer credits from other regionally accredited institutions are required to be submitted to Graduate and Professional Programs. No credit will be granted for the following: vocational coursework, continuing education units, pre-collegiate or remedial courses, including any ESL coursework, social activities, or correspondence courses. Military courses on a Joint Services transcript with content that are within the scope of programs offered at Emmanuel will be accepted for credit. 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. Students enrolled in the Bachelor of Science in Business Administration program may transfer in a total of 80 credits. Undergraduate students enrolled in the RN-BSN program may transfer up to 96 credits, of which up to 40 credits may transfer in for nursing courses completed within the student's Associates Degree in Nursing or from an approved nursing diploma program when provided with grades and credits or contact hours for nursing courses within the diploma program detailed on the transcript. Graduate students cannot transfer more than six credits toward the graduate degree.

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. Requests for coursework off campus will be evaluated by the Office of the Registrar in consultation with the Department if appropriate. 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 available on the Office of the Registrar webpages, 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.

Undergraduate GPP students may earn college credit before or after acceptance by taking any of the following examinations: CLEP and DSST. Credits earned through documentation of college-level learning are considered transfer credits. Exam course/degree requirement equivalencies are available on the Office of the Registrar webpages. 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 and DSST exams must be completed and results submitted to the Office of the Registrar 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 should be directed to the student's Academic Advisor and the Office of the Registrar.

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 the graduate's final cumulative grade point average as listed below:

Latin Honors	Final Cumulative Avg.
Summa cum laude	3.900-4.000
Magna cum laude	3.700-3.899
Cum laude	3.500-3.699

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 30 credits is required for a graduate degree. Students must earn a 3.0 (B) or higher in graduate courses and 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 32-credit residency requirement.

DEGREE AND CERTIFICATE APPLICATIONS

The student must submit a Degree Application to the Office of the Registrar via EC Online Services by September 15th for December completion, by February 15th for May completion, and June 15th for September 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 September, and May. Note: Students completing certificate programs do not participate in Commencement.*

Students who apply and are accepted into the graduate degree programs at Emmanuel will in the natural course of fulfilling the degree requirements complete the coursework required for the respective certificate program offered at Emmanuel. Degree-seeking students are not eligible to receive the certificate and will be awarded only the senior credential, the degree, upon completion of the degree requirements on the degree conferral date.

DEGREE CONFERRAL AND FINAL TRANSCRIPT

Emmanuel College confers degrees three times per year. The first conferral is on the date of the May commencement ceremony. The second conferral is September 15th and the third conferral is December 31st. Students who do not complete all degree requirements by the spring semester grades due date will be considered September graduates and students who complete requirements between September 16 and December 31 will be December graduates. Written verification of degree completion is available upon request from the Office of the Registrar. The degree, including any major and minor declared at the time of conferral will be the student's official academic program for that degree level.

Once a student's degree is conferred, the student's record for that academic program and level has permanently closed and changes will not be made to the record after the conferral date. Students will be asked to verify their degree and program in writing prior to the degree conferral. Any additional coursework completed after the degree conferral will not impact the credentials nor final cumulative GPA at the time of the conferral.

The final official transcript includes the student's posted degree and conferral date, major and any applicable Latin Honors (for undergraduate students), graduate nursing tracks and any Education certifications. The diploma lists the students name, degree, and any applicable Latin Honors (for undergraduate students)

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.

Outstanding financial obligations to the College may impact a student's ability to request a transcript, receive their diploma, or participate in Commencement. 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. (Note - School of Nursing requirements may differ. Please see the School of Nursing Student Handbook for specific prerequisite and course restriction information.)

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 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.

For more information, stop by the ARC in LIB-G04 on the lower level of the library, call 617-735-9755 or e-mail arc@emmanuel.edu

LESLIE FERRICK MCCAFFERTY CAREER CENTER

careercenter@emmanuel.edu
The McCafferty 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 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 LEARNING COMMONS

The Learning Commons – which includes traditional library services as well other academic support services such as academic technology assistance – is focused on supporting learning and scholarship at Emmanuel. The Learning Commons offers ample study space, including individual study carrels, group study rooms and custom-designed tables with power and lighting. In addition, there are 8 PCs with specialized software available in the reading room for student use.

The Learning Commons is open over 106 hours per week during the academic year, and offers extended hours during exam periods. Our staff takes pride in offering expert assistance in a warm, welcoming environment. Each full-time staff member has at least one advanced degree in areas including information science, history,

education, instructional design and law. Librarians also partner with ARC writing specialists to offer drop-in workshops on research and writing. Research librarians are also available for individual consultations by appointment or on a walk-in basis over 90 hours per week, including nights and weekends. Research help is also available via online chat, email or phone. Our part-time front desk staff at the Learning Commons have been trained in both basic IT and library services. Services available at the front desk include basic technology assistance, checking out books, dvds, games, cameras, chargers, and other media equipment, as well as course reserves.

The Learning Commons provides outstanding access to scholarly materials needed for all College areas of study. In addition to over 300,000 print and e-books, the College subscribes to thousands of journals, magazines, and newspapers, as well as dozens of specialized scholarly databases which are available using your portal ID and password anywhere on or off campus, 24/7. The Learning Commons is also part of a consortium that includes numerous nearby colleges, so Emmanuel students, faculty and staff can borrow books from those libraries as well. In addition students have full privileges at the award-winning Boston Public Library, located just 1.6 miles from campus. Our librarians also welcome suggestions for book purchases and can obtain books from libraries across the country to be delivered for student use.

The Learning Commons partners with groups across the Emmanuel community to offer a huge variety of programs including poetry readings, author talks, tours, exhibitions, films, and more. In addition, the Janet M. Daley Library Lecture Hall (239 seats) provides a theater-style venue for lectures, film screenings, courses, programs and special events. Also on the first floor of the Learning Commons is the DiscoveryLab, a student makerspace that includes 3D printing, a laser cutter, button making, a Cricut machine, a sewing machine, electronics and more. The DiscoveryLab hosts a variety of workshops and offers drop-in hours for students to learn, innovate and create on their own.

STUDENT ACCESSIBILITY AND ACCOMMODATIONS

Emmanuel College is committed to providing full access of its educational programs for students with documented disabilities/impairments . We practice a nondiscriminatory policy and offer reasonable accommodations to students with documented disabilities. The Student Accessibility and Accommodations office ensures that students with disabilities/ impairments 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 Student Accessibility and Accommodations in the Academic Resource Center at accommodations@emmanuel.edu or visit the Emmanuel College website.

Finances

Emmanuel College is committed to providing a quality education at an affordable price. The following pages provide information regarding tuition prices, billing procedures, and payment options including financial aid, to help students pay for their Emmanuel College education in the way best suited to their personal situation.

Please contact the Office of Student Financial Services (OSFS) at 617-735-9938 or at **financialservices@emmanuel.edu** for questions regarding this information.

Tuition Rates

Undergraduate Nursing (RN–BSN)	$1,600 per 4 credit course
Graduate Nursing	$2,600 per 3 credit course
Graduate Education	$2,200 per 3 credit course
Graduate Business and Management	$2,200 per 3 credit course

BILLING PROCEDURES & PAYMENT METHODS

Tuition bills are made available via EC Online Services (**https://ecss.emmanuel.edu/student**) and payment is due prior to the start of classes. Please find a listing of payment options below.

Online Payments:

Online payments including credit card, debit card and ACH payments may be made via the student Billing and Payment Center on **EC Online Services**.

Personal Checks:

Checks may be made payable to Emmanuel College and mailed to:

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

Please include your name and Emmanuel ID number on the check.

Employer Tuition Benefits:

Many employers offer tuition assistance benefits; we encourage you to contact your employer regarding eligibility. Emmanuel offers a Tuition Deferment Payment Plan to students who are receiving tuition reimbursement from their employer; contact the Office of Student Financial Services for additional information on this option. Emmanuel also has direct billing relationship with some employers where the employer is billed directly for a cohort of students. Should your employer wish to participate in this program with Emmanuel, they may contact the Office of Graduate and Professional Programs at 617-735-9700.

Financial Aid:

Financial assistance in the form of scholarships, grants, student loans, and veterans benefits are available to help students pay for an Emmanuel College education.

FINANCIAL AID

Additional details on the different types of financial aid described below may be found on the **Financial Aid and Scholarships** page of our website.

Emmanuel College Scholarships

Students who are Emmanuel College alumni, currently employed by one of the College's partner organizations, or a members of certain professional associations may qualify for a partial tuition scholarship. Graduate and Professional Program students may also be considered for a limited number of donor-funded scholarships.

Federal and State Financial Aid

General eligibility requirements to receive federal and state financial aid may be found at **studentaid.gov/understand-aid/eligibility/requirements**. Eligibility for specific types of aid varies based on the student's program, enrollment status (see table below) and the criteria of specific awards.

Enrollment Status	Credits per Semester
Undergraduate	
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
Graduate	
Full-time	6 or more credits
Half-time	3-5 credits
Less than half-time	Less than 3 credits

Students who apply for financial aid will have their eligibility reviewed for the following financial aid programs:

Graduate Students:

Students enrolled in a graduate level program may be eligible for Federal Direct Unsubsidized Loan, Federal Direct PLUS Loan, and Federal TEACH (Teacher Assistance for College and Higher Education) Grant.

Undergraduate Students:

Students enrolled in the Undergraduate Nursing (RN to BSN) program may be eligible for Federal Direct Subsidized Loan, Federal Direct Unsubsidized Loan, and Federal Pell Grant. Massachusetts residents may also qualify for the MASSGrant.

To apply for federal and/or state financial aid for the 2024-2025 academic year, students are required to complete both:

- A 2024-2025 Free Application for Federal Student Aid (FAFSA) at **fafsa.gov/**. Emmanuel's federal school code is 002147.
- A **2024-2025 Emmanuel College Application for Financial Aid**, which is available on the Graduate and Professional Programs section of the Emmanuel College website.

Students planning to use financial aid to pay the tuition bill should apply no fewer than three weeks prior to the start of the term. Once the FAFSA has been received by the OSFS, if additional information is required to determine eligibility for financial aid, the student will be contacted by email. Once financial aid eligibility is determined, the student is notified by email that the financial aid offer is available to view on **EC Online Services**.

Please note:

- Withdrawal or reduction in credit load may result in an adjustment to or cancellation of financial aid.
- For a student to be eligible for federal financial aid, all applications and other required documentation must be received by the OSFS at least two weeks prior to the

end of the student's last enrolled term of the academic year.
- Federal and state financial aid is awarded on an annual basis, and for continued eligibility students must reapply each academic year and maintain Satisfactory Academic Progress toward their degree. Satisfactory Academic Progress 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 64 for more information regarding Satisfactory Academic Progress.

Private Educational Loans

Private educational loans are available for students who will be enrolled in a less than half-time status, are not eligible for federal student loans, or who have a remaining balance after financial aid. Emmanuel College has a dedicated ELM Select site (https://www.elmselect.com) where you can begin researching private loan options to identify the lender whose terms best meet your needs; you may also choose to use a lender that is not included on the ELM Select site.

Military and Veterans Tuition Assistance

Emmanuel College proudly welcomes military members and veterans. We participate in the Post-9/11 GI Bill® and the Yellow Ribbon Program to help make affording an Emmanuel education easier for U.S. military veterans. For more information please visit the Financial Aid & Scholarships page on the Graduate & Professional Programs section of the Emmanuel College website.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at https://www.benefits.va.gov/gibill.

COURSE WITHDRAWAL AND REFUND POLICY

To withdraw from a course, please contact the Office of the Register by e-mail at regmail@emmanuel.edu or by phone at 617-735-9960. **Non-attendance does not constitute withdrawal; students who do not officially withdraw will be responsible for the full cost of the course.**

Course Add, Drop and Withdrawal Policies by Program

Face to Face, Hybrid Courses and Online	Summer 2024		Fall 2024		Spring 2025		Refund	Grade
	Session 1	Session 2	Session 1	Session 2	Session 1	Session 2		
Course Offerings Available Online	3/18/24	3/18/24	5/20/24	5/20/24	8/15/24	8/15/24		
Registration Opens via Student Planning*	4/2/24	4/2/24	6/1/24	6/1/24	9/3/24	9/3/24		
Last Day to Add* - *New Students*	5/16/24	7/11/24	8/29/24	10/24/24	1/9/25	3/6/25		
Start of Term	5/20/24	7/15/24	9/3/24	10/28/24	1/13/25	3/10/25		
Last Day to Add- *Current Students*	5/22/24	7/17/24	9/4/24	10/30/24	1/15/25	3/12/25		

Face to Face, Hybrid Courses and Online	Summer 2024		Fall 2024		Spring 2025		Refund	Grade
	Session 1	Session 2	Session 1	Session 2	Session 1	Session 2		
Last Day to Drop & Receive Full Refund** *7-week courses: student responsible for 100% tuition after 6 p.m. EST*	5/27/24	7/22/24	9/10/24	11/4/24	1/20/25	3/17/25		
14-Week Courses: Withdrawal Deadline with 75% Refund	6/3/24		9/17/24		1/27/25		75%	"W"
4-Week Courses: Withdrawal Deadline with 50% Refund	6/10/24		9/17/24		2/3/25		50%	"W"
14 Week Courses: Course Withdrawal Deadline with 25% Refund:	6/17/24		10/1/24		2/10/25		25%	"W"
7-Week Courses: Last Day to Withdraw* with grade of W	6/17/24	8/12/24	10/1/24	11/25/24	2/10/25	4/7/25	0%	"W"
Pass/Fail or Audit Declaration Due Date***	6/17/24	8/12/24	10/1/24	11/25/24	2/10/25	4/7/25		P,F, or AU
14-Week Courses: Last Day to Withdraw with grade of W *Withdrawal not permitted after 6 p.m. EST. After this deadline, students will receive a grade of F or letter grade earned.*	6/24/24		10/1/24		2/17/25		0%	"W"
Last Day of Term	7/7/24	9/1/24	10/21/24	12/16/24	3/2/25	4/27/25		N/A
Grades Due to Registrar	7/12/24	9/6/24	10/27/24	12/21/24	3/7/25	5/2/25		Grade Earned, W, P, AU

**New students will not be able to register via Student Planning. First registration in a program will be facilitated by the Admissions Counselor with the Office of the Registrar*

*** Student must contact the Office of the Registrar to make the registration change (add/drop/withdrawal) prior to 6 p.m. EST of date listed to receive the respective refund, if applicable, and/or grade*

**** Pass/Fail options are not applicable to fulfill graduate level degree requirements. Pass/Fail is available to undergraduates for a total of two (2) free elective courses during their Emmanuel career.*

Impact of Withdrawal on Financial Aid Eligibility

- Federal Financial Aid:
  When the student's official date of withdrawal falls between the first day of classes and the 60% point of the term, Federal Title IV financial aid (Pell Grant, TEACH Grant, Direct Loans, Direct PLUS Loans), is pro-rated based on the percentage of the term completed by the student. For example, if you completed 30% of the semester, you are eligible to receive 30% of the federal financial aid you were originally scheduled to receive. Student loan repayment may begin at or shortly after the date of withdrawal. Information regarding loan repayment can be found at studentaid.gov/.

- Other Sources of Financial Aid:
  State, private and military financial assistance will be adjusted based on the requirements of the specific funding source.

STUDENT BUDGETS

Student budgets, sometimes referred to as the "Cost of Attendance," are determined by degree or certificate program and enrollment status. A budget contains direct expenses (tuition) and estimated costs for living expenses (housing and food), fees, books, supplies, transportation, and personal expenses. If a change in any of the listed expenses occurs, the budget may be recalculated and a student will be notified if their financial aid eligibility changes. The following are sample budgets used to calculate student eligibility for financial assistance at Emmanuel College for the 2024-2025 school year. Individual budgets will vary based on enrollment status and program. For more information about tuition costs for each of our programs, please visit the **Tuition and Fees** page of our website.

Graduate Education and Business & Management Programs	**8 months (4 courses)**	**12 months (6 courses)**
Tuition	$ 8,800	$ 13,200
Food and Housing	$ 15,680	$ 23,520
Books and Supplies	$ 440	$ 660
Transportation	$ 400	$ 600
Personal/Misc	$ 1,200	$ 1,800
Average Loan Fees*	$ 126	$ 126
TOTAL**	**$26,646**	**$39,906**

**Average loan fees based on 2022-23 federal loan fees for Graduate students*

***Master of Education-Teaching: add $620 for estimated licensure costs (final year in program only)*

Graduate Nursing Programs	**8 months (4 courses)**	**12 months (6 courses)**
Tuition	$ 10,400	$ 15,600
Food and Housing	$ 15,680	$ 23,520
Books and Supplies	$ 440	$ 660
Transportation	$ 400	$ 600
Personal/Misc	$ 1,200	$ 1,800
Average Loan Fees*	$ 126	$ 126
TOTAL	**$28,646**	**$42,306**

Undergraduate Nursing (RN-BSN) Program	**9 months (6 courses)**	**12 months (9 courses)**
Tuition	$ 9,600	$ 14,400
Food and Housing	$ 17,680	$ 23,520
Books and Supplies	$ 660	$ 990
Transportation	$ 450	$ 600
Personal/Misc	$ 1,350	$ 1,800
Average Loan Fees*	$ 55	$ 55
TOTAL	**$29,755**	**$41,365**

**Average loan fees based on 2022-23 federal loan fees for RN-BSN & Graduate students*

CREDIT BALANCE REFUND POLICY

Students may have a credit balance a credit balance on their account with the College due to a variety of reasons including overpayment or financial aid in excess of tuition cost. Students can request to have the credit refunded to them by completing an online **Credit Balance Refund Request Form** which can be accessed via the Tuition & Fees page on the Graduate & Professional Programs section of the Emmanuel College website. Once the refund request form is received by Student Financial Services, payment in the amount of the refund will be processed to the via the method (direct deposit or paper check) specified on the refund request form.

Students who have a credit balance on their Emmanuel account solely due to excess Title IV financial aid will automatically have the excess funds refunded to them within 14 days of the aid being disbursed to their Emmanuel account. Title IV financial aid consists of Federal Direct Loans, Federal Direct Graduate PLUS Loans, Federal Pell Grants, Federal Supplemental Educational Opportunity Grant (SEOG) and Federal TEACH Grants. 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 Balance Authorization Form, which may be found on the **Forms and Resources** page on the Graduate Tuition & Aid section of the Emmanuel College website.

DELINQUENT ACCOUNTS

Students with a past-due balance are ineligible to attend classes, register for future courses or receive a diploma, and may be ineligible to receive 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.

HEALTH INSURANCE

The Commonwealth of Massachusetts requires students enrolled at least three-quarter time in face-to-face classes to be covered under an acceptable health insurance plan. All students enrolled in face-to-face courses at least three-quarter time will be automatically billed for the cost of the insurance, unless they have submitted an online waiver form documenting comparable existing coverage.

Students enrolled at least three-quarter time in online courses have the option to enroll in the student health insurance plan but are not required to do so. Students who are interested in enrolling in the health insurance plan should contact the Office of Student Financial Services for rates and additional information.

UPDATING DEMOGRAPHIC AND CONTACT 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

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. Course by course and credential evaluation certified by an international credential evaluating service member of NACES (NACES.org), with preferred evaluations from World Education Services, (wes.org). While a credential service will evaluate the authenticity, level, grade and credit conversion and credential of the coursework completed, the Emmanuel College Office of the Registrar will evaluate the courses, in consultation with the Departments, for applicability to the degree requirements and course equivalencies. Course descriptions and syllabi, certified translated in English, should be sent to Emmanuel for evaluation at the time of application.*

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

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 Infomatics and Computer Applications
NURS3112	Leadership and Professional Issues in Nursing
NURS3114	Diversity in Health Care and Contemporary Healing Interventions
NURS4118	Community Health and Health Promotion in Nursing Practice
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,and 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 Electives (three courses)

Total Requirements for Degree: 128 credits

RN-BSN students may transfer up to 96 credits, including up to 40 credits, awarded for an associate degree in nursing or from an approved nursing diploma program when provided with grades and credits or contact hours for nursing courses within the diploma program detailed on the transcript.

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

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.

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, acupressure, 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. Socioeconomic, 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.
4 credits.

Prerequisites: NURS 3101, NURS 3103, NURS 3105, NURS 3108, NURS3112, NURS3114

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

Graduate Admissions Requirements

GRADUATE ADMISSIONS REQUIREMENT

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 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. a member of NACES (https://www.naces.org/members), with preference for World Education Services (WES)."

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 30 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 and a minimum grade of B (3.0) required in each course applied to the degree. 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 for programs requiring 36 credits. A maximum of one course (three credits) earned at the graduate level may be accepted for programs requiring 30 credits. 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 and evaluated by the Office of the Registrar. 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. Students should utilize the Progress screen on their Student Planning accounts to track progression toward degree completion.

Master of Education (M.Ed.)

ELEMENTARY INITIAL LICENSURE AND NON-LICENSURE CONCENTRATIONS

PROGRAM DESIGN

The 36-credit **Master of Education (MEd) Degree program** is designed to meet the Standards for Professional Educators issued by the Massachusetts Department of Elementary Education for **Initial Licensure in teaching in the elementary level (grades 1-6)**.

The 30-credit **non-licensure Master of Education (MEd) concentration** focuses on the teaching and learning process in educational contexts where students customize their educational research or concentration to meet their career goals.

COURSE REQUIREMENTS - ELEMENTARY INITIAL LICENSURE

Required Core Courses (6)

EDUC5018	Behavior Management
EDUC5115	Documenting and Assessing Student Learning
EDUC5200	Complexities of Urban Education
EDUC5207	Learning, Teaching /Curriculum Development
EDUC5318	Educating Diverse Students
EDUC5625	The School as Community

Elementary Licensure Track Courses (4)

EDUC5202	Literacy (Focus: Reading / Writing)
EDUC5206	Explorations in Math Education (STEM)
EDUC5300:	Sheltered English Instruction
EDUC5905	Educational Tech/Media

Student Teaching Practicum

EDUC5467	Practicum and Seminar

LICENSURE INFORMATION

Candidates must pass the following Massachusetts Tests for Educator Licensure (MTEL) prior to formal acceptance into the student teaching practicum:

Elementary candidates:

- Communication and Literacy (01)
- General Curriculum—multi-subject and math subtests (03)
- Foundations of Reading (90)

COURSE REQUIREMENTS - NON-LICENSURE

Required Core Courses (6)

EDUC5210	Politics of Education Policy
EDUC5115	Documenting and Assessing Student Learning
EDUC5200	Complexities of Urban Education
EDUC5207	Learning, Teaching /Curriculum Development
EDUC5318	Educating Diverse Students
EDUC5625	The School as Community

Choose three (3) electives and a (1) capstone experience from the following concentrations:

Research

The Research electives focuses on the teach in and learning processes in educational contexts where students customize their educational research to meet their career goals.

EDUC5128	Critical Inquiry into Teaching and Learning
EDUC5307	Research in Content Area I
EDUC5306	Collecting and Using Data in Educational Research
EDUC5308	Research Capstone

Instructional Technology *

The IT electives provides content to meet the requirements for an add-on license as an Instructional Technology Specialist Teacher through DESE competency review.

EDUC5903	Instructional Design Principles and Practices
EDUC5905	Educational Technology and Media
EDUC5907	Instructional Design Capstone
EDUC5909	Special Topics in Education

Moderate Disabilities*

Moderate Disability electives focus on advanced pedagogy, assessment, and current curriculum strategies in working with students with exceptionalities.

EDUC5018	Behavior Management
EDUC5750	Teaching Students with Disabilities for General Education Professionals
EDUC5762	Moderate Disabilities Internship and Seminar

English Language Learners*

ELL focuses on the current foundational and pedagogical strategies needed to effectively serve those who are learning English as a second language.

EDUC5202	Literacy (Focus: Reading / Writing)
EDUC5418	Literacy and Language Development for English Learners
EDUC5581	ELS Internship and Seminar

**M.Ed. Candidates who possess an initial license can complete courses which lead to an add-on license. Emmanuel's licensure officers review course work and submit a Verification of Internship Completion to support the candidate's application for the add-on license.*

GRADUATE CERTIFICATE IN DIVERSITY, EQUITY AND INCLUSION

The Certificate in Diversity, Equity & Inclusion at Emmanuel College prepares you with the core knowledge needed to work successfully in non-profit, public and private industries. The curriculum challenges you to develop skills that will allow you to think critically, develop effective programs and practices, and build a framework for inclusive leadership for yourself and your organization across industries.

REQUIREMENTS:

DEI5001	Foundations of Diversity, Equity and Inclusion
DEI5002	Identifying and Addressing Bias in the Workplace
DEI5003	Building Inclusive Organizational Cultures and Leadership Skills

GRADUATE CERTIFICATE IN ENGLISH LANGUAGE LEARNERS (ELL)

Emmanuel's English Language Learner certificate program gives educators the knowledge and skills they need to help students at all levels of English proficiency. Coursework prepares educators to effectively shelter their content instruction, which allows English language learners (ELLs) to access the curriculum and succeed in the classroom. Students who complete Emmanuel's English Language Learner certificate program will be eligible for the state's SEI Teach Endorsement.

(Note: This program is not a requirement for earning a Master of Education degree at Emmanuel College.)

REQUIREMENTS:

EDUC5202	Literacy (Focus: Reading / Writing)
EDUC5418	Literacy and Language Development for English Learners
EDUC5581	ELS Internship and Seminar

GRADUATE CERTIFICATE IN INSTRUCTIONAL TECHNOLOGY FOR EDUCATORS

Emmanuel College's Graduate Certificate in Instructional Technology Program is an online, three-courses graduate offering that prepares teachers with the skills needed to support technological advancement training in the classroom and beyond.

Emmanuel's program combines a personalized, mentor-guided, relevant education with real-world experience. The program's focus one-on-one mentorship and practical experience sets it apart from other Instructional Design Programs. Upon completion of the program, students will have a strong understanding of instructional systems, design principles, learning practices, and posses a robust portfolio of online and multimedia material.

REQUIREMENTS:

EDUC5903	Instructional Design Principles & Practices
EDUC5905	Educational Technology and Media
EDUC5907	Instructional Design Capstone

GRADUATE CERTIFICATE IN MODERATE DISABILITIES

The three-course program provides licensed educators with content in strategies for teaching students with disabilities and diverse learning styles.

The courses and seminar meet the following competencies for an add-on Moderate Disabilities license:

- Educational terminology for students with mild to moderate disabilities;
- Preparation, implementation, and evaluation of Individualized Education Plans (IEPs);
- Design or modification of curriculum, instructional materials, and general education classroom environments for students with moderate disabilities;
- Federal and state laws and regulations pertaining to special education;
- Coverage of Knowledge of services provided by other agencies;
- Ways to prepare and maintain students with disabilities for general education classrooms;
- Instruction on the appropriate use of augmentative and alternative communication and other assistive technologies.

REQUIREMENTS:

EDUC5018	Behavior Management
EDUC5750	Teaching Students with Disabilities for General Education Professionals
EDUC5762	Moderate Disabilities Practicum/ Seminar

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.

COURSE DESCRIPTIONS

**Unless otherwise noted, all courses are 3 credits.*

DEI5001 Foundations of Diversity, Equity and Inclusion

This course is designed to develop leaders who are equipped to address challenges to educational equity that are rooted in U.S. history and prevalent in the contemporary field of education. The course will use case studies to examine and respond to these

issues of unequal access with attention to their historical and contemporary causes. Upon the completion of the course, students will be able to analyze and address these issues on the macro and micro levels and use an array of resources to inform particular challenges of educational practice. The final assignment will be a capstone project in which students will identify an issue and create an initiative to achieve equity. Previously approved as an undergraduate course, this course will add graduate requirements (reflected in the attached course outline). These consist of: 1) additional readings for each course session, 2) additional research for capstone project resulting in an extensive research paper on the chosen issue. This additional research will include at least one live interview with a contemporary practitioner.

DEI5002 Identifying and Addressing Bias in the Workplace
Discrimination in the workplace can often present itself as inconspicuous, indirect, and often unconscious. Even if we don't mean to offend others, our words and actions can sometimes communicate bias and make others feel excluded. Laws do not always protect against subtle prejudice and, because of its covert nature, it is difficult to observe and frequently goes undetected by both the employee perpetuating the bias and the employee affected by it. These subtle acts of exclusion, whether intentional or unintentional, are often referred to as "microaggressions" and can have a negative impact in the workplace. In this course, students will begin to open up the conversation, give a common language to this important topic, allow a safe place to be introspective, and understand where they are personally on the bias continuum. This course will provide an opportunity to learn and reflect on bias - what it is, how it is formed and what individuals and organizations can do to change it.

DEI5003 Building Inclusive Organizational Cultures and Leadership Skills
This course is designed to equip students with the knowledge and skills needed to build and sustain inclusive organizational cultures, and build their capacity as inclusive leaders. This course begins with a focus on complex topics such as identity, power, privilege, and systemic inequities. The course then moves to approaches to developing a culture of belonging while increasing students' awareness and understanding of inclusive leadership practices through an examination of the inclusive leader continuum. The last portion of the course examines governance structures that drive decision-making in organizations as well as the adaptive leadership skills needed to manage transitions in organizations. The final class provides an experiential learning opportunity to work with a diversity, equity, inclusion, and belonging framework that supports inclusive leadership practices.

EDUC5018 Behavior Management
This course examines the theoretical and practical issues that teachers must address as they promote positive behavior management in an inclusive classroom. Topics to be studies include: the definitions of behavior and inclusion; the legal foundations regarding behavior management; best practices to promote student engagement and positive behavior; cultural diversity in an inclusive classroom; the IEP process; FBAs and BIPs; strategies to respond to and intervene with challenging behavior; and social skill development.

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
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.

EDUC5210 The Politics of Education Policy: Developing Agency
Education is a fundamental tenet of American society. In fact, the right to a sound education is enshrined in many state constitutions. Yet, debate over how best to affect a quality and effective educational system has pervaded American politics and society since the country's founding. This debate has involved the equitable funding and distribution of resources, assessment, issues of race, gender, and socioeconomic class, teaching standards and qualifications, and curriculum on the K-12 level, as well as in colleges and universities. This course explores the debate surrounding educational policy in the American political system. Politics is often about conflict over values and resources. Education policy embodies this conflict quite clearly. We will assess the social, cultural, and political factors influencing the crafting, implementation, and assessment of education policy in the United States. This course is designed for students pursuing their M.Ed.

EDUC5218 Critical Inquiry into Learning and Teaching
This introductory course orientates students in the research concentration which focuses on the teaching and learning processes in education. Students gain knowledge and expertise

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

EDUC5306 Collecting &Using Data in Education Resesarch
Students will explore quantitative, qualitative and mixed-method approaches to collecting and analyzing data of educational research topics. Students will determine the best methods for answering their individual research question/s, collect their data, conduct analysis of their data, and identify meaningful findings.

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.

EDUC5318 Educating Diverse Students
This course is designed to develop leaders who are equipped to address challenges to educational equity that are rooted in U.S. history and prevalent in the contemporary field of education. The course will use case studies to examine and respond to these

issues of unequal access with attention to their historical and contemporary causes. Upon the completion of the course, students will be able to analyze and address these issues on the macro and micro levels and use an array of resources to inform particular challenges of educational practice. The final assignment will be a capstone project in which students will identify an issue and create an initiative to achieve equity. Previously approved as an undergraduate course, this course will add graduate requirements (reflected in the attached course outline). These consist of: 1) additional readings for each course session, 2) additional research for capstone project resulting in an extensive research paper on the chosen issue. This additional research will include at least one live interview with a contemporary practitioner.

EDUC5401 Child and Adolescent Development
This course offers a comprehensive view of research and theories dealing with the development of individuals from birth through adolescence. Students wil 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.

EDUC5418 Literacy and language Development for English Learners
The purpose of this course is to prepare teacher candidates with the knowledge and skills to effectively and explicitly support the English literacy and language development of English learners (ELs) in grades preK-12. Students will examine the structure of language and language subsystems, read seminal and current research on L1 and L2 language acquisition, analyze and evaluate best practices for teaching and assessing ELs across the language domains, and consider the sociocultural factors that play a role in ELs' education in US schools. This course is supported by EDUC5518which is the seminar and 150-hour practicum in an ESL classroom. EDUC 5300 is a prerequisite for this course as it will expand on and further develop the skills and understandings introduced in that course.

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 MTELs for licensure area.

EDUC5518 ESL Internship and Seminar
A 150 hour practicum experience in an ESL classroom under the direction of a licensed ESL teacher a college program supervisor. The practicum is designed for students who have taken, or are enrolled in EDUC5418: Literacy and Language Development for English Learners. After the completion of the course and the practicum, students may seek an additional license in English as a Second language instruction.
Prerequisites: EDUC5418
6 credits

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.

EDUC5762 Moderate Disabilities Internship 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 MTELs for the licensure area and successful completion of student teaching practicum.
6 credits

EDUC5903 Instructional Design Principles & Practices
As an instructional designer, you may find yourself working in web design, publishing, education, human resources, government, and more. It is an exciting field in which designers draw on learning theories and frameworks, analytical and project management skills, as well as creativity and flexibility.

EDUC5905 Educational Technology and Media
A broad understanding of media and technology is crucial for today's Instructional Designer. Whether it's working with an LMS, designing for mobile learning, or creating visually-engaging graphics, IDs need to be comfortable using a variety of technologies and media. Perhaps more importantly, IDs must develop strategies for staying current with new technologies and efficiently assessing their pedagogical affordances. Students in this course will learn about various instructional multimedia and the technologies used to create and facilitate learning. Students will compare and evaluate various technologies for relevance and effectiveness and will leave the course with the ability to apply principles of universal design to a final project.

EDUC5907 Instructional Design Capstone
The purpose of this course is to provide experiential learning of how to effectively apply theoretical principles and best practices in online course design. Students gain practical experience through completing a Capstone instructional design project that they can add to their professional portfolio. In this final course, participants build on the knowledge and skills acquired in the previous courses in order to examine the pedagogical implications of online instruction and explore the various technologies available to create and deliver effective online

learning. Students will demonstrate their understanding of how to bring together technology and pedagogy when they share their project development in class. They will develop responses to the challenges that course design presents: from working with subject matter experts to finding ways to create meaningful peer interactions. Students will explore and critique various models of online and web-enhanced course design and instruction.

EDUC5909 Special Topics in Education
This student-centered course examines the intersection of artificial intelligence (AI), disruptive technologies, and their implications for education. Students will explore the fundamentals of AI and emerging technologies, uncovering their potential to transform educational practices and ethical considerations. Through critical analysis, discussions, and project-based learning, participants are empowered to gain insights into harnessing these technologies to innovate and address challenges in the educational landscape. Emphasizing active learning and engagement, the course invites students to contribute ideas, collaborate on projects, and lead discussions, ensuring a rich, participatory learning experience that prepares them for the future of education.

Graduate Programs in Management

MASTER OF BUSINESS ADMINISTRATION (MBA)

The Master of Science in Business Administration (MBA) program is an online, comprehensive management skill building program. Our 36-credit hour degree program offers quick completion and a strong foundation to get students to the next level in their career. With key courses in marketing management, data analysis and business law students will be poised to compete and win in today's fast paced environment. Leadership, economics, finance, accounting, operations and strategy will give students the tools needed to improve any organization.

LEARNING GOALS AND OUTCOMES

Students completing the Master of Business Administration program will:

- Develop analytical and critical thinking skills that can be applied to emerging and complex challenges in modern businesses.
- Utilize knowledge of social justice and awareness of stakeholder needs to engage in ethical and moral decision-making.
- Gain a unique set of tools that will enable students to collect, analyze and interpret business data in order to engage in evidence-based decision-making.
- Develop the interpersonal and reflective skills needed to be valued team members and strong corporate citizens.
- Practice and develop strong written and oral communications skills that allow them to inform, persuade, negotiate and lead in their future workplaces.

MBA

Requirements

ACCT5110	Financial Accounting
MGMT5110	Financial Management
MGMT5112	Business Law and Ethics
ACCT5112	Financial Statement Analysis
MGMT5114	Business Analytics for Data Consumers
HRM5114	Human Resource Management
MKTG5110	Marketing Management
MGMT5116	Organizational Development and Leadership
ECON5110	Managerial Economics
MGMT5118	Operations and Supply Chain Management
MGMT5120	Managing Information Resources
MGMT5910	Organizational Strategy (Capstone)

MBA WITH CONCENTRATION IN BUSINESS ANALYTICS

Requirements

MGMT5114	Business Analytics for Data Consumers
MKTG5112	Marketing Analytics
MGMT5210	Financial Analytics
MGMT5214	Data Acquisition & Visualization
MGMT5110	Financial Management
MGMT5112	Business Law and Ethics
ACCT5112	Financial Statement Analysis
HRM5114	Human Resource Management
MGMT5116	Organizational Development and Leadership
ECON5110	Managerial Economics
MGMT5118	Operations and Supply Chain Management
MGMT5910	Organizational Strategy (Capstone)

Through the Graduate Certificate in Business Analytics program, students are provided a comprehensive background

in this imperative business competency. Upon completion, graduates will be able to articulate best practices in data visualization, communicate persuasive data-driven insights and apply them to real-time business challenges.

The certificate requires 12 credits (four courses). A cumulative average of 3.0 or higher is required for a graduate certificate. Courses are seven weeks, conducted throughout the calendar year.

Graduate Certificate in Business Analytics

MGMT5114	Business Analytics for Data Consumers
MKTG5112	Marketing Analytics
MGMT5214	Data Acquisition & Visualization
MGMT5210	Financial Analytics

MBA WITH CONCENTRATION IN HUMAN RESOURCE MANAGEMENT

The **Master of Business Administration with a concentration in Human Resource Management (HRM)** is an intensive, integrated learning experience that prepares students 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.

LEARNING GOALS AND OUTCOMES

Students completing either of the certificate or MBA 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 Masters degree will additionally:

4. Demonstrate a proficiency of knowledge in the areas of research methods, organizational development, and strategic planning.

Requirements

HRM5114	Human Resource Management
HRM9032	Labor Relations and Employee Law
HRM9034	Talent Acquisition and Management
HRM9035	Total Rewards
MGMT5112	Business Law and Ethics
ACCT5110	Financial Accounting
MGMT5110	Financial Management
MGMT5114	Business Analytics for Data Consumers
MKTG5110	Marketing Management
MGMT5116	Organizational Development and Leadership
MGMT5120	Managing Information Resources
MGMT5910	Organizational Strategy (Capstone)

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 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 12 credits (four 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.

Graduate Certificate in Human Resource Management

HRM9014	Organizational Behavior and Development
HRM9032	Labor Relations and Employee Law
HRM9034	Talent Acquisition and Management Rewards
HRM9035	Total Rewards

MBA WITH CONCENTRATION IN RESEARCH ADMINISTRATION

The Master of Business Administration with a concentation in Research Administration is an intensive, integrated learning experience designed to provide skills and preparation for effective leadership to those working in sponsored research environments. The program provides participants with a specialized curriculum focused on an overview of research administration, sponsored programs, finance and accounting, compliance, legal issues, and organizational behavior. These specialized courses are complemented by general management courses that place an emphasis on leadership, ethics, and strategic planning.

LEARNING GOALS AND OUTCOMES

Students completing either certificate or MBA in 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 Masters degree will additionally:

4. Demonstrate a proficiency of knowledge in the areas of organizational change and development, and managing diversity.

Requirements

RAC9010	Intro to Research Administration
RAC9016	Compliance
RAC9012	Financial Accounting for Sponsored Programs
RAC9018	Financial Management for Sponsored Programs
RAC9020	Contracts
ECON5110	Managerial Economics
MGMT5118	Operations and Supply Chain Management
MGMT5114	Business Analytics for Data Consumers
MKTG5110	Marketing Management
MGMT5116	Organizational Development and Leadership
MGMT5120	Managing Information Resources
MGMT5910	Organizational Strategy (Capstone)

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 15 credits (five 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.

Graduate Certificate in Research Administration

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

GRADUATE CERTIFICATE IN INCLUSIVE SPORT MANAGEMENT CERTIFICATE

Building Inclusive communities is a top priority in Sports today. Our three-course certificate program in diversity, equity, and inclusion and the Law will provide sport leaders: coaches, administrators and athletes with the foundation they need to create an inclusive and welcoming environment and experience for all.

LEARNING GOALS AND OUTCOMES

Students completing the certificate will:

1. Understand the relevant U.S. law regarding public speech.
2. Build a foundation to understand DEI in the Sports workplace and to promote positive messages, practices, polices, and procedures to foster genuine respect to counter hate speech.
3. Provide insight into potential barriers to an inclusive workplace and actionable strategies to overcome these barriers and address hate speech.
4. Unpack personal biases and integrate the concept of intersectionality into that understanding.
5. Develop a framework for inclusive leadership for themselves and their organizations.

REQUIREMENTS:

DEI5001	Foundations of Diversity, Equity and Inclusion
DEI5004	Building Inclusive Organizational Cultures and Leadership in Sport
MGMT5212	Inclusive Language and the Law in Sport Management

COURSE DESCRIPTIONS

The following courses are 3-credit courses unless otherwise noted.

ACCT5001 CPA Review - FAR or AUD
In partnership with Becker CPA Exam Review, Emmanuel College offers this course to engage students in preparing for the Certified Public Accountant (CPA) Exam. Students will choose to prepare for either the Financial Accounting and Reporting (FAR) CPA Exam or the Auditing and Attestation (AUD) CPA Exam. Students will be required to demonstrate proficiency through weekly assigned work using Becker's platform and Exam Day Ready methodology?. The assigned work will be completed in a simulated CPA Exam testing environment and include video lectures, multiple choice questions, quizzes, task-based simulations, and mock exams. This is an accelerated course, and students should plan on spending 20 hours per week completing assigned work.

ACCT5002 CPA Review - REG or BAR
In partnership with Becker CPA Exam Review, Emmanuel College offers this course to engage students in preparing for the Certified Public Accountant (CPA) Exam. Students will choose to prepare for either the Tax and Regulation (REG) CPA Exam or the Business Analysis and Reporting (BAR) CPA Exam. Students will be required to demonstrate proficiency through weekly assigned work using Becker's platform and Exam Day Ready methodology?. The assigned work will be completed in a simulated CPA Exam testing environment and include video lectures,

multiple choice questions, quizzes, task-based simulations, and mock exams. This is an accelerated course, and students should plan on spending 15-20 hours per week completing assigned work.

ACCT5110 Financial Accounting
This course provides an introduction to accounting. Students will learn about budgeting, planning and making projections and reporting on the allocation of funds. Students will also learn about basic accounting principles, balance sheets and financial analysis.

ACCT5112 Financial Statement Analysis
Students will develop the framework for analyzing a firm's past performance, estimating its future performance and valuing its equity. The course integrates key concepts from accounting, finance, economics, and business strategy and applies them to financial decision-making. Accurate interpretation of the numbers in the financial statements and forecasting future financial performance including revenues, earnings, asset balances and free cash flows will be covered.

ACCT5114 Ethics &Professional Responsibility
This course provides students with the opportunity to perform academic research related to ethical decision making, identify evolving ethical issues in the accounting and business environment, and evaluate and apply theories of ethics and justice. Students will develop skills in identifying and problem-solving ethical situations affecting the accounting and business environments in order to effectively address circumstances they may face as accounting professionals.

DEI5001 Foundations of Diversity, Equity and Inclusion
This course is designed to develop leaders who are equipped to address challenges to educational equity that are rooted in U.S. history and prevalent in the contemporary field of education. The course will use case studies to examine and respond to these issues of unequal access with attention to their historical and contemporary causes. Upon the completion of the course, students will be able to analyze and address these issues on the macro and micro levels and use an array of resources to inform particular challenges of educational practice. The final assignment will be a capstone project in which students will identify an issue and create an initiative to achieve equity. Previously approved as an undergraduate course, this course will add graduate requirements (reflected in the attached course outline). These consist of: 1) additional readings for each course session, 2) additional research for capstone project resulting in an extensive research paper on the chosen issue. This additional research will include at least one live interview with a contemporary practitioner

DEI5004 Building Inclusive Organizational Cultures and Leadership in Sport
DEI 5004 Building Inclusive Organizational Cultures and Leadership in Sport is designed to equip students with the knowledge and skills needed to build and sustain inclusive organizational cultures, and build their capacity as inclusive leaders. This course begins with a focus on complex topics such as identity, power, privilege, and systemic inequities. The course then moves to approaches to developing a culture of belonging while increasing students' awareness and understanding of inclusive leadership practices through an examination of the inclusive leader continuum. The last portion of the course examines governance structures that drive decision-making in organizations as well as the adaptive leadership skills needed to manage transitions in organizations. The final class provides an experiential learning opportunity to work with

a diversity, equity, inclusion, and belonging framework that supports inclusive leadership practices. Students may not receive credit for both DEI 5003 and DEI 5004.

ECON5110 Managerial Economics
This course examines the principles of microeconomics by focusing on how to manage effectively in the context of customers, suppliers, competitors, and the regulatory environment. This course examines the microeconomic theories of marginal analysis and competitive analysis. Further, the course develops the principles of cost, strategy, and organizational analysis. Microeconomics will be used to demonstrate how managers evaluate both the internal structure and incentives within a firm, as well as the competitive forces external to the firm.

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.

MGMT5110 Financial Management
Students will develop an understanding of the role of finance in the business organization. Topics include ratio analysis, creation of pre 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.

MGMT5112 Business Law Ethics
Business Law & Ethics surveys the role of law in business in the United States. Students will be introduced to the law and the U.S. legal system through an overview of the court system, civil process, and litigation as one form of conflict resolution. The course covers such topics as business torts, negligence, product liability, the law of agency, and employment law. Commercial transactions are addressed comprehensively by way of the common law of contracts and the Uniform Commercial Code. The course will explore moral frameworks for intelligent decision making about the ethical dilemmas that arise in business settings.

MGMT5114 Business Analytics for Data Consumers
This course is designed for the data consumer. A data consumer is anyone that works with data and needs to turn their data into insights. The world's most valuable resource is data. Despite companies having a vast array of data 72% of companies are failing at becoming data driven cultures

and 53% report they are not using data as a business asset. Employees at all levels need to understand how to consume data. Data consumers play a critical role in reviewing metrics, reporting, and making data-driven decisions. Data consumers do not need to be technical. The main topics will be an examination of data types and sources, a foundational review of business analytics, a survey of the applications of business analytics, an analysis of resources for creating data-driven cultures, and an introduction to Tableau. Tableau is a modern business-analytics platform used for data analysis. The focus of the course will not be on using statistics for data analysis. Students will not be required to build analytics dashboards. Every week I introduce fully developed dashboards and related assignments that will offer students the ability to investigate and interpret data using the dashboards.

MGMT5210 Financial Analytics
The technology development has created the opportunity for companies to store, organize andanalyze vast amounts of information. Marketing analytics is a systematic approach to harnessingthis data to drive effective marketing decision making. It involves identifying and collectingrelevant data, selecting key metrics, developing models that connect these metrics, and using quantitative tools to uncover customer insights and to monitor and maximize the effectiveness of marketing initiatives. This course introduces marketing analytic concepts, methods and toolswith concrete examples from industry applications. Using marketing cases and related exercisestied to Enginius Software, this course will introduce a variety of quantitative models to improvemarketing decision making in such areas as market response models, segmentation and targeting, positioning, customer value assessment, new product and service design, pricing, the marketing mix – resource allocation model etc. Students will learn how to use Enginius as a data analysis tool to make strategic and tactical marketing decisions. They will developanalytical skills that are in increasing demand in the marketing industry today.

MGMT5212 Inclusive Language and the Law in Sport Management
This course is a survey of the United States laws around public speech applicable to the sports industry. Major topics include the First Amendment, defamation, harassment, and the rise of hate speech in public discourse. Students will learn fundamentals and best practices in managing and preventing legal issues for their organizations. Management of media and human resources training for athletics professionals in the use of inclusive language will be highlighted.

MGMT5214 Data Acquisition & Visualization
Organizations are confronted with a large amount of unstructured data given the technology available. This course focuses on the process of organizing, structuring, and converting data into a format which is central to organizational decision-making processes. Through extraction, analysis and visualization of data sets, this course focuses on the application of these skills using Tableau, as well as deconstruction of the dashboard to understand the various components which comprise the finished product.This course consists of seven sessions which build upon each other. Between sessions, students will be given the opportunity to work with a dataset of their choosing to build and publish effective, informative dashboards. In addition, student will breakdown a model Business Tableau dashboard and re-engineer each part, learning the concepts behind each component.

MKTG5112 Marketing Analytics
The technology development has created the opportunity for companies to store, organize

andanalyze vast amounts of information. Marketing analytics is a systematic approach to harnessingthis data to drive effective marketing decision making. It involves identifying and collectingrelevant data, selecting key metrics, developing models that connect these metrics, and using quantitative tools to uncover customer insights and to monitor and maximize the effectiveness of marketing initiatives. This course introduces marketing analytic concepts, methods and toolswith concrete examples from industry applications. Using marketing cases and related exercisestied to Enginius Software, this course will introduce a variety of quantitative models to improvemarketing decision making in such areas as market response models, segmentation and targeting, positioning, customer value assessment, new product and service design, pricing, the marketing mix – resource allocation model etc. Students will learn how to use Enginius as a data analysis tool to make strategic and tactical marketing decisions. They will developanalytical skills that are in increasing demand in the marketing industry today.

ECON5110 Managerial Economics
This course examines the principles of microeconomics by focusing on how to manage effectively in the context of customers, suppliers, competitors, and the regulatory environment. This course examines the microeconomic theories of marginal analysis and competitive analysis. Further, the course develops the principles of cost, strategy, and organizational analysis. Microeconomics will be used to demonstrate how managers evaluate both the internal structure and incentives within a firm, as well as the competitive forces external to the firm.

MGMT5118 Operations and Supply Chain Management
Operations effectiveness is critical to any enterprise including manufacturers, service providers, and nonprofits. Quality operations require a basic understanding of 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 in-class exercises will be used to apply students' understanding to a range of operations issues. There is a field study that will help students improve operations in a real-life situation and give some insight into the student's final project. This course focuses on the key drivers of good operations and supply chain management in order for students to understand how they contribute to competitive advantage.

MGMT5120 Managing Information Resources
Students develop skills in information management including the use of information for strategic planning, management control, program evaluation and outcome assessment. The course provides the necessary knowledge for the oversight of information processes and leadership roles in information management. In addition, the course addresses oversight of information processes and evaluation of software for practitioners.

MGMT5910 Organizational Strategy
Students develop experience in identifying what the genuinely "strategic" issues are for an organization's management and how those impact the alignment of mission, vision, market selection, and operating goals. These interrelated processes are all examined thoroughly, with current case studies used to highlight the mix of operating and ethical issues that arise from management decisions about an organization's core purposes.

MKTG5110 Marketing Management
Using information technology to drive marketing decisions is a key component of today's business environment. This course

uses a strategic approach to the study of the management of marketing initiatives with a focus on utilizing metrics and analytics to drive profit. Students will be able to manage the development, execution and analysis of marketing campaigns that help organizations succeed in the increasingly global marketplace.

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.

Graduate Programs in Nursing

MASTER OF SCIENCE IN NURSING (MSN)

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 Advanced Nursing Theory: Specialty Role Development and Advanced Nursing Practice: Specialty Role Development courses in education or administration.

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).

ADMINISTRATION 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 administration 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 30 credits. The program is offered in an online format.

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, interprofessional 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

NURS5513 Advanced Nursing Practice: Specialty Role Development

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
NURS5104	Advanced Application of Nursing Research and Ethical Practice
NURS5107	Diversity, Equity, and Inclusion: Theoretical and Experiential Approaches to Care
NURS5109	Quality and Information Management in Healthcare
NURS5111	Leadership and Interprofessional Partnerships
NURS5113	Health Care Policy, Economics, and Population Health
NURS5307	Advanced Pathophysiology, Pharmacology, and Physical Assessment
NURS5511	Advanced Nursing Theory: Specialty Role Development
NURS5513	Advanced Nursing Practice: Specialty Role Development (6 credits)

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.

NURS5104 Advanced Application of Nursing Research and Ethical Practice

This course focuses on knowledge and skills for ethical and evidence-based nursing practice. 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. Each student does an EBP review of the research literature and applies to a specific practice question. Ethical dimensions of the conduct of nursing research are examined within the context of ethics theory and principles. The moral responsibility of the nurse as patient advocate is discussed in relation to selected ethical issues. The course prepares students to utilize research knowledge and ethical principles in nursing practice to provide high quality health care to vulnerable patient populations.

NURS5107 Diversity, Equity, and Inclusion: Theoretical and Experiential Approaches to Care
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 Quality and Information Management in Healthcare
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 Leadership and Interprofessional Partnerships
This course focuses on the historical development and components of the roles of the nurse educator and the nurse manager/administrator. Students analyze and synthesize theoretical frameworks for advanced nursing practice including theory-based practice, values-based practice and evidence-based care. Financial and reimbursement issues affecting health care systems are discussed, and strategies for positive solutions are analyzed. The leadership role as an advanced practice nurse is discussed and analyzed for best practices in quality and safety of health care services and for interprofessional collaboration.

NURS5113 Health Care Policy, Economics, and Population Health
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.

NURS5307 Advanced Pathophysiology, Pharmacology, and Physical Assessment
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.

NURS5511 Advanced Nursing Theory: Specialty Role Development
This course focuses on theories pertinent to the student's chosen track of either Administration or Education.
Students develop their own philosophy of their leadership role built on previous course work. Students engage in specific content pertinent to their respective roles and chosen track. They bring their learning and insights into the classroom discussions, creating a rich interdisciplinary environment. Specific assignments for each specialty track build the student's knowledge and skill in the administration or educational roles, highlighting challenges and issues commonly experienced. Students gain confidence as they present their mastery of content to their classmates. Cross learning is enhanced with classroom discussions and presentations, exposing students to some of the principles of each track.
Prerequisite: NURS5101, NURS5104, NURS5107, NURS5109, NURS5111, NURS5513 and NURS5305

NURS5513 Advanced Nursing Practice: Specialty Role Development
This course focuses on advance clinical role pertinent to the student's chosen track of either Administration or Education. Students spend 110 hours with a clinical or academic preceptor in their chosen track. Students engage in specific practice experiences pertinent to their respective roles. They bring their learning and insights into the classroom discussions, creating a rich interdisciplinary environment. Specific assignments for each specialty track build the student's knowledge and skill in the administration or educational roles, highlighting challenges and issues commonly experienced. Students gain confidence relate experiential and didactic content. Cross learning is enhanced with classroom discussions and presentations, exposing students to some of the principles of each track.
Prerequisite: NURS5511

Directory

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ADMINISTRATION

An asterisk (*) denotes a member of the President's Senior Leadership Team

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B.S., Northeastern University
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Dean of the School of Science & Health
Associate Professor of Biology
B.A., Ph.D., Trinity College, Dublin

Diana Estime
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M.S., Northeastern University

Jennifer Forry *
Dean of Students
B.A., Franklin Pierce University
M.Ed., Suffolk University
Ed.D., Regis College

Dorice Y. Griffith
Associate Dean of Student Learning and Success/Deputy Title IX Coordinator
B.A., Emmanuel College
M.Ed., Bridgewater State College
M.A., Massachusetts School of Professional Psychology

Sister Karen Hokanson, SNDdeN
Dean of the School of Education
Assistant Professor of Education
B.S., Salem State College
M.Ed., Boston University
Ed.D., University of Massachusetts Lowell

Wendy LaBron
Assistant Dean, Academic Resource Center
B.A., Northern Arizona University
M.A., San Francisco State University

William C. Leonard
Dean of Academic Administration
Associate Professor of History
B.S., B.A., University of Massachusetts Lowell
M.A., Northeastern University
Ph.D., Boston College

Keith Lezama *
Vice President of Diversity, Equity and Inclusion/Chief Diversity Officer and Deputy Title IX Coordinator
B.A., Emmanuel College
M.Ed., Simmons University
Ed.D., Northeastern University

Karen Storin Linitz
Associate Dean of Library and Learning Resources
B.A., University of Massachusetts
MILS, University of Michigan
J.D., Georgetown University

Bryan Mahoney *
Associate Vice President of Integrated Marketing
B.A., Fairfield University
M.S., Emmanuel College

Erin Farmer Noonan *
Vice President of Human Resources/Risk Management, Compliance and Title IX Coordinator
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M.A., Emmanuel College

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Vice President of Information Resources and Planning/Chief Information Officer
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Academic Calendars

ARTS AND SCIENCES

FALL 2024	DATE
New Student Move-In and Welcome Day	September 1 (Sunday)
Labor Day - All Classes Cancelled	September 2 (Monday)
Fall 2024 Classes Begin	September 4 (Wednesday)
Summer 2 2024 Grade Due	September 6 (Friday)
Last day to add a course for Fall 2024	September 12 (Thursday)
December 2024 Degree Applications due	September 15 (Sunday)
Last day to drop a Fall 2024 course (w/o "W" grade)	September 19 (Thursday)
Summer 2 2024 "INC" final letter grades due	September 29 (Sunday)
Spring 2024 "INC" grades due	October 1 (Tuesday)
Indigenous Peoples' Day - All classes cancelled. **Makeup required for Monday only classes on Friday, October 18, 2024, 3:30-6:30 p.m.*	October 14 (Monday)
6- Week Grading Check-In due by 9:00 a.m.	October 15 (Tuesday)
Veteran's Day Observed**- Classes cancelled. ***Makeup required for Monday only classes on Friday, October 25, 2024, 3:30-6:30 p.m.*	November 11 (Monday)
Last day to withdraw from a Fall 2024 course (w/"W" grade)	November 14 (Thursday)
Pass/Fail, Audit declaration for Fall 2024 courses deadline	November 14 (Thursday)
Thanksgiving Break*** -All Classes Cancelled ***Makeup classes required for courses meeting once per week: W Only courses on Friday, November 1, 2024, 3:30 - 6:30 p.m. TH Only courses on Friday, November 8, 2024, 3:30 - 6:30 p.m. F Only courses on Friday, November 15, 2024, 3:30 - 6:30 p.m.	November 27-29 (Wednesday-Friday)
Last day of Fall 2024 classes	December 10 (Tuesday)
Reading Day	December 11 (Wednesday)
Final Exam Period	December 12,13,14,16 (Thursday-Monday) *Exams not held on Sunday*
Final Grades Due by 10:00 a.m.	December 18 (Wednesday)

SPRING 2025	DATE
New student orientation	January 13-14 (Monday-Tuesday)
Fall 2024 “INC” final letter grades due	January 13 (Monday)
Spring 2025 classes begin	January 15 (Wednesday)
Martin Luther King, Jr. Day -- Classes Cancelled	January 20 (Monday)
Last day to add a course to Spring 2025 schedule	January 23 (Thursday)
Last day to drop a course (w/o “W”grade) for Spring 2025	January 30 (Thursday)
May 2025 Degree Applications Due	February 15 (Saturday)
Presidents Day- Classes Cancelled	February 17 (Monday)
6-Week Grading Check-In due by 11:59 p.m.	February 21 (Friday)
Arts + Sciences Spring Break	March 3-7 (Monday-Friday)
Last day to withdraw from a Spring 2025 course (w/ “W” grade)	April 3 (Thursday)
Pass/Fail, Audit declaration deadline for Spring 2025	April 3 (Thursday)
Holy Thursday - Classes that start at 4:15 p.m. and later cancelled (make-up required) *Make-up required for TH Only courses starting 4:15 or later on Friday, March 28, 2025, 3:30 -6:30 p.m.*	April 17 (Thursday)
Good Friday- Classes Cancelled *Make-up required for F Only courses on Friday, April 11, 2025, 3:30 - 6:30 p.m.*	April 18 (Friday)
Easter Monday- Classes Cancelled	April 21 (Monday)
Patriots Day- Classes Cancelled	April 21 (Monday)
Senior Distinction Day- Day Classes Cancelled. Courses starting 4:15 p.m. or later will be held. *Make-up required for TH Only day courses on Friday, April 25, 2025, 3:30 - 6:30 p.m.*	April 24 (Thursday)
Last day of Spring 2025 classes	April 29 (Tuesday)
Reading Day	April 30 (Wednesday)
Final Exam Period	May 1, 2, 3, 5 (Thursday - Monday) No exams held on Sunday
Final grades due by 10 a.m.	May 7 (Wednesday)
Baccalaureate	May 9 (Friday)
Commencement	May 10 (Saturday)
Spring 2025 “INC” final letter grades due	June 2 (Monday)

Graduate and Professional Programs

FALL 1 2024	DATE
Last day to add a Fall 1 course- New Students* **New student's first course registration will be facilitated by Admissions Counselor in conjunction with the Office of the Registrar after acceptance.*	August 29 (Thursday)
Labor Day - College Closed	September 2 (Monday)
Fall 1 2024 term begins	September 3 (Tuesday)
Last Day to add a Fall 1 2024 course- Current Students	September 4 (Wednesday)
Last day to drop a Fall 1 2024 and Fall 2024 14-Week course (w/o "W" grade) and receive 100% refund. *7-week courses: student responsible for 100% tuition after 6 p.m. EST*	September 10 (Tuesday)
December 2024 Degree Applications due	September 15 (Saturday)
14-Week Fall 2024 GPP Course: Withdrawal Deadline with 75% Refund	September 17 (Tuesday)
14-Week Fall 2024 GPP Course: Withdrawal Deadline with 50% Refund	September 24 (Tuesday)
Summer 2 2024 "INC" final letter grades due	September 29 (Sunday)
14-Week Fall 2024 GPP Course: Withdrawal Deadline with 25% Refund. *After 6 p.m. EST student responsible for 100% tuition.*	October 1 (Tuesday)
7- Week Fall 1 2024 Course: Withdrawal Deadline (w/ grade of "W"). *Withdrawal not permitted after 6 p.m. EST. After this deadline, students will receive a grade of F or letter grade earned.*	October 1 (Tuesday)
Pass/Fail or Audit declaration deadline for Fall 1 Courses** **** Pass/Fail options are not applicable to fulfill graduate level degree requirements.* *Pass/Fail is available to undergraduates for a total of two (2) free elective courses during their Emmanuel career.*	October 1 (Tuesday)
14-Week Fall 2024 GPP Course: Last Day to Withdraw (w/grade of "W"). 0% Refund. ***Withdrawal not permitted after 6 p.m. EST. After this deadline, students will receive a grade of F or letter grade earned.***	October 8 (Tuesday)
Indigenous Peoples' Day -College Closed	October 14 (Monday)
Last day of Fall 1 2024 term	October 21 (Monday)
Fall 1 2024 grades due to Registrar by 11:59 p.m.	October 26 (Saturday)

FALL 2 2024	DATE
Last day to add a Fall 1 course- New Students* **New student's first course registration will be facilitated by Admissions Counselor in conjunction with the Office of the Registrar after acceptance.*	October 24 (Thursday)
Fall 2 term begins	October 28 (Monday)
Last Day to add a Fall 2 course- Current Students	October 30 (Wednesday)
7-Week Fall 2 2024: Last day to drop a course (w/o "W" grade) and receive refund *7-week courses: student responsible for 100% tuition after 6 p.m. EST*	November 4 (Monday)
Fall 1 2024 "INC" final letter grades due	November 18 (Monday)
7-Week Fall 2 2024 Course: Last day to withdraw (w/ grade of "W"). *Withdrawal not permitted after 6 p.m. EST. After this deadline, students will receive a grade of F or letter grade earned.*	November 25 (Monday)
Pass/Fail or Audit declaration deadline for Fall 2 Courses** **** Pass/Fail options are not applicable to fulfill graduate level degree requirements.* *Pass/Fail is available to undergraduates for a total of two (2) free elective courses during their Emmanuel career.*	November 25 (Monday)
Thanksgiving Break-College Closed	November 27-29 (Wed-Fri)
Last day of Fall 2 2024 term and 14-Week Fall 2024 courses	December 16 (Monday)
Fall 2 2024 grades due to Registrar by 11:59 p.m.	December 21 (Saturday)

SPRING 1 2024	DATE
Last day to add a Fall 1 course- New Students* **New student's first course registration will be facilitated by Admissions Counselor in conjunction with the Office of the Registrar after acceptance.*	January 9 (Thursday)
Fall 2 2025 and 14-Week GPP Fall 2025 "INC" final letter grades due	January 13 (Monday)
Spring 1 2025 term begins	January 13 (Monday))
Last Day to add a Spring 1 2025 course- Current Students	January 15 (Wednesday)
Martin Luther King, Jr. Day- College Closed	January 20 (Monday)
Spring 1 2025 or 14-Week Spring 2025 GPP Course: Last day to drop (w/o "W" grade) and receive 100% refund. *7-week courses: student responsible for 100% tuition after 6 p.m. EST*	SJanuary 20 (Monday)
14-Week Spring 2025 GPP Course: Withdrawal Deadline with 75% Refund	January 27 (Monday)
14-Week Spring 2025 GPP Course: Withdrawal Deadline with 50% Refund	February 3 (Monday)
14-Week Spring 2025 GPP Course: Withdrawal Deadline with 25% Refund. *After 6 p.m. EST student responsible for 100% tuition.*	February 10 (Monday)
7- Week Spring 2025 Course: Withdrawal Deadline (w/ grade of "W"). *Withdrawal not permitted after 6 p.m. EST. After this deadline, students will receive a grade of F or letter grade earned*	February 10 (Monday)
Pass/Fail or Audit declaration deadline for Spring 1 Courses** **** Pass/Fail options are not applicable to fulfill graduate level degree requirements.* *Pass/Fail is available to undergraduates for a total of two (2) free elective courses during their Emmanuel career.*	February 10 (Monday)
14-Week Spring 2025 GPP Course: Last Day to Withdraw (w/grade of "W"). 0% Refund. ***Withdrawal not permitted after 6 p.m. EST. After this deadline, students will receive a grade of F or letter grade earned.***	February 17 (Monday)
Presidents Day-College Closed.	February 17 (Monday)
Last day of Spring 1 2025 term	March 2 (Sunday)
Spring 1 2025 grades due to Registrar by 11:59 p.m.	March 7 (Friday)

SPRING 2 2024	DATE
Last day to add a Spring 2 2025- New Students* **New student's first course registration will be facilitated by Admissions Counselor in conjunction with the Office of the Registrar after acceptance.*	March 6 (Thursday)
Spring 2 2025 term begins	March 10 (Monday)
Last Day to add a Spring 2 2025- Current Students	March 12 (Wednesday)
7-Week Spring 2 2025: Last day to drop a course (w/o "W" grade) and receive refund *7-week courses: student responsible for 100% tuition after 6 p.m. EST*	March 17 (Monday)
Spring 1 2025 "INC" final letter grades due	March 30 (Sunday)
7-Week Spring 2 2025 Course: Last day to withdraw (w/ grade of "W"). *Withdrawal not permitted after 6 p.m. EST. After this deadline, students will receive a grade of F or letter grade earned.*	April 7 (Monday)
Pass/Fail or Audit declaration deadline for Fall 2 Courses** **** Pass/Fail options are not applicable to fulfill graduate level degree requirements.* *Pass/Fail is available to undergraduates for a total of two (2) free elective courses during their Emmanuel career.*	April 7 (Monday)
Holy Thursday-College Closed starting 4:15 p.m.	April 17 (Thursday)
Good Friday-College Closed	April 18 (Friday)
Easter Monday	April 21 (Monday)
Last day of Spring 2 2025 term and Spring 2025 14-Week GPP courses	April 27 (Sunday)
Spring 2 2025 and Spring 2025 14-Week GPP course grades due to Registrar by 11:59 p.m.	May 2 (Friday)
Commencement	May 10 (Saturday)

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