Please note: This is a two-year catalog. Information, programs, and courses are subject to change. Please refer to the 2010–2011 Academic Catalog Supplement, scheduled to be published in August 2010, for updates.
## Table of Contents

### For Information
- inside front cover

### Academic Calendars
- 5

### Reflections on Pine Manor College:
- Past, Present, Future
- 7
  - Mission Statement
  - President Gloria Nemerowicz

### Portfolio Learning Program
- 13

### Inclusive Leadership and Social Responsibility Program
- 13

### The Extended Campus
- 14
  - Internship Program
  - Off-Campus Study

### Student Life
- 16
  - Co-Curricular Programs
  - Athletics and Recreation
  - Health Services
  - International Student Services
  - Multicultural and Spiritual Programs
  - Residential Life
  - Vacations

### Brown Learning Resource Center
- 20

### Career Services
- 20

### Continuing Studies
- 21
  - Credit for Prior Learning

### Information Networks
- 22
  - Annenberg Library and Communication Center
  - Office of Institutional Technology

### Center for Inclusive Leadership and Social Responsibility
- 23

### English Language Institute
- 24

### Academic Policies
- 25
  - Student Status
  - Advanced Standing
  - Advanced Placement
  - Advising
  - Satisfactory Progress Toward the Degree

### The Grading System
- 27

### Repeating a Course
- 28

### Summer Sessions
- 28

### Honors
- 28

### Pine Manor College Scholars Program
- 29

### Class Attendance
- 29

### Final Examinations
- 30

### Academic Ethics
- 30

### Degree Requirements
- 30

### Courses
- 30

### Credit/No Credit
- 31

### Directed Study
- 31

### Degree Residency Requirement
- 32

### Graduation
- 32

### Academic Warning
- 32

### Academic Probation and Continued Probation
- 33

### Voluntary Withdrawal
- 34

### Readmission
- 35

### Leave of Absence
- 35

### Confidentiality of Records
- 35

### Change of Address
- 36

### Affidavit of Massachusetts Voter Registration
- 36

### Liability
- 36

### Academic Programs
- 37

### Baccalaureate Degrees
- 37

### Baccalaureate Degree Requirements
- 38

### Associate Degree Requirements
- 40

### Course Numbering
- 40

### Graduate Program
- 41

### Majors, Minors, and Programs
- 43

### Accounting
- 43

### Art History
- 43

### Biology
- 43

### Child Care Program
- 47

### College Composition
- 48

### Communication
- 48

### Community Healthcare Outreach Certificate Program
- 51

### Counseling
- 52
Table of Contents

Creative Writing .................................... 52
Dance .................................................. 52
Economic and Financial Systems ........ 52
Education ........................................... 53
   Early Childhood Education .................. 54
       Elementary Licensure: With an
       English Major .................................. 55
       Elementary Licensure: With a
       History Major .................................. 56
English: Literature and Writing .......... 57
Enhanced Foundational Program .... 60
Entrepreneurship ............................... 61
Finance ............................................. 61
French ............................................... 61
History ............................................. 62
Human Resource Management .......... 63
ilsr Certificate Program .................. 63
International Business .................. 63
Management and Organizational
   Change .......................................... 64
Management ....................................... 65
Marketing ......................................... 65
Mathematics ....................................... 65
Music ............................................... 65
Physical Education and Athletics ...... 66
Political Science ............................... 67
Pre-Law ............................................. 67
Psychology ....................................... 67
Social and Political Systems .......... 70
Sociology .......................................... 72
Spanish ............................................ 72
Theatre ............................................. 72
Visual Arts ....................................... 73
Women’s Studies ............................... 75

Course Descriptions ............................. 78
   Accounting ...................................... 78
   Anthropology .................................. 79
   Art History ..................................... 79
   Biology ......................................... 81
       Marine Studies Consortium ............... 83
   Chemistry ....................................... 85
   College Composition ........................ 85
   Communication ................................ 86
   Community Healthcare ..................... 89
   Computer Studies ............................. 89
   Dance .......................................... 90
   Economics ..................................... 92
   Education ..................................... 92
   English: Literature and Writing .......... 97
   Enhanced Foundational Program
      for Non-Native Speakers
      of English .................................. 102
   Finance ....................................... 103
   First Year Seminars .......................... 103
   French .......................................... 105
   History ........................................ 106
   Humanities .................................... 107
   Interdisciplinary Courses ................ 108
   Internships .................................... 111
   Liberal Studies ................................ 111
   Management .................................... 112
   Marketing ...................................... 114
   Mathematics ................................... 114
   Music ........................................... 116
   Philosophy ..................................... 117
   Physical Education and Athletics .... 118
      Team Sports ................................ 118
   Physics ......................................... 119
   Political Science ................................ 119
   Psychology ..................................... 121
   Religion ........................................ 124
   Social and Political Systems .......... 124
   Sociology ....................................... 125
   Spanish ......................................... 127
   Theatre .......................................... 127
   Visual Arts ..................................... 128
   Women’s Studies .............................. 131

Admissions ......................................... 133
Tuition and Fees .................................. 135
Financial Aid ..................................... 138
Board of Trustees ............................... 141
Presidents of the College .................. 141
Faculty ............................................. 142
Faculty Awards .................................. 146
Administration and Staff .................. 147
Index .............................................. 153
Directions to Pine Manor College .... 159
Campus Map ...................................... inside back cover
Academic Calendar

Fall Semester 2009

Wed Aug 26 ................ Residence Halls open for international students
Thu Aug 27 ................ New student check-in
                           New student orientation begins
Fri Aug 28 ................ New student orientation
Sat Aug 29 ................ Returning student check-in (10 a.m.–4 p.m.)
                           New Student Orientation/advising
Sun Aug 30 ................. Returning Student check-in
Mon Aug 31 ................ Classes begin
Wed Sept 2 ................. Convocation
Mon Sept 7 ................. Labor Day (no classes)
Wed Sept 9 ................. Last day to DROP or ADD a course
                           Last day to register to audit a course
                           Deadline for December 2009 degree candidates to
                           submit graduation applications to Registrar’s Office
Wed Sept 16 ............... Internship contracts due
Fri Sept 25 ............... Early Semester Grades due in Registrar’s Office
Wed Oct 7 ................. Deadline for May 2010 degree candidates to submit
                           graduation applications to the Registrar’s Office
Fri Oct 9 ................. Last day to submit grades for Incompletes from
                           previous semester
                           Last day to elect Credit/No Credit (CR/NCR) option
Mon Oct 12 ............... Columbus Day (no classes)
Wed Oct 21 ............... Community Learning Day
Fri Oct 23 ............... Mid-Semester Grades due in Registrar’s Office
Fri–Sun Oct 23–25 ......... Family Weekend (Fall Play Performance)
Fri Nov 6 ................. Last day to withdraw from a course and receive
                           a grade of “W”
                           Deadline to change CR/NCR option to letter grade
Mon Nov 9–Wed Nov 18 .... Academic Advising and Registration for spring 2010
Tue Nov 24 ............... Thanksgiving recess begins after last class
                           Residence Halls close Wed. at noon
Sun Nov 29 ............... Residence Halls re-open at noon
Mon Nov 30 ............... Classes resume
Fri Dec 11 ............... Last day of classes
Sat–Sun Dec 12–13 ......... Reading days
Mon–Wed Dec 14–16 ........ Final Examinations
Thu Dec 17 ............... Residence Halls closed at noon
Spring Semester 2010

Fri Jan 8 ......................... Residence Halls open for new international students
Sat Jan 9 ......................... New student check in and orientation begins
                           Residence Halls open for new students
Sun Jan 10 ...................... New student assessments
                           Returning students move in
                           Residence Halls open for returning students
Mon Jan 11 ..................... New student academic advising and registration
                           Returning student check-in (10 a.m.–3 p.m.)
Tue Jan 12 ..................... Classes begin
Mon Jan 18 ..................... Martin Luther King Day (no classes)
Wed Jan 20 ..................... Last day to DROP or ADD a course
                           Last day to audit a course
Wed Jan 27 ..................... Internship contracts due
Fri Feb 5 ....................... Early Semester Grades due in Registrar’s Office
Mon Feb 15 ..................... Presidents’ Day (no classes)
Wed Feb 17 ..................... Last day to submit grades for Incompletes from
                           previous semester
                           Last day to elect Credit/No Credit (CR/NCR) option
Wed Feb 24 ..................... Honors ceremony
Fri Mar 5 ....................... Mid-Semester Grades due in Registrar’s Office
Sat Mar 6 ....................... Spring recess begins
                           Residence Halls close at noon
Sun Mar 14 ..................... Residence Halls re-open at noon
Mon Mar 15 ..................... Classes resume
Wed Mar 24 ..................... Community Learning Day
Fri Mar 26 ..................... Last day to withdraw from a course and receive
                           a grade of “W”
                           Deadline to change CR/NCR option to letter grade
Mon–Wed Mar 29–Apr 7 ....... Advising and Registration
Mon Apr 19 ..................... Patriots’ Day (no classes)
Wed Apr 21 ..................... Achievement and Awards Day
Wed Apr 28 ..................... Last Day of classes
Thu–Fri April 29-30 .......... Reading Days
Sat, Mon–Tue May 1–4 ...... Final Examinations
Wed May 5 ..................... Residence Halls closed at noon for underclass students
Sun May 9 ..................... Commencement
Mon May 10 ................... Residence Halls closed at noon for seniors
The mission of Pine Manor College reflects the needs of our 21st century world. Our commitment is to educate women for participation in inclusive leadership and social responsibility throughout their lives—in their families, communities and workplaces. We believe that learning and leadership are connected, that both are rooted in open human relationships, in trust, in self-esteem, and in access to information. We resist the narrow boundaries that restrict people and ideas, and the elite stereotypes of some colleges and universities that have limited leadership to a one-man show and limited learning to prescribed recitation.

Caring

In a book called Pine Manor, The First Fifty Years, Ruth Woodman Russell concludes her history of Pine Manor College through 1961 by saying: The College’s primary concern is still “the development of the student’s entire potential as a preparation for a life of usefulness and responsible citizenship.” Twenty-five years later, in her review of PMC through 1986, alumna Anne Bullivant Harper Steere concludes that “Pine Manor College prepares its students by caring about them—their growth, their weaknesses, their strengths, their concerns. Throughout the pages of its existence, this caring has been a constant.”

Caring is one of those things that may seem soft and not really compatible with a tough, high-quality education. But think about what it takes to care. It takes risk, it takes enough self-confidence to become vulnerable, and it takes the ability to do abstract and analytical thinking in order to put yourself in another’s place and strategize solutions. When we say, “I don't care,” it usually means, “the outcome won’t affect me anyway, so why should I care?”—in other words, we have a feeling of impotence rather than empowerment. Or, when we say, “Why should I care? It’s not my problem,” it indicates an inability to think systematically about one’s connection to another person or situation, an inability to recognize our interdependence.

At Pine Manor College we do care, and students learn how to care. We recognize caring as part of higher-order thinking and a basic ingredient in inclusive leadership and social responsibility. We also know caring begins with self, then for the community, and eventually, the anonymous others.

Pine Manor College began 96 years ago because somebody—our founder, Helen Temple Cooke—cared. At the time, she was head of the Dana Hall School in Wellesley, when 16 graduating seniors asked her if they could stay on beyond the senior year. In 1911, the opportunities for women to obtain more education were scarce. So these forward-thinking young women asked if they could stay for another year to continue their learning, to continue their exploration, to continue to develop their sense of a meaningful place in the world. Helen Temple Cooke had the compassion and the vision to say yes, and with that began the evolution of Pine Manor College in response to the ever-increasing needs of women and society’s need for the talents of women.

From the fifth year of Dana Hall School, to a two-year junior college, to a four-year baccalaureate college today,
PMC has not feared—rather it has nurtured—change; and with care it has transformed the lives of thousands of women.

**Transformative Education**

There is abundant evidence that the learning needs of many adolescent girls are not served well by either the traditional school system or by the cultural messages received through the mass media. The evidence confirming the derailing of adolescent girls—the precipitous fall in self-esteem and confidence, the downward spiral of academic performance, particularly in math and science, and the lowering of expectations for the future—all signal the need for intervention.

Pine Manor College is an institution that intervenes in this destructive process. What we do here is transformative education. All liberal education probably believes itself to be transformative, but our results are truly dramatic—and urgently needed. Our mission is noble, and our course is clear: we must continue to reach those young and not so young women who, as they did 96 years ago, need more time and the appropriate learning environment in order to get ready to make their significant contributions.

Our faculty and staff understand, as Helen Temple Cooke did, that to be capable of learning and to possess potential for achievement, you don’t necessarily have to have achieved top grades in high school; you don’t necessarily have to know what you want to be when you grow up; and you don’t necessarily have to be filled with confidence and drive—particularly when the educational environments you are exposed to do not serve your learning needs very well. That is the case for many women. The educators here understand value-added, outcomes-based education.

And so Pine Manor College continues to provide a place and the relationships necessary for building a community of learners. We do not profess to teach students everything they need to know to be a success in the world. Education is not something we give and take. It is something, like leadership, that we do in relationship with one another. Pine Manor College provides the place and the conditions to make learning relationships possible.

**Education for Inclusive Leadership and Social Responsibility**

Ideas about both leadership and learning are changing rapidly, and new approaches to each are being tested in the corporate world, in politics, in communities, and in families. Pine Manor College is among a small group of institutions that are crafting some of these new ideas in the field of education. Let me describe the model of leadership that is here, a model that the world is looking for and that our students will be prepared to engage in when they leave Pine Manor College.

It is not the leadership most of us grew up with, but it is a model many may be familiar with, as it is being explored in American businesses and organizations. The new kind of leadership does not assume that leaders have all the answers and that their job is to make decisions and tell others what they have decided. It does not assume that leaders are smarter than everyone else, that leaders are born with a certain personality, or that they come from a few elite institutions, or that they hold titles like president or CEO. It does not look for leadership in the ability to address crowds of people with inspiring speeches.

Rather, the new kind of leadership that is so desperately needed—nationally and internationally, in politics, education, and business, as well as in our families and neighborhoods—is a leadership that does not rest with an individual but resides in the process of people in relationship with one another. It is a leadership that must be responsive to the exponential growth in technological capabilities in all fields, to the growth of entrepreneurship as an individual endeavor and as a movement within large-scale organizations, to the
need to forge common goods within a reality of diversity, and to the need to humanize our organizations and services to make them responsive and responsible.

People don’t become leaders. They engage in leadership. They do leadership together as they make decisions about their values and what their common good is. Using this model, people are not afraid of leadership; they enjoy participating in it. They tell the truth, sharing information widely and fully (especially with the help of technology). Parallels are evident between the process of leadership and the process of education. Our own research has also revealed, through interviews with artists, interesting parallels with the process of creativity. Leadership, education, and creativity—not a bad trio.

**Learning and Leading**

Leaders are mentors, coaches, teachers, guides, facilitators. They are people who need mentoring, teaching, and coaching themselves. They care about the values of democracy, trust, respect, and individual dignity, and they have faith in the power of groups to get things done. They consider how their actions will affect others. They prefer collaboration because it yields better results. In short, leaders are people, like you and me, who are ready to engage with others in defining their common good and pursuing it.

No longer are people expecting leadership and learning to flow down from a single source of wisdom and authority. We recognize that both leading and learning are human processes that are only humane and effective when the people involved in the process take responsibility for the outcome. I cannot simply lead you, you cannot teach me without my involvement. But we can enter into healthy, reciprocal relationships and create environments where inclusive leadership and collaborative learning take place.

As open processes of leading and learning take hold, it will be increasingly difficult to identify the leaders and the followers or the teachers and the students. In real life we are all both, and at our best, we are both simultaneously. The leader needs to be led and to follow. She needs to be part of the interactive process of leadership. The teacher, in her teaching, needs to be taught, often by her students. It is not the teacher who creates learning nor the leader who creates leadership. Both are created out of processes. The best are created from processes that are imbued with democratic and humane values that are openly recognized by the participants as binding them together in valuable work. The processes at work to yield success will ultimately involve so many people in so many overlapping roles that we will have to honor the entire community. This doesn’t mean that individual accountability is absent. To the contrary, the process of evaluation must be ongoing and inclusive.

**The Common Good**

Perhaps the greatest challenge we have as learners and as leaders is to help weave the fabric of common good from the beautiful threads of difference. Recognizing our differences, how do we also recognize our common values, our
common needs, and our common problems, so we can work toward their improvement and learn from one another? How do we learn to care about others who are very different from us? Why should we care? Our interdependencies seem overshadowed by our need for individualism, as though the two were incompatible. We too easily forget the lessons of science, which illustrate that diversity in nature is a source of strength and ultimately survival. We forget that artistic expression is driven by diversity and the patterns within it.

The struggle to appreciate how we are bound together and must succeed together is not over. We are challenged to avoid complacency and to continue affirmative action that opens our campuses to all people and perspectives. The process of inclusive leadership depends on the ability of people to recognize and use diversity to forge their common good.

We have gone beyond the notion of community service as do-good work to understand that service is education. Actually, I don’t think of it as community service; I think of it as campus extension, going beyond the traditional concept of campus and classroom boundaries. I don’t think of it as going out into the community; I think of it as bringing the community in. Boundaries are a significant obstacle to both learning and leading. Where are the boundaries of our community? How do we permeate them?

Crossing Boundaries

Boundaries keep people and ideas separate. Although they may produce some order, they often keep minds closed and stereotypes in place. The real world is a messy place that calls for all the resources we can muster. The academy is a messy place, too. It has been limited by class, gender, and intellectual boundaries to a still too narrow definition of community. It has limited the world of knowledge and ideas by disciplinary boundaries as though information and creativity and problems can be classified as belonging to one discipline of thought. Increasingly the disciplines recognize their own limitations and more have opened, ever so slowly, to the concept of inter-, multi-, and transdisciplinary study. And, yes, it can be done on the undergraduate level. It is in fact the way most of us start our exploration of the world. When we are young, until we are told otherwise, we tend to explore the world from every aspect open to us—science, the arts, humanities, social science, games, folklore, literature, our friends and family.

The typical boundaries of community are stretched by inclusive leadership and collaborative learning, which help us see ever-wider circles of people as resources and push us to be aware of the consequences of our actions and our choices on the world around us. Inviting the community in to truly be a part of the teaching and learning process is a risk to the traditional notion of academic leadership. At Pine Manor College, our Internship Program, our English Language Institute, our Portfolio Program and our Center for Inclusive Leadership and Social Responsibility are ways of helping to put the fears to rest.

Creativity and Fun

Learning to be creative, trusting the creative process, and facilitating the creativity of others are basic elements of good leadership. Yet creativity is often defined as inborn and the property of only a few talented people. When support is cut for the arts—for public access to the arts, for education in the arts—support is cut for the development of inclusive leadership.

Fun and laughter are essential to learning and to good leadership because they are essential to healthy people, healthy organizations, and healthy communities. Laughter connects us as people across differences and provides needed perspective. It reminds us that passion, which is necessary for learning and leading, is intimately connected to pleasure. There is nothing wrong and everything right with having fun.
Values

Pine Manor College has always operated as a values-based institution. The values of inclusive leadership and social responsibility are the values of the College. They are rooted in a philosophy of respect, trust, individual worth, equality, openness, and democratic process.

The values that underlie our institution have given rise to certain processes that characterize our College and inclusive leadership. The most important process, the heart of the enterprise, is found in the teaching-learning relationship. Unlike many college faculty across the country, my faculty colleagues here understand that how one teaches is a powerful influence on whether students learn and what they learn. Using the overwhelming evidence that learning is increased when people work collaboratively—when the teacher becomes a learner and when students take responsibility for their learning—our faculty are revising courses, experimenting with collaborative techniques, creating interdisciplinary approaches and innovative strategies to promote active participation by our students. Our Internship Program is a model for active learning.

As they get smarter within subject matter, our students are also being challenged to learn about inclusive leadership by working in teams, thinking across disciplinary boundaries, and being active participants in the successful outcomes of their education. The portfolio approach to assessment of strengths and weaknesses is another example of the promotion of leadership skills by providing a holistic perspective on growth and requiring the student to take responsibility for her own assessment. A key to leadership development is the ability to be reflective, to establish goals, and assess progress toward them.

The faculty here are teaching the processes of leadership in the classroom. They model inclusive leadership and create opportunities for students to observe, create, and participate in leadership with others. Think about how such processes as the scientific method, the creation of a work of art, the study of culture and social class, the history of women—how the content of what is studied relates to leadership and social responsibility. These processes of working and learning are also manifest in two important methods that we use. One is the systems approach or holistic thinking—seeing parts in relationship to one another and to their consequences. The second is a search for an analysis of the common good, which necessarily includes an appreciation of diversity and change. Systems thinking and common good thinking are not just methods of approaching our work and our relationships. They are also wonderful leadership training tools that are not part of the learning process on many college campuses today.

The values and processes of inclusive leadership are not only important for the teaching-learning relationship, as we traditionally think of it, between faculty and students or among students. We are also trying to live the principles of inclusive leadership in the way we work as an organization at Pine Manor College. We are hardly perfect in this, but we will continue to emphasize the need for collaboration and a diminishing of hierarchy and the rigid divisional lines that separate us from the job at hand. We will care about the continuous learning of all the people who work on behalf of the common good of Pine Manor College.

Co-Curriculum

The co-curriculum—what happens outside the classroom—is as important for learning as what goes on inside the classroom. In recalling their days at PMC, many alumnae have told me of the importance of what they learned by participating in the community life of the campus and the city of Boston. Experiences outside the classroom provide abundant opportunities for learning how to work together, to govern, problem solve, and have fun. Service learning extends social responsibility beyond the campus into the community.
Graduates Prepared for the Workplace

I believe there has never been a better convergence between the traditional goals of a liberal arts education and the qualities that are now being recognized as necessary for leadership and social responsibility in the global network of work and information. In many ways, the needs of the workplace and of our communities for the twenty-first century are being specifically addressed now at Pine Manor College. With an outcomes-based education, all students develop portfolios in which they provide evidence that they have accomplished the learning goals of communication, critical thinking, creativity, responsibility, and understanding the contemporary world and its roots. Whatever field of work they choose, our graduates will need to work in teams to both find and solve problems. They will need to communicate effectively—to write, speak, and listen well. They will need to be technologically literate in order to find, interpret, and apply information. They will need to understand how to value differences while seeing the common good. They will need to build networks of people who will support them and call upon them for support in the years to come. In short, our graduates will need to see themselves as empowered for responsible leadership in whatever situations they may choose, and as ready to create environments that empower others as well.

President Gloria Nemerowicz

Gloria Nemerowicz became the ninth President of Pine Manor College in July 1996. She came to Pine Manor College from Wells College (NY), where she was the founding Executive Director of the Women’s Leadership Institute.

Prior to her role at the Leadership Institute, Dr. Nemerowicz served as Vice Provost and Dean of the School of Arts and Sciences at Monmouth University (NJ), where she was also a tenured member of the sociology department. She received widespread recognition and grant awards for the philosophy and design of “Education for Leadership and Social Responsibility”—a comprehensive, college-wide educational plan of curriculum, co-curriculum, faculty development, and community programs to integrate learning and teaching.

An active scholar, writer, and speaker, Nemerowicz is the author of Children’s Perceptions of Gender and Work Roles (1979), and coauthor of Professionalism in Unpaid Work (1989), with Jo Ann Gora and Education for Leadership and Social Responsibility (1997), with Eugene Rosi. Her op-ed pieces have appeared in national newspapers. She is the 2005 recipient of the Arnold Z. Rosoff Award for Outstanding Individual Achievement in diversity and was inducted into the YWCA-Boston Academy of Women Achievers Class of 2005. She is a member of the Executive Committee of the Association of Independent Colleges and Universities in Massachusetts. Dr. Nemerowicz received her B.A., M.A. and Ph.D. from Rutgers University.
Presentation and submission of learning portfolios is a graduation requirement for all Pine Manor College students. The formal presentation of the portfolio takes place twice, ordinarily during the sophomore and the senior years, on designated days in the spring semester. The portfolio contains evidence of and reflections upon student learning related to the general education outcomes and accomplishments within the major. The development of the second-year portfolio is facilitated through participation in Sophomore Colloquia and independent work. The senior portfolio is facilitated through participation in junior/senior mentoring groups. Accommodations will be made for transfer or out-of-phase students to integrate them into the portfolio process.

Students at Pine Manor College benefit from innovative programming designed to help them explore inclusive and socially responsible leadership. The Inclusive Leadership and Social Responsibility (ilsr) Program provides students with curricular and co-curricular experiences that support and extend learning and contribute to the College’s Learning Outcomes. Beginning in the first year, the ilsr Program introduces students to both the mission of the College and opportunities for civic engagement outside of our community. First-year students explore the topics of community, diversity, the common good, communication, goal setting, and conflict and its resolution.

Programming for ilsr in subsequent years continues these themes at a deeper level, with an added focus on elements related to social and personal responsibility, including ethics, action planning, collaboration, risk taking, change, and service. Juniors and seniors are encouraged to think about leadership as a process in which they participate as they explore opportunities to coach, mentor, and network with one another, as well as with individuals outside the college community.

Pine Manor College students graduate with knowledge of and experience in inclusive leadership and social responsibility that informs their ability to become agents of change in their personal lives, their communities, and their workplaces.
Internship Program

Pine Manor College recognizes a fundamental link between a liberal arts education and the world of work. The Internship Program operates on the premise that academic knowledge, combined with the experience of using such knowledge in the workplace, prepares a student to succeed intellectually and practically in life beyond college. Internships also provide students with the opportunity to explore career options and develop skills that dramatically increase their competitiveness in the job market. During the past 25 years, the Internship Program has enjoyed an excellent reputation. Pine Manor College students are frequently offered permanent positions at their internship sites.

Semester Internships
The 200-level internship is an exploratory experience (8–12 hours per week) in a field a student wishes to examine. The required 400-level senior internship is a more in-depth learning and work experience (16 hours per week minimum) related specifically to the student's major. All internships require participation in regularly scheduled on-campus seminars, completion of academic work assigned by the faculty sponsor, and successful completion of duties and responsibilities established by a site supervisor. Students intern for a minimum of 12 weeks.

Summer Internships
Under special circumstances, undergraduates may arrange for 200-level internships involving 120 hours during the summer (400-level internships may not be taken). The student must submit a written proposal no later than the first week of April following conferral with the Internship Office during February. She must receive the approval of the Dean of the College and the faculty sponsor before the end of spring semester and participate in a preparatory workshop. Summer internships are taken on a Credit/No Credit basis. The fee for summer internships is equivalent to that of other summer session courses.

Intersession Internships
Students are eligible for a 2-credit, 100-level internship during time periods outside the normal academic calendar (usually between semesters). This option requires 80 hours of on-site experience and an academic component. The student must complete a written application four weeks prior to the beginning of the proposed internship. The proposal needs the approval of the Dean of the College and the faculty sponsor.

The Washington Center for Internships and Academic Seminars
Pine Manor College is affiliated with the Washington Center for Internships and Academic Seminars in Washington, DC. Students may enroll at the Center in the fall or spring semester or for a summer session. In order to participate, a student must have at least second-semester sophomore status. The Center offers a wide range of internship placements. Participating students report to both their Pine Manor faculty sponsor and to the Center. Students earn 16 credits upon successful completion of the program.
The Center’s Minority Leaders Fellowship Program permits students of color to explore leadership issues in the nation’s capital. Interested students should consult Professor William Vogele (x7610) to apply to the Washington Center.

**Guidelines**

The Internship Program is open to any undergraduate in good standing who has successfully completed her first semester, and is required of all seniors. Students are limited to a total of 14 credits for internships during their four years and should contact the Office of Internships to arrange for an internship. Senior internships are carried out in the fall semester.

**Credit**

An internship is considered the equivalent of a full academic course, carrying a value of 4 credits for 200-level internships and 6 credits for senior-level internships. Internships taken during the fall and spring semesters meet standard guidelines for a letter grade or a Credit/No Credit option. Summer (4-credit) internships must be taken on a Credit/No Credit basis. An internship cannot satisfy distribution requirements. The fee for an internship taken as a semester overload is the same as for any other full-course overload.

**Off-Campus Study**

**Washington, DC, Semester**

PMC participates, with 70 other colleges and universities, in the Washington Semester Program at American University. This program offers intensive experience through course work, seminars, research, projects, and internships with committees, agencies, and interest groups in Washington, DC. Students concentrate in one of the following areas: Foreign Policy, Journalism, Economic Policy, Justice, Arts and Humanities, American Studies, Art and Architecture, and American National Government and Politics. Interested students should consult Professor William Vogele (x7610) for application approval.

**Model United Nations**

Pine Manor College sends a delegation representing a designated country to the National Model United Nations Conference in New York City. Each participant researches issues to be discussed in a committee of the UN General Assembly or another UN organization. Students join delegates from approximately 150 colleges to simulate the UN diplomatic process.

Delegation fees and hotel expenses of Model UN participants are paid by the College, but students are expected to pay for their own meals and travel expenses.

Students receive academic credit for participation in the Model UN (See page 120; contact Professor William Vogele (x7610) for more information).

**Study Abroad**

Pine Manor College encourages students to internationalize their education by spending a year, a semester, or a summer studying abroad. Study abroad provides students with cultural enrichment, personal development, and intellectual challenge.

Students may enroll directly in a foreign university or participate in a program sponsored by PMC, another American college, or a foreign study consortium.

In recent years, students have taken part in Semester at Sea, Richmond College in London, and a variety of programs in Mexico, Australia, and Central Europe. Additional sites in Asia, Africa, and South America offer students a wealth of languages, cultures, and new academic goals. The College sponsors a study tour of England during alternate summer sessions. Contact Linda Walden (x7154) in the Office for Experiential Learning for more information.
Cross-Registration
The Cross-Registration Program allows students to take courses at Babson or Boston College and receive full credit toward their Pine Manor College degree. Grades are counted as part of the cumulative GPA.

Cross-registration is limited to one course per semester, beginning with a student’s sophomore year. Students on academic probation may not cross-register. Cross-registration is not available during the summer.

Cross-registration college catalogs, as well as cross-registration forms, are available in the Registrar’s Office.

Marine Studies Consortium
PMC students with sophomore status or higher are eligible to take courses offered by the Marine Studies Consortium, a group of higher education institutions in the Greater Boston area interested in an interdisciplinary approach to the study of the marine world. Classes are held weekly in the fall and spring semesters at Pine Manor College, MIT, University of Massachusetts at Boston, Brandeis University, or the New England Aquarium. Contact Professor Elizabeth Gardner, Biology (x7094), for further details. See page 83 for course descriptions.

Student Life

Co-Curricular Programs
Co-curricular life is an important part of the Pine Manor College experience, where we believe in weaving the threads of learning, both inside and outside the classroom, into a seamless tapestry. Students are encouraged to reflect upon their co-curricular learning so that it can play a significant role in the development of their portfolios. Student life professionals see their work with students in light of educational outcomes. Participation in student organizations may involve applying skills and theories learned in the classroom, gaining experience, managing projects independently, as well as developing effective team and leadership skills within a diverse population. Co-curricular life at the College offers opportunities for each student to develop inclusive, socially responsible leadership skills through contributing to the campus community, as well as to the larger community, in a variety of ways.

Office of Community Life
The Office of Community Life plays an integral role in the co-curricular development of PMC students. With more than 20 different student clubs and organizations, there are co-curricular
learning opportunities of interest to most students. Through club or organization membership, a student may develop skills in leadership, group process, facilitation, and effective teamwork. At the start of each semester, the Office of Community Life sponsors an Activities Fair to showcase all campus organizations. Students can gather information about various clubs and ask questions of club members and officers. Some clubs focus on educational issues, such as the English Club and the Education Club, while other groups plan social programs or address student issues, such as the Campus Activities Board (CAB), ALANA (African American, Latina, Asian, Native American, and All) and the Student Athletic Advisory Board (SAAC). If a student has an interest not being supported by an organization, the Director of Community and Residence Life will guide her through the process of starting a new organization. CAB and the Office of Community Life sponsor a number of campus theme months and weeks throughout the year, often cosponsored with other student organizations. These programs, such as Women's History Month, World AIDS Day, International Education Week, Black History Month, and Alcohol Awareness Week, involve events both curricular and co-curricular, which bring the theme to life and make learning enjoyable. Additionally, the Campus Activities Board sponsors a variety of events such as dances, off-campus trips, comedians, and casino nights. CAB often invites students from local colleges to attend.

Orientation Program
New Student Orientation is filled with activities to help new members of the Pine Manor community learn more about their educational journey, meet their classmates, and to introduce tools that will help them through their years at Pine Manor College. First-year advisors (FYAs) are upper-class student leaders who serve as peer resources for new students.

Athletics and Recreation
Participation in sports and fitness programs is an integral part of the PMC experience. As a result, there is something for everyone—from the varsity athlete to the fitness enthusiast.

Intercollegiate Athletics
Pine Manor College offers seven NCAA Division III sports. Dedicated coaching professionals work with individual athletes to build and maintain competitive programs, for which students can earn academic credit.

- **Varsity Teams**
  - Basketball
  - Cross-Country
  - Lacrosse
  - Soccer
  - Softball
  - Tennis
  - Volleyball

Athletics and Recreational Facilities
- **Multi-purpose gymnasium**
  - Basketball and volleyball courts
  - Softball batting cage
- **Green Dunn Fitness Room**
  - Life cycles
  - Step machines
  - Treadmills
  - Multi-station weight machines
  - Free weights
- **Aerobic Dance Studio**
- **Athletic Training Room**
- **Outdoor Facilities**
  - Richard Deutsch cross-country trail
  - Hedley soccer field
  - Softball field
  - Six outdoor tennis courts
  - Two platform tennis courts

For course descriptions on Physical Education and Athletics, refer to page 118.
Health Services

The staff at the Health and Wellness Center provides healthcare and health promotion programs designed to address the needs and concerns of college women. We are committed to promoting an optimum level of wellness among our students and subscribe to a holistic model of health that respects the inseparable relationship of mind, body, and spirit. We strive to provide an environment in which the student can learn to participate in her healthcare and to make lifelong healthy lifestyle choices. We provide opportunities for each student’s personal growth through patient education and health promotion activities that facilitate academic and personal success.

Primary healthcare services are provided by our staff of nurse practitioners and a part-time physician. All full-time students are eligible for care, not just those students subscribing to the PMC Student Health Insurance Plan. There is no charge for professional services at the Health and Wellness Center. However, there are charges for lab tests, prescriptions, certain immunizations, X-rays, and off-campus referrals. These charges are the responsibility of the student. The Center is open Monday through Thursday from 9:30 a.m. to 4:30 p.m. and Friday from 9:30 a.m. to noon during the fall and spring semesters, when classes are in session. These hours are subject to change. Students may schedule an appointment in advance or may be seen on a walk-in basis. The Center is closed on holidays, during breaks, and the summer months. There is no overnight healthcare facility on campus.

Counseling Services

Personal counseling services, available at the Health and Wellness Center, provide support for students who are dealing with the stresses of college life and other personal concerns. The Counseling Center provides programming and discussion groups that address various issues, including healthy relationships, stress management, substance abuse, body image, homesickness, and depression. The counseling staff consists of licensed clinicians, counseling psychology interns, and a consulting psychiatrist. Full-time students are allowed ten sessions per school year at no cost. The staff can also assist with referrals if a student prefers to be seen off campus or if the needs of the student exceed the services that are available on campus.

Health Insurance

Massachusetts law requires that all full-time and three-quarter-time college students be covered by health insurance. Whether covered by Pine Manor’s student policy or another policy—parents’ policy, a health maintenance organization (HMO), or preferred provider organization (PPO)—it is the student’s responsibility to know and understand the terms and limitations of her coverage. Copies of the Pine Manor College student health insurance brochure are available at the Health and Wellness Center and the Bursar’s Office. Evidence of health insurance is a prerequisite for registration. Foreign insurance policies are NOT acceptable.

Each student must submit a new enrollment/waiver form each year. If this form is not completed, signed, and returned to the Bursar by the specified date, state law requires that the student be enrolled in and billed for the PMC Student Health Insurance Plan. Further information can be found on the Health and Wellness page at www.pmc.edu.

Pre-Matriculation Medical Requirement

All new students are required to submit a completed health report and immunization form prior to registration. The Massachusetts College Immunization Law requires that all students provide documentation of immunity for measles, mumps, rubella, tetanus, diphtheria, and Hepatitis B in order to register and attend class. Although meningococcal vaccine is not currently required,
the Centers for Disease Control (CDC) and the American College Health Association (ACHA) recommend that entering college students consider being immunized. Pine Manor College also requires a tuberculin test and physical examination within the six months prior to registration.

**International Student Services**

The International Student Advisor is the primary counselor for all students from other countries. She serves as the liaison between international students and the College community and helps students identify and use resources for academic and personal development. The International Student Advisor is also the resource on campus for visa regulations. She educates the College community about current visa regulations that affect both the students and the College, and she enforces the USCIS (United States Citizenship and Immigration Services) regulations on international students. The International Student Advisor also publishes country profiles written by the students, which appear on the PMC community website. They educate the community about the international students and their cultures. During orientation, every international student receives the *International Student Handbook*, which emphasizes the USCIS and provides information on cultural adjustments. The International Student Advisor also works with the International Student Club, a social club for both international and American students.

**Multicultural and Spiritual Programs**

The Director of Multicultural and Spiritual Programs serves as an advisor, advocate, and resource for cultural and spiritual programs. Working with the Pine Manor community, we strive to integrate classroom learning with an appreciation for and understanding of its practical use in a multicultural, spiritually diverse, global community. Using the Campus Center Meditation Room, students are offered a safe environment to learn new or express existing spiritual beliefs and practices. Students can find an understanding ear in times of crisis and an advocate for student-led cultural and spiritual expression.

**Residential Life**

Students are housed in villages comprised of five small houses, each accommodating 30 women, and a Commons that features a central lounge. Within each house resides a trained student leader called a Resident Assistant (RA). The RA is responsible for developing community within her house. She organizes programs and activities within the villages to foster the mission and educational outcomes of the College.

Each first-year residential student is assigned a room and a roommate. An upper-class student may choose to share her room with a roommate or, for an additional fee, she may request a single room. During the spring semester, housing assignments are determined for the following academic year through a room lottery.

**Vacations**

The College closes during Thanksgiving, winter, spring, and summer vacations. Students interested in housing during certain vacations must complete an application and be approved by the Office of Student Life. Special housing may be granted to students completing internships, student teaching, or those who are a great distance from home. Students allowed to remain on campus during these vacations will be charged and may be housed together in one building and may not have access to their semester room. Dining services and shuttle may not be provided during these breaks. Guests are not permitted during these times.
Brown Learning Resource Center (LRC)

One of the most widely used student services is the Brown Learning Resource Center (LRC), an academic support center open to all students. Staffed by professional, full-time tutors, the Center offers individual tutoring in writing, mathematics, reading, study skills, and time management. In the supportive atmosphere of the Center, students are able to discover previously untapped strengths, adjust to the new demands of the college environment, fill gaps in prior learning, and most of all, learn how to take charge of their own learning. There is no additional fee for LRC services.

The LRC also provides guidance, academic skills assistance, and test-taking accommodations for students with documented disabilities. Students with disabilities should consult with the Director about their needs for accommodations.

Accommodations for Students with Disabilities

In accordance with Section 504 of the Rehabilitation Act of 1973, PMC is committed to providing reasonable accommodations to students with documented disabilities. New students seeking accommodations should consult with the Director of the Learning Resource Center prior to matriculation. Continuing students should consult with the Director at the beginning of each semester.

Career Services

The Career Resource Center, part of the Office for Experiential Learning, assists students in determining career and educational goals and coordinates activities related to individual career exploration and development. Through individual counseling sessions, students explore career interests and values to assure good decision making. Students are also encouraged to participate in the alumnae mentoring program, which allows them to spend “shadow days” with alumnae in careers of their choice.

The Center also hosts a series of discussions geared toward career preparation. Students gain practical skill training by participating in mock interviews, discussion panels, an alumnae roundtable, and more. These events focus on preparing a student for her first job. Topics include interviewing for an offer; how to network; and keeping organized. Students are encouraged to draw upon their portfolios as a resource reflecting the development of their career-related skills.

The Center contains employer profiles, industry directories, and career and graduate school information. Comprehensive online resources provide students with assistance in exploring careers, finding jobs (part and full-time), writing résumés and cover letters; finding and securing internships; guides to getting into graduate school and more. It also lists upcoming career fairs and events throughout the academic year.

Students may participate in a series of career planning workshops and will develop a written career plan and pre-professional quality résumé developed during individualized work sessions with a career counselor. The career plan and résumé will be kept on file with the Office of Experiential Learning. This information allows the Office to continue working with alumnae as their careers progress. Alumnae are also welcome to use any of the Office’s resources, including participation in workshops and individual career counseling sessions. Contact the Director, Linda Walden (x7154) for further information.
Continuing Studies

Women continuing their education may earn academic credits, start or complete an Associate of Arts or Science degree, earn a first or second Bachelor’s degree, complete a professional certificate program, or take courses for personal enrichment.

Credit for Prior Learning

Credit for Prior Learning (CPL) affords students the opportunity to earn credit for work and life experience through a portfolio assessment process. Up to 44 CPL credits can be earned for nontraditional learning that has occurred since graduation from high school. Through a combination of transfer credit and a CPL portfolio, a student may earn up to 96 credits toward the 132 credits required for an undergraduate degree from Pine Manor College.

To be eligible, a student must be matriculated in a degree program and currently enrolled. Credit may not be awarded more than once for the same body of knowledge; for example, credit granted through the CPL process cannot duplicate credit gained through transfer credit. Students who participate in the CPL process must submit a portfolio within one year of matriculation. Credit must be applied in an appropriate area with regard to the requirements of a particular degree. Credit granted should be comparable in nature, content, and level to courses offered at Pine Manor College. In all cases, appropriate documents must be included with the completed application for evaluation credit.

The CPL Portfolio

The Credit for Prior Learning portfolio presents persuasive evidence of college-level learning and includes the following:

1. An introductory essay that presents an overview of the student’s academic plan. It links past experiences and future goals with an academic plan within the Pine Manor College curriculum. The essay is both reflective and speculative in nature, enabling a student to gain greater understanding of her past achievements and to clarify her goals for the future.

2. A persuasive credit request essay for each course for which Credit for Prior Learning is sought. Full or partial credit may be requested for a course.

3. Direct documentation of experiential learning in the form of reports, memos, brochures, correspondence, notes, or other direct evidence produced by the student that substantiates the learning activity.

4. Indirect documentation of experiential learning in the form of letters from supervisors, customers, suppliers, coworkers, or others who can substantiate evidence of the learning activity.

At the time the portfolio is submitted for evaluation, a $450 portfolio fee is due. Contact Nia Lane Chester, Dean of the College (x7106), for further details.
Information Networks

Annenberg Library and Communication Center

The Annenberg Library offers a comfortable environment for study and research. Open 75 hours per week during the regular academic year, library facilities include the Class of 1912/Rauch Instructional Materials Room, the Moncrief Special Collections Room, and a number of small seminar rooms for individual use, group study, or small classes and a 24-hour study space located in the LRC lobby. Library collections include print volumes, e-books, audio and video items, and periodicals in a variety of formats including print, microform and electronic full text. The Library’s extensive collection of print and electronic sources supports the curriculum of Pine Manor College. Holdings include over 65,000 print volumes and subscriptions to a wide range of periodicals in a variety of formats, including print, microform and electronic full text. Electronic resources include LexisNexis Academic, Ebscohost, Country Watch, Gale Info-trac and many others. The online catalog and most of the electronic databases are available round-the-clock campus-wide through the Library’s web page. Reference staff members provide individual and group instruction in the use of information resources as well as assistance by e-mail.

The Library is a member of the Minuteman Library Network (MLN), a consortium of 35 public and 7 college libraries. Pine Manor ID card holders enjoy borrowing privileges at each MLN institution. MLN membership provides the Pine Manor community with access to a wide range of resources. The shared web-based catalog offers an easy interface for finding current information on the location of over 6 million items, including books, periodical, and audiovisual materials. MLN provides daily book delivery to Annenberg. Requests to borrow materials not held by MLN may be placed via Annenberg Library’s Interlibrary Loan office. The Library is also a member of the Metro West Regional Library System and OCLC, a network of libraries in the U.S. and abroad, through which it is possible to facilitate requests for interlibrary loan materials.

The Annenberg Library and Communications Center also houses the Hess Art Gallery, the Brown Learning Resource Center, WPMC (a student run radio station), a video studio, and the Kresge Lecture Hall.

Office of Institutional Technology

The Office of Institutional Technology (IT) serves the computing, classroom presentation, and special events media needs of the Pine Manor College community. IT oversees administrative and academic computing, classroom and computer labs, guidance and training, and software and hardware support.

Computing Resources

Students have access to e-mail, the Internet, a campus computer network, and computers located throughout the campus. Network-connected computers for various uses are available in all academic buildings, in several classrooms, labs, and in some general-use areas, including residence village Commons. Use of some resources is restricted to students enrolled in a particular class. Each residence hall room includes one high-speed Internet connection per student at no charge.

Use of the College network and computer equipment, and the College Internet, intranet, and e-mail services on College or student computers are subject to compliance with the Computer Code of Ethics as published in the Student Handbook.
Software Resources
Software for word processing, spreadsheets, databases, statistics, Web page development, graphic design, desktop and electronic publishing, digital media, and specialized course software is available for student use on College computers.

Computing Facilities
- The Information Commons in the Annenberg Library Loft is available to the entire Pine Manor College community. The Information Commons has Windows-based computers and local laser and color printing. Six scanning workstations allow for the creation of mixed media documents for electronic publication.
- The Abercrombie Computer Classroom in the Abercrombie Fine Arts Wing provides Visual Arts students with a Macintosh, color, graphic arts studio.
- The Annenberg Computer classroom in Ellsworth Hall is a Windows computing classroom used for teaching accounting, economics, and other management courses.
- The Ferry Computer Center in the Dane Science Building is a Windows computing classroom for math and computer courses.
- Room 101 in the Ashby Campus Center is a Windows computing classroom used by psychology, sciences, and other courses.
- The Wean Language Laboratory in Haldan Hall is a Windows computing classroom used by faculty and students in foreign languages, college composition, ESL, the Pine Manor College English Language Institute, and other courses.
- Computers are also located for student use in open areas in the Ashby Campus Center and the residence village Commons.

Center for Inclusive Leadership and Social Responsibility

The Center for Inclusive Leadership and Social Responsibility (ilsr) at Pine Manor College is committed to fostering leadership that is inclusive of all people and many styles, and is directed toward a common good. It seeks to promote new models of leadership; to facilitate the participation of women in leadership and organizational change; to build community partnerships; and to extend beyond the campus Pine Manor’s mission of preparing women for socially responsible leadership.

The Center's programs have successfully introduced young women to new ways of thinking about their futures and about leadership. Students serve as coordinators and counselors and acquire valuable experience in organization by mentoring ilsr principles.

New initiatives include a strengthening of the existing youth outreach component with an emphasis on creating more partnerships with those who can both benefit from and contribute to the outreach work; the implementation of a more focused approach to faculty and curriculum development and the development of an in-service program; an intensification of the collection and analysis of data on the mission-related work being done; and sharing results of research with other educators, the business community, and community practitioners. For further information, contact Whitney Retallic (x7620).
The English Language Institute (ELI) offers coeducational, intensive English language instruction for students aged 16 years and over who wish to earn a Certificate of Proficiency in English. Six different programs are available: Intensive English Program (IEP), University Preparation Program (UPP), Semi-Intensive Course, Professional Studies, Private Lessons, and Teacher Training Program. Courses start every 4 weeks, run from 4 to 48 weeks in duration, and range from beginner to advanced.

The Intensive English Program (IEP)
Instruction is offered 21.5 hours per week, Monday through Thursday, from 9:00 a.m. to 3:15 p.m., and Friday from 9:00 a.m. to 12:30 p.m.

The IEP is comprised of two basic components:

1. The Core Program
This morning program consists of grammar, reading, writing, speaking, and listening. The concentration is on developing strong oral and written communication skills.

2. Skill-Level Options
The afternoon courses consist of challenging academic English content to further enhance a student’s ability in learning English. Students are placed in classes by interest and specific needs identified by ELI teachers. The following are some options that are offered depending on skill level:
- IBT and paper-based TOEFL preparation (Institutional TOEFL is offered monthly)
- Conversation
- Study Skills
- Leadership and Diversity
- Business English
- Idioms/Vocabulary
- American Culture and Language
- Pronunciation

University Preparation Program (UPP)
This program prepares students for Academic study at a university. Applied Grammar, Academic Reading/Writing, Critical Thinking and Discussion groups are offered Monday through Friday, from 9:00 a.m. to 12:30 p.m. Attention is paid to the student in the UPP program with afternoon courses that promote the rigorous study of a college program. It is suggested that students enroll for a minimum of 12 weeks. This will allow students to audit Pine Manor College classes.

Semi-Intensive Course
This course consists of grammar, reading, writing, speaking, and listening classes, which are offered Monday through Friday, from 9:00 a.m. to 12:30 p.m.

Professional Studies
This program allows students to combine their study of English with college courses (without credit). After completing one four-week session of the Intensive English Program at the advanced level, students can take two English classes and two academic subjects that are offered at the College.
Private Lessons
Private lessons are available either in addition to another Pine Manor English course or independently. Teachers are drawn from the Pine Manor College English Language Institute’s team of professional language instructors.

Teacher Training
This is offered when a minimum of 10 people enroll for the TESOL certificate program. This course will teach the methodology behind the English Language Acquisition for non-native speakers of English. Students will learn how to incorporate the standard test materials as well as videos, computers, and tape recorders into a classroom. Students will learn to write lesson plans for a student-centered classroom and become familiar with innovative as well as standard methods that produce positive outcomes for an ESL classroom.

The course will provide structure for a contextualized curriculum regardless of ESL levels. 30 hours class time plus 4 hours of preparation and instruction in an ESL classroom for TESOL certificate.

Academic Policies

Student Status
Students may enroll at Pine Manor College as degree or non-degree students.

Degree Students
Degree students are those who are admitted as matriculated students. Degree students may enroll full-time or part-time. Full-time students are those enrolled for a minimum of 12 credits each semester.

Special Students
Special students are those who are enrolled in credit courses under certain circumstances (e.g., a reduced load). High school students may enroll for credit in PMC courses as special students, with permission of the Registrar and the instructor of the course(s) they wish to take.

Advanced Standing

Transfer Credit
Study at other colleges must be approved in advance by the Registrar. No more than two summer-study courses taken elsewhere may be applied towards the Pine Manor College A.A. or A.S. degree.

Transfer credit is evaluated by the Registrar only for courses in which a grade of “C-” or better has been earned. Evaluation will be on a course by course equivalency as determined by the Registrar. Grades earned at other colleges do not affect a student’s cumulative GPA.

An official transcript and course description must be submitted to the Registrar for approval at least six months prior to the expected date of receipt of an A.A., A.S., or B.A. degree.

Equitable credit for military experience is awarded in accordance with the American Council on Education’s guidelines for registrars.

A student entering with previous college credits may apply up to 32 semester hours of credit towards the A.A. or A.S. degree, or up to 96 semester hours towards the B.A. degree. The faculty members in each academic department determine whether courses taken ten years ago or longer may fill major requirements or be transferred in as elective credit.

Advanced Placement
Advanced status is granted by the Registrar in consultation with the faculty members of the courses involved.
Advanced Placement Exams
An applicant may seek Advanced Placement by submitting a transcript of previous grades and scores of the advanced placement tests of the College Entrance Examination Board or CLEP (College Level Examination Program) to the Registrar's Office. Pine Manor College grants 4 credits for each advanced placement test score of 4 or 5. These credits count toward those required for the degree. They do not fulfill distribution requirements or count toward the requirements of a major.

International Baccalaureate
International Baccalaureate Diploma recipients are granted credit for up to one full year (32 credits) toward a degree at Pine Manor College. International Baccalaureate Certificate recipients receive course credit for each examination passed with a score of 4 or higher. International Baccalaureate credits may be counted toward the General Education requirements or electives. Decisions on the use of International Baccalaureate courses to meet major requirements are made by academic departments on a case by case basis.

CLEP Exams
CLEP offers degree candidates the opportunity to earn college credit by examination. CLEP exams are open to all students. CLEP scores should be submitted after a student has successfully earned 8 credits at the College, but before completion of the final 32 credits toward the degree. The College grants credit for CLEP subject examinations when students are at or above the current level recommended by the Council on the College-Level Examinations for each individual examination or discipline. The Registrar has a list of CLEP subject examinations with the acceptable cutoff scores approved by the College. A nonrefundable fee of $5 per CLEP exam submitted for credit must accompany the application and official documentation of the exam score.

Advising
Faculty Advising
First-year students are advised by their First Year Seminar instructors. At the beginning of their sophomore year students may choose or be reassigned to an advisor within their chosen major or area of interest.

Integrated Advising Team
The Integrated Advising Team meets weekly to oversee the advising process in general and to review concerns regarding individual students. It is chaired by the Dean of the College, and includes representatives from the faculty, the Learning Resource Center, Student Life, and the Registrar.

Satisfactory Progress Toward the Degree
All students are expected to make appropriate progress towards the completion of their degree. Satisfactory progress is defined in terms of number of credits achieved per academic year, as follows:
• First-year students have completed up to 31 credits.
• Sophomores have completed between 32–63 credits.
• Juniors have completed between 64–95 credits.
• Seniors have completed 96 or more credits.

A student must maintain satisfactory academic progress and maintain a cumulative GPA of 2.0 to remain eligible for financial aid. International students must make satisfactory progress toward the degree to remain in compliance with “duration of status” requirements, as defined by Immigration and Naturalization Services.

Declaration of Major
All students are expected to declare a major by the end of the sophomore year. Students planning on pursuing the Teacher Licensure Program must declare their intent by the beginning of the sophomore year.
Any student who changes her major after the first semester of the junior year is cautioned that she may require an additional semester(s) to complete her degree.

Double majors must be verified by the Registrar and approved by the faculty in each academic department.

**The Grading System**

The quality of a student’s course work is indicated by grades with the following significance:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>A  4.0</td>
</tr>
<tr>
<td></td>
<td>A- 3.67</td>
</tr>
<tr>
<td></td>
<td>B+ 3.33</td>
</tr>
<tr>
<td>Good</td>
<td>B  3.0</td>
</tr>
<tr>
<td></td>
<td>B- 2.67</td>
</tr>
<tr>
<td></td>
<td>C+ 2.33</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>C  2.0</td>
</tr>
<tr>
<td></td>
<td>C- 1.67</td>
</tr>
<tr>
<td></td>
<td>D+ 1.33</td>
</tr>
<tr>
<td>Weak Pass</td>
<td>D  1.0</td>
</tr>
<tr>
<td></td>
<td>D- 0.67</td>
</tr>
<tr>
<td>Failure</td>
<td>F  0.0</td>
</tr>
</tbody>
</table>

**AU** Course audit. Audits do not earn credit or affect the GPA.

**CR** This grade reflects performance at the level of “C” or better when a course is taken on a Credit/No Credit basis.

**I** Incomplete course work.

**NC** No credit. This grade reflects performance at or below that of “C-” when the course is taken on a Credit/No Credit basis.

**W** Course withdrawal between the end of ADD/DROP period and last day to withdraw. This grade is not used in the computation of the GPA.

*Failed course successfully repeated for credit at PMC.*

**Incomplete Grades**

The grade of Incomplete (I) is given primarily for illness or some other serious situation in a student’s life occurring at the end of the term that makes it difficult for her to complete her final requirements. Such illness or special circumstances must be documented. Ordinarily, a student should have completed at least 75 percent of the course requirements to be eligible for an Incomplete. Any student wishing to receive an Incomplete must first speak with her instructor, who in turn must complete the appropriate form and submit it to the Integrated Advising Team. The Integrated Advising Team will make the final decision about whether an Incomplete is granted. Incomplete work must be completed and a final grade received by the Registrar by the fifth week of the subsequent semester, unless an earlier or later date is specified on the Incomplete form or unless a specific extension is granted. If an extension is sought and granted, it must have the signature of the instructor, the student (if possible), and the Integrated Advising Team. Incompletes remaining after the deadline will automatically be switched to a course grade based on completed requirements with zero percentage for all work not submitted.

**Grade Point Average (GPA)**

The semester GPA is calculated by dividing the total number of quality points by the total number of credits in a semester. The grade of “F” is included in
the calculation (see Repeating a Course below); transfer credits and grades of “I,” “CR,” “NC,” and “W” are not. The number of quality points earned by a course equals the numerical value of a grade multiplied by the number of credits for the course. For example, a grade of “C” equals 2.0 x 4 credits = 8 quality points.

The cumulative GPA is calculated by dividing the total number of all semester quality points by the total number of credits toward the cumulative GPA for all semesters.

A student must achieve a cumulative GPA of at least 2.0 to earn the B.A., A.A., or A.S. degree.

Early and Midterm Grades
Early and Midterm grades are issued to students after the last day of September and October each semester. Any grade of “C-” or below is considered a midterm warning. Grades are sent to the student, with copies to the advisor and the Integrated Advising Team. Students are expected to meet with their instructors and advisors to discuss midterm warnings.

Grade Grievance Policy
If a student wishes to appeal a grade, she should first discuss the matter with her instructor. If no agreement is reached, she should discuss her grievance with the appropriate Division Chair. If there is still no agreement, she may appeal in writing to the Academic Standards Committee (a subgroup of the Curriculum Committee). In such cases, the instructor and Division Chair are asked to submit reports. The decision of the Academic Standards Committee is final. A time limit is placed on a student’s request for a grade change based on anything other than a clerical error. Application must be made by a student within one year of completion of the course. Any change of grade, other than from an Incomplete to a letter grade, must be approved by the Academic Standards Committee.

Grade Reports and Transcripts
Grade reports are posted by the Registrar at the end of each semester and summer sessions on the Student Portal. Copies may be sent to students and parents upon written request to the Registrar's Office and in accordance with the Family Educational Rights and Privacy Act of 1974. Students must request transcripts of their academic record at the Registrar's Office in writing, including their written signature, with payment of $5 per copy, payable to Pine Manor College, and completion of financial obligations to the College.

Repeating a Course
With the exception of Dance Technique and some Visual Arts courses, a student may only repeat a course in which she earned the grade of “F.” When such a course is repeated with a passing grade, only the new grade is used in computing the grade point average. However, the “F” grade is not removed from the student transcript. An “*” will appear to indicate a repeated course grade on the transcript. If a failed course is successfully completed elsewhere, the new grade is reported as credit only and does not effect the GPA. If a course is failed more than once, only one “F” is affected when the course is repeated and passed.

Summer Sessions
Pine Manor College offers two-week intensive sessions and/or a four-week session during the summer. Students are limited to one course in the two-week session and two courses in the four-week session unless permission for an overload is granted (see Registrar). Credit will be applied toward the PMC degree, and grades will be calculated in the student’s GPA.

Honors
Alpha Chi Honor Society
Pine Manor College is a member of Alpha Chi, a national honor society established to recognize academic achieve-
ment in all disciplines. Professor William Stargard is the faculty advisor to Alpha Chi. To be eligible for membership, a student must:
1. Be pursuing a degree.
2. Be a junior or senior, as defined by academic credit.
3. Have completed one year of academic residency.
4. Have a cumulative grade point average of 3.5 or better.
5. Have earned a semester grade point average of 3.75 or higher in one semester of her junior or senior year.

**Honors for the Bachelor of Arts**
Those B.A. students who have achieved a superior academic record for their four years are recognized at Commencement. To be eligible to graduate with honors, a student must complete a minimum of 64 semester hours at PMC, and her cumulative GPA must be:
- summa cum laude  3.75 or higher
- magna cum laude  3.50–3.74
- cum laude  3.20–3.49

**Honors for the Associate Degree**
A.A. or A.S. recipients who have achieved a superior academic record are recognized at Commencement. To earn this distinction, the student must complete her degree with a cumulative GPA as follows:
- high honors  3.50 or higher
- honors  3.20–3.49

**Honors Seminars**
Honors seminars are offered on a variety of topics every year to first and second year students with a 3.2 GPA, or by invitation.

**Semester Honors**
To earn semester honors, a student must have completed at least 8 credits in courses in which a letter grade is assigned and earn a semester GPA as follows:
- high honors  3.50 or higher
- honors  3.20–3.49

**Pine Manor College Scholars Program**
The Pine Manor College Scholars Program rewards full-time students carrying a full course load who achieve a semester GPA of 3.50 or higher by allowing them to enroll in a fifth course free of charge the following semester. A full course load is defined as four courses worth a minimum of 4 credits each.

**Class Attendance**
Students are expected to attend classes regularly and in conformity with instructors’ policies and expectations as outlined in syllabi and in class. Students who miss class are responsible for notifying their faculty and making up outstanding work, as required. The Dean’s office does not provide “excused absences,” but will notify faculty regarding a student’s anticipated prolonged absence, if requested to do so.

When a course is over enrolled, the instructor may drop a registered student from the class if she has failed to attend the equivalent of the first week of class (the first 150 minutes), upon informing the Registrar’s Office.

Pine Manor College complies with Chapter 375, Section 2B, of the General Laws of Massachusetts, which states that: “Any student...who is unable, because of religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination, study, or work requirement and shall be provided with an opportunity to make up such examination, study, or work requirement which he may have missed because of such absence on any particular day; provided, however, that such make-up examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section.”
Any student at the College who wishes to take advantage of the above provision must inform the instructor in writing.

**Final Examinations**

The Registrar’s Office schedules final examinations. A student is expected to take each examination as scheduled. Students may request that a final exam be rescheduled only when they have three or more exams on the same calendar day or two exams simultaneously. In such instances, they should report to the Registrar’s Office no later than four weeks before final exam week begins to reschedule one exam. Under no circumstances are students allowed to take final exams early or to reschedule exams other than with the approval of the Dean of the College. Travel conflicts are not considered grounds for rescheduling or missing an exam. Any unexcused absence from a final exam results in a failing grade of zero on the exam.

**Academic Ethics**

Members of an academic community have a responsibility to present work that is truly their own. Cheating and plagiarizing the work of others are serious offenses that undermine the spirit of truth in all areas of college life. As members of the PMC community, students are expected to familiarize themselves with the College’s academic ethics code. Proper documentation is discussed in College Composition courses, among others. Refer to the *Student Handbook* for the ethics code and judicial procedure.

**Degree Requirements**

Degree and program requirements may be revised by vote of the faculty. Students are responsible for being familiar with and following the requirements stated in the Pine Manor College catalog of their year of entry. Students who are readmitted to the College following an absence of more than one calendar year must follow the major requirements of the catalog of the year of reentry. No undergraduate may be excused from the requirements stipulated in this catalog because she has not read this text. Students with unusual circumstances may appeal to the Academic Standards Committee (a subgroup of the Curriculum Committee).

**Courses**

**Adding and Dropping Courses**

A student may add or drop a course during the designated period at the beginning of a semester by obtaining approval signatures of the course instructor and the academic advisor and by signing and submitting the form to the Registrar’s Office by the deadline outlined in the current academic calendar. Students may not add or drop courses after the end of the Add/Drop period.

**Withdrawal from a Course**

After the end of the Add/Drop period, students may withdraw from courses with the grade of “W” until the last day to withdraw listed on the academic calendar. Official withdrawal from a course occurs only when the student has submitted a signed withdrawal form to the Registrar with the approval of the instructor and faculty advisor. Continued absence from class does not constitute official withdrawal.
Auditing Courses
Students who wish to attend a course without receiving credit may register to audit. Students who audit may not take examinations and may not submit papers. Students may only audit lecture courses. Students may not audit computer, dance, ESL, foreign language, or visual arts courses, music or voice lessons, or participate in any lab sections. Students must gain advance permission to audit from the course instructor. All full-time students may audit courses without a fee. All students submit an audit form to the Registrar by the date indicated on the academic calendar. Course audits do not receive credit or affect the GPA, but are recorded on the student’s permanent record.

Course Load and Overload
The regular program of study consists of four full courses (4, 5, or 6 credits each) per semester. In order to take a fifth course, a student must be in good academic standing and have the permission of her academic advisor. First-year students may enroll in a fifth course overload upon approval by the Dean of the College in their second semester of course work, or under exceptional circumstances. A course overload fee is charged in addition to the full-time tuition for 20 to 23.5 credits. A double overload fee is charged for enrolling in 24 or more credits. There is no extra charge for enrolling in course work of 2 credits or fewer, up to a total of 19.5 credits. Full-time students whose previous semester GPA was 3.5 or higher may enroll in a fifth course tuition-free in the subsequent fall or spring semester.

Students who want to take 24 credits or more per semester must petition the Academic Standards Subcommittee of the Curriculum Committee for approval. A student must have a minimum 3.0 cumulative GPA. The petition for semester credit overload form can be picked up and returned to the Registrar's Office.

Credit/No Credit
All students, except students on academic probation, may elect one course each semester under the Credit/No Credit (CR/NC) grading system. This option does not include College Composition courses. Juniors and seniors should consult their advisors if they are taking a course in their major under the CR/NC option. All PE courses and summer internships are taken on a CR/NC basis.

A student must indicate her decision to take a course under the CR/NC option by the end of the fourth week of the semester. After that, she may not change her choice of course selected for CR/NC. Students must earn a final grade at “C” level or higher to earn credit for a course taken on a CR/NC basis. If a student is encouraged by the quality of her work in that course, she may change from a CR/NC option to a letter grade by submitting the signed form to the Registrar no later than the date indicated on the academic calendar for each semester.

Directed Study
A student interested in a Directed Study must present a detailed written proposal to the faculty member in the discipline to be explored. If the Directed Study either replaces a course not offered in that semester or is required by a given B.A. program, the appropriate faculty member in that discipline must be contacted. If the faculty member agrees to conduct the Directed Study, the student and faculty member must file the Directed Study proposal form with the Registrar no later than the last day of classes of the Add/Drop period. In the case of a Directed Study’s replacing a course not offered during that semester, it is expected that the faculty member will follow the syllabus of that course as offered regularly. If a Directed Study is a requirement of a B.A. program, or substitution of a requirement for a B.A. program, the proposal form must also be signed by the appropriate B.A.
Coordinator. At the end of the semester, the proposal and/or syllabus and final paper or project will be used as the basis for awarding full-course credit.

**Degree Residency Requirement**

The last 32 credits of any baccalaureate degree program must be taken at Pine Manor College.

A senior who has completed 32 semester hours or more at PMC and faces a shortage of 8 credits or fewer may complete her work at any regionally accredited school, with prior approval. If she is short three or more courses, she must return to PMC to complete degree requirements. Any and all exceptions to the Degree Residency Requirement must be approved by the Academic Standards Committee.

**Graduation**

Students may complete degree requirements at the end of any semester or summer session. The College confers degrees only at Commencement and recognizes May, August, and December as graduation dates. Students must submit an application for graduation to the Registrar’s Office by the date indicated in the current academic calendar. This application confirms the student’s major, minor, degree, and spelling of name as it will appear on the diploma and Commencement program. Diplomas cannot be ordered for students who do not submit this application. Submission of this form generates a degree audit, which advises the student of her status with regard to completion of degree requirements.

**Petition to Participate in Commencement as Degree-in-Progress**

In certain circumstances, a candidate for a B.A. degree may petition the Registrar for permission to participate in Commencement exercises, even though she has not fully completed her baccalaureate degree requirements. Any student who wishes to petition for such permission must first meet the following conditions:

1. Have completed at least 124 of the 132 credits needed to graduate and/or need no more than two regular courses to complete her graduation requirements. Each of the student teaching practica (ED 494 and 496 Early Childhood Education Practicum, 12 credits; ED 498-02 Elementary Education Practicum, 12 credits; EN 498 English Secondary Education Practicum, 12 credits; BI 498 Biology Secondary Education Practicum, 12 credits; and VA 498 Visual Arts Middle and Secondary Education Practicum, 12 credits) can be considered as the “two regular courses” in a petition to participate in Commencement as degree-in-progress.

2. Be in good academic standing (have a cumulative grade point average of at least 2.0).

3. Demonstrate concrete plans to complete the remaining credits by December of the year in which she participates in Commencement.

4. Submit her request to the Registrar’s Office by the last day to withdraw with a grade of “W”, in the spring term.

**Academic Warning**

If at any time, in the judgment of an instructor, a student has been excessively absent, late in handing in work, or has failed to satisfy other course requirements, an instructor’s academic warning is sent to the student with a copy to the advisor and the Registrar’s Office.

**Academic Alert**

Any first-year student who has a GPA between 1.5 and 1.99 at the end of her first semester will be placed on Academic Alert, rather than Academic Probation, during her second semester. Academic Alerts will be used only for first-year
students in their second semesters. A student on Academic Alert will not be subject to the restrictions imposed under Academic Probation. However, she will be required to meet regularly with her advisor to discuss her academic work and progress, in order that she can successfully raise her cumulative GPA to at least a 2.0. If at any point along the semester she fails to meet with her advisor according to an agreed-upon schedule, or if she receives multiple mid-semester warnings, then the student will be immediately removed from Academic Alert and placed on Academic Probation. If a student does not achieve a semester and cumulative GPA of at least a 2.0 by the end of her second academic semester and, if a full-time student, complete at least 12 credits in her second semester, she will be placed on Academic Probation, subject to all appropriate restrictions (see below). If a student is a part-time student, then only her semester and cumulative GPA will be the criteria for determining academic status.

Academic Probation and Continued Probation
Following their first semester, all students must maintain a 2.0 cumulative GPA and a 2.0 semester GPA and, if a full-time student, complete at least 12 credits each semester to be in good standing. If either the semester or cumulative GPA falls below 2.0, the student will be placed on Academic Probation. This policy applies to full- and part-time students. If a student is a part-time student, then only her semester and cumulative GPA will be the criteria for determining academic status. Special students whose GPA falls below 2.0 may be denied permission to register.

Students on Academic Probation may not: enroll in more than four 4-credit courses, cross-register, take a course on CR/NC basis, undertake a Directed Study, or play a varsity sport (per NCAA regulations). A student on Academic Probation is also required to meet regularly with her advisor to discuss her academic work and progress. The Academic Review Board notifies students in writing when Academic Probation is imposed, stating the terms of probation and the conditions under which probation will be removed or under which the student will be academically suspended.

Academic records of students on Academic Probation are reviewed at the end of each semester by the Academic Review Board. Academic Probation is removed when the semester and cumulative GPA is at least 2.0, provided a student has successfully completed a minimum of 12 credits, if she is a full-time student. Grades earned at Pine Manor College summer sessions affect a student’s cumulative GPA, and her Academic Probation status. However, attendance at another college’s summer session does not affect a student’s GPA or remove her from Academic Probation.

After one semester on Academic Probation a student may be placed on Continued Probation if she is making some academic progress but her semester and/or cumulative GPA remain below 2.0 and/or she does not complete at least 12 credits, if she is a full-time student. Depending on the rate of her academic improvement, it is possible for a student to remain on Continued Probation for more than one semester. However, a student who remains on Continued Probation for two semesters is potentially subject to Academic Suspension at the end of the second semester (see below).

Academic Suspension, Deferred Suspension, and Dismissal
A student on Academic Probation or Continued Probation is potentially subject to Academic Suspension if the semester GPA falls below the required minimum of 2.0 for a second consecutive semester. Any student, regardless of her academic status, can be placed on Academic Suspension if she earns a semester GPA of 0.0 or only slightly above for any given semester. A student may
not enroll for the semester following her Academic Suspension, nor may she reside on campus during the semester of her Academic Suspension. If a student has begun a summer session class prior to her notification of Academic Suspension, she may complete the class. If she is residing on campus during the summer session, she must vacate her room immediately following the completion of the class. Following the period of her Academic Suspension, the student may petition for re-admittance to the College. If she is readmitted, she does so under Academic Probation and must achieve a satisfactory semester GPA of 2.0 in the semester of her return and, if a full-time student, complete at least 12 credits or be subject to Dismissal by the Academic Review Board. Such Dismissal cannot be appealed.

The student has a right to appeal the Board’s decision regarding Academic Suspension to the Dean of the College. The appeal must be sent by the student, in writing, within five business days of the day that the Board’s letter was postmarked. The appeal should contain any new information or extenuating circumstances that the student feels would mitigate the decision of the Board. If the Dean approves the appeal of the Academic Suspension, the student may return on Deferred Suspension (see below). The student must receive a satisfactory semester GPA of 2.0 and, if she is a full-time student, complete at least 12 credits during the semester following the appeal or be subject to Dismissal by the Academic Review Board. Such Dismissal cannot be appealed.

A student can also be placed on Deferred Suspension if she meets all of criteria of Academic Suspension, but there is reason to believe that the student can improve her academic record based on progress in her course work, cumulative GPA, semester GPA, or other factors as determined by the Academic Review Board. The student will be required to sign an academic contract by the end of the first week of classes, stating that she will in all likelihood be placed on Academic Suspension if she does achieve a semester GPA of 2.0 and, if she is a full-time student, complete at least 12 credits. The contract may also establish requirements for the student, such as regular meetings with a tutor at the Learning Resource Center, and/or attendance at Study Halls.

The College may inform parents that their daughters have been placed on Academic Alert, Academic Probation, Continued Probation, Deferred Suspension, or Suspension. To receive this information, a signed FERPA waiver must be on file with the registrar's office, or the parents must demonstrate that their daughter is a claimed dependent for tax purposes.

Nonacademic Suspension and Dismissal

A student may be involuntarily suspended or dismissed from the College for nonacademic reasons. For information on academic suspension and dismissal, see above for details.

Students are responsible for upholding the rules and regulations of the College as defined in the Student Handbook Code of Conduct. Students are expected to understand and follow the policies contained in the Handbook.

The purpose of the Code is to:

1. Establish standards of personal conduct.
2. Provide for the advancement of knowledge and the development of ethically sensitive and responsive persons.
3. Recognize that students are adults and as such their relationship with the College community should reflect this.
4. Ensure fair treatment of students without regard to their race, color, national origin, gender, age, handicap, sexual orientation, or political or religious belief.
5. Recognize that students are members of society and the College community.
Voluntary Withdrawal

Students who wish to voluntarily withdraw from the College must meet with one of the following administrators:

- Dean of the College
- Dean of Student Life
- Bursar
- Registrar
- Director of Financial Aid
- International Advisor

Students should obtain the necessary forms and instructions from the Registrar’s Office.

Readmission

A student who withdraws voluntarily from the College may apply in writing to the Registrar for readmission. A student who has withdrawn for medical reasons will not be considered for readmission until a letter from her physician is received by the Dean of Student Life. Students who are withdrawn due to academic suspension must apply to the Dean of the College for readmission. Students who have withdrawn for any reason must be in good financial standing in order to be eligible for readmission. Contact the Registrar’s Office for the appropriate forms and the Business Office to determine financial standing.

Students who are accepted for readmission and return to the College after an absence of more than one calendar year must follow the major requirements of the catalog of the year of reentry.

Leave of Absence

A student may take a leave of absence from the College for a maximum of two consecutive semesters by completing a leave of absence form available in the Registrar’s Office. All leaves of absence must be approved in advance of the semester of leave by the appropriate College offices. Students taking a leave of absence who have received long-term loans must consult their local lender for information about repayment obligations. Students receiving financial aid through Pine Manor College must consult the Financial Aid Office. (See Financial Aid, page 138.) Students are reminded that PMC grants and scholarships may be applied only to study at Pine Manor College. These funds cannot be used for study abroad, study in Washington, DC, or study at any other college in the United States, or in any off-campus program. However, the College has set aside funds to be used by students whose grants and scholarships do not transfer. These students are encouraged to consult with the Office of Study Abroad regarding the availability of these funds. International students must consult the International Student Advisor or Dean of Student Life about visa status and eligibility for her I-20 during a leave of absence.

Each student is responsible for obtaining the written prior approval of the Registrar to receive credit for courses taken while on leave. The student is also responsible for discussing these courses with her faculty advisor to determine whether these courses will apply toward the degree. (See continuous registration fee under Leave of Absence, page 138.) Students who have taken a leave of absence from the College for reasons other than Study Abroad who wish to return to the College must notify the Dean of the College in writing regarding their intention.

Confidentiality of Records

A Pine Manor College student has the right to inspect any and all official records, files, and data directly related to her, with certain exceptions, such as financial records of her parents and confidential recommendations received before January 1, 1975, or to which the student has waived her right of access. Student-related official records and data are incorporated into her folder kept in the Office of the Registrar and may be reviewed by appointment in the presence of a College administrator.

A student’s file is the property of Pine Manor College. Should a student take exception to anything she finds in her
folder on the grounds that it is inaccurate, misleading, or otherwise inappropriate, she has the right to challenge its inclusion and to seek to have it corrected or deleted. The student should submit a written request to the Registrar for a joint meeting of herself and any other appropriate person to discuss the matter.

The College does not permit the release of personally identifiable information in student records without the student’s written consent and signature, except to certain persons such as officials or teachers within the College who have a legitimate educational need to know the information. PMC is required to release recruiting information to the Department of Defense, if requested. The Department of Defense, in compliance with the Solomon Amendment, identifies the following information as student recruiting information: student name, address, telephone listing, birth date, level of education, and major. If a student does not want any portion of this information released, the student must notify the Registrar’s Office within two weeks of the beginning of the semester. When student information is released following a Department of Defense request, notice of the request and release of student information will be posted in the Office of the Registrar for the period of one academic year. The College prepares a student directory in which information about students is published as allowed under the Family Educational Rights and Privacy Act. Directory information may include name, major, residence hall room and phone number, home address, beginning semester at PMC, honors awards, and date of birth. Any student who does not want any portion of this information printed in the directory has until the end of the second week of classes each semester to notify the Registrar’s Office in writing.

Students are asked to fill out a release form any time they request that the College send a PMC transcript, letter of enrollment, graduation, or an official recommendation that has become a part of an official file to a third party. When making such a request, they have the right to request a copy of the document in question, or they may waive this right.

If the College should fail to comply with any of the requirements of the Family Educational Rights and Privacy Act, the student may submit a written complaint to: The Family Policy and Regulations Office, US Department of Education, Washington, DC 20202.

The federal program SEVIS (Student and Exchange Visitor Information System) overrides the provisions of FERPA for purposes of information collected for international students holding F, M, and J visas. International students holding these visas should contact the International Student Advisor or the Registrar for details about the College’s responsibility regarding the confidentiality of their records.

Change of Address
Change of address and/or name should be authorized in writing immediately to the Registrar’s Office, 400 Heath Street, Chestnut Hill, MA 02467.

Affidavit of Massachusetts Voter Registration
In compliance with Massachusetts state law, Chapter 475 of the Acts of 1993, effective April 1995, affidavits of voter registration for registrants who reside in any city or town of the Commonwealth are available in the Office of the Registrar and at all locations where students may register for classes. Completed affidavits may be submitted to the Registrar, who will forward such affidavits directly to the town where the student registrant claims to reside.

Liability
Pine Manor College assumes no responsibility for theft, loss, or damage of personal property.
Academic Programs

PMC offers the following majors:

- Biology
- Communication
- Economic and Financial Systems
- English
- History
- Management and Organizational Change
- Psychology
- Social and Political Systems
- Visual Arts

Baccalaureate Degrees

To receive a Bachelor of Arts degree from Pine Manor College, a student must complete a minimum of 132 semester hours of credit, with a cumulative grade point average (GPA) of at least 2.0. The number of graduation credits that may be earned from half, quarter, and eighth courses (Physical Education, Performing Arts, the radio station, etc.) is limited to eight, the equivalent of two, full 4-credit courses. However, a pair of related 2-credit courses may be considered as a 4-credit unit at the time that the second course is successfully completed. These courses would not then be included in the 8-credit limit. For example, the following sequences would constitute 4-credit units: a two-semester sequence of dance courses, such as DA 101–102, DA 111–112, DA 225-226; any two, 2-credit computer courses (CS 210, CS 211, CS 212). The last 32 credits must be earned at PMC unless an exception is approved by the Curriculum Committee.

Students must select a major no later than spring of sophomore year and will thereafter be advised by a faculty member from that discipline and a related advising team. Any student who changes her major after the first semester of the junior year is cautioned that she may require additional time to complete her degree.

The self-designed major allows a highly motivated and sufficiently prepared student to design a major other than those regularly available at the College. Procedures for preparing a self-designed major are available in the Registrar's Office, and the student's program must be approved by the Curriculum Committee.

Double Major

A student wishing to pursue a major in more than one baccalaureate program must complete all requirements for both majors, including internships. Double majors are optional and require careful consultation and planning. Ordinarily, any student who wishes to declare a double major should do so by the end of her sophomore year. Double majors must be verified by the Registrar and approved by both B.A. coordinators.
**Special Programs**

Child Care Program

Community Healthcare Outreach Certificate Program

Teacher Licensure in:
- English (Grades 9–12)
- Biology (Grades 9–12)
- Visual Arts (Grades 5–12)

Teacher Licensure Pre-K-2, K–6

**The Minor**

A student who wishes to do formal, focused study outside of her major field may elect a minor. A student may minor in any discipline available at the College provided that:

1. The title of the minor is different from the title of the major.
2. The requisite number of courses are available.

A minor consists of five full courses. In general, no more than one course may be at the 100 level. A student interested in pursuing a minor must fill out a declaration of major/minor form in the Registrar’s Office in order to have the minor recorded on the transcript.

The following minors are offered at Pine Manor College:

- Accounting
- Art History
- Biology
- Child Care
- Communication
- Counseling
- Creative Writing
- Dance
- English
- Entrepreneurship
- Finance
- French
- History
- Human Resource Management
- International Business
- Management
- Marketing
- Music
- Political Science

- Psychology
- Social and Political Systems
- Sociology
- Theatre
- Visual Arts
- Women’s Studies

**Baccalaureate Degree Requirements**

Candidates for the B.A. degree must meet the following degree requirements:

**Learning Outcomes**

Each Pine Manor College student must present a portfolio in her sophomore and senior year, through which she demonstrates achievement with regard to the College’s Learning Outcomes:

- Effective Communication
- Critical Thinking
- Inclusive Leadership Skills
- Multicultural Perspective
- Ethical Reflection and Social Responsibility
- Depth of Knowledge
- Quantitative Reasoning
- Application of Knowledge
- Creativity and the Arts

The development of sophomore portfolios and the selection for presentation of portfolios is facilitated in First Year Seminars and through an optional Sophomore Colloquium. Portfolios are evaluated on a pass or no-pass basis. The development of senior portfolios is facilitated by faculty within the major, to whom final presentations are made. As sophomores, students may address specific components of the portfolio learning outcomes through a variety of curricular and co-curricular options, in consultation with their advisors, leaders, and faculty within their major. Details of the portfolio requirements are provided in the *Student Portfolio Handbook* and on the college community website.

In addition, students will demonstrate learning that encompasses a Breadth of
Knowledge of the Contemporary World and Its Roots. In order to familiarize students with a range of approaches and ways of understanding the complexities of the contemporary world and its roots, students shall, by the end of senior year, demonstrate breadth of knowledge by having taken any two courses of their own choosing (excluding exceptions as noted), from each of the four groups described below. The student must select eight courses, two from each of the four disciplinary groups. Each course must have a unique disciplinary designation. Students must also select a ninth course with an interdisciplinary (IDS), a dual (e.g., EC/PS), a Women's Studies (WS), or a History and Culture (HC) designation. Required Composition or required Mathematics courses may not satisfy this outcome. Courses in a student's major may be counted. Students may select any of the courses currently in the Pine Manor College curriculum to address this requirement, as long as they meet the criteria described above and are 4-credit (or paired, 2-credit courses, such as Dance 101/102). Certain courses may be required for students in the Teacher Licensure Program, based on Department of Education regulations and individual curricular planning. Refer to the requirements for the Early Childhood and Elementary Education Teacher Licensure Programs.

Group I
Humanities
Courses in Group I familiarize students with cultural landmarks and with close contextual and critical analysis of artistic, literary, linguistic, or philosophical work. Included are courses in American Studies, Art History, English (except EN 100), French, Humanities, Philosophy, Religion, and Spanish.

Group II
Social Sciences
Courses in Group II study human beings in a social order: how societies evolve, social processes, and the institutional and legal frameworks of a society. Included in Group II are courses in Accounting, Anthropology, Economics, Education, Finance, History, Management, Marketing, Political Science, Sociology, and Social and Political Systems.

Group III
Natural and Behavioral Sciences
Courses in Group III introduce the student to science as a discipline, expose the student to the scientific method, teach problem-solving techniques, and require the use of analytical and/or quantitative thinking. To fulfill the Natural and Behavioral Sciences requirement, students must complete at least one 5-credit course with a laboratory component and any other Group III courses. Group III includes courses in Biology, Chemistry, Computer Studies, Mathematics, Physics, and Psychology.

Group IV
Arts and Communication
Courses in Group IV expose students to ways of communicating ideas, observations, beliefs, and feelings. Each field of study seeks to express content through its own unique form. Creativity, aesthetics, and technique are fundamental to each field. Courses in Communication, Dance, Music, Theatre, and Visual Arts fulfill Group IV requirements.

• First Year Seminars
All incoming first-year students are enrolled in First Year Seminars, which take place each fall. These required one-semester courses carry four credits and focus on a variety of topics and activities designed to foster successful academic and social transition to the college. Seminar instructors will also serve as first-year advisors for students in their class and throughout the first year. Seminars topics may change from year to year. See page 102 for descriptions of topics offered in fall 2007.

• Portfolio Program
At the end of the sophomore and senior years, each student must successfully complete and present a portfolio that
reflects upon her learning with regard to the Learning Outcomes. This is accomplished through seminar and independent work, in consultation with her advisor. Requirements for transfer students will be determined based on the number of credits already earned.

• **College Composition**
Every student must complete the College Composition sequence with a passing grade.

• **Quantitative Reasoning**
Students are required to demonstrate competence in Quantitative Reasoning through the college assessment process or successful completion of a designated QR course.

**Distribution Requirements for Students Entering Prior to 1998**
See catalog of year of entry for distribution course requirements.

**Associate Degree Requirements**
The A.A. in Liberal Studies is appropriate for those interested in exploring a variety of subjects. To receive an Associate in Arts or an Associate in Science degree, a student must complete a minimum of 64 semester hours of credit, with a cumulative GPA of at least 2.0. Students may apply a maximum of 32 transfer credits toward the A.A. degree. Candidates for the A.A. and A.S. degrees must meet the following degree requirements:

• **Portfolio and Learning Outcomes**
Every Associate degree student must present a portfolio at the end of her second year in which she demonstrates achievement with regard to the College's Learning Outcomes. The Associate degree student addresses the Breadth of Knowledge Outcome, through a selection of and reflection on four courses, one from each of the four designated areas (Humanities, Social Sciences, Natural and Behavioral Sciences, and Arts and Communication), or three from the designated areas and one with an IDS or other appropriate designation. It is not necessary for the A.A. degree candidate to address the twelfth outcome (Depth of Knowledge).

• **College Composition**
Every student must complete the College Composition sequence with a passing grade.

• **Quantitative Reasoning**
Students are required to demonstrate competence in Quantitative Reasoning through the college assessment process or successful completion of a designated QR course.

**Course Numbering**
100-level courses are introductory and assume little or no previous knowledge in the subject area.
200-level courses assume some prior experience in the subject area and may have prerequisites.
300-level courses are designed for juniors and seniors. They are more advanced than 200-level courses, have prerequisites, and require a research component.
400-level courses are designed primarily for seniors.
Courses numbered 295 are exploratory internships. Courses numbered 495 are senior internships in a major field of study.
For first-year students and sophomores, the Directed Study Project carries a 299 number; 499 is reserved for juniors and seniors in a major. For all groups, the prefix letters (AN, EN, PY, VA, etc.) will depend on the field in which the topic falls.
Graduate Program

Pine Manor College offers a low-residency program leading to a Masters of Fine Arts in Creative Writing, with concentrations in poetry, fiction, creative nonfiction, or writing for children and young adults. Students must complete 60 hours of work over four semesters, which includes five, ten-day on-campus residencies. During each residency, which occur in July and January, students attend workshops, readings, lectures, panel discussions, and craft classes. After each residency, students complete an intense, six-month semester of writing, reading, and study, working one-on-one with a faculty mentor via mail and email.

Third-semester students also have the opportunity to pursue an applied-track internship in arts administration and community programming, pedagogy and literacy studies, or publishing as part of their research for the major critical essay. During the fourth, creative-thesis semester, students work closely with faculty mentors to revise work created during the MFA Program with the goal of producing a book-length manuscript. The fifth and final graduating residency requires the presentation of a 60-minute lecture or course in the students’ specialized area or track, developed in her/his critical essay. In addition, graduating students deliver a 15-minute public reading from their creative thesis.

Visit www.pmc.edu/mfa for more information and an application.