



2017 - 2018 Undergraduate Catalog



ASSUMPTION COLLEGE

WORCESTER, MASSACHUSETTS | ROME, ITALY



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Accredited By

New England Association of Schools and Colleges, Inc.
Commonwealth of Massachusetts Department of Education
Council on Rehabilitation Education
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Association of American College and University Programs
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American Council on Education
Association of Catholic Colleges and Universities
Association of Core Texts and Courses
Association for Continuing Higher Education
Association of Governing Boards of Universities and
Colleges
Association of Independent Colleges and Universities in
Massachusetts
College Entrance Examination Board

College Entrance Examination Board Higher Education
Consortium of Central Massachusetts
College Reading and Learning Association
Council for Higher Education Accreditation
Council of Independent Colleges
Education Advisory Board
Institute of International Education
International Center for Academic Integrity
Massachusetts Association of Colleges for Teacher
Education
National Academic Advising Association
National Association of Independent Colleges and
Universities

MEMBER OF NATIONAL HONOR SOCIETY CHAPTERS

Catholic Tradition: Delta Epsilon Sigma
Classics: Eta Sigma Phi
English: Sigma Tau Delta
Economics: Omicron Delta Epsilon
French: Pi Delta Phi
History: Phi Alpha Theta
Human Services and Rehabilitation Studies: Tau Upsilon Alpha
Mathematics: Kappa Mu Epsilon
Philosophy: Phi Sigma Tau
Psychology: Psi Chi
Spanish Language and Literature: Sigma Delta Pi
Sociology: Alpha Kappa Delta

NOTICE OF NON-DISCRIMINATION

Assumption College, a Catholic institution sponsored by the Augustinians of the Assumption and rooted in the Catholic intellectual tradition, strives to form graduates known for critical intelligence, thoughtful citizenship and compassionate service. We pursue these ambitious goals through a curriculum grounded in the liberal arts and extending to the domain of professional studies. Enlivened by the Catholic affirmation of the harmony of faith and reason, we aim, by the pursuit of the truth, to transform the minds and hearts of students. Assumption favors diversity and ecumenically welcomes all who share its goals.

The College recognizes the essential contribution of a diverse community of students, faculty and staff. Accordingly, Assumption College commits itself to maintaining a welcoming environment for all people and to complying with all state and federal laws prohibiting discrimination in employment and its educational programs on the basis of race, color, national origin, sex, religion, disability, age, marital or parental status, sexual orientation, genetic information or family medical history, military status, or other legally protected status.

Assumption College rejects and condemns all forms of harassment, wrongful discrimination and disrespect. It has developed procedures to respond to incidents of harassment whatever the basis or circumstance. The College does reserve its lawful rights where appropriate to take actions designed to promote the Catholic, Assumptionist principles that sustain its mission and heritage.

Assumption College has designated its Director of Human Resources to coordinate its efforts to comply with and carry out its responsibilities to prevent discrimination in accordance with state and federal laws, including Title VI, Section 504 and the ADA. Any applicant for admission or employment, and all students, faculty members and employees, are welcome to raise any questions regarding this notice with the Director of Human Resources:

Assumption College
500 Salisbury Street
Worcester, MA 01609
Phone: 508-767-7172

Any person who believes that an act of unlawful discrimination has occurred at Assumption College may raise this issue with the Assistant Secretary for Civil Rights of the United States Department of Education.

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THE BACHELOR OF ARTS IS GRANTED IN:

Accounting
 Actuarial Science
 Art History
 Biology
 Biology with a Concentration in Neuroscience and
 Behavior
 Biotechnology and Molecular Biology
 Chemistry
 Classics
 Computer Science
 Criminology
 Economics
 Economics with Business Concentration
 Education, Elementary
 Education, Middle and Secondary
 English
 English with Concentration in Writing and Mass
 Communications
 Environmental Science
 Foreign Languages
 French
 Global Studies
 Graphic Design
 Health Sciences with Concentrations in:
 Communication Sciences and Disorders
 Patient Advocacy
 Pre-Clinical Health Professions
 Pre-Physical Therapy
 Pre-Occupational Therapy
 History
 Human Services and Rehabilitation Studies
 International Business
 Italian Studies
 Latin American Studies
 Management
 Marketing
 Mathematics
 Music
 Organizational Communication
 Philosophy
 Political Science
 Psychology
 Psychology with a Concentration in Neuroscience of
 Human Behavior
 Sociology
 Spanish
 Studio Art
 Theology

TO OUR UNDERGRADUATE STUDENTS,

College is an exciting time because it is a period of discovery. In the course of four years, you will discover things about yourself and your interests that will set the direction of your life. For this process of discovery and self-discovery to occur, it is important to understand education differently. While you undoubtedly will acquire the skills necessary to pursue a particular career, your education at Assumption will be so much more than vocational training. Our goal is to provide you with a holistic education that aims at forming your mind, heart, and soul. That is the essence of a liberal arts education and the defining characteristic of Assumption College. We seek to form you, and in turn, transform you by providing an education that is value-based, whether you are pursuing a degree in the traditional liberal arts and sciences, or in one of our professional programs such as business or education.

At Assumption, you will be introduced to a broad body of knowledge that will unlock the potential that lies within the very depths of your being. In the course of your studies, you will be exposed to a wide array of disciplines that will expand your mind as you consider new ideas, new ways of looking at the world around you, and new ways of questioning. We seek to provide you with a moral and ethical framework that will assist in the formation of who you are, who you want to become, and how you will live out your personal and professional life. Our goal is not simply to lay the foundations for you to lead the good life, but more importantly, for you to live a good life — a subtle, yet important difference.

As a Catholic institution in the Assumptionist tradition, we take religion and faith seriously as an integral part of the human experience. We strive to

foster a climate that will provide you with opportunities to encounter God in the course of your studies. You will explore questions that get to the deepest desires of the human heart and that recognize the role of faith and reason in the search for truth. By highlighting the Catholic intellectual tradition, you will encounter ideas that have contributed to the formation of a Christian outlook on the world that reflects the type of education envisioned by Fr. Emmanuel d'Alzon, the founder of the Assumptionists. Equally important, we seek to foster an ecumenical spirit that will allow you not only to know, but also to live wisely the truths about God, humanity, and the world.

Your education at Assumption will be enriched by our student-centered faculty who are outstanding teacher-scholars. You will not only benefit from their expertise, but also from their availability to work with you outside of the classroom. I urge you to get to know your professors well during your time as a student at Assumption.

During your years at Assumption take advantage of the many opportunities to grow intellectually and spiritually so as to allow the development of your full potential as a human being. In this way, the motto of the College, “. . .until Christ be formed in you,” will become a reality of your Assumption experience. Our goal is to form leaders with values and vision. The faculty, administration, and staff are committed to serving you to make this goal possible.

Enjoy the exciting journey you have begun at Assumption College!

Sincerely,

Francesco C. Cesareo

Francesco C. Cesareo, Ph.D.
President
Professor of History



About the College

MISSION

Assumption College, a Catholic institution sponsored by the Augustinians of the Assumption and rooted in the Catholic intellectual tradition, strives to form graduates known for critical intelligence, thoughtful citizenship and compassionate service. We pursue these ambitious goals through a curriculum grounded in the liberal arts and extending to the domain of professional studies. Enlivened by the Catholic affirmation of the harmony of faith and reason, we aim, by the pursuit of the truth, to transform the minds and hearts of students. Assumption favors diversity and ecumenically welcomes all who share its goals.

OBJECTIVES

Assumption College is a community of learning in the Catholic tradition, concerned with the truth wherever it is found. The relationship of professors and students is at the center of the learning process that takes place in this community and is the most effective means for the fulfillment of the College's intellectual, moral, cultural, social, and religious purposes. In order to assure that the learning process be as successful as possible, the College holds the progress of each individual to be of central importance, encourages its professors to explore with their students the personal and social dimensions of the life of faith, seeks within its means to provide the time and space needed for true learning to take place, sees broad participation in its governance as integral to its life as an academic community, fosters co-curricular activities that complement its formal course programs, and encourages its teachers and students to pursue the highest standards of excellence in all their activities.

As scholars in a community of learning and as guides to their students, as well as to one another, teachers at Assumption should be committed to the liberal education of the intellect in the arts and sciences, should strive to act responsibly toward God and neighbor and to encourage students to develop habits of responsible action, should be specialists in particular disciplines who strive to discern each discipline's relation to all other disciplines and to the goals of the College, and should promote and participate in the co-curricular life of the College as an extension of their activity in the classroom.

In their pursuit of a life of inquiry within a community of learning, students at Assumption should be intent upon acquiring knowledge of the ideas, achievements, and figures that have formed the Western tradition, should seek to gain

knowledge of the ways of peoples beyond their cultural horizons in order to better understand themselves and the world in which they live, should maintain a balance between specialized professional preparation and a general program of studies and be aware of the need and place for both in education, and should undertake their studies for personal development while in college and as a basis for lifelong learning.

CHARACTER

Dedicated to the pursuit of knowledge, Assumption attempts to equip its students with insights and skills that will encourage and enable them to continue their personal pursuit of truth throughout life. The education that the College provides focuses on all dimensions of human life: moral (personal and social), cultural (the arts and sciences), professional (career preparation), and religious. It investigates the traditions of the past as these shape our present. It attempts to develop clear and independent thinking. As a Catholic institution bearing witness to the unity of all truth and to the harmony that exists between faith and reason, the College encourages its students to submit their faith to a reflective and mature understanding and to give it living expression in the celebration of the Church's liturgy.

Assumption is aware that education is a process which involves not only the mind but also the total person in one's relationship to oneself, others, and God. The formal academic programs are therefore interspersed with opportunities for dialogue and counseling in order that each student might better understand himself or herself and more adequately serve mankind in response to the command of God. Recognizing that individual freedom is a correlative of responsibility, the College also seeks to develop self-discipline and dedication in its members as guarantees of the integrity and enhancement of its life and commitment. The College welcomes all persons who share its goals, respect its process, and wish to participate responsibly in its life as a Christian academic community. Students, faculty, and administrators voluntarily affiliate with it. Their activities are expected to be consistent with its purpose and character.

ASSUMPTIONIST SPONSORSHIP

The Assumptionists, whose spirit invites them to give "a doctrinal, ecumenical, and social dimension" to whatever they do, belong to a religious order founded by Father

Emmanuel d'Alzon, an educator whose most cherished project was the establishment of a Catholic university. To all those who taught in his schools — religious and laity alike — he proposed the motto: “Until Christ be formed in you.” Father d'Alzon envisioned an institution committed to the pursuit of truth and academic excellence wherein faith and reason give harmonious witness to the unity of all truth. He sought the development of the whole person. He wanted the students to grow in the knowledge of their human condition as well as of their ultimate destiny.

Since the specific purpose of his Congregation is to extend the Kingdom of God, he concerned himself with the special bond that exists between a liberal education and the Gospel message. A true liberal arts program, posing as it does the fundamental questions about God and creation, sets the student on a personal quest for truth. Spurred on by the wisdom found through reflection on the visible world, and encouraged by an intellectual community willing to submit its faith to a reflective and mature understanding, the student is led to those deeper realities which cannot be seen. A liberal education thus provides the dynamic vehicle for attaining one's full development as a Christian human being.

The Assumptionists, therefore, maintain their involvement at Assumption College because they see it as a place where they can carry out the mission of the Church in the field of higher education. In collaboration with the trustees and the entire administrative, academic, and clerical staff, they have a primary role in guaranteeing the Catholic character of Assumption College and in promoting a philosophy of education which is consonant with the highest Christian and classical values and ideals. Through this commitment, they share in the building of an enlightened Church and in the formation of Christian leaders.

HISTORY OF THE COLLEGE

Assumption College was founded in 1904 by the Augustinians of the Assumption (the Assumptionists), a religious congregation founded in France in 1850. Initially, the students were sons of immigrants from French Canada who had settled in New England. The College was originally located in the Greendale section of Worcester, Massachusetts. Through the years of the Great Depression and World War II, Assumption remained a small school dedicated to producing a Catholic elite to serve the Franco-American population of New England. The school was decimated by World War II, when virtually the entire college-level student body left for military service. Fortunately, the numbers in the preparatory school increased as dramatically as those in the college declined. After the war, the Assumptionists observed the gradual assimilation of French-speaking families into the English-speaking mainstream. In the early 1950s they began admitting Franco-American students who knew no French,

and all classes were taught in English. A graduate studies program was instituted in 1952. Just as this new era was getting under way, a tornado struck the Greendale campus on June 9, 1953, taking three lives and causing extensive damage to buildings and grounds.

The Assumptionists decided to turn this disaster into the long-awaited opportunity to separate the prep school from the College. The Greendale campus was restored as the home of Assumption Preparatory School, while the College carried on first in temporary quarters and then, in 1956, on the current Salisbury Street campus. The purchase of the property on Salisbury Street was made possible by way of a generous grant from the Kennedy Foundation.

During its sixty years on Worcester's West Side, the college has lived through many changes and challenges. By the end of the 1950s, lay professors outnumbered Assumptionists on the faculty, a process that has accelerated over the decades. In 1968, the Assumptionists turned the school over to a new board of trustees made up of both religious and lay people. In 1969, women matriculated as undergraduates for the first time. In 1972, the College welcomed its first lay president. The College has since experienced significant facilities and enrollment growth, with a current undergraduate population of 2,100 and more than 700 graduate and Continuing and Career Education students.

The physical plant portfolio has been greatly enhanced since 2000 with new buildings such as the Tsotsis Family Academic Center, Admissions House, the Testa Science Center, the Fuller Information Technology Center, new residence halls, and the Multi-Sport Stadium, as well as major renovations to academic buildings, dining facilities and residence halls. In 2012, the Tinsley Campus Ministry Center was completed adjacent to the Chapel of the Holy Spirit. The Tsotsis Family Academic Center is the College's most recent building.

ALUMNI ASSOCIATION

The Assumption College Alumni Association includes more than 25,000 men and women who have graduated from the College, including graduate and Continuing and Career Education alumni. Of the 17,500 undergraduate alumni, approximately 50 percent have graduated since 1989. These men and women are engaged in a variety of professional, technical, and service careers. The Alumni Association plays an active role in the life of Assumption College. A growing percentage of alumni provide regular financial support to the College. Programs specifically designed for alumni include regional clubs, fall homecoming, and summer reunion activities - all of which are excellent networking opportunities. Alumni also play an active role in identifying qualified candidates for admission to the College, and assisting graduates in securing employment opportunities.

GRADUATE STUDIES

Assumption College offers seven graduate programs leading to a master's degree: Applied Behavior Analysis, Business Administration (M.B.A.), Clinical Counseling Psychology, Health Advocacy, Rehabilitation Counseling, School Counseling, and Special Education. Additional information and application materials are available at www.assumption.edu/graduate. For Assumption College undergraduate students, fifth-year options (combined undergraduate and master's degrees) are offered in the Business Administration (M.B.A.), Rehabilitation Counseling, and Special Education programs. Eligible Assumption undergraduates may take graduate courses with written permission of the Director of the relevant graduate program and the Chair of the relevant department. See the "Academic Regulations," section of this catalog, under "Undergraduate Registration in Graduate Courses."

Masters in Applied Behavior Analysis

The Applied Behavior Analysis (ABA) programs teach the science of behavior, which is essential for individuals interested in autism, general and special education, developmental and intellectual disabilities, social work, and related fields. Our programs prepare students to be behavior analysts, independent practitioners with the expertise to conduct behavioral assessments, interpret the results of behavioral assessments, and design behavioral interventions for clients in a variety of fields. A behavior analyst may also supervise behavioral therapists and technicians. The primary goal of the programs is to create well-rounded behavior analysts by providing a strong foundation in the applied, basic, and conceptual branches of the science of behavior. Our coursework emphasizes the multi-disciplinary nature of ABA and demonstrates how behavioral principles can be applied in a variety of settings. Graduates of the program will be well-prepared for both applied and research careers in ABA. The programs also include a required practicum that allows students to work under the supervision of a Board Certified Behavior Analyst. Both the 45-credit Master of Arts in ABA and the 30-credit Certificate of Advanced Graduate Studies in ABA fulfill the current educational and fieldwork requirements needed to apply for licensure as an Applied Behavior Analyst in Massachusetts and both programs prepare students to sit for the Board Certified Behavior Analyst exam.

Masters in Business Administration

The Master of Business Administration (M.B.A.) program's primary goal is to provide students the opportunity to develop the knowledge, skills, abilities and competencies that constitute a foundation for career growth and development in business, government or other

organizations. With principled leadership as the key animating idea of the program, the curriculum emphasizes ethics and values in business. Students may choose to pursue concentrations in Accounting, Finance/Economics, Human Resources, International Business, Management, Marketing, and Nonprofit Leadership. A specialized M.B.A. in Healthcare Management combines M.B.A. courses with those from the College's Health Advocacy Program to prepare students for leadership positions in healthcare. A fifth-year option (Six-in-Five combined B.A./M.B.A.) is available to qualified Assumption College undergraduates who may begin their graduate studies during their senior year.

The Accelerated M.B.A. is a special program designed for those who have recently earned their undergraduate degrees in an area of business studies. This full-time, one-year intensive program offers a unique Professional Practice concentration that focuses on multiple dimensions of designing and launching a new career through various experiential learning opportunities. The Accelerated M.B.A. offers tracks in Accounting and Management.

Business Administration also offers a Certificate of Advanced Graduate Study (C.A.G.S). The C.A.G.S is a non-degree program designed to provide the opportunity for advanced graduate study beyond the M.B.A. degree and serve the continuing education needs of M.B.A. graduates and other professional managers with comparable advanced degrees.

Masters in Clinical Counseling Psychology

The Master of Arts in Clinical Counseling Psychology is the premier graduate level clinical counseling psychology program in the nation, specializing in curriculum-wide integration of Cognitive Behavioral Therapy (CBT). The master's program prepares students by building a knowledge and expertise base that leads to the high-level practical application of CBT as a professional mental health counselor. Optional concentrations are available in Cognitive-Behavioral Therapies and Child & Family Interventions. The Clinical Counseling Psychology program offers up to ten Graduate Fellowships annually to students who have strong academic records. The program offers a Certificate of Advanced Graduate Study (C.A.G.S) that provides specialized knowledge and skills in specific areas of counseling psychology and is awarded upon completion of a minimum of 30 credits beyond the master's degree in Clinical Counseling Psychology or a related area. A certification in Addiction Counseling is also offered. This 18-credit program includes two internship courses and prepares students to use evidence-based approaches to counselling those with substance abuse disorders.

Masters in Health Advocacy

The Health Advocacy program imparts the knowledge, skills, competencies and habits of mind necessary for aspiring and established healthcare professionals to pursue high-impact careers in health advocacy. Health Advocacy integrates key elements of management, social sciences, human services, education and health science in such a way to prepare students to navigate the healthcare system and become effective professionals. The program prepares students to operate from strengths-based, culturally competent frameworks that value, respect and empower clients/patients and enhances healthcare organizations and systems. The Health Advocacy program offers a one-year Professional Certificate program, Master of Arts in Health Advocacy, and Certificate of Advanced Graduate Study (C.A.G.S.).

Masters in Rehabilitation Counseling

The 60-credit Master of Arts (M.A.) in Rehabilitation Counseling is offered by the Institute for Human Services and Rehabilitation Studies (HSRS). The M.A. degree in Rehabilitation Counseling will lead to a rewarding career working with individuals with disabilities. The primary role of the Rehabilitation Counselor is to empower individuals with significant disabilities, and to assist them to achieve life goals such as employment and independent living. Students may focus on services to veterans, youth in transition, individuals with psychiatric disabilities, substance abuse and addiction, and traditional vocational rehabilitation services. Upon successful completion of the academic and clinical requirements, students are eligible to sit for the national Certified Rehabilitation Counselor (CRC) exam. The Master of Arts program is offered on-campus and online. A special Six-in-Five program (Combined B.A./M.A.) in Rehabilitation Counseling is available for qualified Assumption College undergraduate students who can begin taking graduate courses in their senior year and complete their master's degree in their fifth year of study. A five-course, 15-credit Certificate of Advanced Graduate Study (C.A.G.S.) in Rehabilitation Counseling is offered to students who have completed the 60-credit master's program in Rehabilitation Counseling at Assumption College. The C.A.G.S. course of study is developed in consultation with the graduate program director. Students enrolled in this program have an opportunity to develop an area of specialization that is related to their current work or future career goals.

Masters in School Counseling

The Master of Arts in School Counseling program meets the highest national and state standards. The primary objective of the program is to prepare students for a career as a school counselor. The program is designed to meet Massachusetts Department of Elementary and Secondary

Education Initial licensing requirements for School (Guidance) Counselor (Pre K–8; 5-12). The vision of the program is to graduate counselors who are leaders in the field. In addition, the program offers the necessary course work and field work experiences for students interested in seeking national certification as a National Certified Counselor (NCC) and National Certified School Counselor (NCSC). These certifications are under the auspices of National Board of Certified Counselors (NBCC).

A Certificate of Advanced Graduate Study (C.A.G.S.) provides specialized knowledge and skills in specific areas of School Counseling for those individuals who already possess a Master's degree in School Counseling or a related field. A customized course of study consisting of 21-30 credits (7-10 courses) is developed in consultation with the program director. Students in this program have the opportunity to develop an area of specialization that is related to their current work or future career goals. With the appropriate coursework and practicum hours, students may be endorsed for licensure as a school social worker/adjustment counselor.

Masters in Special Education

The Master of Arts in Special Education program primarily prepares candidates for careers as teachers of students with mild to moderate disabilities. The program is approved by the Massachusetts Department of Elementary and Secondary Education and leads to eligibility for Massachusetts Licensure as a Teacher of Students with Moderate Disabilities (PreK–8 or 5–12). The competency-based program is founded upon the principles of effective evidence-based instruction and the philosophy of inclusive education. The courses that comprise the program emphasize connections among theory, research, and practice to build students' awareness of how to maximize the development of each pupil in a variety of settings. Accordingly, students in our program develop a repertoire of instructional, diagnostic, consultative, and collaborative skills and strategies critical to the role. They also develop an understanding of the full continuum of services available to individuals with exceptionalities.

A fifth-year option (Six-in-Five Combined B.A./M.A. program) is available for qualified Assumption College undergraduate students to complete requirements for both the Bachelor of Arts (B.A.) degree in an area of the liberal arts and sciences and the Master of Arts in Special Education. The student must have an overall GPA of 3.3, a GPA of 3.0 in the relevant major or minor, and written permission of the sponsoring department chairperson and the Graduate Program Director of Special Education. In addition, the student must have a major in one of the core academic subjects taught in 5-8 or 8-12 for which the Massachusetts Department of Elementary and Secondary

Education issues a license and for which the College has a state approved program. Special Education also offers a C.A.G.S. in Positive Behavior Support (PBS) that provides specialized knowledge and skills in Positive Behavior Support for professional educators who hold a master's degree. It is awarded upon completion of 15 credits beyond the master's degree in Special Education or related field.

CONTINUING AND CAREER EDUCATION

The Assumption College Continuing and Career Education (CCE) division offers degree and non-credit programs geared to adult learners. Degree programs include the Associate and Bachelors of Science in Business Administration (concentrations in Accounting, Human Resource Management, Digital Marketing, Marketing, and Project Management), the Associate and Bachelor of Arts in Humanities (concentrations in English, History, Literature, Philosophy, Theology, and general Humanities), and the Associate and Bachelor of Science in Social Sciences (concentrations in Criminal Justice, Economics, Psychology, Sociology, and general Social Sciences), and a Bachelor's Degree in Human Services and Rehabilitation Studies. Students may also earn certificates in Accounting, Aging Services, Alcohol and Substance Abuse Counseling, Digital Marketing, Human Resources Management, Project Management, Medical Coding and Billing, Paralegal Studies and SHRM Learning Systems. Courses are offered in the fall, winter, intersession, spring, and two summer sessions. Courses offered in Continuing and Career Education give students the flexibility to choose among online, classroom, or blended formats, and between accelerated and traditional schedules.

CCE also sponsors the Worcester Institute for Senior Education (WISE), a member-directed learning center for senior citizens. Further information on these programs is available in the Continuing and Career Education office in La Maison Française, or online at www.assumption.edu/cce.

LOCATION AND CAMPUS BUILDINGS

Assumption College is located on 185 acres in the West side of Worcester, so Assumption can offer the opportunities of a large city while providing the comfort of a beautiful residential neighborhood. Assumption College's facilities support students' academic, social, recreational, and spiritual needs. Some of our most notable buildings are described below.

Admissions House (2008) The Assumption College Admissions House was built around 1912 as the home of Charles Persons and his family, renowned manufacturers of bicycle saddles. In 1980, the house was acquired by Assumption College to be used as the home of its president. Two Assumption presidents lived there, and in 2007, the

College renovated the home to create an appropriate space for Enrollment Management, including the College's Admissions and Financial Aid offices. The project included renovation of the 9,000-square-foot Persons mansion and the construction of a 6,000-square-foot addition in a compatible style. The accompanying three-car brick garage was adapted for use as a classroom and meeting space, and renamed the Carriage House.

Andrew Laska Gymnasium (1963) is the home of Assumption's intercollegiate basketball teams and the volleyball team and is the location for key college functions. The facility was renovated in 2009 and accommodates 1,500 spectators. Within this building are athletic staff offices, showers and locker rooms. As a Division II program, Assumption's Intercollegiate Teams emphasize academic pursuits, while enhancing the athletic skills and competitive instincts of all participants. In addition, intercollegiate athletics assist in the development of the personal characteristics of fairness, cooperation, self-control, and good sportsmanship, and extend the students' physical and social capacities.

Armanet House (1960/2001) provides space for Student Health and Counseling Services as well as common space for campus-wide use. Student Health Services has three rooms for exam and treatment, and space for day treatment and observation. Student Counseling provides counseling services for full-time undergraduate Assumption students. The SDCC staff helps students make the most of their college years. Personal counseling is available in either individual or group sessions. Students are counseled in a safe and comfortable atmosphere where their privacy is ensured. Outreach programs are held in classes, residence halls, and other central campus locations.

Tinsley Family Campus Ministry Center (2012) is the home of the many activities of Campus Ministry. The facility, adjacent to the Chapel of the Holy Spirit, opened in January, 2012. The space has offices for staff, conference space and an interfaith prayer room.

Chapel of the Holy Spirit (1968) is the spiritual center of the College. The Assumption community is welcome to pray at Mass and Morning and Evening Prayer with the religious communities (Augustinians of the Assumption and Religious of the Assumption) who sponsor the College. Other opportunities for students and the Assumption family include participation in the Liturgical Ministries of Lector, Eucharistic Minister, Altar Server, Greeter, and membership in the Chapel Choir. Under the direction of Campus Ministry, students participate in retreats, mission opportunities, prayer and discussion groups, and numerous other opportunities for spiritual growth.

Charlie's (1983), the College's casual retail dining facility, is located on the first floor of the Hagan Campus Center. Charlie's offers a social environment and a trendy Bistro/Café atmosphere. Charlie's offers extensive hours and a variety of meal options. It is also a hotspot for live music and campus activities. The offices of Student Activities, Student Government Association, the ReachOut Center and PEER are located in Charlie's.

Dipasquale Media Center (1977) houses Media Services, which provides audio-visual services to the campus community. The building has a television studio for classroom and student productions, and houses four Avid non-linear editing systems, including a High Definition system. Television production students can sign out two professional video field production kits that include JVC video cameras, Arri light kits, and Sennheiser audio recording equipment.

Emmanuel d'Alzon Library (1988) is home to a collection of nearly 175,000 volumes, and subscribes to about 1,000 journals. Full-text of more than 50,000 journals and 8,000 books is available through the library's website. The library also houses videos, DVDs, audio CDs, and microforms. More than 100 online databases of articles, images and other resources are offered through the library's website, as well as nearly 200 online dictionaries, encyclopedias and other reference resources. The College's participation in local, regional, and national library networks provides access to additional resources through interlibrary loan. The library, which is fully accessible, provides seating for 350 readers in a variety of arrangements conducive to study, research, or relaxation, and includes three group-study rooms. Computer workstations and laptops with standard software and Internet access are available. Research librarians provide assistance in finding and using library resources at the Research Help Desk, by phone, IM and e-mail. Students can schedule research consultations for more extensive research help. The library hosts the d'Alzon Arts Series of art exhibitions and poetry readings. The Academic Support Center, the Assumption College Archives, and the French Institute are also located here.

Emmanuel House (1985) is home to the Augustinians of the Assumption, the College's founding order. Located next to the Chapel of the Holy Spirit, the house is designed for ten residents and two guests. There the Assumptionists live in community, along with candidates at various levels of discernment to religious life.

Founders Hall (1963) was originally designed as a residence hall. In 1988, it was converted to the primary faculty office building. Currently, 100 faculty have their offices in Founders, in nine academic departments. It was renovated in the summer of 2008.

Fuller Hall / Information Technology Center (2002) houses three public access computer labs and several technology-rich classrooms, as well as IT staff dedicated to serving the Assumption community. The Center has more than 170 computers, flatbed scanners and laser printers for student use. Primary software applications include MS-Office (Word, Excel, PowerPoint), Internet Explorer, InDesign, Photoshop, Dreamweaver, Flash and SPSS. More than 20 workstations are configured for video editing in Final Cut Pro or Avid, and several are configured for podcast production and editing. The Hub, Assumption's IT helpdesk, assists students and faculty with technology-related issues. The Data Center (basement level) houses the College's servers and the core of the College network. The network supports 1,000 network devices and more than 5,000 student and office computers connected via Ethernet or wireless. Wireless access to the Internet and the Assumption network is available in all campus buildings and residence halls. Additional computer labs and or computer classrooms are found in most of the academic buildings on campus.

Hagan Campus Center (1983) is where students conduct many of their daily activities. The College's Post Office, Charlie's casual retail dining facility and Dunkin Donuts are located on the first floor. The College Bookstore where students can purchase books, school supplies, daily convenience items, and Assumption apparel is located on the second floor. The Hagan Campus Center also includes offices for Campus Ministry, Multicultural Affairs, Student Activities and Student Affairs, as well as for student organizations such as Campus Activities Board (CAB), *Le Provocateur* newspaper, the *Heights* yearbook, Reach Out Center, and the Student Government Association. The Hagan Campus Center Hall, where various conferences, meetings and events are held, is located on the second floor.

Kennedy Memorial Hall (1956) is named in memory of Lt. Joseph P. Kennedy Jr., Navy pilot killed in action in WWII, and brother of President John F. Kennedy. It holds two recently remodeled, technologically sophisticated auditoriums: the George I. Alden Trust Auditorium, and the Assumption Prep Auditorium, the primary classroom for the Worcester Institute for Senior Education (W.I.S.E.) programs. It also houses Campus Police, the Copy Center, a music practice room, faculty offices, and classrooms.

La Maison Française (1956) Marked by a statue of Our Lady of the Assumption at its entrance, La Maison is centrally located above the College's duck pond and is the first building seen on campus. It houses the President's and Provost's Offices, the Center for Continuing and Career Education, and the Office of Communications. The multi-purpose Salle Saint Jean-Baptiste Hall is used for small

theatre productions, meetings, symposia, lectures, and dinners.

Living/Learning Center (1998) is a residence hall with a special mission. It is designed to foster intellectual discourse among faculty and students: students choose a specific interest circle and work with a faculty mentor who facilitates weekly discussions pertaining to that theme. The student learning outcomes associated with this program include developing critical thinking and speaking skills, global awareness, and a strong sense of community.

Multi-Sport Stadium (2005) supports six varsity athletic teams (field hockey, football, men's and women's lacrosse, and men's and women's soccer) and an outdoor intramural sports program with a synthetic turf field. It also features lights for evening games and practices, elevated grandstand seating for 1,200 spectators and a press box.

Plourde Recreation Center (1992) provides extensive recreational facilities for the Assumption College community. The 69,000-square-foot complex is the largest building on campus and features a six-lane swimming pool, a jogging/walking track, three full-size multipurpose courts with individual scoreboards, two racquetball courts with a viewing area, a mirrored aerobic/dance studio, a fitness center with cardiovascular machines and free weights, lounges, and locker rooms with saunas. The popular intramural program has numerous sports including basketball, flag football, ice hockey, floor hockey, racquetball, soccer, softball, co-ed volleyball, battleship and wiffleball. Approximately half of the College's students participate in the intramural program, competing against student teams as well as faculty/staff teams. The Club Sports program is designed to serve individual student interests in various sports and program activities. The active club sports are: cheerleading, dance, ultimate frisbee, outdoors club, volleyball (men's and women's), and equestrian. Other programs include first aid, yoga, aerobics, spinning, lifeguard training and massage therapy.

Residence Halls provide quality housing options to the College's undergraduate students, the majority of whom reside on campus. While most first year students are typically assigned "traditional" two or three person dormitory rooms, upper class students have a variety of options including doubles, triples-and suites, as well as four and five or six person apartments. Hanrahan Hall serves as the Honors students' residence hall. Nault Hall serves for students wishing to be in a substance-free hall. Since 1998, the College has built four new, air-conditioned houses 13 high-tech, flexible classrooms, seminar rooms, common study spaces, and faculty offices. The Business Studies department, the Center for Teaching Excellence, the Honors Program, and the Core Texts and Enduring Questions Program are located here, as well as a 400-seat performance hall, a rehearsal room, and a multi-purpose space with a terrace offering a panoramic view of the Chapel of the Holy Spirit.

residence halls: Living Learning Center, Plough, South and West.

Richard and Janet Testa Science Center (2003) provides students with an exceptional environment for scientific research and laboratory work. The Center houses the Department of Natural Sciences, which includes the disciplines of biology, chemistry, environmental science, and physics. The three-floor Center features a 60-seat auditorium, four state-of-the-art classrooms, ten teaching laboratories, seven laboratories dedicated to faculty and student research, two conference rooms, and a greenhouse. Additionally, the students enjoy bright and inviting study and lounge areas located throughout the building, and the Center's South Atrium offers a sound system for lectures, receptions, and other special events, making it valuable for campus-wide use. Student-faculty research is thriving in this academic building.

Rome, Italy (Villino Dufault 2013) is home to the college's Rome Program, and is located in a residential neighborhood where students are immersed in Roman culture. The fully-renovated, modern building offers comfortable living quarters, a gourmet kitchen staffed by an authentic Italian chef, dining and common areas, and a state-of-the-art classroom. The neighborhood offers a myriad of fine dining and shopping options, as well as a gym. Nearby bus and metro stops offer quick and convenient access to Vatican City and the heart of ancient Rome. Accommodations at reputable hotels are provided to students for overnight excursions away from Rome.

Taylor Dining Hall (1956) serves as the primary resident dining facility, offering an extensive assortment of menu choices and catering services. The Marriott Conference Room and the Presidential Dining Room are also located here. Dining services are provided by Sodexo, Inc.

Student Development and Counseling Center (1993) provides counseling services for full-time undergraduate Assumptions students. The SDCC staff helps students make the most of their college years. Personal counseling is available in either individual or group sessions. Students are counseled in a safe and comfortable atmosphere where their privacy is ensured. Outreach programs are held in classes, residence halls, and other central campus locations.

Tsotsis Family Academic Center (2017) demonstrates the College's commitment to educating the whole person by integrating class and co-curricular spaces. The building

The Business Studies department, the Center for Teaching Excellence, the Honors Program, and the Core Texts and Enduring Questions Program are located here, as well as a 400-seat performance hall, a rehearsal room, and a multi-purpose space with a terrace offering a panoramic view of the Chapel of the Holy Spirit.

Academic Policies

Students are expected to inform themselves regarding all academic policies by referring to the Academic Catalog consulting with their academic advisors, and making use of other resources such as the academic advising website and their degree audit, called “My Progress” in WebAdvisor Student Planning, the College’s online advising and registration system.

The Academic Catalog is not an irrevocable contract. Regulations published in it are subject to change by the College at any time without notice. College regulations are policy statements to guide students, faculty and administrators in achieving the goals of the institution. The appropriate authorities with the interest of the students and the institution in mind will make necessary interpretations of these policies. Students are encouraged to consult an advisor or the Dean of Undergraduate Studies if they have questions about the application of any policy.

Each new edition of the Academic Catalog becomes effective at the opening of the fall semester following its publication. To receive a degree, an undergraduate student must satisfactorily complete all requirements described in the Academic Catalog in effect at the time of their enrollment as a degree student at the College or all requirements described in the Catalog in effect at the time of graduation. Any student who changes from one major or minor to another must meet requirements of the new major or minor in effect at the time of the change. Any student who leaves the College or changes to another major or minor for a period of one calendar year or longer, and then returns to the College or to the original major or minor, will be required to meet requirements in effect at the time of return.

Exceptions to these policies may be necessitated by changes in course offerings, degree programs, or by action of authorities other than the College. In that event, every effort will be made to avoid penalizing the student.

DEGREE REQUIREMENTS

A student in good standing who satisfactorily meets the following requirements is awarded the Bachelor of Arts degree:

A minimum of 120 semester hours of college credit, with a minimum of 38 semester courses. No course of fewer than three credits may count toward the 38 courses required for graduation. No more than 10 courses may carry grades of D-, D, and D+. Any course beyond the tenth one will not count as a course or for credit, but the grade will be reflected in the GPA. A maximum of four courses taken during the academic year or during the summer at another accredited institution or through Assumption’s Division of Continuing Education may be used to satisfy degree requirements after a student has enrolled in the Undergraduate Day College. The 120 hours required for graduation shall include no more than nine semester hours of practicum and internship, unless required by the major or special program sponsored by the College, such as an international internship or study away experience.

Fulfillment of all Core and major requirements stipulated in the Academic Catalog of their year of matriculation, A Grade Point Average (GPA) of at least 2.0 both cumulatively and in the student’s major program of study.

Students are expected to fulfill Core and major requirements in residence, with the exception of credits granted at the time of matriculation or through special programs. A maximum of two courses may be taken outside the undergraduate day college to satisfy Core requirements. These are subject to departmental approval, certifying equivalence by the department chair to a Core requirement offered in the undergraduate college. At least one half of all courses, 60 of 120 credits, must be taken in the undergraduate day college during the fall, spring, or undergraduate summer semester, or through the Colleges of Worcester Consortium.

The ultimate responsibility for fulfilling graduation requirements rests with the student. In consultation with his or her academic advisor at each registration period, each student should review his/her course work to ensure that all requirements for the degree, Fulfillment of all Core and major requirements stipulated in the Academic Catalog of their year of matriculation.

<p>CORE SEMINARS (6 courses) Year-long sequences, expected to be completed by end of sophomore year</p> <ul style="list-style-type: none"> <input type="checkbox"/> ENG130 <input type="checkbox"/> LTE 140, CLT140, or 204 in a language <input type="checkbox"/> PHI100 <input type="checkbox"/> PHI151, 152, 153, 154 <input type="checkbox"/> THE100 <input type="checkbox"/> THE201, 202, 203, 204, 207 	<p>Global Awareness (GA) Options <i>MAY double count in core</i></p>	<p>Social Science Options <i>May NOT double count in core</i></p>
<p>SCIENTIFIC AND QUANTITATIVE REASONING (3 courses)</p>		

<input type="checkbox"/> 1 Math, placements are binding MAT114 or higher		<i>Must be from different disciplines, unless taken for Statistics</i>
<input type="checkbox"/> 1 Science Science majors choose from BIO160, CHE131, ENV150, PHY201 Non-science majors, choose from BIO102, BIO105, BIO110, BIO115, BIO140 (for education majors), CHE105, PHY112, ENV120	Any language level V or higher	
<input type="checkbox"/> One more scientific or quantitative course 2 nd science 2 nd Math above first Any statistics course (ECO115, PSY224, SOC300) Any computer science course A social science course from ANT131 (GA), any GEO (some are GA), ECO110, PSY101, SOC121, SOC122.)	Any Spanish course with Latin American content	ANT131 ECO110 EDU101 Any Geography
PERSON AND SOCIETY (3 courses)		
<input type="checkbox"/> 1 History HIS114 (GA)/115(GA), HIS116/117, HIS180/181 <input type="checkbox"/> 1 Social Science (see list to the right) <input type="checkbox"/> 1 more History or Social Science (see list to the right) 2 nd HIS, choose any not already taken: HIS114(GA)/115 (GA), HIS116/117, HIS180/181 2 nd Social Science (see list to the right)	ANT 131 ARH 231 ARH 350/400 BUS 330 ECO 252 ECO 264 EDU 302 GEO 100 GEO 222 GEO 232 GEO/SOC 108 GLS 100 INB 318 MUS 125 MUS 126 PSY 218 WMS/CLT 385 HIS 114 HIS 115 HIS 241 HIS 250 HIS 251 HIS 252 HIS 254 HIS 255 HIS 282 HIS 283 HIS 290 HIS 291 HIS 363 HIS 383 HIS 385	GLS100 LAS200 POL203 POL207 Juniors and Seniors Any POL PSY101 PSY290 PSY210 PSY250 PSY253 HRS119 HRS121 SOC121 SOC122 CRM130 CRM242
CULTURE AND EXPRESSION (2, 3, or 4 courses)		
<input type="checkbox"/> 1 Fine Art ART101, ART106, ART107, ART111, ARD115, ARH125, ARH130, ARH140R, ARH223, ARH150, ARH151, ARH160, MUS101, MUS120, MUS122, MUS124, MUS125(GA), MUS126(GA), MUS233, MUS193 (three times), MUS195 (three times), MUS196 (three times), MUS197 (three times)		
<input type="checkbox"/> (<input type="checkbox"/> 1 or 2 Foreign Language (placement binding) 1 semester of Foreign Language at placement level, or two semesters of a new language; EDU302 if majoring in education; American Sign Language I and II count as a language.		
(<input type="checkbox"/> 1 Global Awareness Course (may double count in core and between core and major or minor)		
THE GREAT CONVERSATION (2 courses)		
<input type="checkbox"/> 1 of 2 2 nd Literature ENG225-295 or ENG320-395 or Comparative Literature or a Literature in a Language, but not 204 Introduction to Literature POL110, POL 150, POL151, POL 201, POL205, POL350		Interdisciplinary CLT/PSY/HIS/ SOC285 HIS/ANT 254 HIS/ANT 255
<input type="checkbox"/> 1 of 2 3 rd Philosophy at a higher level 3 rd Theology at a higher level		

THE CURRICULUM

The undergraduate curriculum is composed of three kinds of course: courses in the Core curriculum, courses in the major program of study, and elective courses, sometimes called “free electives,” to distinguish them from “major electives,” meaning major courses selected from a range of options approved by the department.

The Core Curriculum, Class of 2020 and Beyond

Rooted in the Assumptionist and Augustinian Catholic intellectual tradition of charity, the love for learning, the integration of faith and reason, and the pursuit of truth wherever it is to be found, Assumption College’s Core Curriculum introduces students to essential works, ideas,

and enduring goals of the liberal arts and sciences. Emphasizing the humanizing

role disciplines such as philosophy, theology, literature, and political science play in the tradition of Catholic higher education, the Core contributes to the formation of thoughtful citizens and student committed to the challenge of lifelong learning. Deepening and broadening the foundations of students' learning in their major and minor fields of study, the Core Curriculum cultivates the habits of mind, learning practices and skills, passion for truth, and love of wisdom that are hallmarks of an Assumption College education

The Core comprises five areas of study: core seminars in philosophy, English, and theology; courses in scientific and quantitative reasoning; study of history and the social sciences in an area called "Person and Society;" study in language, art, and global awareness in an area called "Culture and Expression;" and finally, "The Great Conversation," comprising further study in literature or political science, and philosophy or theology.

Core Exemption Policy

The Core curriculum is more than a set of required courses; it is a measure of how seriously the College takes its responsibility to introduce students to their intellectual, cultural, and spiritual heritage. It is understood that these are all college-level courses both in terms of the content and the pedagogy, and that they provide an experience that is unlike what most students receive at the high school level. With this in mind, we do not expect that it is in the interest of most students to request an exemption from the Core requirements. However, we do not feel that students who can demonstrate that they have indeed reached a certain level of proficiency in a discipline should be required to repeat the material for the sake of meeting a requirement. Requests for exemptions can be dealt with on an individual basis, most likely by means of a test administered by the department that measures the student's mastery of the content of the course for which the student is seeking an exemption.

MAJOR PROGRAMS OF STUDY

The purpose of the major is to allow a student to develop greater depth and competence in his/her field of interest. A departmental major must require at least nine courses. Courses over and above 14 in a discipline will not count as courses and credits toward graduation, but grades will be included in the cumulative GPA. The major grade point average is calculated using the first successfully completed course that qualifies to fulfill a requirement. Once the major is completed, further eligible courses in the major will be calculated into the cumulative grade point average only. Students are expected to declare a major by means of a signed form submitted to the registrar, by early in the spring semester of the sophomore year. Juniors remaining

undeclared in the fall semester will be barred from registering for spring courses. Please note that expressing interest in application materials or advising surveys does not constitute declaration of major.

Double Majors

To take on two fields of mastery is an ambitious goal, but can yield excellent preparation in related pairings such as English and history, for instance, for those planning to teach literature, or International Business and a language, for those planning to conduct business abroad. However, a double major requires careful planning. Those considering two majors might ask themselves:

- What is the value of the second major, and how does it link to the first?
- Would a minor field of study serve my needs?
- Am I prepared to give up free electives in order to complete a double major?
- Am I certain I would have time to complete a second major? Have I consulted my academic advisor?
- Applications to apply for a double major are available from in the registrar's office, or the office of the Dean of Undergraduate Studies.

Double Counting

A minimum of three courses taken for a minor must be distinct from courses taken for a major. A minimum of six courses taken for a second major must be distinct from courses taken for a first major. Within the Core, the same course may satisfy the Global Awareness requirement, and another Core requirement. Otherwise, no double counting is permitted within the Core. Courses taken to satisfy Core requirements may, if eligible, also count in major and/or minor programs of study.

THE BACHELOR OF ARTS DEGREE IS GRANTED IN THE FOLLOWING PROGRAMS

- Accounting
- Actuarial Science
- Art History
- Biology
- Biology with a Concentration in Neuroscience and Behavior
- Biotechnology and Molecular Biology
- Chemistry
- Classics
- Computer Science
- Criminology
- Economics
- Economics with Business Concentration
- Education, Elementary
- Education, Middle and Secondary

- English Literature
- English with Concentration in Writing and Mass Communications
- Environmental Science
- Environmental Science with a Concentration in Environmental Policy
- Foreign Languages
- French
- Global Studies
- Graphic Design
- Health Sciences, with concentrations in Pre-Occupational Therapy, Pre-Physical Therapy, Pre-Clinical Health Professions, Patient Advocacy, and Communication Sciences and Disorders
- History
- Human Services and Rehabilitation Studies
- International Business
- Italian Studies
- Latin American Studies
- Management
- Marketing
- Mathematics
- Music
- Organizational Communication
- Philosophy
- Philosophy, Pre-Business Track
- Political Science
- Psychology
- Psychology with a Concentration in Neuroscience of Human Behavior
- Sociology
- Spanish
- Studio Art
- Theology

SPECIAL MAJORS

An individually-designed major course of study may be arranged by applying for a special major. Interested students should meet with the Dean of Undergraduate Studies. A form outlining the proposed course of study must be completed by the student and approved by the relevant department chair(s) and the Dean of Undergraduate Studies. These plans must be made no later than the end of the junior year.

MINOR PROGRAMS OF STUDY

Minor programs are not required for graduation. A minor shall consist of at least 18 credits, and must be completed with a 2.0 or higher grade point average. At least three (3) courses in a minor must be distinct from those in a major program of study. A minor may be earned in most academic disciplines. Special minor programs of study are available; see the procedure for special majors above. Minor programs are available in most majors and in Community

Service Learning; Comparative Literature; Core Texts and Enduring Questions (CTEQ); Data Analytics; Finance; Geography; Information Technology; Medieval and Early Modern Studies (MEMS); Peace and Conflict Studies; Physics; Sports Management, Law, Ethics, and Constitutional Studies (LEX); and Women's Studies.

ELECTIVES

Perhaps better than any other element in the curriculum, electives exemplify the liberal arts ideal of study undertaken freely for the enrichment of the human mind. These are courses "elected" or chosen by a student purely to explore fields of interest and enrichment, and independent of any requirement. Electives count towards the 120 credits required for completion of the degree. Students may use electives to strengthen their majors and/or minors with coursework in different but related areas. Students who elect courses with certain prerequisites may meet them either by taking stipulated introductory courses or by satisfying the department concerned that they possess the foundational knowledge needed to succeed in the course.

MATRICULATION STATUS

A full-time, matriculating student is a candidate for a Bachelor of Arts degree who carries at least 12 credits per semester. Normally, a full-time, matriculating student carries no more than five courses or 15 credits per semester and is expected to complete degree requirements within four academic years. Any exception must be authorized in writing by the Office of the Registrar. A full-time, matriculating student is charged the fixed tuition rate. A part-time, matriculating student is a candidate for a Bachelor of Arts degree who carries fewer than 12 credits per semester and/or whose program of study is planned and designed to carry over more than four academic years. A part-time, matriculating student is subject to the same academic regulations and degree requirements as a full-time degree candidate. In addition, part time students must maintain an acceptable degree of academic progress and continuity of studies, and are not eligible for the Dean's List. A part-time, matriculating student is charged at a per-credit rate, plus additional fees as determined by the College. A full-time, matriculating student may become a part-time degree candidate with the written authorization of the Office of the Registrar, renewed each semester.

NON-MATRICULATION STATUS

A non-matriculating student is one who is not a candidate for a degree. The number of courses or credits taken per semester does not affect this status. A non-matriculating student is subject to the same academic regulations and discipline as a degree candidate. However, he/she is given no class rank and is not eligible for academic honors. A non-

matriculating student is charged at a per-credit rate, plus additional fees as determined by the College. A non-matriculating student may request to become a full-time or part-time degree candidate by making application at the Admissions Office. The usual policy is to permit a maximum of 12 credits to be transferred from the non-matriculated status to the matriculated status.

ACADEMIC ADVISING

The College has a longstanding academic advising program. Full-time faculty serve as academic advisors and assist in course selection, selection of major, and as mentors to support and help if the advisee is experiencing difficulties with his or her program of studies. In the first year, each student is assigned a faculty advisor based on their expressed academic interests. After that, students may select another advisor, perhaps at the point of choosing and officially declaring a major. The advising program is administered by the Dean of Undergraduate Studies. The college maintains membership in the National Academic Advising Association (NACADA), and regularly updates an advising website. Its online advising and registration system is called WebAdvisor Student Planning.

REGISTRATION FOR COURSES

Students register in order of seniority: seniors, juniors, sophomores, first years. Students who have been granted extra time on examinations as an accommodation through the Office of Disability Services are granted priority registration. Registration follows advising and advisor course approval in WebAdvisor in late March/early April (fall semester) and early November (spring semester). Student may not register for any course that has not been approved by an academic advisor. Confirmed course schedules are available prior to the beginning of each semester. Full payment of all tuition and fees is required before registration is considered complete. A student not enrolled in a degree program must consult with the registrar prior to registering. Free courses granted by means of dean's listing must be registered for during add/drop week.

COURSE LOAD

The expected course load for a full-time undergraduate student is five courses, which equals 15 credits or more. Students should be aware that withdrawing from a course or registering for fewer than 15 credits will necessitate summer, intersession, or additional fall/spring courses in order to graduate with one's class, and add to the overall cost of a completed degree. Most courses meet for 150 minutes per week. They meet either three times a week for 50-minute sessions or twice a week for 75-minute sessions.

COURSE OVERLOAD

Students in good standing may carry a sixth 3 or 4-credit course for the semester. Students on the Dean's List are permitted a sixth course for the semester following the Dean's Listing, excluding the summer and intersession, at no additional cost. Free courses granted by means of dean's listing must be registered for during add/drop week. Upon request of the Dean of Undergraduate Studies, students who study abroad in the semester subsequent to their Dean's Listing, may request a free sixth course for the following fall or spring semester, only. Students are responsible for any special, non-tuition fees associated with a Dean's List free course. Students not on the Dean's List will be billed per credit after the normal load of 15 credits. These students should consult with the student accounts office before adding a sixth course. All students requesting more than six courses will be required to obtain permission from the Dean of Undergraduate Studies.

COURSE ADJUSTMENT

After course registration, students may adjust their course selection during the designated all-school adjustment periods, or during drop/add in the first week of classes. After that, the only way to change one's schedule is by withdrawal from a course, permitted through the 12th week of classes. A student may withdraw from a course by completing and submitting the course withdrawal form available in the Registrar's office. The deadline for course withdrawal is published in the Academic Calendar. Students are not permitted to withdraw from more than one course if this changes their status to that of a part-time student, carrying three or fewer courses. Students should be aware that withdrawing from a course or registering for fewer than 15 credits will necessitate summer, intersession, or additional fall/spring courses in order to graduate with one's class, which adds to the overall cost of a completed degree.

AUDITING

To register as an auditor in a course a student must obtain the written permission of the course instructor and the registrar and pay the regular tuition charge. An auditor attends the class but does not receive a grade or credit.

TRANSFER CREDIT

Once the student has enrolled in the undergraduate day college, no more than four courses taken at another accredited institution, or through Assumption's Division of Continuing and Career Education, may be used to satisfy degree requirements. This limitation does not apply to study abroad courses or courses taken through the HECCMA consortium cross registration program. While the College expects all Core courses will be taken at the College, two of the four permitted transfer courses can, with

department approval, be counted in the Core requirements. Writing Emphasis and Capstone courses must be taken in residence. Other departmental restrictions apply.

Please note that courses taken through Assumption's Continuing and Career Education are transfer courses, and all transfer course regulations apply, with one exception: grade points as well as earned credits will be transferred. Courses taken in the College's summer semester are not transfer courses, nor are courses taken on the College's Rome campus. To transfer courses and credits taken at another institution into the Assumption day college degree, students must identify the course they wish to take, and receive written pre-approval from the chair of the department of the proposed course's discipline. They must earn a grade of C or higher. It is the student's responsibility to order an official transcript be sent to the Office of the Registrar. Grades earned at these institutions are not included in the calculation of the student's grade point average.

UNDERGRADUATE REGISTRATION IN GRADUATE COURSES

Seniors may enroll in a graduate course numbered 500 and above if the course is in their declared major or minor field or in a related discipline. Undergraduate students who enroll in graduate courses must meet the criteria established by the graduate program that offers the course, and have written permission from the relevant department Chairperson and the relevant graduate Program Director.

ATTENDANCE REGULATIONS

Classes and laboratories are an integral part of a course. Hence, students are expected to be prompt and regular in their attendance at all classes and laboratories, to prepare assignments with care, to turn in reports and papers on schedule, and to take an active part in class discussions. Only by fulfilling their obligations as students can they gain the full benefit of their educational opportunities. All students must attend class whenever an announced test, quiz, oral or written examination is given and whenever a report or paper is due. Instructors should state in writing any specific attendance requirements for their courses. It is the responsibility of the student to remain fully informed of class assignments, special activities, examinations of all types, and to meet the requirements of the course.+

ADVANCED PLACEMENT CREDIT

AP EXAM	SCORE REQUIRED	COURSE GRANTED
Art History	4	ARH 125

Students who have been absent from class for more than one full week for medically documentable reasons or for other very serious life occurrence should notify the Office of the Dean of Undergraduate Studies at (508) 767-7486, provide documentation, and specify the days of absence. The Dean's Office notifies faculty members of the documented absence, but does not excuse the student from meeting course requirements set by the instructor. For absences of one week's duration or less, the student should contact instructors directly.

A student who is absent from a final examination because of serious illness or emergency may request a make-up examination. Such a request must be presented in a timely fashion to the Dean of Undergraduate Studies, and such a request cannot be for a course the student has completed. Sitting an examination indicates the student is well enough to take it, and understands it will be counted. Serious illness or emergency are the only acceptable excuses for missing an examination. Any exception to this rule must be authorized by the Dean after consultation with the student's professor.

Semester Examinations To evaluate intellectual progress and mastery of knowledge and skills, the College requires students in all courses to fulfill the final requirement by taking an examination (written or oral), or writing a paper, or completing a project. This concluding exercise must be completed during the end-of-semester final examination period.

CREDIT BY EXAMINATION

Assumption College participates in the following:

Advanced Placement Program—students can earn credits and course equivalents for Advanced Placement (AP) exams. (See below.) Minimum scores are determined by individual academic departments. Scores below three do not earn credit in any discipline. The Registrar receives AP scores for incoming first year students in July;

Department of Defense—the College will award three credits to the student who earns the score recommended in the subject examinations of USAFI/DANTES. Credit will only be given to examinations in disciplines appropriate to a liberal arts institution;

International Baccalaureate Exam—the College will evaluate for transfer credit Higher Level exams earning scores of 5, 6, or 7.

AP EXAM	SCORE REQUIRED	COURSE GRANTED
Studio Art	4 & portfolio review	ART 101 and elective
Music Theory	4	MUS 201
Statistics	4	ECO 115
Micro Economics	4	ECO 110
Macro Economics	4	ECO 111
Language & Composition	4	ENG 130 and elective
Literature & Composition	4	ENG 130 and LTE 140
Language	3	201 and 202
Literature	3	202 and 203
Language	4	202 and 203
Literature	4	203 and 204
Human Geography	4	GEO elective (social science)
U.S. History	4	HIS180 and HIS181
European History	4	HIS 116 and HIS 117
World History	4	HIS 114 and HIS 115
Calculus	3	MAT 117 and 118
Calculus	4	MAT 131 and 132
Environmental Science	4	ENV 150 (4 credits)
Biology	4	BIO 160 (4 credits)
Chemistry	4	CHE 131 and 132 (8 credits)
Physics B or C	4	PHY 201H and PHY202 (8credits)
Gov't & Politics: Comparative	4	POL 203
Gov't & Politics: American	4	POL 201
Psychology	3	3 elective credits
Psychology	4	PSY 101

ACADEMIC INTEGRITY POLICY

Academic honesty is essential to the existence and growth of an academic community. Without high standards of honesty, the College's mission to educate students in the Christian liberal arts tradition and to promote Christian living cannot be accomplished. Although maintaining the standard of honesty is primarily the responsibility of the faculty, this responsibility is shared by all members of the academic community.

As teachers, faculty members are responsible for initiating students into the activity of learning. To assess this learning, they need to evaluate student work. To carry out this office, faculty members must try to ensure that student work submitted for academic credit is the result of the student's own effort and conforms to established standards of academic honesty. Therefore, academic evaluation includes a judgment that the student's work is free from dishonesty of any type, and course grades should be and shall be adversely affected by academic dishonesty. The College views collaboration and sharing information as valuable

characteristics of academic communities, and faculty members are responsible for clarifying to students the expectations and boundaries about collaborations and information sharing in their courses and their academic disciplines. It is the duty of faculty members to take measures to preserve and transmit the virtues of the academic community, both through example in their own academic pursuits and the learning environment they create for their students. To this end, they are expected to encourage in their students a desire to behave honestly. They also must take measures to discourage student dishonesty. To meet their obligations, when academic dishonesty is suspected, faculty members must follow the policies and procedures stated in the Assumption College Student Academic Honesty Policy.

Students are also members of the community of learners. In order to carry out this activity, they cannot violate the standard of honesty through cheating, fabrication, plagiarism, or abuse of academic materials. Students are responsible for reading and understanding that policy. Specific questions about the policy should be directed to a faculty member or to the Office of the Dean of Undergraduate Studies. Students are expected to take an active role in encouraging other members to respect this standard. When students are unclear as to whether the standards of academic honesty are being upheld, they are responsible for seeking clarification from a faculty member or administrator. Should a student have evidence of a violation of academic honesty, he/she should make the evidence known to a member of the faculty or administration.

- **Cheating**—Using or attempting to use unauthorized materials, information, notes, study aids or other devices in any academic exercise. This definition includes unauthorized communication of information during an academic exercise.
- **Plagiarism**—Presenting the work of another as one's own (i.e., without proper acknowledgment of the source). The sole exception to the requirement of acknowledging sources is when the ideas, information, etc., are common knowledge.
- **Abuse of Academic Materials**—Destroying, stealing, or making inaccessible library or other academic resource material.
- **Complicity in Academic Dishonesty**—Helping or attempting to help another to commit an act of academic dishonesty.
- **Fabrication and Falsification**—Alteration or invention of any information or citation in an academic exercise. Falsification is a matter of altering information, while fabrication is a matter

of inventing or counterfeiting information to use in any academic exercise.

- **Multiple Submission**—Submission of substantial portions of the same academic work (including oral reports) for credit more than once without authorization.

The College's commitment to maintaining and encouraging a high degree of honesty is demonstrated in many ways. One manifestation is the policies and procedures governing student violations of academic honesty. Specific definitions, penalties, and procedures for dealing with violations of the code of student academic honesty can be found in the Assumption College Student Academic Honesty booklet. Copies of this publication may be found in the Offices of the Dean of Undergraduate Studies, Student Affairs, the d'Alzon Library, the Academic Support Center, and the Assumption College website.

GRADING SYSTEM

Course grades are recorded on the student's permanent record at the end of each semester, and are issued to the student at the end of each semester. Students may request a progress report from the instructor in each of his/her courses prior to the last day for withdrawal in each semester.

Letter grades, which may be modified by plus or minus symbols, indicate the level of performance in a course as follows: A (Excellent), B (Good), C (Average), D (Poor); a grade of F indicates that a student has failed the course. Only grades for courses taken at Assumption College (including transfer courses taken in Assumption's Continuing and Career Education Program) and at Consortium campus institutions through cross-registration are included in the calculation of GPAs for transcript purposes. Following is a numerical conversion of letter grades: A (4.0); A • (3.7); B1 (3.3); B (3.0); B • (2.7); C1 (2.3); C (2.0); C • (1.7); D1 (1.3); D (1.0); D • (.7); F (0).

Incomplete

An Incomplete (I) is approved when a student, because of illness or serious emergency at the end of the semester, is unable to complete the requirements of his/her course by the grade deadline. Incompletes must be approved by the Dean of Undergraduate Studies, in consultation with the instructor of record. They are not approved if the student has completed the requirements for the class. Taking an examination means it will count in the student's grade. All requests for incompletes must precede the end of the semester. Faculty overseeing incompletes must submit a Change of Grade form before the end of the sixth week of the following semester, or the Incomplete is changed to an F. Any exception to this policy must have the prior approval of the Dean of Undergraduate Studies.

Withdrawal from a Course

Withdraw (W), becomes the final grade when a student withdraws from a course prior to the withdrawal deadline as posted on the academic calendar. Withdrawing from a course may create a course and credit shortage. The student will have to complete additional course work to eliminate this shortage and graduate on schedule. A W grade is processed only when the student submits to the Registrar a course withdrawal form with all required signatures, including that of the instructor of record. Not attending class does not constitute a withdrawal.

Replacing a Course

When an F or any other low grade is earned by a student, the student may compensate for this either by repeating the course, if it is a specific requirement, or by taking a course which satisfies the same requirement. The low grade then appears on the student's transcript with no hours attempted or earned and is removed from the semester and cumulative grade point averages after the course has been replaced. Students must request course replacements from the Registrar.

Class Rank

The final class rank of a graduating student is based on the average of all grades for courses taken at Assumption College and at Consortium institutions through cross-registration.

Pass/No Credit Option

In order to allow students the opportunity to explore courses which they might otherwise be hesitant to take, the College allows for a Pass/No Credit option. Under this option, the student receives a grade of P (Pass) for performance at the level of C2 or higher and NC (No Credit) for performance at an unsatisfactory level (i.e., below C2). Neither grade will include quality points calculated into the student's overall GPA. This option is available to all second-, third-, and fourth-year students who have an overall GPA of 2.0 at the time the option is requested. Transfer students must have completed at least one semester at Assumption before being eligible. Qualified students must request this option by filling out and submitting a Pass/No Credit Option Form in the Registrar's Office up to the last day for withdrawing from a course. Once the form has been submitted to the Registrar's Office, the P/NC option is final. The student will not receive a letter grade in the course on his or her grade report or transcript. This option applies only to free elective courses and may not be used for any courses taken to satisfy Core, Major, or Minor requirements. Only two courses may be taken for Pass/No Credit during the student's time at the College, and only one may be taken in any given semester.

Change of Grade

All grade changes in the Undergraduate College must be made before the end of the sixth week of the following semester. Students requesting a change of grade do so by petitioning the faculty member in writing, stating the reason for the request. If the faculty member agrees, he/she submits a change of grade form, with a clear indication of the reason for the change, to the Dean of Undergraduate Studies for approval or denial. Grade changes are approved only in the case of mathematical error in the computation of a grade, or unavoidable accident or error. All requests for change of grade based on work turned in after the last day of the semester will be denied.

ACADEMIC STANDING

Good academic standing means making steady progress towards the degree, and achieving at least a 2.0 each semester, towards the ultimate goal of a 2.00 in the cumulative and major gpas, which are required for graduation. If a student fails to achieve a 2.0 grade point average in any given semester, he or she will be reviewed by the Academic Policy Board. When the Academic Policy Board reviews a student's records, one of three statuses will be assigned: Academic Probation, Conditional Enrollment, or Required Withdrawal (expulsion). While on Probation or Conditional Enrollment, the student works with his/her academic advisor, the Dean's office, and staff from the Academic Support Center to earn a 2.0 or higher and regain good standing.

PROGRESS TOWARDS THE DEGREE

It is expected that all students will register for and successfully complete fifteen (15) credit hours per semester. Indeed, students must do so in order to complete a bachelor's degree in the expected four years, or eight semesters. An Assumption College bachelor's degree is eight semesters of fifteen credit hours per semester, for a total of the required 120 credit hours. Registering for fewer than 15 credits, withdrawal from a course, or failure of a course will result in a shortage of credit hours. Such credits must be made up by means of a departmentally pre-approved summer, intersession, or fall/spring term sixth course. All such courses fall outside of the fall/spring tuition package, and as such constitute an added financial burden on the student. Full-time status is maintained at twelve (12) credit hours; students are not permitted to carry fewer than 12 credit hours and remain a full-time student. Students who register for fewer than 12 credit hours: 1. must file a change to part-time status form with the registrar at the beginning of each semester 2. will not be eligible for on-campus housing 3. will have their financial aid package

reviewed, and possibly adjusted 4. may not be eligible for health insurance through their parents.

WITHDRAWAL FROM THE COLLEGE

A student who voluntarily withdraws from the College must return all College property and settle all financial obligations to the College, inform the Dean of Studies of his/her intention, and complete a withdrawal form. A student who receives considerable financial support from his/her parents or guardians would be well advised to obtain their written approval prior to officially withdrawing. A student who withdraws without having complied with the above requirements will receive a grade of F in all current courses. The student forfeits any tuition refund, all rights to transcripts of grades, and consideration for readmission.

Withdrawal with Intent to Return (WWIR)

It is sometimes necessary for students to interrupt their studies due to ill health, family emergency, or other serious reason. For such students, the College offers Withdrawal with Intent to Return. Applications for WWIR are processed by the Dean of Undergraduate Studies. The applicant must be in good academic and judicial standing, must request WWIR for a specific period of time, stating cause, and must confer with Financial Aid prior to departure regarding the effects of WWIR on financial aid, loan repayment and grace periods, and other information. When the student wishes to return, the student will write a letter to the Dean of Undergraduate Studies, requesting readmission. If conditions were set for return at the time of application for WWIR, those conditions must be met. For students returning from WWIR, every effort will be made to reinstate financial aid in its original form. An administrative fee of \$250.00 is charged for each semester of Withdrawal With Intent to Return. Students planning to return should contact Residential Life at x7505 regarding housing. Students studying abroad or studying away are not required to take WWIR, but are on a study abroad/away leave of absence from the college.

Readmission Policy

All students requesting readmission to the College, regardless of their cause for withdrawing, must submit a letter to the Dean of Undergraduate Studies explaining the circumstances of their departure from the College, their reasons for requesting to return to Assumption, and how the circumstances leading to their withdrawal have changed. Once it has been determined that the student's withdrawal was not the result of academic or disciplinary measures, the applicant will be cleared to apply for readmission through the Admissions Office. For spring semester readmissions, completed applications must be received by December 21. For fall semester readmissions, completed applications must be received by July 1.

Students who have been required to withdraw for academic or disciplinary reasons are ineligible for readmission for one full semester. In addition to the letter described above, these students will further be required to send to the office of the Dean of Undergraduate Studies official transcripts of academic work done since leaving the college, and letters of recommendation from professors, employers, and other relevant persons in support of his or her application. Other materials may be required in order to demonstrate that all issues leading to the student's required withdrawal have been addressed by the student during his or her time away. Students will be notified in writing by the Dean of Undergraduate Studies if readmission is permitted or denied. If readmitted, the student will be on Conditional Enrollment, and required to meet regularly with the Dean of Undergraduate Studies, and/or the Dean of Students, and must follow any and all conditions set at the time of readmission.

DEAN'S LIST

A student whose semester GPA is 3.50 or higher qualifies for Dean's List if she/he meets one of the two criteria:

1. During the semester, the student carried at least five courses, earning at least 15 credits.
2. During the semester, the student carried at least four courses, earning at least 12 credits and, since matriculating at Assumption College, has successfully completed an average of five courses, 15 credits per semester.

This list is published once at the end of each semester. A student on the Dean's List is permitted to carry a sixth course at no additional cost for the following Assumption College undergraduate semester. The free course does not apply to courses offered through Continuing and Career Education or the day college summer sessions. Students achieving Dean's List prior to a semester studying abroad may request from the Dean that the 6th free course be applied to their semester of return.

GRADUATION HONORS

Graduation honors are awarded based on graded courses taken at Assumption College or through the Colleges of Worcester Consortium. Thus, the Bachelor of Arts degree is conferred:

- **Cum laude**—upon a student who earns a cumulative GPA of 3.50 in courses at Assumption College and through the Worcester Consortium;
- **Magna cum laude**—upon a student who earns a cumulative GPA of 3.75 in courses at Assumption College and through the Worcester Consortium;
- **Summa cum laude**—upon a student who earns a cumulative GPA of 3.90 in courses at Assumption College and through the Worcester Consortium.

A part-time matriculated student is eligible for graduation honors based on the same standards as a full-time matriculated student. Transfer students may qualify for graduation honors if they satisfy the standards described above in a minimum of 19 courses taken in the undergraduate day college or through the Worcester Consortium.

The valedictorian and salutatorian are chosen from graduating students of the undergraduate day college who fulfill the criteria for a Bachelor of Arts degree and are ranked in the top ten of their class, ties for tenth place inclusive. The selection committee consists of the Dean of Undergraduate Studies, the Senior Class President and Vice President, the Chairperson(s) of the Commencement Committee, and those representatives of the faculty who serve on the Commencement Committee. In evaluating candidates for these awards, the selection committee does not consider grades for any external coursework. The committee reviews academic records and contributions to the community, and interviews candidates in order to select the recipients of the College's highest graduation honors.

PARTICIPATION IN COMMENCEMENT

Degree candidates who are within two courses (a maximum of eight credits) of completing their requirements at the end of the Spring semester will be permitted to participate in Commencement as degree-in-progress candidates under the following conditions:

- The student must formally petition the Dean of Undergraduate Studies no later than the last Friday in March. The petition must detail the deficiency and include a plan to complete the course work, preferably during the subsequent summer.
- The student must have a 2.0 gpa both cumulatively and in the major at the time of the petition, since both are graduation requirements.
- The committee, comprised of the Dean of Undergraduate Studies and the Registrar, will review all petitions to determine if the students have met the eligibility requirements for participating in the Commencement exercise. The determination by the committee will be final, and no appeals of the decision will be allowed. Students who are required to withdraw after the Spring semester of their senior year are not eligible to participate in Commencement.

Petitioners will be notified in writing of the committee's decision. Those students who are allowed to participate in Commencement will receive diploma cases containing their in progress status. Their names will be marked "Degree in Progress" in the Commencement program.

TRANSCRIPTS OF ACADEMIC RECORD

Transcripts are issued by the Office of the Registrar upon written request by the student. An official transcript is mailed directly to the institution or employer designated by the student, or released in a sealed envelope to the student. It bears the impression of the College seal and the Registrar's signature. The fee is \$4.00. An unofficial transcript can be sent directly to the student upon written request free of charge, and can also be accessed in WebAdvisor Student Planning, the College's online advising and registration system. Transcript request forms are available in the Registrar's Office and should be filled out seven business days prior to the time the transcript is needed.

RELEASE OF INFORMATION

The Family Educational Rights and Privacy Act of 1974 (FERPA) affords students certain rights with respect to their educational records. They are:

- The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to the Registrar, Dean of Studies, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights. Students may ask the College to amend a record that they believe is inaccurate or identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to College officials with legitimate educational interests. A College

official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Higher Education; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another College official in performing his or her tasks. A College official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the College discloses education records without a student's consent to officials of another school in which a student seeks or intends to enroll.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-8520.
- The right to withhold the disclosure of common information. Written notification to withhold any or all items must be directed to the Registrar's Office by the publicized deadline. Unless otherwise directed, the following items may be released at the discretion of the College: the student's name, address, telephone listing, campus e-mail address, date and place of birth, academic program(s), class year, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, honors and awards received, current photo, and the most recent previous educational agency or

classroom, which results in a more engaging environment for asking questions and interacting with peers and professors. With their learning community, students experience workshops throughout the fall semester. The workshops are facilitated by staff members and upper-class students and focus on skills that are key to a successful transition, such as managing time well, studying effectively for college coursework, and learning to find, use and cite good information properly. Enhanced COMPASS offers a year-long first year learning community with added academic support through focused peer tutoring. The faculty serve as academic advisors as well as instructors. With closer, year-long connections with faculty and peer tutors, students benefit from an even more support.

institution attended by the student. A request to withhold any or all of the above data in no way restricts internal use of the material by the College.

Only parents of dependent students have access rights to the records of students. In compliance with the Family Education Rights and Privacy Act of 1974 (As Amended), the College reserves the right to disclose information about dependent students to their parents without the students' written consent. Information will not be released until the College is assured that the parent is entitled to such information. Students have the right to review their disciplinary records which are maintained by the Office of Student Affairs. Students may challenge the content of those records which they believe to be inaccurate or misleading. In order to review records, students should make an appointment with the Dean of Students. In order to maintain the confidentiality of other students, the Dean of Students will review the file with the student in summary form. Duplicate copies of the file will not be issued to the student.

Special Academic Opportunities

COMPASS FIRST YEAR EXPERIENCE

All first-year students participate in COMPASS, the Common Pursuit of Academic and Social Success. COMPASS is designed to offer new students the tools they need to navigate the transition from high school to college. Student join a learning community: two linked courses, one a seminar in English, Philosophy or Theology, the other a course in another discipline, perhaps in the students' major. By sharing two courses with the same small group—no more than 22—students get to know each other quickly and feel more comfortable in the

THE HONORS PROGRAM

In keeping with Assumption's tradition of academic excellence, the College offers the Assumption College Honors Program, designed to foster academic engagement inside and outside the classroom. The program promotes intellectual friendship and discourse, while providing a common, intensive learning experience. This program allows students to earn an Honors Program Certificate. Admission is by invitation and application. Outstanding accepted students who have demonstrated academic excellence in standardized test scores, rank in class, engagement inside and outside the classroom, and a passion for learning are invited to apply to the program. Students with an outstanding first semester may also apply to join the program at the beginning of the sophomore year. The Program Director will invite eligible students to apply

during the spring semester. Transfer students are eligible to apply to the Honors Program at the time of admission by submitting a transcript and writing an essay. Interested students should contact the Director of the Honors Program, Professor Molly McGrath. Curricular details can be found in the “Interdisciplinary Programs” section of this catalog.

STUDY ABROAD

Assumption College encourages qualified students to spend a semester or a year abroad as a part of their undergraduate education, either at the College’s campus in Rome (sophomore or junior year) or through one of its approved study abroad programs or both. Assumption students study across the globe in locations like Australia, Austria, Chile, Costa Rica, England, France, Germany, Ireland, Italy, Northern Ireland, Japan, Scotland, South Africa, Spain, Switzerland, and Semester at Sea. Host institutions include Oxford University, Stellenbosch University, and the University of St. Andrews. Stateside, students have participated in the Washington Center for Internships and Seminars, the Washington Semester at American University, and the New York Media Experience. Some study abroad programs permit students to begin language study; other programs offer language immersion—including homestays—for those who wish to achieve fluency.

SEMESTER IN ROME

Rome, the Eternal City, is a treasure of art, culture and history—a place where the foundations of Western Civilization were built. Against this rich backdrop, Assumption College has established a campus for students who wish to spend an exciting semester abroad to

semesters are six weeks in length, yet courses cover the same content in an intensive manner. Some courses are offered in the online format, while others meet on campus. The summer semesters provide the opportunity to accelerate a degree program, catch up, lighten the course load in a future semester, or simply focus on one particular course.

Registration for Summer Semesters employs the online WebAdvisor registration system for Assumption College students. Payment of summer tuition and all outstanding charges is required before registration is considered complete. Students from other colleges can register for summer courses using the form found on the Summer Semesters webpage or by calling the Registrar’s Office. Registrations are accepted through the first day of the semester. There is no week-long add/drop period.

experience the richness of Rome and many other cities through excursions—included in tuition – to destinations such as Assisi, Florence, Pisa and more, while completing many of their Core requirements. Housed in a residential neighborhood where students immerse themselves in the Roman culture, Italy becomes a living classroom with visits to culturally and historically significant locations. The program accepts a maximum of 18 students per semester, and applicants must have a minimum 2.75 cumulative grade point average and a good record of conduct. Interested students should contact Dean Eloise Knowlton at x7486 or visit www.assumption.edu/Rome. The deadline to apply for the spring semester is October 15; for fall, April 15.

THE SOPHIA PROGRAM

The SOPHomore Initiative at Assumption (SOPHIA) is a living/learning experience for sophomores aimed at guiding and cultivating discernment of their personal, professional, and spiritual vocation. Students apply for admission in the spring semester of their first year. SOPHIA Collegians may live in residence together in the Living/Learning Center; have a dedicated faculty mentor; compete for three high impact summer grants in the areas of community engagement, faith, and the life of the mind; and are invited to participate in a two-week capstone experience on the Rome campus in May.

SUMMER SEMESTERS

Assumption College offers summer courses that are the same as their fall and spring semester counterparts, with the same small class size, the same level of intellectual rigor, and taught by the same professors. Summer

Students who enroll and then decide to withdraw from a summer course are provided refunds as follows: before the start of classes – 100%, during the first week of the semester – 60%, during or after the second week of the semester – 0%. After the first week of the semester a student who withdraws from a class will have a “W” recorded on his or her transcript. A student may withdraw from a course through the second to last day of class, with the permission of the instructor and the Dean of Undergraduate Studies or Associate Provost. Failure to attend classes or participate in online work does not constitute a withdrawal – a timely, formal request is required.

INTERNSHIP FOR CREDIT

Putting what you learn in the classroom to work in the real world, and bringing what you learn at work back into the classroom makes for powerful learning. Internships are invaluable.

Non-credit bearing internships are offered and approved through the Career Development and Internship Center (CDIC), and may be paid or unpaid. Internships for credit add a substantive academic component to the work experience and may also be either paid or unpaid. In recent years, students have undertaken internships for credit in a wide variety of settings: with state representatives, in museums and archives, in radio, television, and newspapers; in banking, public relations, marketing, human resources, labor-management relations, and in the medical profession with pharmacists, dentists and surgeons. Recent sites include the University of Massachusetts Medical School, Old Sturbridge Village, and the *Telegram and Gazette*. Students can complete full time internships in Washington, D.C., New York City, or overseas. The student must hold a gpa of 2.8 or higher, and have the academic background and talent to work effectively on the internship. An internship for credit, in most instances, carries three academic credits for 140 hours of work on site. A student may complete only one internship for credit, unless otherwise required by his or her major. Applications are available from the Dean of Undergraduate Studies.

INDEPENDENT STUDY

A truly engaged student may develop an interest in a field or subject not addressed in the usual course offerings, or by way of the Worcester Consortium (HECCMA). Such a student might choose to undertake an Independent Study, a one-on-one course with a professor of relevant expertise. Applications for Independent Study are available in the registrar's office, and must carry the signature of the instructing faculty member and that professor's chairperson before being submitted to the Dean of Undergraduate Studies for final approval. Only one Independent Study per semester is permitted.

FULBRIGHT SCHOLARSHIPS AND OTHER POST-BACCALAUREATE SCHOLARSHIPS

Prestigious scholarships enable Assumption students and post-graduates to engage in learning experiences in the United States and abroad. Opportunities are available for undergraduate and post-graduate scholarship support. Some of these scholarships opportunities include the Fulbright for postgraduate study abroad, the Marshall and Rhodes for postgraduate study in the United Kingdom, the William Simon Fellowship for Noble Purpose, the James Madison Scholarship, the Barry Goldwater Scholarship, the N.C.A.A. Post-Graduate Scholarship, and the David L. Boren

Graduate Fellowship. For more information contact Professor Thomas Wheatland, 508 767-7562.

Cooperative Programs of Study

HIGHER EDUCATION CONSORTIUM OF CENTRAL MASSACHUSETTS, INC. (HECCMA)

The College holds membership in the Higher Education Consortium of Central Massachusetts, Inc. (HECCMA). Specialized courses are available for credit away from the home institution under a system of cross-registration. Participants in the Consortium are: Anna Maria College, Assumption College, Becker College, Clark University, College of the Holy Cross, Cummings School of Veterinary Medicine at Tufts University, Massachusetts College of Pharmacy and Health Sciences, Quinsigamond Community College, University of Massachusetts Medical School, Worcester State College, and Worcester Polytechnic Institute.

The cross-registration arrangements of the Consortium colleges permit full-time day students to take courses at other Consortium colleges. Registrants are limited to one cross-registered day course per semester. If a similar course is offered at the home institution, permission may be denied. Exceptions may be made by the Dean of Undergraduate Studies. A student registering for a Consortium course is responsible for satisfying course requirements, even though calendars and regulations may differ among Consortium institutions. Through the Consortium, students are exposed to a greater variety and flexibility in course offerings. It should be recognized that students are registered on a space-available basis. Course information can be obtained through the Office of the Registrar or on the website at <http://courses.heccma.org/>. All cross-registration procedures for Assumption College students should start by filling out a form online and bringing it in person to the Office of the Registrar at Assumption College. Students should determine the best mode of transportation to access cross-registered courses.

AMERICAN ANTIQUARIAN SOCIETY

Each fall, the American Antiquarian Society and five Worcester colleges sponsor a research seminar at the Antiquarian Society library. The seminar is conducted by a scholar familiar with the Society's holdings in early American history, and the seminar topic is related to his or her field of research. Selection is highly competitive. The participating students are chosen by a screening committee made up of representatives of the five participating colleges: Assumption College, Clark University, The College of the Holy Cross, Worcester Polytechnic Institute, and Worcester State University. The seminar topic and research methods combine several disciplines, and students from a wide variety of majors have participated successfully in this unique undergraduate opportunity. For further

information, contact Prof. Carl Keyes, ckeyes@assumption.edu.

MARINE STUDIES CONSORTIUM

The Marine Studies Consortium (<http://www.brandeis.edu/marinestudies/about.html>) is an association of 18 educational and research institutions in Massachusetts dedicated to increasing understanding and stewardship of coastal and marine ecosystems. The Consortium pursues this mission through an academic program and policy-development efforts centered on protection and management of marine environments. The Consortium's academic program offers unique learning opportunities, including Introduction to Marine Mammals and Coastal Zone Management. Other courses, such as Water Resources Management and Marine History of New England are offered nowhere else in our region at the undergraduate level. Consortium courses are taught by working professionals from research and policy centers, providing students with a real-world perspective on marine science and policy problems.

Assumption College Agreements

BIOTECHNOLOGY

Northeastern University B.A./M.S. in Biotechnology.

Northeastern University will reserve space for two qualified Assumption College students in its Master of Science in Biotechnology program. The minimum requirements to be eligible include a cumulative GPA of 3.2, satisfactory completion of the prerequisites, and a completed application. The GRE and application fee will also be waived for these students. For additional information, please see Professor Steven Theroux.

BUSINESS

Assumption College B.A./ Assumption College M.B.A.

The Philosophy, Ethics, and Business 6-in-5 BA/MBA Program consists of (a) the Philosophy Major, Pre-Business Track and (b) the Accelerated MBA. Students earn the BA and the MBA in five years instead of the six years these two degrees customarily require. During the first four years, students complete the 12-course Philosophy Major, Pre-Business Track. The Accelerated MBA begins in the summer following completion of the BA with the intensive Foundations in Business Program and continues through a fifth year of courses. The whole program is designed to provide students with the best of a Catholic liberal arts education and advanced professional training in business.

The twelve-course Philosophy Major, Pre-Business Track, includes emphasis on ethics, business, and economic life and can be combined with a second major. After graduation, students will complete an accelerated business program designed for liberal arts majors, the Accelerated MBA Program. This one-year MBA includes a "professional practice" concentration in which students acquire real-world experience working in local businesses while completing advanced courses that cover a range of key business disciplines. Students are guaranteed acceptance into the Accelerated MBA Program provided that they complete the Philosophy Major, Pre-Business Track, while earning a cumulative G.P.A. of at least 3.0.

For a complete description of the program, see the entry under Philosophy below. For questions, contact Prof. Daniel Maher, Chair of the Department of Philosophy, at dmaher@assumption.edu or Prof. Jennifer Niece, Chair of the Department of Business Studies, at jniece@assumption.edu.

ENGINEERING

University of Notre Dame College of Engineering

Assumption College has established an agreement with the University of Notre Dame College of Engineering that allows qualified Assumption students to earn a B.A. in Chemistry, Environmental Science, Mathematics or Computer Science from Assumption College and a B.S. in one of several fields of Engineering from the University of Notre Dame.

This is a 3:2 program, which means students in this program of study spend three years at Assumption College and two years at the University of Notre Dame. The Assumption College degree will usually be Chemistry (for Chemical Engineering), Environmental Science (for Environmental Geosciences Engineering), Mathematics or Computer Science (for Computer Engineering) or Mathematics (for Aerospace, Civil, Electrical, or Mechanical Engineering). The program is designed to provide the student with a strong liberal arts education in the sciences and mathematics. At Assumption, you will be in small classes with faculty who emphasize high-quality teaching. Students who complete the program will also receive state-of-the-art engineering training at the University of Notre Dame, one of the nation's leading engineering universities.

This program is rigorous, and it requires intensive study in science, mathematics and engineering. Students must finish a specified curriculum at Assumption, earn a cumulative G.P.A. of 3.3 or higher, and earn a grade of C or higher in all courses at Assumption. Students successfully completing this program are automatically accepted into the University of Notre Dame, and they are eligible for financial aid from Assumption and Notre Dame. Individuals planning to

participate in an engineering program should be ready to take Honors Calculus in their first semester at Assumption. The well-rounded education acquired in the 3:2 dual degree program in engineering, science and mathematics will make the student very competitive in the job market or for admission to graduate school. For more information about this program, contact Prof. James Hauri at 508.767.7359.

Washington University at St. Louis

Assumption College and Washington University offer a 3:2 engineering degree that leads to a B.A. from Assumption and a B.S. in one of several fields of engineering. This program is very similar to the University of Notre Dame's 3:2 degree program described above. To participate a student must have a 3.25 GPA, and admission to Washington University is not guaranteed.

Assumption College and Washington University also offer a 3:3 option for those seeking to earn a Masters Degree in Engineering. Students in this course of study spend three years at Assumption College and three years at Washington University, and upon completion are awarded a B.A. from Assumption College and a Masters in Engineering from Washington University. Participation in the 3:3 program also requires the student to maintain a 3.25 GPA while at Assumption, and admission to Washington University is not guaranteed.

Washington University has a highly-regarded and nationally ranked engineering program, and qualified students who enter the 3:2 or 3:3 programs can choose to study Biomedical Engineering, Chemical Engineering, Computer Engineering, Electrical Engineering, Mechanical Engineering or Systems Science and Engineering. Students entering the 3:2 or 3:3 programs are eligible for financial aid from Assumption College and Washington University. For more information about these programs contact Prof. James Hauri at 508.767.7359.

ENVIRONMENTAL SCIENCE AND FORESTRY MANAGEMENT

Duke University 3:2 Program in Environmental Science Management or Forestry Management

Students interested in pursuing a master's degree from Duke University in Environmental Science Management (MEM) or Forestry Management (MF) can complete their general education requirements, their major requirements, and their application for admission to the Duke graduate school in three years. If accepted into the Duke professional master's degree program, the student is eligible to receive his or her Assumption College undergraduate degree upon the successful completion of their first year of graduate studies at Duke University. At the end of the second year of graduate study, the student is eligible to receive the MEM or the MF from the Nicholas School at Duke University. The Duke University agreement does not guarantee that

Assumption College students will be accepted into the graduate program, and admission is competitive. Students interested in this program should contact Professor Steven Theroux or Professor James Hauri early in their undergraduate career.

HUMAN SERVICES AND REHABILITATION STUDIES

Assumption College Human Services and Rehabilitation Studies B.A./Assumption College M.A. in Rehabilitation Counseling

The Department of Human Services and Rehabilitation Studies has an accelerated path toward helping undergraduate students obtain a masters degree in Rehabilitation Counseling. The Six-in-Five Graduate Program in Rehabilitation Counseling is open to all students at Assumption College regardless of their declared major. Undergraduate students that have completed general education requirements and the required courses in their major may begin the graduate program in Rehabilitation Counseling during their senior year. Upon completion of one additional year of graduate study (the fifth year), students will be awarded a Master of Arts Degree in Rehabilitation Counseling. Students are then eligible to take the Certified Rehabilitation Counselor Examination and become nationally certified as a Rehabilitation Counselor (CRC).

Upon completion of this nationally accredited program in Rehabilitation Counseling, students have a number of professional options. Students can gain employment as a professional rehabilitation counselor in State Rehabilitation Agencies, Rehabilitation Hospitals, Educational Settings, Private Settings, Insurance Based Settings, Independent Living Centers, etc. The Master's Degree will enable students to achieve professional counselor status and improved prospects for advancement into supervisory positions. Students can also use the Master's Degree in Rehabilitation Counseling for entry into a Doctoral Program. Students interested in the Six-in-Five Graduate Program in Rehabilitation Counseling should consult with the Chair of the Department of Human Services and Rehabilitation Studies no later than February 1st of their junior year at Assumption College.

Admission to the Six-in-Five Program in Rehabilitation Counseling requires a strong undergraduate record of academic success. Interested students will apply to the program by submitting a letter of application to the HSRS Chairperson and submitting two academic letters of reference along with a transcript. Application materials are accepted until March 1st.

Once admitted to the Six-in-Five Program in Rehabilitation Counseling, students will begin taking graduate courses during their undergraduate senior year. On-going evaluation of student progress will take place during the

senior year to ensure students are successfully completing graduate level coursework. During the spring semester of the senior year students with successful achievement will make application to Assumption College's Graduate School and be admitted as official graduate students. Financial support such as grants and scholarships are available to qualified students.

MARINE STUDIES

Duke University Marine Sciences Education Consortium (MSEC)

Assumption students are eligible to study at Duke University's Marine Laboratory in Beaufort, North Carolina during the fall, spring, or summer sessions. The Duke program offers an opportunity for intensive study in marine science and marine ecology. In addition, Assumption students may participate in the MSEC's study abroad programs which include sites in Singapore, Trinidad, Hawaii, Panama and France. While at Duke, it is possible to carry out an independent research project in collaboration with Duke faculty. It is also possible to take courses in Physics while in residence. This program should be of particular interest to Environmental Science majors and minors and to those who seek a science-intense study abroad opportunity. For more information contact Professor Steven Theroux.

HEALTH PROFESSIONS

Northeastern University B.A./M.S in Allied Health Professions

Northeastern University will waive the application fee and the GRE requirement for qualified Assumption College students interested in pursuing graduate degrees in pharmaceutical science, physician assistant studies, exercise physiology, school counseling, health informatics, and public health. To be eligible, students must earn a GPA of 3.2 or higher.

New York Chiropractic College (NYCC) B.A./Doctor of Chiropractic (DC)

There are two options at NYCC for Assumption students interested in pursuing a doctorate in chiropractic medicine, a traditional program and an accelerated program of study.

Traditional Doctoral Program (DC)

Five seats are available at NYCC each year for qualified Assumption students who want to enter a doctoral program in chiropractic medicine. The program requires 40 months of study beyond the B.A. For more information please see Professor Steven Theroux.

Accelerated Doctoral Program (DC)

Qualified Assumption students are also eligible to enter an accelerated program of study at NYCC. This course of study

allows qualified students to complete a doctorate in chiropractic medicine in six years of study instead of seven. Students interested in this option should contact Professor Theroux for more information.

Bridgeport University/Doctor of Chiropractic (DC)

Bridgeport University offers eligible Assumption College students preferred admission and financial assistance. To be eligible students must complete the required prerequisite courses, earn a minimum cumulative GPA of 3.0, and a minimum GPA of 2.0 in the required prerequisite courses. For more information please see the Health Professions Advisor, Prof. Steven Theroux.

Des Moines University B.A./Doctor of Osteopathic Medicine (D.O.)

Assumption College and Des Moines University School of Osteopathic Medicine have agreed to cooperate to provide an accelerated, seven-year curriculum of undergraduate and professional education leading to the Bachelor of Arts degree with a major in Biology from Assumption College, and the Doctor of Osteopathic Medicine degree from Des Moines University School of Osteopathic Medicine. Typically, eight years of study are required to earn a degree in Osteopathic Medicine. Students in the accelerated program finish their premedical coursework at Assumption College in three years. Upon successful completion of their first year at Des Moines University Medical School, individuals in this program are eligible to graduate with a bachelor's degree in Biology from Assumption College. Admission into the medical school is not guaranteed. Interested students should meet with Professor Steven Theroux early in their first year.

American University of Antigua Medical School B.A./Doctor of Allopathic Medicine (M.D.)

Assumption College students who fulfill the terms of the agreement will be accepted at the American University of Antigua College of Medicine. The terms of the agreement include the following: the student must have a GPA of 3.25 or higher, they must have a GPA of 3.0 or higher in the prerequisite courses, they must not have an F or a D in any prerequisite course, they must earn a score of 24 or higher on the medical college admissions test (MCAT), and they must earn a favorable recommendation from the AUA admissions officer who they interview with. For more information please see the health professions advisor.

Regis College B.A./Post-Baccalaureate Certificate in Nuclear Medicine Technology

Regis College has reserved two seats for Assumption students who want to enter the nuclear medicine technology program. To be eligible, Assumption students must complete the prerequisite courses, and they must

have a minimal GPA of 3.3. Eligible students receive an application fee waiver, and the top two eligible candidates are also given preferred admission without the competition of the rest of the applicant pool. Prior to starting the program the accepted student must earn a B.A. at Assumption College. For more information, please see the Health Professions Advisor.

Massachusetts College of Pharmacy and Health Sciences B.A./Bachelor of Science in Nursing (B.S.N.)

The Massachusetts College of Pharmacy and Health Sciences (MCPHS) has agreed to provide at least three seats at their Manchester, NH campus and three seats in their Worcester, MA campus for qualified Assumption students who want to earn a second bachelors degree in nursing. This is a 16-month program, and to be eligible Assumption students must complete the specified prerequisites with a grade of C or better (with no repeats), earn an average GPA of 3.2 or higher in the required prerequisites, and obtain a cumulative GPA of 3.2 or higher. Please see the Health Professions Advisor for additional details and requirements.

Regis College B.A./Master of Science in Nursing (M.S.N.)

Regis College has reserved two seats for Assumption students who have earned a B.A., a 3.3 GPA or better in the prerequisite courses, and have a cumulative GPA of at least 3.3. Through this program qualified students are eligible for an application fee waiver, a GRE waiver, a 7.5-hour graduate assistantship (which offers at least \$2,500 in tuition remission) and preferred admission. Students in the program will earn, the bachelor of science in nursing, and upon completion, a master of science in nursing. Please see the Health Professions Advisor for additional details and requirements.

Massachusetts College of Pharmacy and Health Sciences B.A./Doctor of Optometry (O.D.)

The Massachusetts College of Pharmacy and Health Sciences (MCPHS) has agreed to provide five seats at their Worcester, MA campus for qualified Assumption students who want to earn a Doctorate in Optometry. This is a four-year program, and to be eligible Assumption students must complete the prerequisites with a grade of C or better (with no repeats). They must also have a GPA of 3.2 in the required prerequisite courses, an overall GPA of 3.2, and they must pass an interview at MCPHS. Please see the Health Professions Advisor, Professor Steven Theroux, for more information.

New England College of Optometry B.A./Doctor of Optometry (O.D.)

Assumption College and the New England School of Optometry have agreed to cooperate in providing an accelerated, seven-year curriculum of undergraduate and professional education leading to the Bachelor of Arts degree with a Major in Biology from Assumption College and the Doctor of Optometry degree from the New England College of Optometry. The program consists of a three-year curriculum at Assumption College followed by a four-year curriculum in optometry at the New England School of Optometry. Upon successful completion of their first year at the New College of Optometry, individuals in this program are eligible to graduate with a bachelor's degree from Assumption College. Admission into the School of Optometry is not guaranteed. For more information about this program, please contact Professor Steven Theroux.

Massachusetts College of Pharmacy and Health Sciences B.A./Doctor of Pharmacy (Pharm.D.)

The Massachusetts College of Pharmacy and Health Sciences (MCPHS) has agreed to provide two seats at their Manchester, MA campus and five seats at their Worcester, MA campus for qualified Assumption students who want to enter an accelerated doctoral program in pharmacy. To qualify for admission into this 34-month program of study, Assumption students must complete the required prerequisites with a grade of C or better (with no repeats). They must also have a GPA of 3.4 or higher in the required prerequisites and an overall GPA of at least 3.4. Please see the Health Professions Advisor for additional details and requirements.

Massachusetts College of Pharmacy and Health Sciences B.A./Doctor of Physical Therapy (DPT)

The Massachusetts College of Pharmacy and Health Sciences (MCPHS) has agreed to provide two seats at its Worcester, MA campus for qualified Assumption students. To be eligible for study in this 32 month accelerated doctoral program, students must earn a 3.3 in the specified prerequisites and they must have a cumulative GPA of 3.3 or higher. Please see the Health Professions Advisor for additional details and requirements.

Massachusetts College of Pharmacy and Health Sciences B.A./Master of Science in Physician Assistant Studies (M.S.P.A.S.)

The Massachusetts College of Pharmacy and Health Sciences (MCPHS) has agreed to provide at least one seat at their Manchester, MA campus and one seat at their Worcester, MA campus for qualified Assumption students who want to earn a master's degree in Physician Assistant Studies. This is a 24-month program, and to be eligible Assumption students must complete the prerequisites with

a grade of C or better (with no repeats). They must also have a GPA of 3.4 or higher in the required prerequisites, an overall GPA of at least 3.4, and they must pass an interview at MCPHS. Please see the Health Professions Advisor for additional details and requirements.

Barry University B.A./Doctor of Podiatric Medicine (D.P.M.)

Assumption College and Barry University School of Podiatric Medicine have agreed to cooperate in providing an accelerated, seven-year curriculum of undergraduate and professional education leading to the Bachelor of Arts degree with a major in Biology from Assumption College and the Doctor of Podiatric Medicine degree from Barry University School of Podiatric Medicine. Upon successful completion of their first year at Barry University College of Podiatric Medicine, individuals in this program are eligible to graduate with a bachelor's degree from Assumption College. Admission into the School of Podiatric Medicine is not guaranteed. For more information, please contact Professor Steven Theroux.

Pre-Professional Programs of Study

PREPARATION FOR STUDY IN ONE OF THE HEALTH PROFESSIONS

Students interested in studying one of the health professions (e.g., medicine, dentistry, nursing, optometry, physical therapy, pharmacy, nuclear medicine, etc.) can major in one of the sciences or they can choose one of a variety of non-science majors. However, in order to be considered for admission to a graduate program in the health sciences, the student must complete the prerequisite coursework specified by their program of interest.

The Assumption College health professions advisor and the faculty of the natural science department assist the student in planning an appropriate course of study. The College also has a Health Professions Committee that can provide students with a letter of recommendation from the Natural Science Department. Through the Natural Sciences Club, the student may have the opportunity to meet members of the health professions. Many students interested in one of the health professions complete an internship in one or more areas related to their specific interests.

PRE-HEALTH PROFESSIONS PROGRAM OF STUDY

The Health Professions Program is designed to help students enter graduate school in one of the health

professions. The program focuses on preparing the student to earn good grades and strong scores on the admissions test and graduate school interview. Those who complete the program requirements will have the fact that they did so stated on their transcript.

Pre-Health Professions Program Requirements

1. Complete the required coursework with a cumulative GPA of 3.0 or better and a GPA of 3.0 or better in one of the appropriate majors.
2. Appropriate majors are: Health Science with a Concentration in Pre-Clinical Medicine; Biology; Biology with a Concentration in Neuroscience and Behavior; Biotechnology and Molecular Biology; Chemistry; Psychology; Psychology with a Concentration in Brain, Cognition and Behavior; or Human Services and Rehabilitation Studies.
3. Complete the course "Social, Economic and Ethical Issues in the Health Professions".
4. Submit a statement indicating that the prerequisite courses required for admission to a particular health professions graduate program were successfully completed.
5. Present evidence from Kaplan that he or she successfully completed a Kaplan Test Preparation Course (e.g., MCAT, DAT, OAT, VCAT, PCAT, GRE, etc.).
6. Present evidence that he or she took a graduate admissions test (e.g., MCAT, DAT, GRE, etc.) and scored in the top 50% of those taking the test in that year. For additional information contact Professor Steven Theroux.

POST-BACCALAUREATE PRE-HEALTH SCIENCES PROGRAM

Assumption offers a post-baccalaureate certificate program in the pre-health sciences for students that need to complete additional science coursework prior to applying to a graduate program in one of the health sciences. Students in the program work with the health professions advisor, Professor Steven Theroux, and design a course of study. Applicants should have a B.A. or B.S. from an accredited institution and an overall GPA of 3.0 or higher. An application for the program can be obtained by calling 508.767.7545, and completed applications are due on February 1.

POST-BACCALAUREATE PRE-THEOLOGY CERTIFICATE PROGRAM IN PHILOSOPHY

The post-baccalaureate Pre-Theology Certificate Program consists of two components: (1) the first is a course of study, principally in Philosophy, intended for men discerning the possibility of a vocation to the priesthood after their college years; (2) the second is a course of study,

principally in Theology, for men seeking admission to the Assumptionist Congregation. If a candidate is judged to have completed the first course of study elsewhere, he may proceed directly to the second component of the program under the supervision of the appropriate department Chair and Assumptionist mentor.

The first component recognizes the importance of solid philosophical training in the serious study of theology. A two-semester course in Philosophy and Theology anchors the curriculum. In addition, students complete five one-semester courses that introduce the chief areas of philosophical investigation and the history of philosophy and at least three electives chosen from a group of upper-level courses in Philosophy, Theology, Political Philosophy, and other approved areas. Each student will be provided with individual guidance by a member of the Philosophy Department. For further information contact the Chairperson of the Department of Philosophy, Prof. Daniel Maher, at dmaher@assumption.edu.

The second component offers a course of study, principally in Theology, designed to satisfy the requirements established by the Assumptionist Congregation. Students may pursue up to 48 additional credits in courses offered as independent studies on topics such as Assumptionist and Augustinian Spiritual Thought; The Theology of Prayer; Sacraments and Worship; History of the Church in 19th Century France; The Theology of Religious Life; The History of the Assumptionists; Journal Writing, etc. Students may pursue courses from this component simultaneously with the first component. Each student will be provided with the individual guidance of an Assumptionist and a member of the Theology Department and will submit any directed study courses for approval to the Chair of the Theology Department and the Dean of Undergraduate Studies.

AIR FORCE AND ARMY RESERVE OFFICER TRAINING CORP (ROTC)

Assumption College students may participate in the Air Force or Army Reserve Officer Training Corps (ROTC) at Worcester Polytechnic Institute. Qualified U.S. citizens who earn their degree from Assumption College and satisfactorily complete the ROTC program requirements will be commissioned as second lieutenants. Air Force ROTC offers a four-year and two-year program for qualified individuals to earn their commission; two- and three-year scholarship opportunities are also available to qualified individuals in specific areas of academic study. Army ROTC offers a four, three and two-year program for qualified individuals to earn their commission; two-, three- and four-year scholarships are also available to qualified individuals. For more details on either program, write to the Department of Aerospace Studies (Air Force) or Department of Military Services (Army), 100 Institute Road,

Worcester MA 01609, call them at 508-831-5747 (Air Force), or 508-831-5268 (Army) or email them at airforce@wpi.edu or armyrotc@wpi.edu.

HISTORY

Regis College/ Master of Arts in Heritage Studies

This partnership is available for students from all majors. Assumption students receive preferred admission, and may receive up to two courses of graduate credit for classes completed at Assumption College. The GRE and application fee will also be waived for qualified Assumption students. Examples of qualifying courses for Master of Arts credit include, the American Studies Seminar, Vocations in Public History, and Women of the World. Students have the option to complete the remaining eight courses for the MA in one year. Students must maintain a 3.0, or higher, GPA, and submit a completed application to be considered for the program. Contact Professor Deborah Kisatsky (dkisatsk@assumption.edu) or Carl Keyes (ckeyes@assumption.edu) for additional details and requirements.

PRE-LAW PROGRAM

The study and practice of the law has always attracted ambitious, civic-spirited and intellectually serious students. And for good reason: lawyers are important. Indeed, Alexis de Tocqueville, that great student of democracy in America, thought that lawyers were so critical to our political and cultural health that he questioned “whether democratic institutions could be long maintained” without the special knowledge, habits of mind, and unique methods that a serious study of the law affords our fellow citizens. To prepare students interested in law school to meet the many intellectual and ethical challenges of the legal profession, the Pre-Law Program at Assumption College combines the school’s commitment to a strong liberal education with the personalized advising, co-curricular activities, and development opportunities necessary for success in law school.

The faculty advisors in the Pre-Law Program encourage students interested in law school to seek their services early in the students’ academic careers. Our advisors help students from all majors identify both law schools and areas within the law that best fit the interests and competencies of the students. They also help the students tailor their academic programs in a manner suitable to their particular circumstances and abilities. Such an approach gives the individual student the freedom to choose the course of study that suits his or her interests. It is also consistent with the expectations of the American Bar Association and law school admissions officers who agree that no single curricular path prepares students for law school better than any other. In other words, the best preparation for law

school is a field of study about which students are genuinely enthused and in which they can therefore excel. Not surprisingly, several majors at the College, such as English, History, Natural Science, Philosophy, Political Science, Criminology and Sociology, among others, successfully matriculate students to law school.

In addition to academic advising, Pre-Law advisors hold informational meetings for students, arrange meetings with Assumption College alumni who are in law school or in the legal profession, sponsor legal internships, and organize professional development opportunities. Above all they aid students in their preparation for the Law School Admissions Test (LSAT) while guiding them through the law school application process. Assumption graduates have gone on to matriculate at such law schools as Boston College, Brooklyn College of Law, Catholic University of America's Columbus School of Law, Florida State University, New England School of Law, the University of Notre Dame, and Suffolk University School of Law, and have continued to succeed in the profession.

For more information contact the Coordinator of the Pre-Law Program, Prof. Carl Keyes, Department of History, ckeyes@assumption.edu or 508 767-7324.

LAW SCHOOL ARTICULATION AGREEMENTS

Duquesne University School of Law B.A./J.D.

Assumption College and Duquesne University School of Law offer an accelerated program of study that allows qualified students to earn a bachelor's degree from Assumption College and a law degree from Duquesne University in six years. Typically seven years of study are required to earn these degrees.

In order to be eligible for admission into this accelerated program, students must complete the requirements of their major and the General Education Requirements of Assumption College in their first three years of study. Upon successful completion of their first year of law school at Duquesne, individuals in this program are eligible to graduate with a bachelor's degree from Assumption College. Admission into the law school is not guaranteed. For more information about this program, contact Prof. Bernard J. Dobski or Prof. Steven Theroux.

Western New England College School of Law B.A./J.D.

Assumption College and the Western New England College School of Law offer an accelerated program of study that allows qualified students to earn a bachelor's degree from Assumption College and a law degree from Western New England College School of Law in six years. Typically seven years of study are required to earn these degrees.

In order to be eligible for admission into this accelerated program, students must complete the requirements of their major and the General Education Requirements of

Assumption College in their first three years of study. Upon successful completion of their first year of law school at Western New England College School of Law, individuals in this program are eligible to graduate with a bachelor's degree from Assumption College. Admission into the law school is not guaranteed. For more information about this program, contact Prof. Bernard J. Dobski or Prof. Steven Theroux.

Vermont Law School B.A./J.D.

The Vermont Law School has an exceptionally strong program in Environmental Law, and it has consistently been ranked among the top one or two programs in the country by US News and World Report. Students interested in pursuing a J.D. in Environmental Law may wish to consider this program. The Vermont College of Law also prepares students for the practice of other areas of law, so admission to this institution is not limited to those interested in Environmental Law. Admission into the law school is not guaranteed.

Students eligible for admission to the law school through this agreement must complete the requirements for a bachelor's degree from Assumption College. The applicant must also complete a minimum of 60 credits towards the bachelor's degree in residence at Assumption College with a GPA that is equal to or exceeds the average GPA of the first year JD class in residence at Vermont Law School at the time of the student's application. In addition, students eligible for admission through this agreement must have a current LSAT score that is equal to or exceeds the average LSAT score of the first-year JD class in residence at the time of the student's application. For information about additional requirements please contact Professor Theroux or Professor Dobski.

Institutes

Assumption College's history has been enriched for decades by its institutes, which have enlivened the intellectual, social, and spiritual dimensions of the campus community. Whether through research, public forums, or small work groups, the College's institutes are woven into the fabric of our mission and contribute significantly to the College's national and international reputation.

Aaron T. Beck Institute for Cognitive Studies

Founded in 1996 and named in honor of the "Father of Cognitive Therapy," the Aaron T. Beck Institute annually hosts speakers and conferences that address research and therapeutic developments in cognitive therapy, as well as ethical and moral issues faced by therapists and clients. The Institute also sponsors education and training projects in cognitive therapeutic skills for graduate students and postgraduate professionals. The Institute strives to provide

the community at large with information that illuminates the contributions of cognitive factors to the resolution of problems in living.

Even though the Institute's programs offer intensive instruction in cognitive therapy for mental health professionals, these workshops and lectures are available to all students. The Institute hosts -internationally known psychologists and psychiatrists who discuss innovations in psychological treatments for a wide variety of psychological problems. For students who are interested in learning about psychology, the Institute's programs offer unique opportunities to learn about developments in highly effective psychotherapies. For more information, contact Prof. Leonard Doerfler.

The Ecumenical Institute

The Ecumenical Institute was established in 1968 and re-founded in 1999 to provide a forum for reflection and discussion of questions of common interest to Christians of all churches and to people of other faiths as well. The institute's focus on clarifying the differences that divide Christians has broadened to include addressing the most urgent issue confronting all believers today—namely, the relation of faith to the modern world. The challenge modernity presents to faith helps Christians recognize how far they stand united, despite the divisions that unfortunately persist.

The Ecumenical Institute sponsors four lectures during the academic year: the Emmanuel d'Alzon Lecture, the Rabbi Joseph Klein Lecture on Judaic Studies, the Bishop Bernard Flanagan Ecumenical Lecture, and the Saint Marie-Eugenie Milleret Lecture. In recent years, the Ecumenical Institute has promoted intellectual conversation among the faculty through the Paideia Colloquium and has organized individual events honoring, for example, Aleksandr Solzhenitsyn, Abraham Lincoln, Blessed John Henry Newman, and the White Rose Resistance movement against Nazi oppression. Through its annual lectures, occasional programs, and collaboration with other organizations, the institute stresses education and makes a deliberate effort to bring the best contemporary scholarship to bear on the life of the college, the Church, and society in our time.

The French Institute

The French Institute was founded in 1979 to preserve the French heritage of Assumption College and the region. The Institute is both an academic research facility and a center for French cultural activities. Although its main goals are to foster the conservation and study of the records of French ethnicity on this continent, the name French Institute (*Institut français*) was chosen for its ability to encompass the entire francophone world. The Institute is the leading place to study material relating to the more than one and a

half million French Canadians who immigrated to New England in the 19th and 20th centuries.

As a research center, the French Institute acquires books and archival materials pertinent to its primary focus: the French presence in North America, with particular emphasis on New England. In 2004, the Institute's collection was complemented by the arrival on campus of the Mallet Library of the Union St. Jean-Baptiste, another fine collection of Franco-Americana.

The French Institute seeks to promote knowledge and awareness of francophone North Americans and francophone questions generally by organizing lectures and colloquia, publishing a newsletter and books, and participating in a variety of cultural projects. The Institute has published conference proceedings on various aspects of French-Canadian immigration to the United States, and has provided English translations of texts to make them accessible to non-French speakers. It has also hosted many distinguished visitors, including the French Minister for Francophone Affairs, the Vice-Minister for International Affairs of Quebec, and scholars from France, Canada, francophone Africa, and Haiti.

Worcester Institute for Senior Education

Assumption College's Center for Continuing and Career Education sponsors the Worcester Institute for Senior Education (WISE), a lifelong learning institute. This member-run organization is a learning program open to senior citizens in central Massachusetts. Peer learning and active participation are key components. Members create courses and share their experience and knowledge on topics of interest to them. The membership fee entitles members to participate in Institute courses on a space-available basis, attend special events, use the College library, and attend College lectures and cultural activities. Courses are held during the day in the Fall and Spring semesters. For more information contact Professor Emerita Susan Perschbacher.

Holy Name of Jesus Institute

In 2008, the Holy Name of Jesus Institute was established at Assumption College for the purpose of educating seminarians pursuing a vocation to the diocesan priesthood in the Diocese of Worcester. Seminarians receive their Bachelor of Arts degree in Philosophy at Assumption College at reduced cost. This program of study conforms to the norms established for priestly formation by Saint Pope John Paul II in the Apostolic Exhortation, *Pastores Dabo Vobis*, and adopted by the United States Conference of Catholic Bishops. For more information about the program, as well as the application procedures, please contact Fr. Jim Mazzone, Vocation Director of the Diocese of Worcester at 508 340-5788.

Department of Art, Music, and Theatre

Professors: Michelle Graveline, Rev. Donat Lamothe, A.A. (emeritus); *Associate Professors:* Carrie Nixon, Toby Norris (Chair); *Assistant Professors:* Heidi Gearhart, Scott Glushien; *Visiting Assistant Professors:* Peter Clemente, Thomas Grady, Lynn Simmons; *Instructors, Lecturers:* Elissa Chase, Kathryn Egnaczak, Bruce Hopkins, David Jost, Gary Orlinksky, Michele Italiano Perla, Peter Sulski, Margaret Tartaglia, Tyler Vance.

MISSION STATEMENT

The department aims to give students an understanding of the importance of rigorous practical and intellectual formation in stimulating creative thought and achieving creative expression. We also strive to help students appreciate Art, Music and Theatre as significant dimensions of the human experience. Studying the history of the arts brings home the central role that they have played in the development of human thought, both within and outside the Judeo-Christian tradition. Practicing the arts encourages students to incorporate creative expression into their wider intellectual and personal development. In forming the human being more completely, the department fulfills a fundamental goal of Catholic education.

MAJOR IN ART HISTORY (11 OR 12)

The major in Art History aims to educate qualified, promising students in various aspects of Art History. Students may select from a range of course offerings to fulfill their personal and professional interests. The program culminates in a semester-long research project and presentation. The major in Art History consists of eleven or twelve courses:

- ARH 125
History of Western Art *or* ARH/POL 150 Art & Politics I *and* ARH/POL 151 Art & Politics II
 - ART 101 Drawing I
 - One additional ART or ARD course
- Seven additional Art History courses, at least one of which is 300-level or above. One from each of the following areas: Ancient-Renaissance, Baroque-Contemporary, and Non-Western Art History.
- ARH 400 Senior Art History Seminar

MAJOR IN GRAPHIC DESIGN (14)

The major in Graphic Design is a fourteen course major with twelve required courses and two electives. The main goal of the major is to educate students to effectively communicate visually by combining form, content, and information, and to prepare students for entry into the professional field as a graphic designer, and/or continue

their education in graduate school. Students in the major will develop a strong base in typography, web design, photography, drawing, illustration, and marketing. Students will also broaden their ability to think critically and creatively, and will have a thorough knowledge of the latest design software and technology. With these skills the graphic design major will be able to effectively research, conceptualize and communicate varied solutions to any design problems they will encounter. The major in Graphic Design consists of fourteen courses:

ART 101	Drawing I
ARD 115	Graphic Design I: Form & Content
ARD 215	Graphic Design II: Meaning & Messaging
ARD 315	Graphic Design III: Advanced Strategies
ARD 175	Introduction to Digital Photography
ARD 216	Illustration
ARD 217	Typography
ARH 227	Meaning of Modern Art <i>or</i> ARH 229 Art Since 1945
ARD 300	Internship in Graphic Design
ARD 317	Motion Graphic Design
ARD 318	Graphic Design for the Web
ARD 401	Senior Seminar in Graphic Design

2 Electives from:

ART 106	Sculpture I
ART 111	Painting I
ART 201	Drawing II
ARD 275	Digital Photography II
MKT 101	Principles of Marketing
MKT 310	Advertising
ENG 219	Introduction to Media Analysis
CSC 170	Desk Top Publishing

MAJOR IN STUDIO ART (11)

The major in Studio Art aims to educate qualified, promising students in various aspects of creative activity. Studio Art students may concentrate in either drawing or painting. Students are expected to develop a personal direction that culminates in a professional exhibition of their work in conjunction with the senior seminar. The major in Studio Art consists of eleven courses:

ART 101	Drawing I
ART 106	Sculpture I <i>or</i> ART 107 Collage & Assemblage
ART 111	Painting I
ART 201	Drawing II

ART 211	Painting II
ART 301	Drawing III or ART 311 Painting III
ART 401	Senior Seminar
ARD 115	Graphic Design I: Form & Content

One additional course in Studio Art (ART) *or* in Graphic Design (ARD)

ARH 125 History of Western Art
One additional Art History (ARH) course

MAJOR IN MUSIC (11)

The major in Music covers the areas of Music Theory, Music History, and Performance with the opportunity for development of individual performance skills. Studies develop musicianship, competency in the principles and procedures that lead to an intellectual grasp of the art, and the ability to perform.

The major in Music consists of 11 courses:

- MUS 122 History of Music I
- MUS 124 History of Music II
- MUS 201 Music Theory I
- MUS 301 Music Theory II
- MUS 330 Conducting
- MUS 193 Chorale *or* MUS 195 Band *or* MUS 196 Jazz Ensemble *or* MUS 197 String Camerata (6 semesters)
- Four additional courses from among program offerings (not to include MUS 101 Fundamentals of Music). Applied music instruction in Voice or an instrument may be counted toward the major. Three semesters at 1 credit per semester are required to count as one course.

MINORS IN THE DEPARTMENT

A student may elect to pursue a minor in Art History, Studio Art, Graphic Design, or Music. These minors are meant to harmonize with a program of study in the liberal arts, while providing the possibility for concentrated work in one of these areas.

MINOR IN ART HISTORY (6 or 7)

- ART 101 Drawing I *or* ARD 115 Graphic Design I
- ARH 125 History of Western Art *or* ARH/POL 150 Art & Politics I *and* ARH/POL 151 Art & Politics II
- Three other courses from among Art History offerings, of which one must be at the 300 level
- ARH 400 Senior Art History Seminar

MINOR IN STUDIO ART (6)

ART 101 Drawing I

ART 111	Painting I
ART 201	Drawing II
ART 211	Painting II
ARH 125	History of Western Art <i>or</i> ARH140R Art in Rome
ART 401	Senior Studio Art Seminar <i>or</i> one 300-level ART course

MINOR IN GRAPHIC DESIGN (7)

ART 101	Drawing I
ARD 115	Graphic Design I: Form & Content
ARD 175	Introduction to Digital Photography
ARD 215	Graphic Design II: Meaning & Messaging
ARD 217	Typography
ARD 315	Graphic Design III: Advanced Strategies
ARH 227	Meaning of Modern Art <i>or</i> ARH 229 Art Since 1945

MINOR IN MUSIC (6)

MUS 122	History of Music I
MUS 124	History of Music II
MUS 201	Music Theory I
MUS 301	Music Theory II
MUS 193	Chorale <i>or</i> MUS 195 Band <i>or</i> MUS 196 Jazz Ensemble <i>or</i> MUS 197 String Camerata (3 semesters)

One additional course from among program offerings (not to include MUS 101 Fundamentals of Music). Applied music instruction in Voice or an instrument may be counted toward the minor. Three semesters at 1 credit per semester are required to count as 1 course.

COURSE DESCRIPTIONS

GRAPHIC DESIGN (ARD)

ARD 115 GRAPHIC DESIGN I: FORM & CONTENT

This course will offer an introduction to graphic design and visual communication. Students will be introduced to the elements and principles of design as well as critical analysis and visual problem solving skills. The interrelationship between visual and verbal communication will be explored along with the study of typography. The computer application Adobe Illustrator will be used as a tool for design in this course. A working knowledge of basic Macintosh computer skills will be helpful but not necessary. Studio Fee: \$115.00. For classes prior to 2020, this course satisfies the Core requirement in Art, Music &

Theatre. For the class of 2020 and subsequent classes, this course fulfills the Core requirement for a fine art in Culture and Expression.

Staff/*Three credits*

ARD 175 INTRODUCTION TO DIGITAL PHOTOGRAPHY

This project-based studio course serves as an introduction to digital photography as it applies to the fine arts. Students will explore technical and aesthetic foundations of photography through the latest digital technology. Digital cameras, scanning, and image manipulation software will be covered as well as an examination of the history of photography and its role as a form of artistic expression. We will also read and discuss critical issues in photography and the history of photography. Students will be responsible for purchasing specialized paper and a Studio Fee of \$175.00. This course does NOT satisfy the Core requirement in Art, Music & Theatre, or in Culture and Expression.

Glushien/*Three credits*

ARD 215 GRAPHIC DESIGN II: MEANING & MESSAGING

This class offers a continuation of Graphic Design I. Students will further explore the use of typographic symbols as a crucial element to design. Design history and critical issues in design will be explored. Students will work on a series of projects that emphasize visual expression, composition, and problem solving. The computer application Adobe Illustrator will be used. Adobe InDesign will be introduced. Studio Fee: \$100. Prerequisite: ARD 115.

Glushien, Simmons/*Three credits*

ARD 216 ILLUSTRATION

This class is an overview of basic illustration techniques geared to the needs of the graphic designer. Assigned projects will cover the use of pen and ink, acrylic paint and the digital media programs Adobe Photoshop and Illustrator. The class will focus on pictorial communication and exposure to various genres of illustration. Strong design from conceptualization through execution is stressed. Studio Fee \$50.00. Prerequisite: ART 101 or ARD 115.

Grady/*Three credits*

ARD 217 TYPOGRAPHY

This course covers principles of typeface selection and the use of typographical grids as well as families of type and historical usage. Typographical assignments are presented through themed projects. A variety of basic layouts and formats is introduced. Exercises are geared to develop sensitivity to the integration of typography with a variety of visual imagery. There is an emphasis on concept development and on the cultural associations of various typefaces. Students will be encouraged to integrate ideas and interests from other areas of study in their exploration of the expressive possibilities of type. Prerequisite: ARD 115

Glushien, Simmons/*Three credits*

ARD 275 DIGITAL PHOTOGRAPHY II

This course is a continuation of the study of digital photography as it applies to the fine arts. Students will gain a solid working knowledge of the process and context of photography in the fine art world. This is a studio course in which we will expand our expertise with Adobe Photoshop, advanced camera functions and sophisticated printing techniques. However, the main focus will be on the content and meaning of our photographs. Classes will consist of demonstrations, discussion of readings, printing, lectures, and weekly critiques. We will be creating an increasingly complex visual language through emotional and physical concentration and open-minded observation. Our photographs will not simply focus on appearances—they will become expressions and metaphors of life itself. Students will be responsible for purchasing specialized paper and a Studio Fee of \$175.00. Prerequisite: ARD 175

Glushien/*Three credits*

ARD 299, 399, 499 INDEPENDENT STUDY IN GRAPHIC DESIGN

Each of these numbers designates a specific level of specialized study on a relevant topic that has been designed by the student in conjunction with a faculty member. Permission of Chair required.

Staff/*Three credits*

ARD 300 INTERNSHIP IN GRAPHIC DESIGN

This course enables students to apply their academic knowledge and analytical skills in professional settings while earning academic credit. Students complete an internship (minimum 120 hours, paid or unpaid) and attend weekly seminar/classroom sessions to discuss and share observations about their internships. All students document their daily internship activity using a Blackboard log, and complete an online portfolio and resumé using LinkedIn and Behance. The semester culminates with an online portfolio/journal that documents workplace activity and reflects on the process of applying the design skills learned in the classroom. (Spring)

Italiano Perla/*Three credits*

ARD 315 GRAPHIC DESIGN III: ADVANCED STRATEGIES

Each student will develop a visual vocabulary through assigned readings, class discussion, projects, and through experimentation. This will set the groundwork that reinforces one's critical, analytical, and perceptual skills. This course will present students with a variety of complex design problems. Students will apply their growing knowledge of the interaction between typography and other visual forms to these specific problems. Research and methodology are vital components of this course and of design in general, and their importance will be stressed. Students will undertake a variety of design projects, as well as a class presentation on a designer of historical importance. Studio Fee \$100.00. Prerequisite: ARD 215.

ARD 317 MOTION GRAPHIC DESIGN

Visual design and technical strategies will be developed to effectively work with moving type and images in a timeline, from storyboards through production to distribution. The history of moving images and motion graphic design will be introduced to support contemporary theories and practices. Working with time-based, sequential processes will increase visual communication strategies and conceptual abilities, while developing skills needed to convey information as successfully as possible. Being able to create animated graphics, kinetic typography, and video projects, as well as work with sound, will help students to better prepare for an ever-expanding graphic design field. Adobe Photoshop, Adobe After Effects, and Final Cut Pro will be used. Prerequisite: ARD 215 or permission of instructor.

Simmons/Three credits

ARD 318 GRAPHIC DESIGN FOR THE WEB

This course introduces students to graphic design for website creation. Students will learn to think critically about web design and apply basic conceptual design principles to website development. The focus of the course will be applying design elements such as color, typography, layout, the grid and hierarchical design to the technological aspect of web design. While the aesthetics of web design will be of primary importance, the technological process will also be studied. Students will learn the latest web languages such as HTML 5, CSS, and JavaScript, develop concepts for web sites, and follow a design process in realizing them. Research and methodology are vital components of this course. Each student will develop two website design projects, as well as a number of smaller design projects. One of these projects will cover embedding animation, movies, and sound into a web site. At the end of this course students will have a working knowledge of web design, and will be able to build and host a site of their own. Prerequisites: ARD 115 and ARD 215 or 217.

Italiano Perla/Three credits

ARD 352 SPECIAL TOPICS IN GRAPHIC DESIGN

Special topics in graphic design are offered occasionally. These courses respond to special interests evinced by students, outgrowths of topics addressed in an intermediate course, or interests of the faculty.

Staff/Three credits

ARD 401 SENIOR SEMINAR IN GRAPHIC DESIGN

The seminar, offered in the Spring semester, is devoted to an advanced project in Graphic Design as a culmination of a program of study for the major in Graphic Design. This project is completed by an exhibition of student work. Students are responsible for materials related to their senior project and a Studio Fee of \$75.00

Glushien/Three credits

ART HISTORY (ARH)

ARH 125 HISTORY OF WESTERN ART

How long have humans been creating art? What makes the Mona Lisa the Mona Lisa? Why is Picasso so famous? This course answers such questions by surveying the development of art in the West from prehistoric times to the present day. Through illustrated lectures and in-class discussion we will consider what purposes art serves, why it changes, and how artistic change is linked to political and social developments. At the same time, close study of individual works will introduce the skills needed to identify works of art and decode the imagery they contain. For classes prior to 2020, this course satisfies the Core requirement in Art, Music & Theatre. For the class of 2020 and subsequent classes, this course fulfills the Core requirement for a fine art in Culture and Expression. For all, it serves as a gateway to a major or minor in Art History.

Staff/Three credits

ARH 130 INTRODUCTION TO ARCHITECTURE

This course introduces students to the principles, techniques, and forms of architecture. The course will examine buildings as well as landscape design and urban fabric from antiquity to the present day, from medieval Indonesia to modern Las Vegas. Students will learn how to analyze elements of architecture and consider how political power, economics, cultural history, technology and function play a role in architectural form, and how architecture in turn shapes human experience. For classes prior to 2020, this course satisfies the Core requirement in Art, Music & Theatre. For the class of 2020 and subsequent classes, this course fulfills the Core requirement for a fine art in Culture and Expression.

Gearhart/Three credits

ARH 140R ART IN ROME

This course, exclusive to the Rome campus, examines the history and society of Rome and its architectural and artistic expression as it developed over a period of 3000 years. Students study key examples of architecture, monuments and art from Classical Rome through to the Renaissance and Baroque, and the modern period. Much of the course is taught on site with visits to churches, palaces and museums. For classes prior to 2020, this course satisfies the Core requirement in Art, Music & Theatre. For the class of 2020 and subsequent classes, it fulfills the Core requirement for a Fine Arts class in Culture & Expression.

Borghese/Three credits

ARH 150–151H ART & POLITICS I & II

(Same as POL 150–151H) This two-semester interdisciplinary sequence in Art History and Political Philosophy concentrates on the study of the worlds of

politics and art: from Ancient Greece through the Renaissance in the first semester, from Modern Europe through 21st-century Europe and the United States in the second. Both semesters emphasize the reading and interpretation of texts about key political principles and the analysis of major works of art. Students earn three credits in Political Science and three credits in Art History. For classes prior to 2020, this course taken as an ARH class satisfies the Core requirement in Art, Music & Theatre. Taken with a POL designation, either course counts as a social science in the Core. For the Class of 2020 and subsequent classes, either course counts in Culture and Expression as a fine art when taken as ARH, and in The Great Conversation when taken as POL. Taking both semesters serves as a gateway to a major or minor in Art History. (150, Fall; 151, Spring)

Norris, Gearhart/*Three credits each semester*

ARH 160 ART ANCIENT AND MODERN: THE QUESTION OF BEAUTY

This course surveys the history of Western Art from the Greek world to the present day, using the question of beauty as a unifying theme. The first class each week will introduce the art or architecture of the period; the second will use readings from period sources to understand how beauty was perceived and defined in that period. The course will have a particular emphasis on theories of beauty that recur in successive historical periods: beauty and mathematics, beauty and function, beauty and color, beauty and mimesis, beauty and effect. For classes prior to 2020, this course satisfies the Core requirement in Art, Music & Theatre. For the class of 2020 and subsequent classes, it fulfills the Core requirement for a Fine Arts class in Culture & Expression. For classes prior to 2020, this course satisfies the Core requirement in Art, Music & Theatre.

Norris, Gearhart/*Three credits*

ARH 223 RENAISSANCE ART AND ARCHITECTURE

This course looks at one of the most celebrated eras of art history, the Renaissance. Focusing on Italy and Northern Europe, the course will look at art made from the fourteenth through sixteenth centuries. Major themes will include urban development, economic change, the black plague, and the political and religious forces of culture. Material covered will include painting, sculpture, architecture, and fresco, from the devotional works of the Franciscans to the courtly art made for the Duke of Urbino, and works made for women as well as men. Looking critically at primary source material, such as the writings of Alberti and Vasari, the course will also consider the role of the artist and what is often seen as his rise in status, through examples like Botticelli, Michelangelo, Giotto and Dürer. For classes prior to 2020, this course satisfies the Core requirement in Art, Music & Theatre. For the class of 2020 and subsequent classes, this course fulfills the Core

requirement for a fine art in Culture and Expression.
Gearhart/*Three credits*

ARH 225 NINETEENTH CENTURY ART

This course examines the art of Europe and the United States from the French Revolution to the end of the nineteenth century, starting with the Neoclassicism of Jacques-Louis David and ending with Impressionism and its impact on the art world. Topics covered will include the invention of photography and its effect on painting; the development of landscape painting in Germany, France and the United States, and the growth of the art market. French art will be the main focus of the course, but we will also be thinking about Francisco Goya in Spain, Romanticism in Germany, the Hudson River School in America, and the Pre-Raphaelite Brotherhood in England.
Staff/*Three credits*

ARH 227 THE MEANING OF MODERN ART

This course examines the development of modern art in Europe and the United States, focusing on the period between 1880 and 1950. Starting with Post-Impressionism, we trace the key movements in modern art (including Expressionism, Cubism, Surrealism and Abstract Expressionism), and consider some of the more traditional forms against which they defined themselves. In the process, we seek to understand how the terms 'modern,' 'modernist,' and 'avant-garde' came to be applied to art and artists, and to establish what art historians and cultural critics mean when they use them.

Norris/*Three credits*

ARH 229 ART SINCE 1945

The course examines the art produced between the end of World War II and the present day. Since the art of this period uses an extraordinary range of materials and approaches, many of them far outside the traditional practices of European art-making, we also try to answer some important questions: What does it mean to be an artist? What conditions must an object or event fulfill to qualify as a work of art? Are these artists even serious? You will emerge not just with an understanding of movements in art since the middle of the last century, but also with an awareness of the dramatic ways in which the entire concept of art has changed in the last 60 years.

Norris/*Three credits*

ARH 231 ISLAMIC ART & ARCHITECTURE

This course is an examination of the art and architecture of the Islamic world from the beginnings of Islam in the seventh century to the early modern era. The course focuses on the Mediterranean and Middle East, from the Spanish peninsula to modern-day Iran and Afghanistan. The course focuses on issues such as patronage, cross-cultural exchange and the inheritance of classical culture, and

examines architecture as well as art in a variety of media, such as metalwork, ceramics, textiles and manuscripts. For Class of 2020 and subsequent classes, counts in the Core as a Global Awareness course.

Gearhart/Three credits

ARH 299, 399 OR 499 INDEPENDENT STUDY IN ART HISTORY

Each of these numbers designates a specific level of specialized study on a relevant topic that has been designed by the student in conjunction with a faculty member. Permission of Chair required.

Staff/Three credits

ARH 300 INTERNSHIP IN ART HISTORY

This upper level, field-based course is designed for juniors and seniors to explore and develop professional opportunities and apply concepts and skills learned in their coursework in art history. Permission of Chair required.

Staff/Three credits

ARH 324 MICHELANGELO: PAINTING, SCULPTURE, ARCHITECTURE AND POETRY

This course focuses on the works of the great Italian Renaissance sculptor, architect, painter and poet, Michelangelo Buonarroti (1475-1564). Through an in-depth analysis of Michelangelo's works, students will come to know the artist himself and better understand the issues with which he grapples in his poetry and visual art.

Lamoureux/Three credits

ARH 350 SPECIAL TOPICS IN ART HISTORY

One Special Topics course in art history is offered each Fall semester in conjunction with the Senior Art History Seminar. These courses respond to special interests evinced by students and/or the research interests of the faculty. For Class of 2020 and subsequent classes, when topic is relevant, counts in the Core as a Global Awareness course.

Gearhart, Norris/Three credits

ARH 400 SENIOR ART HISTORY SEMINAR

This course serves as a culminating experience for students who are majors or minors in art history. It is offered in the Fall semester each year in conjunction with a Special Topics in Art History class. The topic studied will vary depending on the instructor, but the course will always examine a specific period of art history in detail, combining visual analysis of works of art in class with readings of primary and secondary texts and classroom discussion. Students will undertake a semester-long research project culminating in a formal presentation of their work and in a written paper. For Class of 2020 and subsequent classes, when topic is relevant, counts in the Core as a Global Awareness course.

Gearhart, Norris/Three credits

STUDIO ART (ART)

ART 101 DRAWING I

This introductory course focuses on learning to see and learning to translate what is seen into two dimensions. Learning to see often requires overriding what the brain knows and learning to trust one's growing skill at visual response. Translating visual information to the page involves developing skill with line, shape, space, form, and composition. The intent is to develop a broad visual vocabulary which allows communication of the subject matter with sensitivity in charcoal, pencil, ink, and collage. This involves working from life, including the figure, and using images to clarify and enrich what we do through references to art history. Students will be responsible for purchasing a supply kit and for a Studio Fee of \$40.00. For classes prior to 2020, this course satisfies the Core requirement in Art, Music & Theatre. For the class of 2020 and subsequent classes, this course fulfills the Core requirement for a fine art in Culture and Expression.

Nixon, Grady, Staff/Three credits

ART 106 SCULPTURE I

This course is an introduction to the concepts and the forms of three-dimensional design. It is based upon the recognition that the origins of and inspiration for much of design stems from nature. Projects will start with an idea, and then the appropriate medium will suggest itself. Students will be responsible for purchasing a supply kit and for a Studio Fee of \$40.00. For classes prior to 2020, this course satisfies the Core requirement in Art, Music & Theatre. For the class of 2020 and subsequent classes, this course fulfills the Core requirement for a fine art in Culture and Expression.

Orlinsky/Three credits

ART 107 COLLAGE AND ASSEMBLAGE

This course is an examination of collage and assemblage — art made from the found and collected debris of the contemporary world. Questions of memory, history, fragmentation, ecology, and language will be explored in the making of collages from found, recycled, and constructed images and objects. These things that resonate with the past might suggest a collective memory for humanity, but one that is hazy at best. We will consider the public culture of mass produced objects and the autobiographical symbolism of private mementos, as we raise questions about memory, history, recycling, and reuse in relationship to material culture. These issues will be addressed in the making of collages from recovered, recycled, and constructed images and objects and in-class discussions. In addition to studio work, assignments include readings, films, and in-class presentations. Students will be responsible for purchasing a supply kit and for a Studio Fee of \$40.00. For classes prior to 2020, this course satisfies the

Core requirement in Art, Music & Theatre. For the class of 2020 and subsequent classes, this course fulfills the Core requirement for a fine art in Culture and Expression.

Orlinsky/Three credits

ART 111 PAINTING I

This course is an introductory investigation of painting. Using oil paint, students will thoroughly examine questions of composition and space, issues of light and color, and exploration of technical issues. In weekly in-studio and outside-of-class assignments, students will also consider both contemporary and historical approaches to painting. Students will be responsible for purchasing a supply kit and a Studio Fee of \$75.00. For classes prior to 2020, this course satisfies the Core requirement in Art, Music & Theatre. For the class of 2020 and subsequent classes, this course fulfills the Core requirement for a fine art in Culture and Expression.

Nixon, Grady/Three credits

ART 201 DRAWING II

The course concentrates on the drawing as an object and on the physical activity involved in making it an expressive phenomenon. Students will explore a variety of materials, ideas, formal issues, and art history, as well as natural phenomena as sources for inspiration. Work with the human figure will emphasize context and environment, and encourage the student to develop more personal attitudes toward content. Studio Fee: \$40. Prerequisite: ART 101.

Nixon, Grady/Three credits

ART 211 PAINTING II

A continuation of ART 111, this course will deal with both figurative and nonfigurative approaches to painting. Depending upon the instructor's preference, students will work with the figure, the landscape, still life, or a combination of the three. Students will be directed in more advanced painting problems using varied techniques and conceptual frameworks. Studio Fee: \$75. Prerequisite: ART 101, ART 111.

Nixon, Grady/Three credits

ART 299, 399 OR 499 INDEPENDENT STUDY IN STUDIO ART

Each of these numbers designates a specific level of specialized study on a relevant topic that has been designed by the student in conjunction with a faculty member. Permission of Chair required.

Staff/Three credits

ART 300 INTERNSHIP IN STUDIO ART

This upper level, field-based course is designed for juniors and seniors to explore and develop professional opportunities and apply concepts and skills learned in their coursework in studio art. Permission of Chair required.

Staff/Three credits

ART 301 DRAWING III

This course focuses on the issue of personal expression in drawing, and includes a reevaluation of the elements of drawing from that point of view. Working problems take into consideration the individual's inclinations as he/she begins to formulate his/her own rationale for making art. Specific artists will be studied with a focus on the nature of the expression in their work. Studio Fee: \$40. Prerequisite: ART 201 or permission of the instructor.

Nixon, Grady/Three credits

ART 311 PAINTING III

This course explores advanced problems in painting. Students will be directed in a more in-depth examination of the extensive possibilities of the oil painting medium. Both abstract and figurative approaches will be explored. Emphasis is on thematic self-direction and group critiques. The focus of the course shifts annually to reflect the perspective of the faculty member teaching it. Studio Fee: \$75. Prerequisite: ART 211 or permission of the instructor.

Nixon, Grady/Three credits

ART 351 SPECIAL TOPICS IN STUDIO ART

Special topics in studio art are offered occasionally. These courses respond to special interests evinced by students, outgrowths of topics addressed in an intermediate course, or interests of the faculty.

Staff/Three credits

ART 401 SENIOR ART STUDIO SEMINAR

The Senior Seminar, offered in the Spring semester, is devoted to an advanced project in Studio Art as the culmination of the program of study for the major or minor in Studio Art. This project is completed by an exhibition of student work. Students are responsible for materials related to their senior project and a Studio Fee of \$75.00

Staff/Three credits

MUSIC (MUS)

MUS 101 FUNDAMENTALS OF MUSIC AND MUSICIANSHIP

This course focuses on learning to read music notation, the fundamentals of basic music theory, and the study of technique and repertoire in one of two performing mediums: piano or guitar. Upon completion of this course, the student should have acquired the ability to read music, an introductory-level technical facility in piano or guitar, and a thorough foundation in the fundamental elements of music theory, including basic aural skills. For classes prior to 2020, this course satisfies the Core requirement in Art, Music & Theatre. For the class of 2020 and subsequent classes, this course fulfills the Core requirement for a fine art in Culture and Expression.

Graveline, Clemente/Three credits

MUS 122 HISTORY OF MUSIC I

Following a brief study of the vocabulary and basic materials of music, this course will cover the historical development of music in the West from the Middle Ages to the Classical period. Major composers and their works will be studied and connections among history, culture, and musical language will be explored. The course will focus on the enhancement of active listening skills and musical understanding. For classes prior to 2020, this course satisfies the Core requirement in Art, Music & Theatre. For the class of 2020 and subsequent classes, this course fulfills the Core requirement for a fine art in Culture and Expression.

Lamothe, Clemente/*Three credits*

MUS 124 HISTORY OF MUSIC II

This course follows the historical development of Western music from the Romantic period to the late-20th century. Major composers, their works, and the major musical trends will be studied and all will be related to cultural history. For classes prior to 2020, this course satisfies the Core requirement in Art, Music & Theatre. For the class of 2020 and subsequent classes, this course fulfills the Core requirement for a fine art in Culture and Expression.

Lamothe, Clemente/*Three credits*

MUS 125 WORLD MUSIC

A survey of musical traditions from around the world, including an examination of the cultures and philosophies that shape them. Topics include instrumentation, form, texture, rhythm, melody, and performance practice in the music of Native Americans, Africa, Central and Southeastern Europe, India, Indonesia, Japan, and Latin America. For classes prior to 2020, this course satisfies the Core requirement in Art, Music & Theatre. For the class of 2020 and subsequent classes, this course fulfills the Core requirement for a fine art in Culture and Expression, and counts in the Core as a Global Awareness course.

Clemente/*Three credits*

MUS 126 GLOBAL POP

A category of ethnomusicology, Global Pop explores musical traditions from a variety of nations with an emphasis on the popular music industry in each. This course examines the forces that enable the movement of music and musicians around the world and that give global music its persuasive power. Topics include music as expressive culture, music production, ethnicity and identity in pop music, music as symbol, cross-cultural collaborations in popular music, and music as a force that transcends sociological, political and national boundaries. For classes prior to 2020, this course satisfies the Core requirement in Art, Music & Theatre. For the class of 2020 and subsequent classes, this course fulfills the Core requirement for a fine art in Culture and Expression, and counts in the Core as a Global Awareness course.

Clemente/*Three credits*

MUS 201 MUSIC THEORY I

After a review of the basic concepts of notation, scales, intervals, and triads, the student will study the various structural elements of music. Topics covered will include cadences, non-harmonic tones, harmonic rhythm, melodic organization and structure, voice-leading in four-part chorale writing, and transposition.

Clemente, Graveline/*Three credits*

MUS 221 MUSIC OF THE MIDDLE AGES AND THE RENAISSANCE

This course covers the origins of Western music, including Gregorian chant and medieval secular monody, early polyphonic music, and sacred and secular music from the middle of the 15th century to 1600. Dufay, Binchois, Ockeghem, Obrecht, Josquin, Marenzio, Monteverdi, Palestrina, and Victoria are among the composers whose music will be studied.

Staff/*Three credits*

MUS 223 BACH TO BEETHOVEN

This course forms a survey of the history and literature of music in the 17th and 18th centuries. Bach, Handel, Haydn, Mozart, and Beethoven are among the composers to be especially studied.

Staff/*Three credits*

MUS 225 MUSIC OF THE ROMANTIC PERIOD & THE 20TH CENTURY

History and literature of music during the 19th century and to present day. The works of Berlioz, Mendelssohn, Schubert, Schumann, Brahms, and Wagner. The French tradition: Franck, Faure, Debussy, Ravel. Contemporary trends: Bartok, Hindemith, Stravinsky, surrealism and electronic music.

Staff/*Three credits*

MUS 231 HISTORY OF OPERA

The study of operatic music since its inception in the early 17th Century through its development in the Baroque, Classical, and Romantic periods. The operas of Mozart, Rossini, Verdi, Bizet, Wagner, and Puccini will be especially studied.

Staff/*Three credits*

MUS 233 MUSIC IN THE UNITED STATES

This course forms a study of American Music of the last three centuries with particular emphasis on 20th-century trends, including Modern American Classical music, Blues, Jazz, Musical Theatre, Rock and Roll, and Popular music. Influences of Native American, African, and European music will be highlighted, and connections among history, culture, and musical language will be explored. The course will emphasize the enhancement of active listening skills and musical understanding. For classes prior to 2020, this

course satisfies the Core requirement in Art, Music & Theatre. For the class of 2020 and subsequent classes, this course fulfills the Core requirement for a fine art in Culture and Expression.

Clemente/*Three credits*

MUS 234 MUSIC OF FRANCE

The musical culture of France from the Middle Ages to the present day, listened to and commented upon against the backdrop of French social and cultural history. Songs of the troubadours and trouveres. Renaissance mass, motet and chanson. Baroque opera and keyboard works, symphonic, chamber, and dramatic music of the 19th and 20th centuries, and French folksong and popular song.

Lamothe/*Three credits*

MUS 235 WOMEN AND MUSIC

The purpose of this course is to chart the history of women in music as performers, composers, and pedagogues. In addition to the societal evolution of women in music, the course will focus on the lives and works of Fanny Mendelssohn, Clara Schumann, Amy Beach, Teresa Carreno, Nadia and Lili Boulanger, Wanda Landowska, as well as contemporary artists and composers currently emerging and impacting on the American scene.

Graveline/*Three credits*

MUS 299, 399 OR 499 INDEPENDENT STUDY IN MUSIC

Each of these numbers designates a specific level of specialized study on a relevant topic that has been designed by the student in conjunction with a faculty member of music. Permission of Chair required.

Staff/*Three credits*

MUS 300 INTERNSHIP IN MUSIC

This upper level, field-based course is designed for juniors and seniors to explore and develop professional opportunities and apply concepts and skills learned in their coursework. Permission of Chair required.

Staff/*Three credits*

MUS 301 MUSIC THEORY II

A course in traditional harmony and analysis, Music Theory II explores the language of tonal music from both written and aural perspectives. The course goal is to develop a thorough understanding of the techniques and materials of musical composition and to apply this knowledge to the music of diverse repertoires. Topics to be covered are: seventh and ninth chords, secondary dominants and other chromatic chords, harmonic progression, voice leading, harmonization and non-harmonic tones, musical texture, modulation, and musical form. *Prerequisite: MUS 201*

Clemente, Graveline/*Three credits*

MUS 330 CONDUCTING

This course is designed to provide the student with the

fundamental skills of conducting and is geared primarily toward majors and minors who will conduct musical groups in schools and churches. Skills developed will include beat patterns, sight singing, ear training, score reading, and preparation. Students will be assigned a laboratory ensemble to conduct in rehearsal and performance.

Graveline/*Three credits*

MUS 400 SPECIAL TOPICS IN MUSIC

Special topics in Music are offered occasionally by the department. The courses respond to special interests evinced by students, outgrowths of topics addressed in an intermediate course, or research interests of the faculty. These courses are sometimes interdisciplinary in nature and may be offered without prerequisites.

Clemente, Graveline, Staff/*Three credits*

MUS 401 ADVANCED THEORY & ANALYSIS

This is an advanced course in both Postmodernist musical style and musical analysis. Students will expand on their knowledge of traditional harmony by exploring the languages of dodecaphony, serialism, and atonality, and perform in depth analysis of works by major composers from the 18th-21st centuries. *Prerequisites: MUS 201 and 301.*

Clemente, Graveline/*Three credits*

MUSIC PERFORMANCE COURSES

MUS 131 APPLIED FLUTE

Applied flute instruction through weekly private lesson format. Emphasis is placed on developing musicianship and technique through varied repertoire and technical exercises. Material ranges in difficulty from beginning to advanced depending on student's ability. There are 10 one-hour lessons per semester, students may receive one credit per semester, and the course can be repeated for further credit. Tutorial fee per semester: \$600.

Staff/*One credit*

MUS 140 BEGINNING CLASS VOICE

Students in this class learn the fundamentals of the vocal instrument and techniques for its healthy use through readings on the nature and function of the singing voice, vocal exercises, and song repertoire. Topics include relaxation and breathing techniques, principles of diction and interpretation, and an overview of the psychology, basic anatomy, and physiology of the voice. Valuable techniques for singers, actors, teachers, and public speakers.

Tartaglia/*Three credits*

MUS 141 APPLIED VOCAL INSTRUCTION

Applied vocal instruction through weekly private lesson format. Emphasis is placed on developing vocal technique

through varied repertoire from vocal literature. There are 10 one-hour lessons per semester, students may receive one credit per semester, and the course can be repeated for further credit. Tutorial fee per semester: \$600.

Tartaglia/One credit

MUS 151 APPLIED PIANO INSTRUCTION

Applied piano instruction through weekly private lesson format. Emphasis is placed on developing musicianship and keyboard technique through varied repertoire from the classical idiom and technical exercises. Material ranges in difficulty from early intermediate to advanced depending on student's level of ability. There are 10 one-hour lessons per semester, students may receive one credit per semester, and the course can be repeated for further credit. Tutorial fee per semester: \$600.

Staff/One credit

MUS 161 APPLIED GUITAR INSTRUCTION

Applied guitar instruction through weekly private lesson format. Emphasis is placed on developing musicianship and technique through varied repertoire and technical exercises. Material ranges in difficulty from beginning to advanced depending on student's ability. There are 10 one-hour lessons per semester, students may receive one credit per semester, and the course can be repeated for further credit. Tutorial fee per semester: \$600.

Clemente/One credit

MUS 171 APPLIED ORGAN INSTRUCTION

Applied organ instruction through weekly private lesson format. Emphasis is placed on repertoire and aspects of manual and pedal technique; elements of service playing are also incorporated. Students must have a strong background in piano as a prerequisite. There are 10 one-hour lessons per semester, students may receive one credit per semester, and the course can be repeated for further credit. Tutorial fee per semester: \$600.

Graveline/One credit

MUS 181 APPLIED STRINGS INSTRUCTION

Applied string instruction through weekly private lesson format. Emphasis is placed on developing musicianship and technique through varied repertoire and technical exercises. Material ranges in difficulty from beginning to advanced depending on student's ability. There are 10 one-hour lessons per semester, students may receive one credit per semester, and the course can be repeated for further credit. Tutorial fee per semester: \$600.

Sulski/One credit

MUS 193 CHORALE

Concert choir which performs choral literature from the Renaissance to the 20th century. There will be several major performances during the year with orchestra, and there will be tours every two years. Audition required. For

classes prior to 2020, this course taken three times satisfies the Core requirement in Art, Music & Theatre. For the class of 2020 and subsequent classes, this course taken three times fulfills the Core requirement for a fine art in Culture and Expression.

Graveline/One credit optional, no extra charge, may be repeated for credit

MUS 195 BAND

Ensemble for winds, brass, and percussion rehearses once a week and performs at concerts and college functions. For classes prior to 2020, this course if taken three times satisfies the Core requirement in Art, Music & Theatre. For the class of 2020 and subsequent classes, this course if taken three times fulfills the Core requirement for a fine art in Culture and Expression.

Hopkins/One credit optional, no extra charge, may be repeated for credit

MUS 196 JAZZ ENSEMBLE

Jazz Ensemble offers the opportunity to explore and engage in the art of jazz performance. This ensemble studies and performs blues and jazz from the modern jazz period, swing era, bebop era, and other style periods of jazz. Students will be given experiences in the stylistic performance of small group jazz. Instrumentalists interested in jazz who play wind, brass or rhythm section instruments are encouraged to enroll. Other instrumentalists and singers should consult the instructor before enrolling. Students will rehearse weekly and perform each semester. For classes prior to 2020, this course if taken three times satisfies the Core requirement in Art, Music & Theatre. For the class of 2020 and subsequent classes, this course if taken three times fulfills the Core requirement for a fine art in Culture and Expression.

Jost/One credit optional, no extra charge, may be repeated for credit.

MUS 197 STRING CAMERATA

String Camerata is a chamber orchestra for intermediate to advanced string players. Students will rehearse weekly and perform each semester. String Camerata provides an opportunity for students to further improve their playing skills through in-depth study and performance of music from all eras. For classes prior to 2020, this course if taken three times satisfies the Core requirement in Art, Music & Theatre. For the class of 2020 and subsequent classes, this course if taken three times fulfills the Core requirement for a fine art in Culture and Expression.

Sulski/One credit optional, no extra charge, may be repeated for credit.

MUS 240 ADVANCED STUDIES I: VOICE

This class develops the student's knowledge of the fundamentals of healthy vocal production through lectures, readings, vocal exercises and repertoire. Students review

the basics of healthy vocal production and develop the techniques learned in MUS 140. Topics include further study of the anatomy and physiology of the vocal instrument, including vocal fold function, dynamics of both the singing and speaking voice, application of correct vocal technique to various styles and types of repertoire, and individual assessment of the voice. This course is usually held simultaneously with MUS 340. Prerequisite: MUS 140
Tartaglia/Three credits

MUS 250 ADVANCED STUDIES I: PIANO

This is a course for pianists in the advanced beginner to intermediate stage. Course includes continuation of technique and fundamentals from MUS 101, scales and arpeggios in two octaves, introduction to sight reading and chording, and repertoire of greater difficulty than that encompassing five-finger position. Introduction of actual repertoire from the classical masters as well as more contemporary repertoire. This course is usually held simultaneously with MUS 350. Prerequisite: MUS 101 or previous piano studies
Staff/Three credits

MUS 260 ADVANCED STUDIES I: GUITAR

This is an intermediate course in acoustic guitar technique and musicianship. A development of MUS 101 (Fundamentals of Music: Guitar), class topics include 2-octave scales, left and right hand technique, and an introduction to bar chords. These topics will be applied to various musical repertoires including pop, folk, acoustic rock, and classical. This course is usually held simultaneously with MUS 360. Prerequisite: MUS 101 or previous experience.
Clemente/Three credits

MUS 340 ADVANCED STUDIES II: VOICE

This class continues to build upon the information learned in MUS 140 and MUS 240. Students delve deeper into the physiological functions of the voice including muscles of the larynx, increased breathing capacity, prevention of vocal abuse, voice misuse, proper resonance and maintaining an consistent efficient vocal production. Topics include healthy singing for Pop Musicians, projecting the voice for stage work and public speaking, and methods to keep the voice
Chorale (3 credits), MUS 195 Band (3 credits), MUS 196 Jazz Ensemble (3 credits) and MUS 197 String Camerata (3 credits) can also satisfy the Core requirement in Art, Music, Theatre. Students may also participate in these ensembles for no credit. There is no charge for participating in these groups.

healthy and productive throughout the life cycle. This course is usually held simultaneously with MUS 240. Prerequisite: MUS 240.
Tartaglia/Three Credits

MUS 350 ADVANCED STUDIES II: PIANO

This course continues to build on the foundation of previous piano experience. Topics will include major and minor scales in three octaves, arpeggios, technical studies, accompanying folk and popular music from chord symbols, transposition, and the study of more advanced classical repertoire. This course is usually held simultaneously with MUS 250. Prerequisite: MUS 250 or the equivalent.
Staff/Three credits

MUS 360 ADVANCED STUDIES II: GUITAR

This is an advanced course in guitar technique and musicianship. Class topics include scales in all keys (with metronome application), slurs, position studies, and arpeggios. Focus is given to chord progressions involving multiple positions and bar forms, guitar solos, and improvisatory concepts so as to prepare the student for ensemble opportunities. These topics will be applied to various musical repertoires including pop, folk, acoustic rock, and classical. This course is usually held simultaneously with MUS 260. Prerequisite: MUS 260 or the equivalent.
Clemente/Three credits

NOTE: Instruction in applied music will not be counted as a course unless a total of three credits in the same instrument is obtained, with a maximum of six allowed. Applied music instruction in voice, piano, guitar, and organ is also available for no credit, with no prerequisites. Tutorial fees per semester are \$600 for 10 one-hour lessons. All music fees must be prepaid by the end of drop/add period. See department to sign up.

Credits in Chorale, Band, Jazz Ensemble, and String Camerata will not count as a course unless a total of 3 credits in the same ensemble is obtained. 6 credits (2 courses) in this area may be taken to satisfy graduation requirements. Additional credits may be obtained, but will not count toward graduation requirements. MUS 193

THEATRE (THA)

THA 491 THEATRE WORKSHOP

A study of current theatrical practice culminating in actual production and public performance. Focuses on all aspects of preparation and presentation of play, including script analysis, acting, directing, and the techniques of staging, lighting, sound, makeup, etc. Permission of instructor; by audition. Lab and materials fee: \$35.
Staff/Three credits

Department of Business Studies

Associate Professors: Joseph T. Foley, Daniel J. Jones, Francis A. Marino, J. Bart Morrison, Jennifer M. Niece (Chairperson); *Assistant Professors:* Laura Blake, Arlene DeWitt, Robin Frkal, Cary LeBlanc, Bridget Leonard, Michael Lewis, Catherine L. Pastille; *Visiting Assistant Professors:* Paul Bailey, Bryan Coleman, Zachary Daniels, Eric Drouart, Elizabeth O'Hara, Paul Piwko; *Lecturers:* Philip Benvenuti, Thomas L. Fitzpatrick, Mary Kingsley, Justin Lundberg, Michael Matraia.

The Department of Business Studies offers majors and minors that, when combined with substantial background in the liberal arts disciplines, provide our students with the knowledge and skills valued by the business world. Our majors also focus on helping students build socially responsible lives with ethical cores.

MISSION STATEMENT

The Business Studies Department of Assumption College offers undergraduate programs of study in accounting, international business, management, marketing, and organizational communication and a graduate business program with concentrations in management, marketing, accounting, finance, and international business. These programs are part of the College's professional studies.

The general mission of the Business Studies Department is to create a challenging learning environment that prepares students for professional employment in the private, public, and nonprofit sectors and/or graduate study. Assumption College has a strong liberal arts tradition, and Business Studies programs augment the liberal arts courses by developing business students who:

- gain fundamental knowledge, concepts, and theory of the disciplines we teach;
- are proficient in technical and professional skills related to the disciplines we teach;
- understand and can perform in a professional environment that is multi-cultural and global;
- possess the knowledge and ability to understand ethical reasoning and act in a socially responsible manner;
- can exercise critical thinking and creative problem solving skills and know how to make decisions;
- are able to communicate effectively;
- are able to relate well to others and to perform well as an individual or as part of a team.

MAJOR IN ACCOUNTING (16)

The Accounting program is designed to enable the student to establish a basic professional competence that will encourage intelligent and effective employment in both

profit and nonprofit institutions. The Accounting major is structured to provide students with the basic educational background to sit for various professional examinations. The undergraduate Accounting program leading to the Bachelor's degree continues to provide excellent preparation for careers in the corporate, governmental, and not-for-profit sectors as well as entrance into law school and graduate business school.

Certified Public Accountant (C.P.A.) candidates should note that most states, including Massachusetts, have adopted some version of what has come to be called the 150 hours rule. This rule requires 150 semester hours of college education as a condition either to take the Uniform C.P.A. Examination, or to become certified as a C.P.A. In Massachusetts, the requirement to take the C.P.A. exam is 120 semester hours of college education, and then 150 hours of education are required to obtain certification (the C.P.A. license). While the new requirement does not specifically call for a graduate degree, 30 additional semester hours (150 hours less the 120 hours required in our undergraduate Accounting program) does represent a full year of study after the Bachelor's degree. Assumption has designed a B.A./M.B.A. program to enable our C.P.A. candidate majors to begin their graduate studies during their senior year, satisfy the additional credit hour requirement, and receive both a B.A. and M.B.A. degree.

In addition to receiving written permission to take M.B.A. courses during the senior year, B.A./M.B.A. candidates must submit a formal application for acceptance into the M.B.A. program and be evaluated in the normal manner. The complete application for admission must be submitted to the Graduate Office no later than November 1 of the candidate's senior year. The candidate will be notified of the decision prior to the start of the spring semester, and, if accepted in the program, will be allowed to register for spring semester M.B.A. courses. Students may enroll in the Accelerated M.B.A. program with Accounting Emphasis if they wish to matriculate on a full-time basis. This option includes a C.P.A. Examination Review Course and a professional internship, giving students real-world experience.

Complete details of the B.A./M.B.A. program can be obtained from the M.B.A. Director and are explained in depth in the M.B.A. catalog. Students planning to sit for the Uniform C.P.A. Examination should consult with the Accounting faculty no later than fall of their junior year. This will allow the student to devise a strategy for meeting the new educational requirements.

Requirements for the Class of 2020 and beyond (Classes of 2018 and 2019 are subject to the catalog requirements in place in the year in which they matriculated.)

The following courses, both the accounting courses and those from other disciplines, comprise the accounting major. Please note that two of these courses (ECO 110 and ECO 115) also fulfill Core Curriculum requirements.

Freshman/Sophomore (7 courses)

- Accounting Courses
 - ACC 125 Principles of Accounting I
 - ACC 126 Principles of Accounting II
- Other Disciplines
 - ECO 110 Microeconomics
 - ECO 111 Macroeconomics
 - MGT 100 Introduction to Management
 - MKT 101 Principles of Marketing
 - ECO 115 Statistics

Note: ECO115 requires students to have taken MAT114 prior to or at the same time. The course also requires successful prior completion of the one-credit CSC110 or a passing score on an Excel placement exam.

Upper Level (9 courses)

- Accounting Courses
 - ACC 200 Intermediate Accounting I
 - ACC 201 Intermediate Accounting II
 - ACC 210 Cost Accounting
 - ACC 211 Accounting Information Systems
 - ACC 310 Federal Income Taxes
 - ACC 320 Advanced Accounting
 - ACC 420 Auditing (may be taken with Auditing Lab for 4 credits—Seniors only)
- Other Disciplines
 - ECO 325 Corporate Finance
 - BUS 215 Business Law I

The following electives are available to supplement the major requirements listed above. None of these courses is required to meet the undergraduate degree requirements, but will assist in fulfilling the educational requirements for certification (see Requirements for Uniform CPA Examination and Certification below).

- BUS 320 Issues in Corporate Governance and White Collar Crime
- ACC/MGT 331 Fraud Examination
- ACC 332 Forensic Accounting
- ACC/BUS250 Personal Finance
- BUS 399 Internship in Business
- Other Business Studies Courses

In addition, any Accounting major may take IDS 250 Community Tax Assistance.

The order suggested above is intended as a guide in planning the major, not intended as an inflexible sequence. For example, many students have successfully completed the major by taking some of the Freshman/Sophomore courses in their Junior or even Senior year.

REQUIREMENTS FOR UNIFORM C.P.A. EXAMINATION AND CERTIFICATION

There are specific requirements to take the CPA Examination in Massachusetts; the requirements may differ in other states. Students should check with the Board of Accountancy in the state where they intend to sit for the examination and apply for certification. The undergraduate accounting curriculum qualifies a student to sit for the examination in Massachusetts. Students who wish to apply for certification in Massachusetts after successful completion of the C.P.A. Examination should take the following courses to fulfill the specific requirements for certification:

At least one course in each area:

Area 1: ACC 331 Fraud Examination
ACC 332 Forensic Accounting
IDS 250 Community Tax Assistance

Area 2: BUS 320 Issues in Corporate Governance and White Collar Crime
ACC/BUS 250 Personal Finance
PHI 260 Business Ethics
Any business or economics course not required for the accounting major

MAJOR IN MANAGEMENT (17)

The Management major curriculum is structured to develop the student's ability to identify, analyze, and contribute to the development of organizations through an understanding of how they function. Management students are ready for positions in professional management of profit or non-profit organizations, for corporate management training programs, and for graduate studies in business disciplines, the law, and related areas. The curriculum seeks to develop and sharpen knowledge, skills, and abilities in the following areas:

- Principal management activities of planning, organizing, staffing, leading, and controlling
- Communication (oral, written, and electronic)
- Quantitative and qualitative analysis methods
- Analytical and strategic thinking abilities
- Strategy development and implementation
- Interpersonal relations, group decision-making, diversity, and leadership

Requirements for the Class of 2020 and beyond. (Classes 2018 and 2019 are subject to the catalog requirements in place in the year in which they matriculated.) The following courses (both the management courses and those from other disciplines) comprise the management major. Please note that two of these courses (ECO 110 and ECO 115) also fulfill Core Curriculum requirements.

MGT 325	Small Business and Entrepreneurship
MGT 331	Fraud Examination
MGT 342	Sport Management
MGT 350	Professional and Ethical Responsibilities in the Sport Industry

Freshman/Sophomore (8 courses)

- Management
 - MGT 100 Introduction to Management
 - MGT 102 Introduction to Organizational Behavior
- Other Disciplines
 - ACC 125 Principles of Accounting I
 - ACC 126 Principles of Accounting II
 - MKT 101 Principles of Marketing
 - ECO 110 Microeconomics
 - ECO 111 Macroeconomics
 - ECO 115 Statistics

Note: ECO115 requires students to have taken MAT114 prior to or at the same time. The course also requires successful prior completion of the one-credit CSC110 or a passing score on an Excel placement exam.

Upper Level (6 courses)

- Management Courses
 - MGT 230 Decision Analytics for Managers
 - MGT 300 Human Resources Management
 - MGT 330 Organizational Innovation
 - MGT 400 Business Strategy (Capstone, Seniors only)
- Other Disciplines
 - ECO 325 Corporate Finance
 - BUS 215 Business Law I

Management Electives (Choose 3 courses)

BUS 304	Business Research
BUS 330	Global Social Entrepreneurship
BUS 399	Internship in Business
BUS444	Honors Capstone in Business
INB 307	International Management
INB 318	Asian Business Practices
OR	
INB 320	European Business Practices
MGT 301	Business and Society
MGT 302	Management Information Systems
MGT 303	Purchasing and Supply Management
MGT 305	Strategic Leadership
MKT 309	Marketing Management
MGT 311	Diversity in the Work Force
MGT 315	Services Management

The order suggested above is intended as a guide in planning the major, not an inflexible sequence. For example, many students have successfully completed the major by taking some of the Freshman/Sophomore courses in their Junior or even Senior years.

MAJOR IN MARKETING (17)

The major in Marketing is designed to provide the student with the educational background necessary to function successfully in sales, advertising, public relations, merchandising, product and brand management, and other marketing occupations. The student will develop an understanding of the risks, rewards and challenges inherent in the marketing profession while developing the ability to identify, analyze, and respond to these challenges.

Requirements for the Class of 2020 and beyond. (Classes 2018 and 2019 are subject to the catalog requirements in place in the year in which they matriculated.) The following courses (both the marketing courses and those from other disciplines) comprise the marketing major. Please note that two of these courses (ECO 110 and ECO 115) also fulfill Core Curriculum requirements.

Freshman/Sophomore (8 courses)

- Marketing
 - MKT 101 Principles of Marketing
- Other Disciplines
 - ACC 125 Principles of Accounting I
 - ACC 126 Principles of Accounting II
 - MGT 100 Introduction to Management
 - MGT 102 Introduction to Organizational Behavior
 - ECO 110 Microeconomics
 - ECO 111 Macroeconomics
 - ECO 115 Statistics

Note: ECO115 requires students to have taken MAT114 prior to or at the same time. The course also requires successful prior completion of the one-credit CSC110 or a passing score on an Excel placement exam.

Upper Level (5 courses)

- Marketing
 - MKT 309 Marketing Management
- Other Disciplines

MGT 230	Decision Analytics for Managers
BUS 215	Business Law I
ECO 325	Corporate Finance
MGT 400	Business Strategy (Capstone: Seniors only)

Department of Commerce, and the many other agencies that have international involvement, or to enter a corporate management training program, or to proceed to graduate studies.

Marketing Electives (Choose 4 courses)

BUS 304	Business Research
BUS 330	Global Social Entrepreneurship
BUS 399	Internship in Business
BUS 444	Honors Capstone in Business
INB 306	International Marketing
OR	
INB 318	Asian Business Practices
INB 320	European Business Practices
MGT 301	Business and Society
MKT 302	Management Information Systems
MGT 305	Strategic Leadership
MKT 308	Consumer Marketing Behavior
MKT 310	Advertising
MGT 311	Diversity in the Work Force
MKT 312	Sales Management
MKT 314	Services Marketing
MKT 316	Public Relations
MKT 322	Business-to-Business Marketing
MGT 325	Small Business and Entrepreneurship
MKT 326	Marketing on the Internet
MKT 327	Social Media Marketing
MKT 344	Sports Marketing
MKT 346	Sport Media and Communication

The order suggested above is intended as a guide in planning the major, not an inflexible sequence. For example, many students have successfully completed the major by taking some of the Freshman/Sophomore courses in their Junior or even Senior year.

MAJOR IN INTERNATIONAL BUSINESS (18)

The International Business major is designed to provide students with a particularly wide variety of learning experiences designed to prepare them to function successfully in global environments. International Business students need to understand the history, language, and practices of other cultures. Along with a strong foundation of business courses, this major draws upon the strengths of related liberal arts disciplines such as foreign language, literature, history, geography, philosophy, political science, and theology.

Upon graduation, students are prepared to enter a global organization in the functional areas of marketing, management and manufacturing or to seek government employment with agencies such as the Foreign Service,

Requirements for the Class of 2020 and beyond. (Classes 2018 and 2019 are subject to the catalog requirements in place in the year in which they matriculated.) The courses in the International Business Major are divided into three areas:

Area I: Business Knowledge Core (10 courses)

ACC 125	Principles of Accounting I
ACC 126	Principles of Accounting II
MGT 100	Introduction to Management
MGT 102	Introduction to Organizational Behavior
MGT 230	Decision Analytics for Managers
MKT 101	Principles of Marketing
ECO 110	Principles of Microeconomics
ECO 111	Principles of Macroeconomics
ECO 115	Statistics
ECO 325	Corporate Finance

Note: ECO115 requires students to have taken MAT114 prior to or at the same time. The course also requires successful prior completion of the one-credit CSC110 or a passing score on an Excel placement exam.

Area II: International Business Core (5 courses)

INB 306	International Marketing
INB 307	International Management
MGT 400	Business Strategy (Capstone: Seniors only)

One Foreign Language course at level 3. Language competency may also be satisfied through Advanced Placement level 4.

One from among the following courses, or two if foreign language competency is satisfied by AP credits:

INB 318	Asian Business Practices
OR	
INB 320	European Business Practices
INB 334	International Communication: Organizational Perspectives
BUS 330	Global Social Entrepreneurship
BUS 399	Internship in Business
BUS 444	Honors Capstone in Business
ECO 353	International Trade
OR	
ECO 354	International Finance

Area III: Cultural Literacy Depth (3 courses)

The focus of this area is to build knowledge of other cultures. Additional courses which clearly support this learning goal will be approved by the Chair, Department of Business Studies. Some of these courses count as Global Awareness courses in the Core curriculum.

GEOGRAPHY

GEO 108	World Population Issues
GEO 222	Regional Geography of South America
GEO 251	Economic Geography

HISTORY

HIS 235	France since 1789
HIS 242	Russia since 1917
HIS 251	Latin America since 1821
HIS 265	Peace Studies
HIS 267	United States Foreign Relations Since 1776
HIS 272	Germany since 1890
HIS 282	Japan From 1868 to Present
HIS 283	Modern China: War and Revolution
HIS 291	Islamic Middle East II
HIS 306	European Primacy, 1870 to the present
HIS 310	Diplomatic History of Europe in the 20th Century
HIS 363	The Vietnam War
HIS 368	The Cold War

PHILOSOPHY

PHI 365	Late Modern Philosophy
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POLITICAL SCIENCE

POL 207	Peace and War
POL 371	Foreign Policy and Diplomacy
POL 375	The Study of International Relations

ANTHROPOLOGY

ANT 131	Cultural Anthropology
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THEOLOGY

THE 383	Asian Traditions
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MAJOR IN ORGANIZATIONAL COMMUNICATION (15)

Effective communication, a widely recognized goal of a liberal arts education, is a key element in the successful practice of management. The Organizational Communication major builds on the strengths of a liberal arts curriculum to produce a set of competencies valued in the business environment and transferable across many sectors. Students who major in Organizational Communication will be prepared to enter the world of management, including profit, non-profit, government and entrepreneurial organizations, and will be strong candidates for corporate management development programs.

Organizational Communication is a 15-course major with 11 required courses. There is a set of six core business courses, a writing course, three core management communication courses, and an internship or a portfolio management course. Requirements for the Class of 2020 and beyond. (Classes 2018 and 2019 are subject to the catalog requirements in place in the year in which they matriculated.)

Area I: Business Knowledge Core (6 courses)

ACC 125	Principles of Accounting I
MGT 100	Introduction to Management
MGT 102	Introduction to Organizational Behavior
MKT 101	Principles of Marketing
ECO 110	Principles of Microeconomics
ECO 115	Statistics

Note: ECO115 requires students to have taken MAT114 prior to or at the same time. The course also requires successful prior completion of the one-credit CSC110 or a passing score on an Excel placement exam.

Area II: Writing Course (1 course)

ENG 201	Writing Workshop: Argument and Persuasion
ENG 304	Business and Technical Writing
ENG 308	Writing and Editing

Area III: Core Communication Courses (3 courses)

OCM 200	Communication Theory
OCM 333	Strategic Managerial Communication
PSY 220	Interpersonal Communication
	OR
INB 334	International Communication: Organizational Perspectives

Area IV: Internship Capstone (1 course)

OCM 398	Portfolio Management
	OR
OCM 399	Internship in Business

Area V: Major Electives (4 courses, limit 1 from outside the Department of Business Studies)

ENG 201*	Writing Workshop: Argument and Persuasion
ENG 304*	Business and Technical Writing
ENG 308*	Writing and Editing

**If not taken to fulfill the Area II writing course requirement*

ACC/BUS 250	Personal Finance
BUS 304	Business Research
BUS444	Honors Capstone in Business

INB 306	International Marketing
INB 307	International Management
MKT 308	Consumer Marketing Behavior
MKT 309	Marketing Management
MKT 310	Advertising
MGT 311	Diversity in the Work Force
MKT 312	Sales Management
MKT 314	Services Marketing
MKT 316	Public Relations
MKT 326	Marketing on the Internet
MKT 327	Social Media Marketing
INB 334	International Communication (if not taken to meet Area III requirement)
MKT 344	Sports Marketing
MKT 346	Sport Media and Communication

Students may petition the department chair for approval of other non-departmental courses that support the organizational communication major.

MINORS IN BUSINESS

Students interested in learning more about business beyond the level of the introductory courses are encouraged to consider the minors in accounting, marketing, international business, management, and sport management. Coupling a minor with a liberal arts major creates an attractive program. Minors must be formally declared, using the "Declaration of Minor" form, which must be signed by the chair of the Business Studies department.

MINOR IN ACCOUNTING (7)

Required Courses (3)

ACC 125	Principles of Accounting I
ACC 126	Principles of Accounting II
MGT 100	Introduction to Management
	OR
MKT 101	Principles of Marketing

Electives (4)

ACC 200	Intermediate Accounting I
ACC 201	Intermediate Accounting II
ACC 210	Cost Accounting
ACC 211	Accounting Info Systems
IDS 250	Community Tax Assistance
ACC 310	Federal Income Taxes
ACC 320	Advanced Accounting
ACC 331	Fraud Examination
ACC 332	Forensic Accounting
ACC/BUS 250	Personal Finance
ACC 420	Auditing

MINOR IN FRAUD EXAMINATION AND FORENSIC ACCOUNTING (7)

Required courses (6)

ACC 125	Principles of Accounting I
ACC 126	Principles of Accounting II
MGT 100	Introduction to Management
ACC/MGT 331	Fraud Examination
ACC 332	Forensic Accounting
BUS 320	Issues in Corporate Governance & White Collar Crime

Elective (1)

SOC 242	Criminology
ACC 211	Accounting Information Systems
ACC 420	Auditing
PHI 260	Business Ethics
MGT 301	Business and Society
CSC 335	Computer & Data Security

MINOR IN MARKETING (7)

Required Courses (3)

MGT 100	Introduction to Management
MKT 101	Principles of Marketing
ACC 125	Principles of Accounting I

Electives (4)

BUS 304	Business Research
BUS 330	Global Social Entrepreneurship
INB 306	International Marketing
MKT 308	Consumer Marketing Behavior
MKT 309	Marketing Management
MKT 310	Advertising
MKT 312	Sales Management
MKT 314	Services Marketing
MKT 316	Public Relations
MKT 322	Business-to-Business Marketing
MGT 325	Small Business and Entrepreneurship
MKT 326	Marketing on the Internet
MKT 327	Social Media Marketing
MKT 344	Sports Marketing
MKT 346	Sport Media and Communication
INB 318	Asian Business Practices
	OR
INB 320	European Business Practices

MINOR IN INTERNATIONAL BUSINESS (7)

Required Courses (3)

ACC 125	Principles of Accounting I
MGT 100	Introduction to Management
MKT 101	Principles of Marketing

Electives (4)

BUS 330	Global Social Entrepreneurship
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INB 306	International Marketing
INB 307	International Management
MGT 311	Diversity in the Workforce
INB 334	International Communication: Organizational Perspectives
ECO 353	International Trade OR
ECO 354	International Finance
INB 318	Asian Business Practices OR
INB 320	European Business Practices

One non-business course with an international dimension chosen in consultation with the Chair of the Business Studies Department may be substituted for one of the above electives.

MINOR IN MANAGEMENT (7)

Required (4)

MGT 100	Introduction to Management
MGT 102	Introduction to Organizational Behavior
MKT 101	Principles of Marketing
ACC 125	Principles of Accounting I

Electives (3)

Three electives chosen from the following:

BUS 304	Business Research
BUS 330	Global Social Entrepreneurship
INB 307	International Management
MGT 230	Decision Analytics for Managers
MGT 300	Human Resources Management
MGT 301	Business and Society
MGT 302	Management Information Systems
MGT 303	Purchasing and Supply Management
MGT 305	Strategic Leadership
MGT 311	Diversity in the Work Force
MGT 315	Services Management
MGT 325	Small Business and Entrepreneurship
MGT 330	Organizational Innovation
MGT 331	Fraud Examination
MGT 342	Sport Management
INB 318	Asian Business Practices OR
INB 320	European Business Practices

MINOR IN SPORT MANAGEMENT (7)

Required (5)

MGT100	Introduction to Management
MKT101	Principles of Marketing
ACC 125	Principles of Accounting I
MGT 342	Sport Management
MKT 344	Sports Marketing

Electives (2)

BUS 340	Sport Internship
MKT 346	Sport Media and Communication
MGT 350	Professional and Ethical Responsibilities in the Sport Industry
ECO216	Sports Data Analysis
ECO 340	Economics of Sports
ENG 302	Special Topics in Journalism: Sports Writing I
ENG 302.02	Special Topics in Journalism: Sports Writing II

A NOTE ON PRE-LAW: The American Bar Association confirms that majors and minors across the curriculum combined with a strong liberal education provide excellent preparation for law school. Assumption's Pre-Law Program provides personalized advising, co-curricular activities, and development opportunities for all students considering law school. See the "Pre-Law" section under "Pre-Professional Programs of Study." Above all, students considering law school should choose a major that interests them, pursue academic excellence in that field, and contact the pre-law advising coordinator Prof. Carl Keyes, Department of History, ckeyes@assumption.edu or 508 767-7324.

COURSE DESCRIPTIONS

ACCOUNTING (ACC)

Accounting 125 is a prerequisite for Accounting 126, and the Accounting 125–126 sequence is required for all accounting, management, marketing, and international business majors.

ACC 125 PRINCIPLES OF ACCOUNTING I

An introduction to accounting concepts for financial reporting. Accounting theories and principles relative to asset valuation, liability reporting, and income determination will be examined. The uses and limitations of external financial reports will be emphasized.

Foley, Jones, Marino, Niece, Coleman, Piwko/Three credits

ACC 126 PRINCIPLES OF ACCOUNTING II

A consideration of some of the more complex areas of financial accounting and an introduction to managerial accounting and its role in the planning and control of business operations. Changes in financial position, analysis

of financial statements, cost accounting, and budgeting will be examined. The impact of accounting information on internal decision making will be emphasized. Prerequisite: ACC125.

Foley, Jones, Marino, Niece, Coleman, Piwko/*Three credits*

ACC 200 INTERMEDIATE ACCOUNTING I

An intensive study of financial accounting and reporting problems. The class will discuss generally accepted accounting principles as applied to income determination, cash, receivables, investments, inventories, and productive resources. Emphasis is on the theory and practice of providing useful information to external financial statement users. The course will include coverage of the primary differences between U.S. GAAP and International Financial Reporting Standards (IFRS). Prerequisite: ACC 125–126. (Fall)
Foley/*Three credits*

ACC 201 INTERMEDIATE ACCOUNTING II

A continuation of ACC 200. Discussion focuses on debt and equity capital issues, leases, pensions, earnings per share, income taxes, and cash flow. The course will include coverage of the primary differences between U.S. GAAP and International Financial Reporting Standards (IFRS). Prerequisite: ACC 200. (Spring)
Foley/*Three credits*

ACC 210 COST ACCOUNTING

Deals with the processing, reporting, and use of accounting data for managerial decision making. Focuses on the use of cost accounting as a highly developed quantitative device for the selection and achievement of objectives. Emphasis on cost/volume/profit relationships, job-order costing, process costing, activity-based costing, standard costs, budgeting, capital budgeting, and performance evaluation. Prerequisite: ACC 125–126.
Jones, Piwko/*Three credits*

ACC 211 ACCOUNTING INFORMATION SYSTEMS

The overall objective of the course is to develop a framework for the analysis and design of accounting information systems. Based on this framework, the objective is then to show the student how to analyze accounting information systems that satisfy the transaction processing, reporting, decision making, and internal control requirements. Prerequisite: ACC 125–126.
Niece, Jones/*Three credits*

ACC 250 PERSONAL FINANCE

This course will examine personal choices and the realization of an individual's financial objectives. Creating an overall personal financial plan is the focus of the course. Money management, investment selection, consumer credit, housing, inflation, income taxes, transportation, insurance, retirement and estate planning are included in the discussion. Students will strive to develop a solid grounding in personal financial management principles. The

department encourages enrollment of non-accounting and non-business majors. Prerequisite: Senior standing or instructor's permission. (Spring)

Foley/*Three Credits*

ACC 310 FEDERAL INCOME TAXES

The course will focus on the Federal Internal Revenue Code, its origins, organizations, principles, and application. The emphasis will be on the tax consequences of decisions made by both individuals and corporations. Specific practical problems will be used to illustrate the application of many of the basic principles of taxation. Consideration will be given to the historic, economic, and social causes and effects of tax law. Prerequisite: ACC 201 or permission of instructor. (Fall)
Coleman/*Three credits*

ACC 320 ADVANCED ACCOUNTING

This course concentrates on advanced applications of financial accounting concepts not considered in depth in previous courses. Topics covered may include partnership organization, operation, and liquidation; business combinations; special financial reporting issues, governmental and non-profit accounting; Securities and Exchange Commission requirements; and financial reporting by multinational companies. The objective of the course is to expand and refine the problem-solving techniques introduced in ACC 200–201. Prerequisite: ACC 200–201. (Spring)
Marino/*Three credits*

ACC 331 FRAUD EXAMINATION

This course examines the subject of fraud from both management and accounting perspectives. Utilizing a variety of techniques including text, lecture, case studies, and occasional training videos, the course seeks to familiarize students with the conditions which facilitate fraud, the profile of the fraud perpetrator, common types of fraud, and methods of prevention, detection, and resolution. Numerous historical cases of fraud are examined. Prerequisites: ACC125–126, MGT100. (Fall)
Benvenuti, Marino/*Three credits*

ACC 332 FORENSIC ACCOUNTING

This course serves as a follow-on to Fraud Examination, ACC/MGT 331, and builds upon the concepts learned in that course. The course covers the role of the forensic accountant including common types of engagements performed. It includes discussion of specific types of occupational and management fraud in depth with emphasis on detection techniques. There is coverage of the structure of forensic financial investigations, including those related to business frauds, business valuations, and matrimonial settlements. Cases from the text and other sources are used to illustrate key concepts. Prerequisite: ACC/MGT 331. (Spring)

Benvenuti/*Three credits*

ACC 385 INDEPENDENT STUDY IN ACCOUNTING

Open to highly qualified junior and senior majors. Permission of the department chair is required.
Staff/*Three credits*

ACC 395 SPECIAL TOPICS IN ACCOUNTING

This course permits the study of selected topics as designate by the instructor. Topics will change each time the course is offered.
Staff/*Three credits*

ACC 420 AUDITING

An examination of the theory and practice of auditing. Emphasis is on generally accepted auditing standards, professional liability of auditors, ethics of the accounting profession, the structure and conduct of the audit, and the preparation of the auditor's report. Prerequisites: Senior standing and ACC 200–201. (Fall)

Marino/*May be taken without Lab for three credits or with Lab for four credits*

ACC 420L AUDITING LAB

This optional lab course is open only to Senior Accounting majors concurrently enrolled in ACC 420. Through the use of an audit practice case, Microsoft Excel, and other audit software, it examines the role of the personal computer as an audit tool while reinforcing conceptual foundations presented in ACC 420. Primarily for students interested in public accounting. Presumes a working knowledge of Microsoft Excel. (Fall)
Marino/*One credit*

IDS 250 (CSL) COMMUNITY TAX ASSISTANCE

This course combines the study of low-income taxpayers with community service learning. Students examine sociological issues, such as social class, in addition to researching individual tax credits targeted at low-income taxpayers. They will also become proficient with tax software. Students will apply their learning through the electronic preparation of tax returns for low-income Worcester residents. (Spring)
Niece/*Three credits*

BUSINESS (BUS)

BUS 215 BUSINESS LAW I

An analysis of the legal environment of business. Emphasis is on the basic structure of legal rights and obligations and their impact on business decisions. Prerequisites: Not open to Freshmen, preference to Junior and Senior business majors.
Fitzpatrick, Kingsley/*Three credits*

BUS 250 PERSONAL FINANCE

This course will examine personal choices and the realization of an individual's financial objectives. Creating an overall personal financial plan is the focus of the course. Money management, investment selection, consumer credit, housing, inflation, income taxes, transportation, insurance, retirement and estate planning are included in the discussion. Students will strive to develop a solid grounding in personal financial management principles. The department encourages enrollment of non-accounting and non-business majors. Prerequisite: Senior standing or instructor's permission. (Spring)
Foley/*Three Credits*

BUS 304 BUSINESS RESEARCH

Students will learn how to scan the environment of changing conditions in order to identify specific business opportunities and problems. The course teaches the following techniques for collecting and analyzing data: research objectives, research design, data collection, sampling procedures, field work, statistical analysis, and reporting the research findings. Discussion focuses on how business research fits the decision-maker's needs. Prerequisites: MKT 101, ECO 115, and Junior/Senior standing or permission of instructor. (Spring)
Diodati, Drouart/*Three credits*

BUS 320 ISSUES IN CORPORATE GOVERNANCE AND WHITE COLLAR CRIME

This course covers the subject of corporate governance focusing on the roles of top management and the board of directors. Recent changes initiated by the Sarbanes Oxley Act are discussed. The importance of ethical leadership is stressed. The course also covers the subject of white collar crime, defining and discussing the major types of this criminal activity. The roles of top management and the board of directors in both the commission and the prevention of white collar crime are covered at length. Various resources such as recent cases of white collar crime, and websites such as those of the FBI and the National White Collar Crime Center are incorporated into the course. Prerequisites: MGT 100 & ACC 125 & 126. (Fall)
Matraia/*Three credits*

BUS 330 GLOBAL SOCIAL ENTREPRENEURSHIP

This course examines the role of micro-lending as a tool in helping the poor in developing countries obtain small loans to improve themselves, their families and communities. We will explore global poverty with a particular emphasis on its effect in the Philippines and the Congo. We will develop an in-depth understanding of micro finance concepts, theories and practice. Students will experience first-hand how to develop and implement a micro-lending program. Working in collaboration with Assumptionist priests, students will market the Assumption Micro-lending Program (AMP), raise donor funds, establish business practices, evaluate loan and regional risks, understand local and national

culture where loans are being provided, apply basic accounting practices for the program, and establish monitoring and performance criteria. Throughout the course students will encounter issues related to gender, race, ethnicity, and culture, which all play a role in the establishment and effectiveness of micro-lending programs. Prerequisites: MGT 100, MKT 101, ACC 125.

LeBlanc/*Three credits*

BUS 340 SPORT INTERNSHIP

This course is designed to expand the student's current knowledge in the field of sport management. Students will gain experience in leading and planning sport activities through an internship in professional/amateur sports organizations, sports commissions, and sports agencies (i.e., 'sport-related' sites) and work a minimum of 120 hours for the semester. This is a valuable opportunity for students to gain practical work experience, apply concepts and skills learned in the classroom, and develop professional contacts within the sports community. The course is open to junior/senior students approved by the instructor who meet the college-wide internship standard of a minimum GPA of 2.8. Prerequisites: MGT 342, MKT 344. (Spring)

O'Hara/*Three credits*

BUS 385 INDEPENDENT STUDY IN MANAGEMENT, MARKETING, INTERNATIONAL BUSINESS, OR ORGANIZATIONAL COMMUNICATION

Open to highly qualified junior and senior majors. Permission of the department chair is required.

Staff/*Three credits*

BUS 395 SPECIAL TOPICS IN MANAGEMENT, MARKETING, INTERNATIONAL BUSINESS OR ORGANIZATIONAL COMMUNICATION

This course permits the study of selected topics as designated by the instructor. Topics will change each time the course is offered.

Staff/*Three credits*

BUS 399 INTERNSHIP IN BUSINESS

This course is open to junior/senior students approved by the instructor who meet the college-wide internship standard of a minimum GPA of 2.8. It provides the interning student with a valuable experiential learning opportunity, and includes field-based training experience in either the private, industrial, not-for-profit, or governmental sectors. Students must attend weekly seminar meetings to complete regular academic assignments and process observations about the internship experience. Students complete a major paper that links theory in the field to the internship experience.

DeWitt/*Three credits*

BUS 444 HONORS CAPSTONE IN BUSINESS

In this course, each student will produce an independent

research thesis in business. The capstone work will entail a faculty-student research project directed by a Business Studies faculty member. (The project was proposed and approved during the Honors Seminar.) A summary of the capstone work will be presented at the Honors Colloquium at the end of the semester.

Prerequisites: HON 300 and membership in the Honors Program.

Staff/*Three credits*

INTERNATIONAL BUSINESS (INB)

INB 306 INTERNATIONAL MARKETING

This course explores marketing across national boundaries and within foreign countries, as well as the coordination of marketing in multiple international markets. It examines plans, strategies, and tactics that are developed to cope with the problems and opportunities presented in the international arena. Specific topics will include cultural differences, marketing intelligence, foreign market entry, product policy, distribution, advertising/promotion, pricing, planning, and controlling the international marketing organization. The student will be exposed to the unique challenges and the decision-making processes that are integral to marketing on a global basis. An appreciation will be developed for the ever-changing environmental factors and risks (economic, cultural, and political/legal) that impact the international marketing field. The course will include readings, lectures, discussions, cases, reports, and presentations. Prerequisites: MGT 100, MKT 101, and Junior/Senior standing or permission of instructor. (Fall)

Diodati, Drouart/*Three credits*

INB 307 INTERNATIONAL MANAGEMENT

This course provides an in-depth examination of the managerial issues confronting managers as they plan, organize, staff, and control global/transnational operations. The basic premise is that management in a global environment differs in many ways from management of a firm doing business within national boundaries. Specific topics include the cultural context of international business, planning, implementation, personnel selection, labor relations, communication, motivation, control, and ethics/social responsibility. The course includes readings, lectures, cases, experiential exercises, and discussions. Prerequisites: MGT 100, MKT 101, and Junior/Senior standing or permission of instructor. (Spring)

Diodati, Drouart/*Three credits*

INB 318 ASIAN BUSINESS PRACTICES

This course examines the evolving business practices of Asian countries vis-à-vis a scrutiny of influences, such as history, geography, demography, religion, value systems, politics/legal structures, and language(s). This will provide the student with both a multicultural sensitivity and a basic

set of skills for functioning in specific Asian markets. The course is grounded, but certainly not limited to, the major countries of the region: China (PRC/ROC), Japan, North and South Korea, Brunei, Indonesia, Malaysia, Philippines, Singapore, Thailand, India, Pakistan, Sri Lanka, Vietnam, Myanmar, Cambodia, and Laos. Prerequisite: MGT 100, MKT 101, or permission of instructor.

Diodati, Drouart/*Three credits*

INB 320 EUROPEAN BUSINESS PRACTICES

The course examines the evolving business practices of European countries vis-à-vis a scrutiny of influences, such as history, geography, demography, religion, value systems, political/legal structures and languages(s). This will provide the student with both a multicultural sensitivity and a basic set of skills for functioning in specific European markets. This course is grounded, but certainly not limited to the major countries of the region: Austria, Belgium, Denmark, Finland, France, Germany, Greece, Ireland, Italy, Luxembourg, Netherlands, Portugal, Spain, Sweden, and the United Kingdom. Prerequisite: MGT 100, MKT 101, or permission of instructor.

Drouart, Diodati/*Three credits*

INB 334 INTERNATIONAL COMMUNICATION: ORGANIZATIONAL PERSPECTIVES

This course is an introduction to the major theories and concepts of intercultural communication as they apply to business organizations. It emphasizes a process approach to the study of written, oral and non-verbal communication between persons of different cultures as they communicate with each other, work together on teams, and conduct business negotiations. Prerequisite: MGT 100. (Spring)

Frkal, Staff/*Three credits*

MANAGEMENT (MGT)

MGT 100 INTRODUCTION TO MANAGEMENT

This course introduces a systems approach to managing organizations and focuses on the planning, organizing, leading, and controlling tasks and functions of managers. Students are given the opportunity to development key managerial skills such as self-management, team management and organizational management that support effective performance. The course includes an introduction to basic Microsoft Excel, Word, and presentation software for business communication. MGT 100 should not be taken in same semester as MKT 101.

Drouart, Frkal, LeBlanc, Lewis, Pastille, O'Hara/*Three credits*

MGT 102 INTRODUCTION TO ORGANIZATIONAL BEHAVIOR

This course focuses on developing an understanding of individual characteristics and interpersonal and

organizational processes and how they influence organizational outcomes such as performance, creativity, citizenship behavior, stress, deviance and ethical behavior. Students will have an opportunity to develop their managerial/leadership style through experiential learning. Topics include: personality theory, learning, motivation, power and justice, conflict/negotiation skills, decision making, leadership and team dynamics, communication, and organizational culture. Prerequisite: MGT 100

Staff/*Three credits*

MGT 220 PRODUCTION AND OPERATIONS MANAGEMENT

Examines the productive function of a variety of organizations using two approaches: manufacturing management and operations management (applicable to services, not-for-profit, and public organizations). Develops an understanding of such standard tools and techniques as forecasting, process design, inventory models, break-even analysis, and project scheduling. Deals with topics pertaining to capacity management, such as facilities planning and technology planning. (Spring)

Staff/*Three credits*

MGT 230 DECISION ANALYTICS FOR MANAGERS

In an increasingly complex world, decision analysis has a major role to play helping produce insight and promote creativity to help decision-makers make better decisions. Business analytics are becoming a critical capability for enterprises of all types, for profit or non-profit, domestic or international. Solving organizational problems requires understanding of many functional areas, including marketing and sales, human resources, accounting, operations, engineering and others. In this course students will gain knowledge of theory and practical applications of decision analysis. Using cases, students will identify pertinent information, perform analysis using key tools including analytical software, and develop effective solutions supported by data. Concepts we will explore include, decision trees, probability, risk assessments, group decision-making, resource allocation and scenario planning. Prerequisites: MGT 100, ECO 115.

Staff/*Three credits*

MGT 300 HUMAN RESOURCES MANAGEMENT

This course examines the relationship of an employee to the total organization. It investigates strategic human resources decisions, such as job evaluation and design, human resources planning, and recruiting/selecting. It also explores administrative decisions, such as training and development, performance appraisal, promotion and transfer, compensation, discipline, employee relations, and due process. The course focuses on new and changing responsibilities of the personnel manager, such as affirmative action, safety and health, demands for job satisfaction, and environmental protection. Prerequisites: MGT 100, and Junior/Senior standing.

LeBlanc, Pastille/*Three credits*

MGT 301 BUSINESS AND SOCIETY

Investigates selected components of the macro-environment which surround any organization, and which have a growing impact on managerial processes and decision-making. Specifically examines changing business values, the impact of rapidly changing technology, business ethics, government-business relations, and rapidly shifting societal expectations. Also explores selected issues such as business responsibility with regard to pollution control, energy conservation, health and safety of employees, and employment of minorities. Prerequisites: MGT 100 and Junior/Senior standing. (Fall)

Lewis, Pastille/*Three credits*

MGT/MKT 302 MANAGEMENT INFORMATION SYSTEMS

Examines the role of information in the organization for purposes of defining and implementing goals and objectives and guiding operational decisions. Treats information as a key organizational resource parallel to people, money, materials, and technology, and views information and its uses within a general systems framework in its utilization for purposes of planning, operations, and control. It also surveys specific MIS tools such as simulations, planning, programming, budgeting system, flowcharting, and cybernetic theory. Prerequisites: MGT 100, and Junior/Senior standing. (Spring)

Staff/*Three credits*

MGT303 PURCHASING AND SUPPLY MANAGEMENT

This course is designed to provide the student with an understanding of the planning and controlling of the total flow of materials through an organization. Topics to be covered included purchasing, quality assurance, sources of supply, international buying, contracts and pricing practices, negotiation, make or buy decisions, institutional and governmental purchasing, legal considerations, computer-based systems, traffic, receiving, storage, and control of materials and final products so that usage of personnel, facilities, and capital is optimized. Case studies will enhance learning objectives. (Fall)

Staff/*Three Credits*

MGT 305 STRATEGIC LEADERSHIP

Leadership is the process of transforming organizations from what they are to what the leader would have them become. This course builds upon the basic knowledge of leadership theory and practice provided in an introduction to management and organizational behavior course, and prepares the student for a capstone course in business strategy by (1) expanding the scope and depth of the student's knowledge of leadership theories in the context of creating strategy in a globalized world, (2) building the student's capacity to apply leadership theory to situations arising from the economic, social and environmental

conditions that are transforming our world in the early 21st century, and (3) developing the student's self-knowledge of his or her actual as well as desired leadership style. Prerequisites: MGT 100.

Blake, Pastille/*Three credits*

MGT 311 DIVERSITY IN THE WORK FORCE

The purpose of this seminar is to explore the issues and the challenges of managing an increasingly diverse work force. The course focuses on preparing students to work and to manage in multicultural organizations. Special emphasis is placed on topics related to the impact of gender, race, and ethnicity, and other differences on interpersonal relations and group behavior within a managerial organizational context. Prerequisite: MGT100 or permission of instructor.

LeBlanc/*Three credits*

MGT 315 SERVICES MANAGEMENT

This course provides students with the concepts and tools necessary to manage service operations effectively. The strategic focus should also provide entrepreneurially inclined students with the foundation to start their own service business. The course explores the dimensions of successful service firms, prepares students for enlightened management, and suggests creative entrepreneurial opportunities. Beginning with the service encounter, service managers must blend marketing, technology, people, and information to achieve a distinctive competitive advantage. This course looks at service management from an integrated viewpoint. The material integrates marketing, strategy, technology, and organizational issues. Prerequisites: MGT 100, MKT 101.

Staff/*Three credits*

MGT 325 SMALL BUSINESS AND ENTREPRENEURSHIP

The course is designed to provide a comprehensive and integrated introduction to the challenges of starting and managing a small business. In this course, students will build on an interdisciplinary foundation of accounting, management, and marketing to address the problems and decisions of starting, growing, and managing a small business. Prerequisites: MGT 100, MKT 101, ACC 125, ACC 126.

Coleman, Foley/*Three credits*

MGT 330 ORGANIZATIONAL INNOVATION

How do organizations become better innovators? How do managers foster a culture of innovation within teams and organizations? This course will help students understand the relationship between creativity and innovation, and how individuals, teams, and organizations can increase their capacity for innovative thinking and creativity. Using case studies, students will explore and analyze innovation of various organizations and industries. Students will be introduced to product, process, and business model innovation and experience using tools and approaches such

as brainstorming, design thinking, how-why laddering, and various mapping techniques. Prerequisites: MGT 100, MGT 102, MKT 101.

Staff/*Three credits*

MGT 331 FRAUD EXAMINATION

This course examines the subject of fraud from both management and accounting perspectives. Utilizing a variety of techniques including text, lecture, case studies, and occasional training videos, the course seeks to familiarize students with the conditions which facilitate fraud, the profile of the fraud perpetrator, common types of fraud, and methods of prevention, detection, and resolution. Numerous historical cases of fraud are examined. Prerequisites: ACC125–126, MGT100.

Benvenuti, Marino/*Three credits*

MGT 342 SPORT MANAGEMENT

Sport has become a multibillion dollar industry, and as such, requires increasingly sophisticated and innovative management. This course introduces students to the business of sport. Students will learn the concepts, principles, and practices of managing sport organizations and sporting events as well as gaining an overview of the sport industry. This course builds on the skills and knowledge from an introductory management and organization course as students learn to apply organizational, management, and leadership principles to sport organizations. Students will also study change and innovation in both sport organizations as well as the sport industry. Prerequisite: MGT 100

Lewis, O'Hara/*Three Credits*

MGT 350 PROFESSIONAL AND ETHICAL RESPONSIBILITIES IN THE SPORT INDUSTRY

The culture of winning reflects a set of longstanding American values. During contemporary times, issues in sport such as performance enhancing drugs, cheating, and violence have become important topics for sport managers. This course examines the professional and ethical responsibility of the sport manager, as well as ethical issues confronted by sport managers. Students will be asked to not only identify these issues within the sport industry environment, but also to analyze, discuss, and debate the sport manager's professional and ethical responsibility in addressing these issues through ethical decision making. Students will also explore principle-centered leadership in sport. Prerequisite: MGT 342

O'Hara/*Three credits*

MGT 400 BUSINESS STRATEGY (CAPSTONE)

This course serves to integrate prior studies in management, marketing, human resources, organizational behavior, production, finance, and accounting. The primary objective is to develop the student's ability to think strategically in analyzing industry and competitive

situations facing a business in order to formulate strategic action plans. Prerequisites: Senior Management, Marketing and International Business majors and ECO 325. Capstone course: must be taken in the undergraduate college at Assumption.

Drouart, Lewis, Pastille/*Three credits*

MARKETING (MKT)

MKT 101 PRINCIPLES OF MARKETING

This introductory course assesses the impact of environmental forces on the practice of marketing. Students will learn the fundamentals of the marketing mix. The course covers the following: target market identification, market research, consumer behavior, product positioning, distribution, communications (personal selling, advertising, sales promotion, and public relations), and pricing decisions. Should not be taken in same semester as MGT 100. Bailey, Blake, Daniels, DeWitt, Drouart, LeBlanc, Leonard, Lewis, O'Hara/*Three credits*

MKT/MGT 302 MANAGEMENT INFORMATION SYSTEMS

Examines the role of information in the organization for purposes of defining and implementing goals and objectives and guiding operational decisions. Treats information as a key organizational resource parallel to people, money, materials, and technology, and views information and its uses within a general systems framework in its utilization for purposes of planning, operations, and control. It also surveys specific MIS tools such as simulations, planning, programming, budgeting system, flowcharting, and cybernetic theory. Prerequisites: MGT 100 and Junior/Senior standing. (Spring)

Staff/*Three credits*

MKT 308 CONSUMER MARKETING BEHAVIOR

This course is an in-depth examination of the processes involved when individuals or groups select, purchase, use, and dispose of products, services, and ideas to satisfy their needs and wants. Understanding consumer behavior from the complex perspectives of environmental, individual, and psychological influences provides a foundation for the formulation of effective marketing strategies. Prerequisite: MKT 101.

Blake, DeWitt, Diodati/*Three credits*

MKT 309 MARKETING MANAGEMENT

Relying on real world cases, students will learn to apply marketing concepts. This course will develop the application of specific analytic techniques, the ability to distinguish opinion from fact, and the articulation of decisions that can be defended on economic and practical grounds. Cases will cover a wide range of marketing topics, including target market and segmentation, consumer behavior, product strategy and positioning, pricing,

promotion, strategy formulation, and optimum use of the marketing mix. Prerequisites: MKT 101 and Junior/Senior standing.

Blake, Daniels, DeWitt, Diodati, LeBlanc/*Three credits*

MKT 310 ADVERTISING

This course is an in-depth treatment of all of the activities involved in presenting a non-personal, sponsor-identified message about a product, service, or organization to the consumer. Topics included are advertising campaign objective-setting, message creativity and development, optimal media mix selections, and advertising agency coordination. Prerequisite: MKT 101.

Blake, Diodati, Drouart, Leonard/*Three credits*

MKT 312 SALES MANAGEMENT

This course examines all facets of the personal communication process used to persuade a prospective customer to purchase a good, service, or idea. This is accomplished from both the perspective of the salesperson and the Sales Manager. Included in this in-depth examination are topics, such as outbound and inbound (800 & 900) telemarketing, types of sales organizations, the personal selling process, sales force recruitment and selection, sales force motivation, and compensation. Prerequisite: MKT 101.

Bailey, Diodati/*Three credits*

MKT 314 SERVICES MARKETING

This course examines the marketing of services from the perspective of managers responsible for the day-to-day execution of business plans and strategies. Topics include: the Nature of Services, the Service Consumer, Service Delivery Systems, Services Management, Services Marketing Communications, and Services Pricing Strategies. Prerequisite: MKT 101.

Bailey, Diodati/*Three credits*

MKT 316 PUBLIC RELATIONS

This is a practitioner-level course which melds business goals and the writing process to deliver a set of skills which bridges the information gap between organizations and their publics. Topics include: Basics of Style, Media Relations, Press Releases, Brochures, Newsletters, Magazines, Annual Reports, Media Copy Writing, Speech Writing, and the use of Web Pages. Prerequisite: MKT 101.

Blake, Daniels, Diodati/*Three credits*

MKT 322 BUSINESS-TO-BUSINESS MARKETING

The purpose of this course is to introduce you to business-to-business marketing by identifying the distinctive characteristics of the business market, exploring the way in which organizations make buying decisions, and isolating the requirements for marketing strategy success. The course also provides a perfect vehicle for profiling leading business marketing firms such as IBM, Cardinal Health,

Cisco Systems, Dell Computer, and others that demonstrate best practices in marketing strategy. Because more than half of all business school graduates are employed by firms that compete in the business market this is a relevant and useful field of study. Prerequisites: MGT 100, and MKT 101. Bailey/*Three credits*

MKT 326 MARKETING ON THE INTERNET

This course is designed to teach students how to integrate the Internet into marketing and business communication functions. The objective of this course is to increase students' understanding of the complexity of marketing goods and services on the Internet. This will be accomplished through an analysis of the technology from a marketing/communication perspective. Students will study the concepts and business models of electronic commerce as these relate to the development and implementation of successful Internet strategies. Prerequisites: MKT 101.

Blake, Daniels, LeBlanc/*Three credits*

MKT 327 SOCIAL MEDIA MARKETING

This course will cover one of the fastest growth areas within the marketing discipline—social media marketing. Over the last half dozen years, organizations have shifted more of their marketing expenditures from traditional to digital marketing campaigns. And, within digital marketing, expenditures for campaigns that involve social media tactics have grown exponentially. Although specific social media platforms or channels such as MySpace, Facebook or Twitter may come and go; the underlying principles behind social media of engaging present and potential customers with content that they want to share with others are here to stay. Prerequisite: MKT 101

Daniels/*Three credits*

MKT 344 SPORTS MARKETING

Students electing this course explore the various segments of the sports business in the United States and around the world. The course utilizes the basic elements of strategic marketing (consumer, product, price, place, and promotion) and relates them to the business of sports. Topics include the consumer as a sports participant and spectator, the fan cost index, sponsorships, endorsements, event marketing, sports advertisements, sports media, sporting goods, lifestyle marketing, and more. Prerequisite: MKT101.

Lewis, O'Hara/*Three credits*

MKT 346 SPORT MEDIA AND COMMUNICATION

This course introduces students to the role of communications in sports as well as the growing usage of new media technology. Students will explore the various channels for communication within the sport industry and how sport organizations communicate with their target markets and other stakeholders. Areas of focus will include the use of public relations, television, radio, print media, as

well as digital technologies. Special attention will be paid to how sport organizations leverage new technologies such as the internet, mobile technology, social networking, streaming video, and user-enhanced content. Prerequisite: MKT 101

O'Hara/Three credits

ORGANIZATIONAL COMMUNICATION (OCM)

OCM 200 COMMUNICATION THEORY

An introduction to the study of Communication, required of all Organizational Communication majors. This course includes a survey of basic theories of the human communication process, and an examination of communication theory in five business related contexts: (1) group communication; (2) inter/intra cultural communication; (3) interpersonal communication; (4) mass communication; and (5) organizational communication. This is a prerequisite course for OCM 333. (Fall)

DeWitt/Three credits

OCM 333 STRATEGIC MANAGERIAL COMMUNICATION

Strategic Managerial Communication studies communication within the organization as a key component of strategy implementation. This course investigates the vital role of communication as a mode of strategy implementation through an understanding of strategy-related management behavior. The course examines organizational theory within several contexts: organizations communicating to employees and to the outside world, as well as internal communication among employees and supervisors. Prerequisites: ENG 130, MGT 100, MKT 101, OCM 200. (Spring)

DeWitt/Three credits

OCM 398 PORTFOLIO MANAGEMENT

Professional communicators must possess sound knowledge of their current skills and abilities as well as an understanding of the expectations of professional

employment. In order to remain competitive in today's changing work environment, professional communicators collect and showcase their skills, abilities, knowledge, and experience in a portfolio. The portfolio development process will assist the student to recognize and document the transferable skills they have already acquired through formal education and informal learning experiences. Students will analyze their prior learning within the context of the communication profession. They will document prior learning (knowledge and skills) and identify skills that they may need or want to develop in the future. The portfolio they develop will include at least 10 elements ranging from a basic resume and professional network to writing samples and work that demonstrates computer competency. The portfolio will help the student develop a learning plan and action plan to enhance his/her competitiveness in the workplace and within the communication profession. Prerequisite: MKT 101. (Spring)

DeWitt, Diodati/Three credits

OCM 399 INTERNSHIP IN BUSINESS

This course is designed to provide student interns with a valuable experiential learning opportunity, and includes a field-based internship experience of a minimum of 120 hours for the semester in the private, non-profit, entrepreneurial or governmental sector. Students attend a weekly seminar to discuss organizational behavior and management concepts and to share observations about their internship experiences. Students assess their career competencies, organizational culture preferences, risk tolerances and supervision/feedback requirements to determine their optimal career paths. They also conduct informational interviews with professionals in their career field or industry of interest. All students complete an observation/reflection paper which documents and analyzes organizational theory and applies it to experiential consequences and behavior. Prerequisites: Juniors/Seniors, 2.8 GPA, permission of instructor.

DeWitt, Staff/Three credits

Department of Economics and Global Studies

Professors: Colleen A. Fahy (Chairperson), Demetrius Kantarelis, Thomas J. White; *Associate Professors:* Kevin L. Hickey, Smriti Rao, Brian Volz; *Lecturers:* Abir Bukhatwa, Michael McKay, John Moore.

MISSION STATEMENT

The Department of Economics and Global Studies seeks to educate students about economic, social, and cultural relationships in an increasingly interdependent world. The department provides students with opportunities to acquire disciplinary knowledge in the areas of economics and geography, while encouraging the pursuit of a multi-disciplinary education. Our programs emphasize the development of critical intelligence and an appreciation for diverse, evidence-based perspectives in order to prepare students for a lifetime of engaged citizenship.

Through exposure to the theoretical and empirical methods of economics and geography, students develop a greater understanding of the complex world in which they live, and are able to critically evaluate options available for improving that world. Upon graduation, our students are prepared for careers in a wide array of fields in the private sector (such as banking and other financial services, business administration, marketing, sales, journalism, consulting, or entrepreneurship) or the public sector (government or non-profit analyst/researcher, etc.). In addition, our graduates are prepared to succeed in graduate school in a variety of disciplines, including economics, geography, foreign affairs, law, political science, finance, and business.

LEARNING GOALS

The Department of Economics and Global Studies has identified the following specific learning goals for our students:

- 1) To develop an understanding of the basic principles, concepts, and theories of the disciplines that we teach.
- 2) To develop an ability to retrieve economic and geographic information.
- 3) To develop an ability to use economic and geographic data using appropriate disciplinary methodology.
- 4) To develop an ability to apply economic and geographic knowledge to critically analyze problems and their potential solutions.
- 5) To develop effective written and oral communication skills.

MAJOR IN ECONOMICS (11)

A major in economics provides students with tools that are helpful in understanding the complex economic forces at

work in society. In part, this understanding comes from learning factual information about economic events and institutions. However, economic facts are best viewed through the lens of economic theory, while economic data should be evaluated using careful statistical analysis. The undergraduate major in economics emphasizes applications of economic theory and analysis to a wide variety of real-world events and arrangements in both the private and public sectors. An economics major is excellent preparation for direct entry into a career or for graduate work in economics, business, law, public administration, or international affairs. Students considering graduate school in economics are strongly encouraged to complete a minor or second major in mathematics as a strong background in mathematics is required for admittance to such programs. Please consult with the economics faculty for suggestions on which mathematics electives would be most appropriate. Within economics, there are two possible majors: Economics, and Economics with Business Concentration. Students in both majors are required to complete the seven courses that make up the economics core, plus four to eight additional courses.

Economics Core (7)

- ECO 110 Principles of Microeconomics
- ECO 111 Principles of Macroeconomics
- ECO 115 Statistics
- ECO 215 Econometrics I
- ECO 310 Microeconomic Theory
- ECO 311 Macroeconomic Theory
- ECO 499 Senior Research Seminar

Economics Electives (4) Chosen from among department offerings.

Note: Calculus I (MAT 117 or 131) is a prerequisite for ECO 310: Microeconomic Theory. Additional mathematics courses beyond calculus are especially important for students considering graduate school in economics or business. CSC110 or CSC113 or successful completion of a test-out option is a prerequisite for ECO115; Statistics. A student who chooses to major in Economics while minoring in finance will need to take a total of 14 Economics courses.

MAJOR IN ECONOMICS WITH BUSINESS CONCENTRATION (14)

Economics Core (7)

- ECO 110 Principles of Microeconomics
- ECO 111 Principles of Macroeconomics
- ECO 115 Statistics
- ECO 215 Econometrics I
- ECO 310 Microeconomic Theory
- ECO 311 Macroeconomic Theory
- ECO 499 Senior Research Seminar

Business Concentration (7)

ECO 325 Corporate Finance
ACC 125 Principles of Accounting I
ACC 126 Principles of Accounting II
MGT 100 Introduction to Management

OR

MKT 101 Principles of Marketing

3 of the following 5 courses:

ECO 353 International Trade
ECO 329 Monetary and Financial
Institutions
ECO 354 International Finance
ECO 323 Labor Economics
ECO 331 Industrial Organization

Note: Calculus (MAT 117 or 131) is a prerequisite for ECO 310: Microeconomic Theory. Additional mathematics courses beyond calculus are especially important for students considering graduate school in economics or business. CSC110 or CSC113 or successful completion of a test-out option is a prerequisite for ECO115; Statistics. When choosing which of the three courses to select as upper level electives, students should check with the department chair to verify when the courses will be offered. Students majoring in Economics with Business Concentration may find it difficult to minor in Finance due to course sequencing. The Department instead recommends combining a major in Economics with a minor in Finance.

MINORS IN ECONOMICS

Students interested in furthering their knowledge in economics may choose from several minors. For purposes of double counting against a major, ECO 110 and ECO111 are considered one course.

MINOR IN ECONOMICS (7)

ECO 110 Principles of Microeconomics
ECO 111 Principles of Macroeconomics
ECO 115 Statistics
ECO 310 Microeconomic Theory

OR

ECO 311 Macroeconomic Theory

Economics Electives (3) Chosen from among department offerings at the 200 level or above, and selected in consultation with a department member to achieve a particular objective.

Note: Students majoring in ACC, MGT, MKT or INB typically need to take 3 additional ECO courses beyond those required for the major to complete a minor in economics.

MINOR IN FINANCE (8)

ECO 110 Principles of Microeconomics
ECO 111 Principles of Macroeconomics
ECO 115 Statistics
ECO 325 Corporate Finance
MAT117 or MAT131 Calculus I

Three (3) of the following:

ECO 212 Economics of the Public Sector
ECO 215 Econometrics I
ECO 329 Monetary and Financial Institutions
ECO 354 International Finance
ECO 357 Investment Theory

Note: Students combining a minor in finance with a major in economics must have at least three ECO courses that are in the finance minor, but not counted as part of the economics major. Contact the department chair if you have questions concerning this requirement. Students majoring in Economics with Business Concentration may find it difficult to minor in Finance due to course sequencing. The Department instead recommends combining a major in Economics with a minor in Finance. Students majoring in ACC, MGT, MKT or INB typically need to take 3 or 4 additional ECO courses beyond those required for the major to complete a minor in finance.

MINOR IN LAW AND ECONOMICS (6)

ECO 110 Principles of Microeconomics
ECO 111 Principles of Macroeconomics
ECO 230 Law and Economics
ECO 331 Industrial Organization
PHI 260 Business Ethics

One (1) of the following:

POL 316 Constitutional Law
POL 318 Civil Liberties
POL 321 Public Policy
GEO 251 Economic Geography
GEO 252 Land Use Geography and Planning Law

MAJOR IN GLOBAL STUDIES (11 OR 12)

A major in Global Studies provides students with an opportunity to explore the problems facing our increasingly interconnected world, with a particular emphasis on regions outside Europe and the United States. Through a carefully selected set of courses from across the curriculum students are not only given the tools necessary to understand contemporary global issues, but are also empowered to respond effectively. In addition to required coursework, students are expected to complete a semester abroad where they benefit from immersion in a different place and culture. Students majoring in Global Studies may

pursue careers in international business, media, education, law, government, or the non-profit sector.

There are five components to the major in Global Studies: 1. the Global Studies Core, 2. Global Studies Depth, 3. Global Studies electives, 4. Study Abroad, Internship, or Senior Project, and finally, 5. a required minor.

Global Studies Core (6 courses)

GLS 100	Introduction to Global Studies
GEO 100	Human and Physical Geography
ANT 131	Cultural Anthropology
ECO 110	Principles of Microeconomics
ECO 252	Economic Development
POL 207	Peace and War

Global Studies Depth (2 courses)

One of the following:

GEO 108	World Population Issues
GEO 222	Regional Geography of South America
GEO 224	Regional Geography of Asia
GEO 232	Regional Geography of Africa

One of the following:

HIS 242	Russia since 1917
HIS 251	Latin America since 1821
HIS 282	Japan since 1868
HIS 283	Modern China: War and Revolution
HIS 291	Islamic Middle East II (Since 1800)
HIS 389	Special Topics (with chair approval)

Global Studies Electives (3 courses)

Any 3 of the following:

GEO 106, 108, 134, 251
HIS 242, 251, 282, 283, 291
POL 332, 345, 371, 376, 377
ECO 264, 353, 354
LAS 200
SPA 125, 126, 310, 311, 312, 313, 386
FRE 310
PCS 265
THE 383
WMS 385
ENG 379
ART 232

Study Abroad, Internship, or Senior Research Project

All Global Studies majors are expected to spend a semester in a college-approved study abroad program. Courses completed in such programs are likely to count as Global Studies electives subject to the approval of the department chair. As an alternative to study abroad, students may choose to spend a semester in Washington D.C. through *The Washington Center for Internships and Seminars (TWC)*,

provided the internship placement is international in scope, subject to approval of the department chair. Students who for financial or other reasons are unable to complete a semester abroad or Washington Internship will be expected to complete an independent research project which incorporates a multi-disciplinary approach to analyze a specific global issue. This project can be completed as an independent study, subject to the approval of the department chair.

Required Minor

All Global Studies students are required to complete a minor. The minor should be chosen in -consultation with the student's advisor. The department encourages students to consider minors offered by the Department of Modern and Classical Languages. Alternatively, minors in Latin American Studies, Geography, Economics, Business, History, and Political Science are good complements to a Global Studies major. Other minors may be acceptable as long as they are approved by the department chair.

MINOR IN GLOBAL STUDIES (6)

A minor in Global Studies allows a student to add a global dimension to their program of study. By combining courses in geography, economics, history, politics, and anthropology students choosing to minor in Global Studies acquire an understanding of contemporary global issues that can complement many majors.

Minor in Global Studies (6 courses)

GLS 100	Introduction to Global Studies
GEO 100	Human and Physical Geography
ANT 131	Cultural Anthropology
ECO 110	Principles of Microeconomics
ECO 252	Economic Development

One of the following:

GEO 106, 108, 134, 251
HIS 242, 251, 282, 283, 291
POL 207, 332, 345, 371, 376, 377

MINOR IN ENVIRONMENTAL STUDIES (6)

In cooperation with the Department of Natural Sciences, students may expand their study of environmental problems with a Minor in Environmental Studies. This program will appeal to students who have an interest in environmental policy.

ENV 150 Introduction to Environmental Science

Section A choose (1) one of the following (may be taken with or without a lab):

ENV 120	Environmental History of New England
BIO 160	Concepts in Biology

CHE 105 Chemistry in Modern Society
CHE 131 General Chemistry

Section B choose (4) of the following:

GEO 101 Physical Oceanography
GEO 103 Introduction to Meteorology
GEO 108 World Population Issues
GEO 134 Conservation of Natural Resources
GEO 252 Land Use and Planning Law
ECO 235 Environmental Economics
ENV 260 Water Resources Planning and Management*

OR

ENV 280 Coastal Zone Management *

* Available through the Marine Studies Consortium

MAJOR IN ENVIRONMENTAL SCIENCE

(see Natural Sciences)

A NOTE ON PRE-LAW The American Bar Association confirms that majors and minors across the curriculum, combined with a strong liberal education, provide excellent preparation for law school. Assumption's Pre-Law Program provides personalized advising, co-curricular activities, and development opportunities for all students considering law school. See the "Pre-Law" section under "Pre-Professional Programs of Study." Above all, students considering law school should choose a major that interests them, pursue academic excellence in that field, and contact the pre-law advising coordinator, Prof. Carl Keyes, Department of History, ckeyes@assumption.edu or 508 767-7324.

COURSE DESCRIPTIONS

ANTHROPOLOGY (ANT)

ANT 131 CULTURAL ANTHROPOLOGY

This course will be an overview of the discipline of cultural anthropology, introducing the student to diverse cultures around the globe through reading and analysis of anthropologists' writings about their work. Readings will show that humans in different cultures have developed different solutions to the same problems. Emphasis will be placed on techniques for learning about other cultures, and the theories and concepts used to understand why humans behave as they do. This course counts as a social science in the Core Curriculum.

Staff/Three credits

ANT 254 THE NORTH AMERICAN INDIAN

An interdisciplinary course which seeks to integrate the methodology and findings of anthropology, biology

(genetics and nutrition), history, and linguistics in the study of representative Indian groups within select culture areas, such as the Arctic, the Subarctic, the Eastern Woodlands, the Northwest Coast, the Southeast, the Southwest, and the Plains. (Same as HIS 254) This course counts as a social science in the Core Curriculum.

Choquette, Keyes/Three credits

ANT 255 FROM CONTACT TO CASINOS: INTERACTIONS WITH INDIANS IN NORTH AMERICA

An interdisciplinary course which permits inquiry into a number of intriguing subjects which need to be understood if a grasp of Indian cultures is to be achieved. The topics have been selected on the basis of (a) the high priority usually given by scholars to certain Indian topics; (b) the continuing productive scholarship in, and even controversy on, certain subjects; and (c) the initial area of interest and expertise of the staff. Accordingly, new topics may be added as the interest and need warrant. Same as HIS 255. This course counts as a social science in the Core Curriculum.

Choquette, Keyes/Three credits

ECONOMICS (ECO)

ECO 110 is a prerequisite for ECO 111, and the ECO 110–111 sequence is a prerequisite for most Economics courses.

ECO 110 PRINCIPLES OF MICROECONOMICS

An examination of the basic theory and performance of the household, business, and government in determining the nature of the output of the economy and its distribution among the members of the society. Policy issues considered may include public control of business, labor unions, agriculture, the environment, income distribution and poverty, and international trade. ECO 110 may be taken to satisfy the Core requirement for either a second scientific or quantitative option or a social science. Prerequisite: MAT 111. (Fall, Spring)

Staff/Three credits

ECO 111 PRINCIPLES OF MACROECONOMICS

An analysis of the basic theory of aggregate economic activity and the application of the theory to current policy problems. Topics include national income accounting, the determinants of the level of income and employment, money and banking, fiscal and monetary policies, and economic growth and stability. Prerequisite: ECO 110. (Fall, Spring)

Staff/Three credits

ECO 115 STATISTICS

The purpose of this course is to develop an understanding on an introductory level of how statistical inferences are made in the face of uncertainty. The underlying role of probability is stressed. A secondary purpose is the application of various test designs to formulate research

questions. These designs include: t tests, analysis of variance, chi square analysis, and linear regression. (Counts as a second math course in the core curriculum) MA114 must be taken prior to or at the same time as ECO115. Prerequisite: CSC113 or CSC110 or successful completion of test-out. (Fall, Spring)

Fahy, Kantarelis, Moore, Volz/*Three credits*

ECO 210 ECONOMICS OF WOMEN, MEN, AND WORK

This course examines the work of women and men in the home and in the labor market. Economic decisions within the family are examined including the division of labor and the decision to engage in market work. Topics include: a historical perspective on women's emergence in the workplace; comparative advantage within families; the effects of consumerism; and international comparisons. This is followed by an investigation into the underlying causes of the gender wage gap and the degree of poverty among women. The effects of government and business policies such as family leave, social security, affirmative action and social programs are discussed throughout. Prerequisites: ECO 110. (Alternate years)

Fahy/*Three Credits*

ECO 212 ECONOMICS OF THE PUBLIC SECTOR

Micro-economic and macro-economic theory is applied in an analysis of the role of the public sector in the United States economy. Following a consideration of the institutional arrangements that determine the magnitude of local, state, and federal taxes and expenditures, micro-theory is applied to the analysis of the impact of public finance on private sector behavior. Prerequisites: ECO 110–111. (Normally once per year)

Fahy, Volz/*Three credits*

ECO 215 ECONOMETRICS I

This course is about the construction of hypotheses and the specification of statistical methodology for testing those hypotheses. Students will learn estimation of parameters and inferential analysis, and how to apply these concepts to forecasting and policy. The course starts with the multiple linear regression model, after the properties of the ordinary least-squares estimator are studied in detail and a number of tests developed, it continues with specification, multicollinearity, autocorrelation, heteroskedasticity, and dummy variables. Prerequisites: ECO 115 or SOC300 or PSY 265; and MAT 117 or MAT131; and CSC110 or successful completion of a test-out option or CSC113 or CSC175. (Fall)

Fahy, Kantarelis, Volz/*Three credits*

ECO 216 SPORTS DATA ANALYSIS

The primary purpose of this course is to provide students with hands on experience analyzing large data sets from the sports industry. In addition to applying econometric analysis to sports data, students will also be introduced to measures of productivity and value currently being utilized

within the sports industry. Students will use appropriate data analysis software to calculate traditional and emerging sports statistics and to analyze relationships between variables using regression analysis. Additionally, students will be introduced to data envelopment analysis as a measure of efficiency. Prerequisite: ECO215. (Spring, alternate years) Volz/*Three credits*

ECO 230 LAW AND ECONOMICS

The objective of the course is to show how economic thinking may facilitate legal thinking in its attempt to “create” efficient legal rules. After an overview of micro-economics and legal institutions, the course turns to the economics of the principal areas of the common and criminal laws. More specifically, it deals with the existing economic theories of property, contracts, torts, crime, and their applications. Prerequisites: ECO 110–111. (Alternate Years)

Kantarelis/*Three credits*

ECO 235 ENVIRONMENTAL ECONOMICS

The course examines the relationship between the environment, markets, and business organizations. After an overview of the economics of the environment, it focuses on (among other topics) property rights; externalities; human population problems; the allocation of depletable, renewable, and other resources; cost-benefit analysis; regulation and taxation; and the trading of pollution rights. Prerequisite: ECO 110. (Alternate Years)

Kantarelis, White/*Three credits*

ECO 250 SPECIAL TOPICS IN ECONOMICS

Special topics in Economics are offered occasionally. These courses expand our current offerings and respond to changing student concerns, interests or more general worldwide topics of importance. These courses can be interdisciplinary in nature. They will be taught at the intermediate level. Some may require prerequisites or could be restrictive in some other manner.

ECO 252 ECONOMIC DEVELOPMENT

Problems encountered by less developed countries. Theories of development are presented, followed by problems of capital accumulation; resource and population issues; strategies for agricultural and industrial development; government's role; and relationships between developing and developed economies. Prerequisites: ECO 110. (Alternate Years)

Rao/*Three credits*

ECO 264 COMPARATIVE ECONOMIC SYSTEMS

This course is an in-depth, comparative study of the rising economic powers of Asia and/or Central and Eastern Europe. Countries selected for study may include, among others, China, India, Russia and Poland. It examines such areas as transfer of firm ownership from the state to private

investors, removal of price controls, macroeconomic stabilization, and the international economic relations of these countries, particularly their relationship with and impact upon the United States economy. Prerequisites: ECO 110. (Alternate Years)

Rao/*Three credits*

ECO 310 MICROECONOMIC THEORY

The primary purpose of this course is to develop the ability to analyze the economic behavior of individuals, businesses, and government, in the light of economic principles. Topics include consumer theory, production and costs, various market structures and related models, and welfare considerations. Should be taken before senior year.

Prerequisites: ECO 110–111, MAT 117 or 131. (Fall)

Fahy, Kantarelis, Rao/*Three credits*

ECO 311 MACROECONOMIC THEORY

The modern theory of aggregate economic behavior is considered through development of comparative static models that include the principal aggregate variables associated with determination of output, employment and prices. The problems of economic growth are introduced by using a limited number of the basic dynamic models. Should be taken before senior year. Prerequisites: ECO 110–111. (Spring)

White/*Three credits*

ECO 315 ECONOMETRICS II

After an overview of multiple regression, the course deals with simultaneous-equation models, instrumental variables, time series forecasting (var, cointegration, ARCH / GARCH), regression with panel data, and regression with binary dependent variables. The last portion of the course is spent on studying classic applications found in literature and on applied work undertaken by students on various topics of their choice. Prerequisite: ECO 215. (Spring, Alternate Years)

Kantarelis/*Three credits*

ECO 323 LABOR ECONOMICS

This course applies economic theory to labor market issues. It makes use of the analytical tools of micro- and macro-economics in an examination of productivity, pricing, and allocation of labor resources. Public policy issues are covered including discrimination, manpower development, income maintenance programs, collective bargaining, and unemployment. Prerequisites: ECO 110–111. (Alternate Years)

Volz/*Three credits*

ECO 325 CORPORATE FINANCE

Introduction to the principles and techniques utilized in the financial management of business. Topics to be covered include: interpretation of financial statements, time value of money, stock and bond valuation, ratio analysis, risk and

return, capital budgeting, cost of capital, leverage, and capital structure. Prerequisites: ECO 110–111, ACC 125. (Fall, Spring)

Fahy, Volz, White/*Three credits*

ECO 329 MONETARY AND FINANCIAL INSTITUTIONS

A study of the role of money and monetary institutions in the economy. A parallel development of the monetary theory and institutions that determine public monetary policy and its influence on domestic and international economic activity. Prerequisites: ECO 110–111. (Normally once per year)

White/*Three credits*

ECO 331 INDUSTRIAL ORGANIZATION

The course is concerned with the organization of industries in a market environment. It focuses on the market structure, conduct, and performance of industries in the USA. In addition, attention is given to antitrust policy regarding price-fixing agreements, control of market structures, and restrictions on conduct. Prerequisites: ECO 110–111. (Alternate Years)

Fahy, Kantarelis, Volz/*Three credits*

ECO 340 THE ECONOMICS OF SPORTS

This course applies economic modeling to a number of issues surrounding professional and college sports in the United States. Market structure and game theory will be used to analyze the decision making process for the owners of professional sports teams. Public financing issues are addressed in the context of the funding of stadiums and arenas. A number of labor market topics will be examined including monopsony, labor unions and the economics of discrimination. Finally, collusion, game theory and human capital investment are examined in the context of college sports. Prerequisites: ECO 110 and 115. (May be taken with ECO 115) (Alternate Years)

Fahy, Volz/*Three credits*

ECO 353 INTERNATIONAL TRADE

An examination of the theory of international trade and policies followed by governments with respect to trade of goods and services among countries. Theory examines the gains from trade under classical and modern assumptions, and the impact of various measures used by governments to either restrict or promote trade. Policy analysis focuses on U.S. trade policies and the role of the World Trade Organization. Current topics include trade and the environment, NAFTA, U.S.-China trade, and others as appropriate. Prerequisites: ECO 110 and Junior/Senior standing. (Alternate Years)

Kantarelis, Rao/*Three credits*

ECO 354 INTERNATIONAL FINANCE

This course covers open economy macroeconomics. Topics include: balance of payments accounting, exchange rate

determination, monetary and fiscal policy, and macroeconomic modeling. After examining standard theories and models, the course will explore case studies from recent history in numerous countries. The case studies will focus on: debt and balance of payments crises, speculative currency attacks, European monetary union, International Monetary Fund policy, and the value of the U.S. dollar. Students will engage in research projects. Prerequisites: ECO 110–111 and Junior/Senior standing. (Normally once per year)
Kantarelis, Rao/*Three credits*

ECO 357 INVESTMENT THEORY

An examination of investment decision making using economic analysis. Topics include types of investments; investment objectives; investment return and risk; security analysis; portfolio theory; the efficient market hypothesis; fundamental analysis; technical analysis; the capital asset pricing model; and other topics to be chosen by the instructor. Prerequisites: ECO 110–111, ECO 115. (Normally once per year)
Kantarelis, White/*Three credits*

ECO 399 INDEPENDENT STUDY IN ECONOMICS

Individually supervised study with one or more professors on an advanced topic. Open to qualified juniors and seniors with the permission of the Chair. (Fall/Spring)
Staff/*Three credits*

ECO 499 RESEARCH SEMINAR

Required of all Economics majors in their final semester. Course theme is chosen by the instructor. Research projects will be planned and carried out by students under faculty guidance. Seminar meetings provide the opportunity for discussions of students' research and what it means to be an economist in today's world. Useful for seniors in other social sciences and business studies. (Spring)
Staff/*Three credits*

GLOBAL STUDIES

The Global Studies Program is an interdisciplinary major that combines courses in the social sciences and humanities in order to gain a greater understanding of issues that are global in scope. The student majoring in Global Studies sometimes pursues study of a foreign language, or a quantitative, business or computer-related skill to complement the major program. A minor is required of all global studies majors. See the full description of the Global Studies Program for a description of course options.

GLOBAL STUDIES (GLS)

GLS 100 INTRODUCTION TO GLOBAL STUDIES

The course introduces students to several of today's most pressing global issues and demonstrates how they are

interconnected. It explores, subject to various perspectives, the issues of ethnic violence, world water concerns, climate change, the spread of tropical diseases, development basics, and current international status of HIV/AIDS. Attention is devoted to the debate over globalization and the development of international institutions. Available to freshmen/sophomores or by permission. Counts in the core as an additional scientific and quantitative reasoning course or as a social science. Also double counts as a global awareness course in the core. (Fall)
Kantarelis, Hickey/*Three credits*

GEOGRAPHY (GEO)

In addition to being a significant component of the Global Studies Program, any Geography course will fulfill either the additional scientific or quantitative course or the social science requirement in the core. Some geography courses also double count as a global awareness course.

GEO 100 INTRODUCTION TO PHYSICAL AND HUMAN GEOGRAPHY

A general examination of everyday physical occurrences of the earth. A wide range of topics is briefly covered, including global warming, storms; earth-moon relationships; oceans; land forms; erosion; weather; and climate. Physical effects on the human environment, activities potential, and limitations are investigated. The course is geared to students with no background in physical science. Students who have taken GEO 101 or 103 should not enroll. Counts in the core as an additional scientific and quantitative reasoning course or as a social science. Also double counts as a global awareness course in the core. (Fall)
Hickey/*Three credits*

GEO 101 INTRODUCTION TO PHYSICAL OCEANOGRAPHY

An introductory look at physical and chemical properties of sea water, marine geology, ocean currents, tides, deep-ocean circulation, bottom topography, marine life, sediments, and the sea's resource potential will be discussed. No science background is necessary, only an interest in the field. The purpose of the course is to give the student an overall understanding of the environment which constitutes 73% of the earth's surface. Course counts in Core as Counts in the Core as an additional scientific and quantitative reasoning course or as a social science. (Spring, Alternate Years)
Hickey/*Three credits*

GEO 103 INTRODUCTORY METEOROLOGY

An introductory examination of our atmosphere with special attention being paid to the study of weather phenomena and their causes. Practical use of meteorological data, climatic controls, weather systems, and weather prediction exercises. No science background is

necessary, only an interest in the field. Course counts in Core as an additional scientific and quantitative reasoning course or as a social science. (Spring, Alternate Years)
Hickey/Three credits

GEO 108 WORLD POPULATION ISSUES

Lecture and open discussion on current population problems existing in the world today. Topics will include statistical processes; world food production and standards; female roles; adolescent pregnancy; migration; medical assistance; world economic issues; developing countries; issues on aging; foreign aid; and responses to population pressures, especially in urban areas. Same as SOC108. . Counts in the Core as an additional scientific and quantitative reasoning course or as a social science. Also double counts as a global awareness course in the Core. (Fall, Alternate Years)
Hickey/Three credits

GEO 134 CONSERVATION OF NATURAL RESOURCES

Topical study of issues relating to natural resources: their use, abuse, and future potential. U.S. resources will be stressed. A partial list of topics dealt with includes our carbon footprint, energy, alternative energy, water, fish resources, the Law of the Seas, waste disposal, environmental laws, and effective regional planning. Other issues will arise from class projects and discussion. Counts in Core as an additional scientific and quantitative reasoning course or as a social science. (Fall, Alternate Years)
Hickey/Three credits

GEO 222 REGIONAL GEOGRAPHY OF SOUTH AMERICA

A systematic study of the current physical and cultural landscape of the area south of the Panama Canal. Individual countries and discussions of issues concerning all of South America will be stressed. Topics to be covered include current political structures, resource base, agriculture, land tenure, and the economic development potential of South American countries. Western policy regarding this area completes the course. Open to all students. Counts in the Core as an additional scientific and quantitative reasoning course or as a social science. Also double counts as a global awareness course in the Core. (Spring, Alternate Years)
Hickey/Three credits

GEO 232 REGIONAL GEOGRAPHY OF AFRICA

The object of this course is to attain a fundamental economics/geographic conceptual view of Africa as it exists

today. Political geography as well as the region's physical terrain, climate, and resources will be studied. Land use patterns and the interrelationships between natural environment and human economic activities, especially AIDS, give focus to the materials. Readings on current issues are assigned. Western policy regarding this area completes the course. Open to all students. Counts as a second scientific and quantitative reasoning course, or as a social science course. Also double counts as a global awareness course in the core.
Hickey/Three credits

GEO 250 SPECIAL TOPICS IN GEOGRAPHY

Special topics in Geography are offered occasionally. These courses expand our current offerings and respond to changing student concerns, interests or more general worldwide topics of importance. These courses can be interdisciplinary in nature. They will be taught at the intermediate level. Some may require prerequisites or could be restrictive in some other manner. Counts in Core as either an additional scientific or quantitative option or a social science option.

GEO 252 INTRODUCTION TO LAND USE POLICY

The course reviews many landmark land use and legal cases, which established land use planning in the United States beginning in the 20th century. Historic, precedent setting, cases will be discussed. Topics such as nuisance, zoning regulation, spot zoning; aesthetic planning, resource protection and general due process will be discussed. Some geographic and urban theory as it applies today, will be reviewed. No knowledge of law is necessary. This is not a class in law but is based on legal applications of land use policy. Class discussion and case readings are the focus of the class. Counts in Core as either an additional scientific or quantitative option or a social science. (Spring, Alternate Years)
Hickey/Three credits

GEO 399 INDEPENDENT STUDY IN GEOGRAPHY

Individually supervised study with one or more professors on an advanced topic. Open to qualified Juniors and Seniors with the permission of the department chairperson. Counts in Core as either an additional scientific or quantitative option or a social science. (Fall/Spring)
Hickey/Three credits

Department of Education

Associate Professors: Lisa D' Souza (Chairperson), Jessica de la Cruz, Eric M. Howe, Nanho S. Vander Hart; *Assistant Professors:* Samantha E. Goldman, Mary E. Kielbasa,

Cathleen K. Stutz; *Lecturers:* Kathleen Dion, Judy Evans, Casey Handfield, Anthony Lea, John Mulry, Brenda

Plainte, Elizabeth Walsh (Field Placement Coordinator),
Karen Weillbrenner (Licensure Program Coordinator).

MISSION STATEMENT OF THE EDUCATION DEPARTMENT

The Department of Education at Assumption College prepares its students to teach effectively in a safe classroom environment. The department also strives to educate its students to exemplify good character and integrity in their professional lives.

LEARNING GOALS OF THE MAJOR IN EDUCATION

By the conclusion of their studies in the Education major, Assumption College students will demonstrate:

- conceptually sound lesson planning derived from research-based methods
- effective instructional strategies to meet the needs of all students
- competent subject matter knowledge
- the ability to improve practice based upon self-evaluation of teaching
- a commitment to professional obligations and responsibilities.

PROGRAM INFORMATION

To achieve excellence in teacher preparation, Assumption programs emphasize liberal arts and science study; an array of pre-professional courses; and guided field experience and supervised teaching practice [practicum] in area schools. This combination provides a mutually reinforcing program of study designed to prepare teachers who are knowledgeable, competent, and reflective. It is important to note that Education majors carry an extensive program which, in rare instances, may extend beyond the usual eight-semester time frame.

Assumption College offers the following state approved teacher preparation programs for the Massachusetts Initial license in the following areas:

- Elementary [grades 1–6]
- Biology [grades 5–8 or 8–12]
- Chemistry [grades 5–8 or 8–12]
- English [grades 5–8 or 8–12]
- French [grades 5–12]
- General Science [grades 5–8]
- History [grades 5–8 or 8–12]
- Latin & Classical Humanities [5–12]
- Mathematics [grades 5–8 or 8–12]
- Spanish [grades 5–12]
- Special Education

For undergraduate students interested in Special Education, the Education Department offers a special, five-year program enabling a student to complete both a Bachelor of Arts degree in a liberal arts or science and the Master of Arts degree in Special Education. Students who successfully complete the program will be eligible for a Massachusetts Initial license as an elementary, middle, or secondary teacher as well as a Massachusetts Initial license as a Teacher of Students with Moderate Disabilities [grades PreK-8 or 5–12].

It is recommended that students meet with the Licensure Program Coordinator in the Education Department as early as their first year, if they have any interest in teacher licensure. Such advising is especially crucial for those students interested in teaching at the elementary level because of the complexity of elementary teacher licensure requirements. Students interested in teacher licensure apply to the Education major during their sophomore year. Once accepted into the Education major (Stage 2), students subsequently declare their major in elementary (1–6), elementary/middle (PreK-8), middle (5–8), middle/secondary (5–12), or secondary (8–12) education.

Students who successfully apply to the Education major are permitted to take Stage 2 courses within their respective chosen licensure option. Should a student successfully complete the Education major requirements (per the respective Education curricula and per the retention criteria) and the College Degree requirements, the student may be eligible to apply for a Massachusetts Teacher License following completion of the degree.

In the event that a student who is majoring in Education fails to satisfy one or more parameters of the retention criteria or who for various reasons decides not to teach, the student will no longer be permitted to take Stage 2 or Stage 3 courses and will be removed from the Education major.

Individuals who complete approved programs under the Education major are eligible for licensure reciprocity with the approximately 45 other states that are parties to the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement.

Note: Assumption College responds to the Commonwealth of Massachusetts Department of Elementary and Secondary Education in matters of teacher licensure. The College reserves the right to modify its major in Education programs accordingly. All Assumption students are alerted to changes in the education program as is appropriate.

POLICIES AND PROCEDURES FOR APPLYING TO THE EDUCATION MAJOR

Students interested in the major in Education are invited to an informational meeting held in the fall semester. At this meeting, they are informed about relevant program requirements, department policies regarding acceptance and retention in the program, and Massachusetts licensure regulations for teachers at the elementary, middle, and secondary levels. Students receive an outline of the specific undergraduate program of study that leads to Initial licensure and are encouraged to set up a meeting with the Licensure Program Coordinator.

Because of the demands of the licensure programs, students should meet with the Licensure Program Coordinator (LPC) for advising as early in their college studies as possible. Each semester, students will have a mandatory meeting with the LPC. During these meetings, the LPC will review student academic record and progress in the program. The LPC will explain the application process during the first semester of their sophomore year. Students are responsible for completing all of the requirements for the Education major application and submitting them to the Licensure Program Coordinator by April 30th of the sophomore year. A student's application will not be reviewed if the Education Major File requirements are incomplete.

1. Completed Assumption College Education Program Application
2. Signed acknowledgement of understanding the Assumption College Education Major Policy Overview
3. Completed Worcester Public School CORI form
4. Completed Wachusett Regional School District CORI form
5. Copy of driver's license (or a government issued photographic identification)
6. Proof of completing the SAFIS fingerprinting process

Criteria for Admission to Education Major

Admission to the Education major for all students, including transfer students, is based upon the following criteria: Students must have an overall GPA of 2.8 to be accepted into the major, allowing enrollment in Stage 2 courses. Students must also show evidence of a time commitment to their personal goals and to professional excellence. All full-time education faculty members review the student applications for admission to the major in Education. Applicants are informed of their status by July 1st.

Students wishing to pursue certain Stage 2 and Stage 3 courses (pre-practica and practica) must maintain the retention criteria described below.

EDUCATION MAJOR RETENTION CRITERIA

Students accepted into the program are held to the same standards required for admission, that is, an overall GPA of 2.8. Additionally, students are expected to demonstrate exemplary behavior and maintain a strong record in the professional sequence of study to continue in the Education major. Students who do not satisfy one or more of the above criteria may not be permitted to enroll in one or more pre-practicum courses during Stage 2 of the major. Because a strong record in the professional sequence of studies is required, students in the Education major must take each Education course for a letter grade with the exception of pre-practicum.

All Education majors must pass the Communication and Literacy Skills Test of the Massachusetts Test for Educator Licensure (MTEL) by June 1 of their sophomore year. Further, students must pass the required subject test(s) of the MTEL by December 31st of their senior year to enroll in the practicum during the spring semester of the senior year (Stage 3). In addition to achieving passing scores on all required MTEs, all students are required to have at least an overall GPA of 3.0, and middle/secondary students must have at least an overall GPA of 3.0 *in their content major* to qualify for entrance into the practicum. Those students who have passed required Massachusetts licensure tests but whose GPA is between 2.80 and 2.99 must present to the education faculty a written defense of their candidacy for the practicum. In their defense, students must assess their academic performance to date and provide evidence of the progress they have made towards achieving the articulated academic and behavioral goals. Education faculty review student performance at the end of each semester, and students are informed of their status in the program. Those students who do not meet the standards are withdrawn from the Education major and are encouraged to meet with the Licensure Program Coordinator or Department Chairperson for further advising.

THE CURRICULUM

Below are the curricular requirements that pertain to each of the four licensure options. Students interested in one of the options should plan accordingly when selecting courses of study as early as the Stage 1 courses (prior to applying to the major).

ELEMENTARY LICENSE WITH CONCURRENT MAJOR OF STUDY LICENSURE AS ELEMENTARY TEACHER (1–6)

Students who seek licensure as elementary teachers (1–6) should meet with the Licensure Program Coordinator during their first-year for program advising, and they should apply to the major during their sophomore year. Part of the application includes meeting with the Licensure Program Coordinator. Prior to formal admission into the major, students may enroll in introductory Education courses (Stage 1) during the first year and sophomore years. Regular and careful advising is crucial for those students seeking an Elementary teaching license. Once admitted to the major, students must meet with the Licensure Program Coordinator each semester for advising about course selection, program requirements, and their progress in the Education major. Students who intend a semester in off-campus study must also meet with the Licensure Program Coordinator to ensure that all program requirements will be met. Because Massachusetts licensure requirements stipulate competency in a breadth of liberal arts subject knowledge per State Regulations, the Education Department may require students to take additional liberal arts subject courses in addition to those stipulated within the Elementary requirements given below and Assumption's General Education Core.

REQUIRED EDUCATION COURSES FOR THE LICENSE IN ELEMENTARY EDUCATION

Stage 1: (open to all undergraduate students)

- EDU 101 Schools in American Society
- EDU 120 Teaching and Learning in the Elementary School
- EDU 221 Science and Technology in the Elementary Curriculum (prerequisite: EDU 101)
- EDU 260 Teaching Students with Special Needs (prerequisite: EDU 101 and EDU 120, or taken concurrently)

Stage 2: (open only to Education majors)

- EDU 302*Teaching English Language Learners
- EDU 323 History and Social Science in the Elementary Curriculum
- EDU 324*Mathematics in the Elementary Curriculum
- EDU 325* Literacy Development and Instruction

Stage 3: (open only to Education majors who have completed all retention criteria)

- EDU 420** Practicum in Elementary Education (9 credits)
- EDU 420S Seminar: Practicum in Elementary Education (3 credits)

* Must take with pre-practicum (field-based component)

** indicates field-based course

REQUISITE LIBERAL ARTS COURSES FOR THE LICENSE IN ELEMENTARY EDUCATION

Elementary Education students must obtain a concurrent major of study in one of the following core academic disciplines: English, foreign language, history, math or science, following the Elementary Education Track within that discipline (where indicated), as given in the academic catalog.

Current Massachusetts requirements for an Elementary license include at least 36 semester hours in upper and lower level arts and sciences coursework addressing the relevant subject knowledge areas.

To satisfy the subject matter knowledge requirements, students must complete the following courses selected through advising with the Licensure Program Coordinator.

Written Composition

- ENG 130 English Composition

Literature

- Introduction to Literature course [LTE 140 (including comparative literature or classical emphasis); FRE 140; ITA 140; or SPA]
- ENG 263 Children's Literature

Mathematics

- At least two mathematics courses selected in consultation with the Licensure Program Coordinator.
- MAT 114 Elementary Functions or higher based upon first-year placement
- The following courses have been designed specifically for the needs of prospective elementary teachers.
- Required: MAT 150 Numbers and Operations for Educators (prerequisite MAT 114 or higher)
- MAT 151 Algebra, Geometry, and Data Analysis for Educators (prerequisite MAT 114 or higher)

Science

- At least one lab science course. BIO 140: Inquiry Biology for Educators is strongly recommended.

History

- Required: one history course from among the following: HIS 114 West and the World I, HIS 115 West and the World II, HIS 116 History of Western Civilization I, HIS 117 History of Western Civilization II, HIS 180: United States History to 1877, OR HIS 181: United States History Since 1877

Psychology

- PSY 290 Psychology of Development: Infancy and Childhood

Art, Music and Theater

- One course in Art, Music or Theater that satisfies the Core requirements.

RECOMMENDED EDUCATION COURSE FOR THE ELEMENTARY (1–6) LICENSE

- EDU 265 Effective Classroom Management (prerequisite: EDU 101, EDU 120 or taken concurrently)

[603 CMR 7.00 Regulations for Educator Licensure and Preparation Program Approval, most recently amended by the Board of Elementary and Secondary Education (DESE), September 22, 2015.]

- 7.05 (1) *Route One is for teacher candidates who receive their preparation in approved undergraduate programs.*
- 7.03 (3) (a) 1 i. *For elementary...: not less than 36 semester hours in upper and lower level arts and sciences coursework addressing the relevant subject knowledge topics for those licenses set forth in 603 CMR 7.06. Some of this coursework might also count toward the required arts or sciences major or general education requirements.*

Students interested in applying to the Education major are required to meet with the Licensure Program Coordinator to ensure they have the most current information about licensure regulations and required courses.

SECONDARY LICENSE: LICENSURE AS SUBJECT-SPECIFIC SECONDARY TEACHER (8–12)

Assumption College currently offers state-approved subject-specific secondary teacher (8–12) licensure programs in the following fields: biology, chemistry, English, history, foreign language, and mathematics. Students planning to seek secondary teacher licensure are strongly encouraged to declare their intent by fall of the sophomore year. The student must meet with the Licensure Program Coordinator to apply formally for the Education major.

Students wishing to pursue the Secondary (8-12) Education major must also complete a major of study in their chosen academic discipline (biology, chemistry, English, history, or mathematics)

Once admitted to the program, students meet with the Licensure Program Coordinator each semester for advising about course selection, program requirements, and their progress in the Education major. The student who plans for any reason to spend a semester in off-campus study must also meet with the Licensure Program Coordinator in order to ensure that all program requirements will be met.

REQUIRED COURSES FOR THE SECONDARY (8-12) LICENSE

Stage 1: (open to all undergraduate students)

- EDU 101 Schools in American Society
- EDU 140 Teaching and Learning in the Middle/Secondary School
- EDU 260 Teaching Students with Special Needs (prerequisite: EDU 101 and EDU 140, or taken concurrently)
- PSY 281 Psychology of Adolescence and Maturity (must be taken prior to the practicum)

Stage 2: (open only to Education majors)

- EDU 302* Teaching English Language Learners
- EDU 333** Integrated Field Experiences in Secondary Education. (Intended for students preparing to teach mathematics, sciences, or modern/classical languages.)
- EDU 341* Reading and Writing Across the Curriculum, 5-12. (Intended for students preparing to teach English or history.)

One subject-specific methods course from among the following:

- EDU 342* Curriculum and Methods in English (5–8; 8–12)
- EDU 344* Curriculum and Methods in History and Social Science (5–8; 8–12)
- EDU 345* Curriculum and Methods in Mathematics (5–8; 8–12)
- EDU 346* Curriculum and Methods in Science and Technology (5–8; 8–12)

Please note that methods courses are currently scheduled in alternate years (see course descriptions).

Stage 3: (open only to Education majors who have completed all retention criteria)

- EDU 440** Practicum in Middle/Secondary Education (9 credits)
- EDU 440S Seminar: Practicum in Middle/Secondary Education (3 credits)

RECOMMENDED EDUCATION COURSES FOR THE SECONDARY (8–12) LICENSE

- EDU 330* The Middle School: Concept and Curriculum (prerequisite: PSY 281)
- EDU 265 Effective Classroom Management (prerequisite: EDU 101, EDU 140 or taken concurrently)

* Must take with pre-practicum (field-based component)

** indicates field-based course

MIDDLE/SECONDARY LICENSE: FOREIGN LANGUAGE LICENSURE AS SUBJECT-SPECIFIC MIDDLE/SECONDARY TEACHER (5–12)

Assumption College currently offers state-approved programs for licensure as middle/secondary teacher (5–12) in the fields of French, Spanish, and Latin and classical humanities. Students planning to seek middle/secondary teacher licensure are strongly encouraged to declare their intent by fall of the sophomore year.

Students wishing to pursue the Middle/Secondary (5-12) License within the Education major must also complete a major of study in their chosen academic discipline (French, Spanish, or Latin and classical humanities)

The student must meet with the Licensure Program Coordinator to apply formally for the major in Education program. Once admitted to the program, students meet with the Licensure Program Coordinator each semester for advising about course selection, program requirements, and their progress in the Education major. The Education Department recognizes the importance of and supports study abroad opportunities for students who seek licensure as teacher of language. Because of the demands of the major in Education, however, students who wish to study abroad should consult as early as possible with an advisor in the Department of Modern and Classical Languages and Cultures (MCLC) and the Licensure Program Coordinator in order to ensure that all program requirements will be met in a timely fashion. Students should take particular note of the schedule of methods courses and practicum in planning their semester abroad.

REQUIRED COURSES FOR THE MIDDLE/SECONDARY (5-12) LICENSE

Stage 1: (open to all undergraduate students)

- EDU 101 Schools in American Society
- EDU 140 Teaching and Learning in the Middle/Secondary School
- EDU 260 Teaching Students with Special Needs (prerequisite: EDU 101 and EDU 140, or taken concurrently)
- PSY 281 Psychology of Adolescence and Maturity (must be taken prior to the practicum)

Stage 2: (open only to Education majors)

- EDU 330* The Middle School: Concept and Curriculum (prerequisite: PSY 281)
- EDU 333** Integrated Field Experiences in Secondary Education. (Intended for students preparing to teach mathematics, sciences, or modern/ classical languages.)

One subject-specific methods course from the following:

- EDU 343* Curriculum and Methods in Foreign Languages (5–12)

Please note that methods courses are currently scheduled in alternate years (see course descriptions).

Stage 3: (open only to Education majors who have completed all retention criteria)

- EDU 440** Practicum in Middle/Secondary Education (9 credits)
- EDU 440S Seminar: Practicum in Middle/Secondary Education (3 credits)

RECOMMENDED EDUCATION COURSE FOR THE SUBJECT-SPECIFIC MIDDLE/SECONDARY (5-12) LICENSE

- EDU 265 Effective Classroom Management (prerequisite: EDU 101 and EDU 140, or taken concurrently)
- EDU 302* Teaching English Language Learners

** Must take with pre-practicum (field-based component)*

*** indicates field-based course*

MIDDLE SCHOOL LICENSE: LICENSURE AS SUBJECT-SPECIFIC MIDDLE SCHOOL TEACHER (5–8)

Assumption College currently offers state-approved subject-specific middle school teacher (5–8) licensure programs in the following fields: biology, chemistry, English, general science, history, and mathematics. Students planning to seek subject-specific teacher licensure are strongly encouraged to declare their intent by fall of the sophomore year. The student must meet with the Licensure Program Coordinator to apply formally for the major in Education program. Once admitted to the program, students meet with the Licensure Program Coordinator each semester for advising about course selection, program requirements, and their progress in the Education major.

Students wishing to pursue the Middle School (5-8) License within the Education major must also complete a major of study in their chosen academic discipline (biology, chemistry, English, general science, history, or mathematics)

REQUIRED EDUCATION COURSES FOR THE MIDDLE SCHOOL LICENSE, SUBJECT SPECIFIC

Stage 1: (open to all undergraduate students)

- EDU 101 Schools in American Society

- EDU 140 Teaching and Learning in the Middle/Secondary School
- EDU 260 Teaching Students with Special Needs (prerequisite: EDU 101 and EDU120/140, or taken concurrently)
- PSY 281 Psychology of Adolescence and Maturity (must be taken prior to the practicum)

Stage 2: (open only to Education majors)

- EDU 302*Teaching English Language Learners
- EDU 330*
The Middle School: Concept and Curriculum (prerequisite: PSY 281)
- EDU 333**
Integrated Field Experiences in Secondary Education. (Intended for students preparing to teach mathematics, sciences, or modern/classical languages.)
- EDU 341*Reading and Writing Across the Curriculum, 5-12. (Intended for students preparing to teach English or history.)

One subject-specific methods course from among the following:

- EDU 342*
Curriculum and Methods in English (5–8; 8–12)
- EDU 344*
Curriculum and Methods in History and Social Science (5–8; 8–12)
- EDU 345*
Curriculum and Methods in Mathematics (5–8; 8–12)
- EDU 346*
Curriculum and Methods in Science and Technology (5–8; 8–12)

Please note that methods courses are currently scheduled in alternate years (see course descriptions).

Stage 3: (Open only to Education majors who have completed all retention criteria.)

- EDU 440**
Practicum in Middle/Secondary Education (9 credits)
- EDU 440S
Seminar: Practicum in Middle/Secondary Education (3 credits)

RECOMMENDED COURSES FOR THE MIDDLE SCHOOL LICENSE, SUBJECT SPECIFIC

- EDU 325*
Literacy Development and Instruction
- ENG 263 Children’s Literature
- EDU 265
Effective Classroom Management (prerequisite: EDU 101, EDU 140 or taken concurrently)

* Must take with pre-practicum (field-based component)

** indicates field-based course

STEM CONCENTRATION FOR ELEMENTARY EDUCATION MAJORS

Students interested in deepening their content and pedagogical knowledge of science, technology, and mathematics beyond the elementary education major are encouraged to consider concentrating in Elementary STEM. Students completing this program will equip themselves with specific knowledge of the STEM subjects they will teach as elementary school teachers, as well as the capability to spark the interest and ability of future STEM students.

REQUIRED COURSES FOR THE CONCENTRATION IN ELEMENTARY STEM (6)

- BIO 140 Inquiry Biology for Educators
- MAT 150 Numbers and Operations for Educators
- MAT 151 Algebra, Geometry, and Data Analysis for Educators
- EDU 221 Science in the Elementary Curriculum
- EDU 222 Technology Integration Across the Curriculum (new course)
- EDU 324 Mathematics in the Elementary Curriculum

MINOR IN EDUCATION (6)

A minor in education is a good option for those students interested in studying the broader social and foundational dimensions of education, without the requirements for teacher licensure. A minor in Education is available in consultation with the Licensure Program Coordinator. The student who declares the minor in education must take a total of six courses (18 credits) in education and related disciplines. The following four courses are required in addition to two elective courses selected in consultation with the Licensure Program Coordinator and approved by the Education Department Chairperson.

Required for the Minor in Education (4)

- EDU 101 Schools in American Society
- EDU 260 Teaching Students with Special Needs
- One of the following sets of courses:
 - EDU 120 Teaching and Learning in the Elementary School

AND

- PSY 290 Psychology of Development: Infancy and Childhood
- OR:**
- EDU 140 Teaching and Learning in Middle/Secondary School
- AND**
- PSY 281 Psychology of Adolescence and Maturity

Electives for the Minor in Education (2)

BIO 140 Inquiry Biology for Educators
 PSY 290 or PSY 281 (if not used to satisfy an above requirement)
 PSY 210 Social Psychology
 PSY 353 Psychology of Learning
 ENG 263 Children's Literature
 SOC 121 Principles of Sociology
 HRS 119 Introduction to Human Rehabilitation Services
 HRS 121 Human Development and Disability Across the Life Span
 MAT 150 Numbers and Operations for Educators
 MAT 151 Algebra, Geometry and Data Analysis for Educators
 EDU 265 Effective Classroom Management
 ABA 350 Applied Behavior Analysis: Evidence-based Interventions
 ABA 450 Applied Behavior Analysis: Implications for Practice

B.A./M.A. PROGRAM FIFTH YEAR OPTION FOR THE MASTER OF ARTS IN SPECIAL EDUCATION

The Education Department offers a five-year program that allows a student to complete requirements for both the Bachelor of Arts degree in a liberal arts or science **and** the Master of Arts in Special Education degree. The program leads to eligibility for the Massachusetts *Initial License* for Teacher of Students with Moderate Disabilities (PreK-8; 5–12) *as well as* a Massachusetts *Initial* license in one of Assumption's approved programs offered at the undergraduate level. Undergraduate students who are admitted to the B.A./M.A. program must be eligible for *Initial licensure* as elementary, middle, or secondary teacher. If admitted to the program, they may begin taking graduate courses during the senior year and complete the master's degree requirements in a fifth year of study at the College.

Undergraduate students who are considering applying to the B.A./M.A. program should consult with the Licensure Program Coordinator during the spring semester of the junior year to discuss eligibility and application procedures. Assumption students who are interested in enrolling in the Master of Arts in Special Education program after their undergraduate studies should consult

with the Director of the Special Education program to plan a course of study. Interested students may request information about the Master of Arts in Special Education from the Office of the Graduate Admissions.

CRITERIA FOR EARLY ADMISSION TO THE MASTER OF ARTS IN SPECIAL EDUCATION

All undergraduate students who seek early admission to the Master of Arts in Special Education program must meet the following standards, and students in the Education Major are eligible and especially encouraged to apply.

- Candidates must have at least a 3.3 cumulative GPA and a 3.0 GPA in the major field of study;
- If they are not in the major in Education, candidates must have a major in one of the Core academic subjects of the liberal arts and sciences appropriate to Massachusetts teacher licensure at the 5–12 level.

To apply for early admission to the fifth-year program, candidates must submit the following to the Office of the Graduate Admissions, ordinarily by the end of the junior year:

- An official application form (fee waived for Assumption students);
- A transcript of undergraduate study;
- Three letters of recommendation;
- A current resume;
- A personal statement of interest.

Assumption students who seek a Massachusetts Initial license as elementary, middle, or secondary teacher and teacher of students with moderate disabilities must pass all of the Massachusetts Tests for Educator Licensure (MTEL) required for licensure in their specific field(s) prior to enrollment in the practicum.

Note: Assumption College responds to the Massachusetts Department of Elementary and Secondary Education in all matters of educator licensure and reserves the right to modify its programs in accordance with current state regulations. In the event that the graduate program is modified, students are notified of changes as is appropriate.

ASSUMPTION COLLEGE REPORT ON TEACHER PREPARATION FOR PROGRAM YEAR 2014-15

Title II of the Higher Education Act* requires institutions of higher education to disclose to the State and the general public the pass rate of the teacher preparation program completers on assessments required for teacher licensure, the statewide pass rate on those assessments, and other relevant information. The following details data that Assumption College submitted to the Massachusetts

Department of Elementary and Secondary Education in Spring 2016, for program year 2014-15.

In academic year 2014-15, there were 107 students enrolled in the teacher preparation program, all specializations. There were 42 students in student teaching supervised by a total of 10 faculty members from the Education department as well as liberal arts and sciences departments. The student teacher/faculty ratio was 4.2:1. The average number of supervised student teaching hours required per student per week was 32; the average number of weeks of supervised student teaching required was 13. The average total number of hours of supervised student teaching required was 374.

In program year 2014-15, Assumption College had 42 program completers. The aggregate pass rate of the 50 completers who took the Communication and Literacy Skills Test of the Massachusetts Tests for Educator Licensure (MTEL) during the reporting period was 100%. The College pass rate for the reading subtest of this basic skills test was 100% and for the writing subtest, 100%.

Twenty-six of 26 program completers passed the Foundations of Reading and the General Curriculum tests required for an Elementary Initial license resulting in an aggregate pass rate of 100%. Sixteen of 16 program completers passed required academic content tests required for English, history, mathematics, the Teacher of Students with Moderate Disabilities, 5-12, or visual art Initial licensure.

In summary, Assumption College program completers passed the required Massachusetts Tests for Educator Licensure in 2014-15 with a pass rate of 100%, which exceeded the statewide pass rate of 98%.

** Title II of the Higher Education Act [Sections 207 (f) (1) and (f) (2)]*

COURSE DESCRIPTIONS

EDU 101 SCHOOLS IN AMERICAN SOCIETY

In this course, students will gain an in-depth understanding of the role of schooling in American society. They examine the control and governance of schools by comparing the roles of the different education agencies (local, state, federal) and exploring the interaction of these different agencies. Students will also compare the structure of schools at different levels (elementary, middle, secondary) and analyze the relationship between the structure and the purpose schooling is intended to serve within society. Students also investigate the relationship between schools and society, in particular, the conflicting societal goals for schooling and the diverse societal pressures which impact

on the schools' ability to achieve the intended or articulated goals. Counts in the Core Requirements. (Fall, Spring)

D'Souza, Stutz, Staff/Three credits

EDU 120 TEACHING AND LEARNING IN THE ELEMENTARY SCHOOL

This course emphasizes the interrelated aspects of teaching and learning in an elementary school. Students examine the practices of effective elementary teachers and the purposes of the elementary school in educating children. Topics such as learning environments, the application of learning theories to instruction, and classroom management specific to students in elementary school are included. (Fall, Spring)

Kielbasa/Three credits

EDU 140 TEACHING AND LEARNING IN THE MIDDLE/SECONDARY SCHOOL

This course emphasizes the interrelated aspects of teaching and learning in middle/secondary school. Students examine the practices of effective teachers and the purposes of the middle/secondary school in educating adolescents. Topics such as learning environments, the application of learning theories to instruction, and classroom management specific to middle/secondary students are included. (Fall, Spring)

Stutz/Three credits

EDU 221 SCIENCE AND TECHNOLOGY IN THE ELEMENTARY CURRICULUM

In this course, students draw from contemporary teaching and learning theories to design and implement effective science lessons and units for elementary school children. An emphasis will be placed on four domains, 1) identifying appropriate science content relative to grade level, 2) understanding the common misconceptions that children harbor about scientific topics, 3) developing inquiry-based lessons to foster children's conceptual learning, and 4) identifying varied ways of assessing children's learning. Significant attention throughout is given to understanding what it means to "do science" and how to help elementary children appreciate a scientific way of knowing about the world. Lesson design and teaching is aligned with the Massachusetts Science and Technology/Engineering Curriculum Framework. Prerequisite: EDU 101 (Fall, Spring)

Howe/Three credits

EDU 222 TECHNOLOGY INTEGRATION ACROSS THE CURRICULUM

This course examines methods for applying technological tools in teaching practices to enhance student learning and support teaching. The primary goal of the course is to provide an introduction to a variety of educational technology tools and their applications within the classroom, to emphasize criteria for evaluating the benefits and drawbacks of technological tools, and to develop the ability to design lessons that effectively integrate

technology, not just for the sake of technology, but to solve a problem (e.g. difficulties with engagement, classroom management, level of abstraction, productivity, assessment, meeting diverse needs). Prerequisites: Education majors only. (Spring)

de la Cruz/*Three credits*

EDU 260 TEACHING STUDENTS WITH SPECIAL NEEDS

This course focuses on the various types of learning needs of students in the inclusive classroom and on what to do and how to do it with respect to instructional and management challenges facing the regular classroom teacher. This course addresses individual differences in children and adolescents and the need for modification of instruction across the curriculum. The course is designed to encourage proper understanding and acceptance of children and adolescents with exceptionalities. The course may include community service learning. Prerequisites: EDU 101 and either EDU 120 or EDU 140, or concurrently. Not open to first-year students. (Fall, Spring)

Vander Hart/*Three credits*

EDU 265 EFFECTIVE CLASSROOM MANAGEMENT

In order to maximize student achievement, teachers must be good classroom managers. This course will use positive behavior supports as a framework to introduce students to evidence-based classroom management techniques and strategies. Students will learn about theoretical and empirical support for behavioral approaches to teaching and learning and their application in school-wide, classroom, and non-classroom settings. In addition, students will understand a proactive, multi-tier level model of behavior support, including implementation strategies that they will be able to apply in their own classrooms regardless of student age or ability level. Prerequisites: EDU 101 and either EDU 120 or EDU 140, or concurrently. Not open to first-year students. (Fall, Spring)

Goldman/*Three credits*

EDU 302 TEACHING ENGLISH LANGUAGE LEARNERS

This course is designed to help students learn about the particular learning needs of English Language Learners and, in turn, to design content instruction for that audience. The course will develop participants' knowledge of the context and academic landscape in which non-native English speakers learn in K-12 settings. Students will be introduced to the structural levels of language and to theories, principles, and processes of language acquisition, and they will begin to explore various pedagogical implications. Particular focus will also be given to reading of complex informational and literary texts, responding to text-based questions, writing from sources, and building academic vocabulary and background knowledge through discussion, reading, and writing. Limited to Education Majors (Stage 2). Prerequisites: EDU 101, EDU 120 or EDU 140 or taken concurrently. (Fall, Spring)

Walsh/*Three credits*

EDU 302F PRE-PRACTICUM TEACHING ENGLISH LANGUAGE LEARNERS

This is a supervised, field-based component of EDU 302. Students spend 25 hours at the field site and complete pre-practicum tasks required. Students must be enrolled in EDU 302. (Fall/Spring)

Staff/*One credit*

EDU 323 HISTORY AND SOCIAL SCIENCE IN THE ELEMENTARY CURRICULUM

This course is designed to familiarize students with the history and social science curriculum at the elementary level; examine the theoretical and research bases for effective teaching and learning in the field of social studies, and apply this knowledge in the design, implementation, and evaluation of their own instructional efforts. Topics emphasize teaching about local, United States and world history, geography, economics, and government, as well as the fundamental citizenship mission of social studies. Students also examine the Massachusetts History and Social Science Curriculum Framework and use it as a guide for their lesson planning. Traditions, issues, and current curriculum concerns in social studies at the elementary level are explored as well. There is a field-based component to this course. Limited to Education majors who have satisfied all the retention criteria. (Fall)

D'Souza/*Three credits*

EDU 324 MATHEMATICS IN THE ELEMENTARY CURRICULUM

This course examines the teaching and learning of mathematical concepts in the elementary classroom. As informed by the standards in the Massachusetts Mathematics Curriculum Framework, students will draw upon various learning theories to design and implement effective mathematics lessons that seek to promote children's conceptual awareness of mathematics concepts. Particular attention is given to developing students' understanding of the varied methods (e.g., algorithms, manipulatives, problem-solving) of expressing conceptual understanding and the multiple ways of assessing children's learning. There is a field-based component to this course. Prerequisite: MAT 150. Limited to Education majors who have satisfied all the retention criteria. Students must concurrently take the associated pre-practicum course EDU 324F. (Fall)

de la Cruz/*Three credits*

EDU 324F PRE-PRACTICUM: MATHEMATICS IN THE ELEMENTARY CURRICULUM

This is the supervised field-based component of EDU 324. Students spend at least 25 hours at the field site and

complete pre-practicum tasks required. Students must be enrolled in EDU 324. (Fall)

Staff/One credit

EDU 325 LITERACY DEVELOPMENT AND INSTRUCTION

In this course, students study literacy from a developmental perspective, beginning with emergent literacy and progressing through the more advanced stages of reading and writing to learn in the middle/secondary grades. Students examine processes of reading and writing, as well as current models of and approaches to literacy instruction and assessment. This course prepares students to plan effective literacy instruction for all learners in accordance with standards-based curriculum. In particular, students use the Massachusetts English Language Arts Curriculum Framework as a guide for their own lesson preparation. There is a field-based component to this course. Limited to Education majors who have satisfied all the retention criteria. Students must concurrently take the associated pre-practicum course EDU 325F. (Spring)

Kielbasa/Three credits

EDU 325F PRE-PRACTICUM: LITERACY DEVELOPMENT AND INSTRUCTION

This is the supervised field-based component of EDU 325. Students spend at least 25 hours at the field site and complete pre-practicum tasks required. Students must be enrolled in EDU 325. (Spring)

Staff/One credit

EDU 330 THE MIDDLE SCHOOL: CONCEPT AND CURRICULUM

This course is designed to provide prospective teachers with historical perspective on the concept of the middle school along with information concerning current reforms and trends related to learning and the early adolescent. The class will also investigate curriculum, grouping practices, instructional strategies, and the design of interdisciplinary units for middle level learners. Prerequisite: EDU 101. Limited to Education majors who have satisfied all the retention criteria. Students must concurrently take the associated pre-practicum course EDU 330F. Prerequisite: PSY 181 (Spring)

D'Souza, Staff/Three credits

EDU 330F PRE-PRACTICUM: THE MIDDLE SCHOOL: CONCEPT AND CURRICULUM

This is the supervised field-based component of EDU 330. Students spend at least 25 hours at the field site and complete pre-practicum tasks required. Students must be enrolled in EDU 330. (Spring)

Staff/One credit

EDU 333 INTEGRATED FIELDS EXPERIENCES IN SECONDARY EDUCATION

This is a field-based course, designed to help secondary Education majors observe, analyze, practice, and reflect upon effective teaching. Students will complete a pre-practicum of 25 hours in a middle-high school, working closely with a teacher in their licensure field. Students will observe mentor teachers teaching adolescents, will teach three practice lessons, and will analyze their observations and practice in light of course readings on secondary instruction, classroom assessment, and student engagement. Students will draw from their field experiences as the evidence-based principles of instruction, assessment of student learning, and the social-emotional aspects of student learning. Prerequisite: Education majors only.

Staff/one credit

EDU 341 READING AND WRITING ACROSS THE CURRICULUM (5–12)

This course emphasizes the investigation of theory and research related to the processes of reading, writing, and responding to content area text in middle/secondary education. It addresses a variety of topics such as strategy development for reading and writing to learn, methods and materials, cultural influences, assessment and evaluation, and the roles of teachers and administrators. There is a focus throughout the course on linking theory and research to practice. Prerequisite: EDU 101. Limited to Education majors who have satisfied all the retention criteria. Students must concurrently take the associated pre-practicum course EDU 341F. (Fall)

Stutz/Three credits

EDU 341F PRE-PRACTICUM: READING AND WRITING ACROSS THE CURRICULUM (5–12)

This is the supervised field-based component of EDU 341. Students spend at least 25 hours at the field site and complete pre-practicum tasks required. Students must be enrolled in EDU 341. (Fall)

Staff/One credit

EDU 342 CURRICULUM AND METHODS IN ENGLISH (5–8; 8–12)

The course is designed to help students examine the theoretical and research bases of the teaching of English and apply that knowledge in the design, implementation, and analysis of their English teaching. Topics include teaching about literature, reading, writing, and language use. Students also examine the Massachusetts English Language Arts Curriculum Framework and use it as a guide for their own lesson preparation. As the students work their way through these components, they also complete pre-practicum field work, observing and assisting an English teacher at a local middle or secondary school. There is a field-based component to this course. Limited to Education majors who have satisfied

all the retention criteria. Students must concurrently take the associated pre-practicum course EDU 342F. (Fall 2018, Fall 2020)

Stutz/Three credits

EDU 342F PRE-PRACTICUM: CURRICULUM AND METHODS IN ENGLISH (5–8; 8–12)

This is the supervised field-based component of EDU 342. Students spend at least 25 hours at the field site and complete pre-practicum tasks required. Students must be enrolled in EDU 342. (Fall 2018, Fall 2020)

Staff/One credit

EDU 343 CURRICULUM AND METHODS IN FOREIGN LANGUAGES (5–12)

This course is designed to help students examine the languages, and apply that knowledge to the design and implementation of foreign language curricula. Topics include the evolution of foreign language pedagogy, theory of second-language acquisition, the role of grammar in contextualized instruction, understanding proficiency and the ACTFL guidelines, teaching for cultural understanding, the relationship between foreign languages and other areas of the curriculum, and state and national standards, including the Massachusetts Foreign Languages Curriculum Framework. There is a field-based component to this course. Limited to Education majors who have satisfied all the retention criteria. Students must concurrently take the associated pre-practicum course EDU 343F. (Fall 2016, Fall 2018)

Staff/Three credits

EDU 343F PRE-PRACTICUM: CURRICULUM AND METHODS IN FOREIGN LANGUAGES (5–12)

This is the supervised field-based component of EDU 343. Students spend at least 40 hours at the field site and complete pre-practicum tasks required. Students must be enrolled in EDU 343. (Fall 2018, Fall 2020)

Staff/One credit

EDU 344 CURRICULUM AND METHODS IN HISTORY AND SOCIAL SCIENCE (5–8; 8–12)

This course is designed to help students become familiar with the history and social science curriculum at the middle/secondary level, examine the theoretical and research bases for effective teaching and learning in the field of social studies, and apply this knowledge in the design, implementation, and evaluation of their own instructional efforts. Topics emphasize teaching about local, United States and world history, geography, economics, and political science as well as the fundamental citizenship mission of social studies. Students also examine the Massachusetts History and Social Science Curriculum Framework and use it as a guide for their lesson preparation. Traditions, issues, and current curriculum concerns in social studies are explored as well. There is a

field-based component to this course. Limited to Education majors who have satisfied all the retention criteria. Students must concurrently take the associated pre-practicum course EDU 344. (Fall 2018, Fall 2020)

D'Souza/Three credits

EDU 344F PRE-PRACTICUM: CURRICULUM AND METHODS IN HISTORY AND SOCIAL SCIENCE (5–8; 8–12)

This is the supervised field-based component of EDU 344. Students spend at least 25 hours at the field site and complete pre-practicum tasks required. Students must be enrolled in EDU 344. (Fall 2018, Fall 2020)

Staff/One credit

EDU 345 CURRICULUM AND METHODS IN MATHEMATICS (5–8; 8–12)

This course considers the teacher's role and responsibilities in teaching mathematics at the middle/secondary level. Emphasis is placed on curriculum, instructional techniques, and materials for mathematics instruction in middle/secondary education in accordance with standards set by the National Council of Teachers of Mathematics (NCTM) and the Massachusetts Mathematics Curriculum Framework. The overall goal of this course is to prepare the student to teach middle/secondary level mathematics effectively. There is a field-based component to this course. Limited to Education majors who have satisfied all the retention criteria. Students must concurrently take the associated pre-practicum course EDU 345F. (Fall 2018, Fall 2020)

de la Cruz/Three credits

EDU 345F PRE-PRACTICUM: CURRICULUM AND METHODS IN MATHEMATICS (5–8; 8–12)

This is the supervised field-based component of EDU 345. Students spend at least 25 hours at the field site and complete pre-practicum tasks required. Students must be enrolled in EDU 345. (Fall 2018, Fall 2020)

Staff/One credit

EDU 346 CURRICULUM AND METHODS IN SCIENCE AND TECHNOLOGY (5–8; 8–12)

This course is designed to provide students with an understanding of the role and responsibilities of the middle/secondary teacher of science. Emphasis is placed on curriculum, instructional techniques, and materials for middle/secondary science instruction. Drawing on their knowledge of the developmental stages of the adolescent, students design, implement, and evaluate instructional material to develop effective science lessons. Topics emphasized include methods and materials for teaching science, assessment of learning, relationships among the different disciplines of science, and professional development. Students also examine the Massachusetts Science and Technology/Engineering Curriculum Framework and use it as a guide in lesson preparation.

There is a field-based component to this course. Limited to Education majors who have satisfied all the retention criteria. Students must concurrently take the associated pre-practicum course EDU 346F. (Fall 2018, Fall 2020)
Howe/Three credits

EDU 346F PRE-PRACTICUM: CURRICULUM AND METHODS IN SCIENCE AND TECHNOLOGY (5–8; 8–12)

This is the supervised field-based component of EDU 346. Students spend at least 25 hours at the field site and complete pre-practicum tasks required. Students must be enrolled in EDU 346. (Fall 2018, Fall 2020)
Staff/One credit

EDU 399 SPECIAL TOPICS IN EDUCATION

This course addresses contemporary issues and instruction in PreK-12 education. It responds to specific interests designated by students, extensions of topics addressed in a general or discipline-specific education course (e.g., English, history, literacy, mathematics, science), or faculty research interests. Topics are selected based on timeliness, and relevance to elementary, middle, and/or secondary school education. The course allows students opportunities to investigate current PreK-12 issues and instruction in greater depth than is possible in existing courses within the discipline. A special topics course may have prerequisites.
Staff/Three credits

EDU 420 PRACTICUM IN ELEMENTARY EDUCATION

The student will perform practicum activities under the general direction of a program supervisor and under the immediate guidance of a supervising practitioner. The practicum student will spend full school days at the field site for the spring semester. Practicum students follow the elementary school calendar during their practicum and therefore are expected to be at the elementary school each day it is in session, including those days when Assumption College classes may not be in session. Prior to the beginning of the practicum, practicum students may request approval to attend Assumption College sponsored events. Such requests must be made in writing and addressed to the Licensure Program Coordinator, and, if approved, the practicum student will extend his or her practicum placement beyond the typical ending date for the practicum. Limited to Elementary Education majors who have satisfied all retention criteria, including passing all required Massachusetts Tests for Educator Licensure (MTEL) by December 31 of the senior year. Students must concurrently take the associated 3-credit seminar, EDU 420S. Education Practicum Fee: \$500 (Spring)
Dion, Evans, Plante/Nine credits

EDU 420S SEMINAR: PRACTICUM IN ELEMENTARY EDUCATION

Practicum students are required to attend a weekly seminar, where they will integrate theories and practices of

elementary teaching and learning, discuss pedagogical issues, and reflect upon their development as pre-service teachers. Students must be concurrently enrolled in EDU 420. (Spring)
Dion, D’Souza, Lawrence, Plante/Three credits

EDU 440 PRACTICUM IN MIDDLE/SECONDARY EDUCATION

The student will perform practicum activities under the general direction of a program supervisor and under the immediate guidance of a supervising practitioner. The practicum student will spend full school days at the field site for the spring semester. Practicum students follow the middle or secondary school calendar during their practicum and therefore are expected to be at the middle or secondary school each day it is in session, including those days when Assumption College classes may not be in session. Prior to the beginning of the practicum, practicum students may request approval to attend Assumption College sponsored events. Such requests must be made in writing and addressed to the Licensure Program Coordinator, and, if approved, the practicum student will extend his or her practicum placement beyond the typical ending date for the practicum. Limited to Middle/Secondary Education majors who have satisfied all retention criteria, including passing all required Massachusetts Tests for Educator Licensure (MTEL) by December 31 of the senior year. Students must concurrently take the associated 3-credit seminar, EDU 440S. Education Practicum Fee: \$500. (Spring)
de la Cruz, Lea, Howe, Stutz/Nine credits

EDU 440S SEMINAR: PRACTICUM IN MIDDLE/SECONDARY EDUCATION

Practicum students are required to attend a weekly seminar, where they will integrate theories and practices of middle/secondary teaching and learning, discuss pedagogical issues, and reflect upon their development as pre-service teachers. Students must be concurrently enrolled in EDU 440. (Spring)
de la Cruz, Lea, Howe, Stutz/Three credits

EDU 444 HONORS THESIS IN EDUCATION

In this course the student will conduct the research project that was proposed and approved during the Honors Seminar (HON 300). The research project will be an original research thesis or creative work under the supervision of a faculty mentor. A summary of the capstone work will be presented at the Honors Colloquium at the end of the semester. This course will count as an elective in the Education Major. Prerequisite: HON 300; membership in Honors Program
Staff/Three credits

EDU 499 INDEPENDENT STUDY

Open to all qualified junior and senior education majors with permission of the instructor, the Chairperson of the Education Department, and the Dean of Studies.
Staff/One to Three credits

Department of English

Professors: Christopher T. Beyers, Lucia Z. Knoles, James Lang, David Thoreen (Chairperson); *Associate Professors:* Paul Ady, Kristen Carella, Becky L. DiBiasio (Rome, Fall 2017); Michael Land, Rachel Ramsey, Paul Shields; *Assistant Professors:* Christopher Gilbert; *Visiting Instructors:* Tom Burke, Mary DiDomenico, Shahara Drew, Michael Fisher, Linda Grochowalski, John Hodgen, John Hoover, Barry Knowlton, Andrew Lacombe, David Nordman, Emily Reiner

MISSION STATEMENT

Literature adds to reality, it does not simply describe it.

– C.S. Lewis

Literature addresses profound and enduring questions about what it means to be a human being, while challenging us to recognize complexity and ambiguity in our exploration of those questions. The study and creation of literature in all its written, visual, and performative forms is an enlightening quest of self-discovery that exposes us to a wide range of aesthetic sensibilities and reveals our strengths, vulnerabilities, and potential for change. Experiencing literature leads us to ask deeper questions about our spiritual, intellectual, personal, and cultural assumptions, so that we can come to know ourselves and our larger world more fully.

Through their engagement with literature, English majors will learn to pose questions and employ methods specific to the field of literary studies, and to explore the implications of these ways of knowing. They will be asked to read critically and empathetically, and to recognize the significance, quality, and consequences of language. The department expects English majors to learn the value of writing as a means of discovery, as well as to learn to write and speak effectively, exhibiting an awareness of audience. Courses will challenge students to ask ethical questions about literature and its consequences for their values and ways of being in the world. Students will also gain a more informed and global understanding of cultural and historical differences. The department seeks to inspire students to take intellectual risks, to synthesize the questions and approaches of the discipline they have learned, and to take responsibility for their continued learning. The English major prepares students in both their personal and their professional lives to become active and engaged learners.

LEARNING GOALS

The department understands “literary,” “literature” and “language” to include written, visual, and performative texts. As members of the English Department, we want our students to do the following:

1. To pose questions and employ methods specific to the field of literary studies and to explore the implications of these ways of knowing
2. To read critically and empathetically, recognizing the significance, quality, and consequences of language
3. To write and speak effectively, exhibiting an awareness of audience
4. To ask ethical questions about literature and its consequences for their values and ways of being in the world
5. To gain a more informed and global understanding of cultural and historical differences
6. To take intellectual risks, to synthesize the questions and approaches of the discipline they have learned, and to take responsibility for their own learning. To become lifelong active and engaged learners

The English Department offers majors and minors in English: Literature; English: Writing and Mass Communication; and a major in English: Literature for Elementary Education majors.

MAJOR IN ENGLISH: CONCENTRATION IN LITERATURE (10)

The Major in English literature aims at developing a heightened appreciation of language through a close study of literature and greater facility in expression through regular written and oral presentations. The program seeks to develop powers of observation and discernment and to broaden awareness of the world, of our common humanity, and of the self. The English Department offers courses in speech, theatre arts, writing, and film, in addition to those emphasizing historical, generic, or thematic approaches to English and American literature. Students also have opportunities to develop their talents in creative and professional writing in many forms of media. Every course in the department, whether nominally emphasizing literary study or communication skills, constantly seeks to reinforce the relationship between reading, writing, speaking, and critical thinking.

Traditionally, the English Major has prepared students for graduate school and law school, and for careers in creative and professional writing, in advertising, in non-profit organizations, in journalism and publishing, in public relations, and in teaching. Today, the great need for able

writers provides opportunities for English majors virtually everywhere, especially if they supplement the major with selected study in foreign languages, art, computer science, the natural sciences, economics, management, or psychology, to cite a few of the obvious examples. The study of literature and language, however, is broadly humanistic and not narrowly pre-professional; accordingly, the department urges its majors to pursue the traditional liberal arts as the context of their pre-professional education.

THE CURRICULUM

The Major in English: Literature consists of ten courses. These do not include ENG 130 English Composition or LTE 140 Introduction to Literature. Students should note that at least five of these courses must be at the 300–400 level. The Senior Seminar is included among the five. Students are also encouraged to complete an elective internship in addition to their required courses. Students may take a total of 14 courses designated ENG for the Literature major.

GATEWAY TO THE MAJOR (1)

ENG 220 Approaches to Reading and Interpretation

HISTORICAL PERSPECTIVE (3)

The following courses are required but need not be taken according to the sequence in which they are listed or numbered, although it is preferable to take Survey I before Survey II:

- ENG 221 Survey of British Literature I: Beginnings to the 18th Century or a Pre-1800 British literature at 300 level
- ENG 222 Survey of British Literature II: 19th Century to the Present or a Post-1800 British literature at 300 level
- ENG 223 Survey of American Literature: Beginnings to the Present or an American literature at 300 level

WRITING UNIT (1)

One 200–300 level writing course chosen from the following:

- ENG 201 Argument and Persuasion
- ENG 202 Introduction to Journalism
- ENG 203 Writing Workshop: Autobiography
- ENG 209 Creative Writing
- ENG 301 Special Topics in Writing and Mass Communication
- ENG 302 Special Topics in Journalism
- ENG 303 Magazine Writing
- ENG 304 Business and Technical Writing
- ENG 305 Writing Workshop: Fiction
- ENG 306 Writing Workshop: Poetry

- ENG 307 Writing Workshop: Drama
- ENG 308 Writing and Editing
- ENG 309 Writing Workshop: Creative Nonfiction
- ENG 310 Special Topic in Writing Workshop

MAJOR ELECTIVES (4)

At least three of the four should be literature courses. One course must address writing by historically under-represented groups, such as ENG 287 American Women of Color, ENG 379 Post-Colonial Literature, ENG 386 Native American Writing and Representation, or ENG 387 Survey of African-American Literature. These elective courses cannot double-count.

CAPSTONE SENIOR SEMINAR ENG 411–414 (1)

NOTE: These classes cannot double count for each other. These courses can be chosen from the English course offerings in literature, writing, and film. In making these choices, the student should note that of the ten courses required for the major, at least five must be at the 300–400 level. One course in classical language (GRK, LAT), one literature course in a foreign language (FRE, GER, ITA, SPA), or one comparative literature course (CLT) can be counted toward the English major; no special permission is required. An internship is recommended in the junior or senior year.

RECOMMENDED SEQUENCE OF COURSES

Freshman/Sophomore Year:

- ENG 220
- ENG 221 or Pre-1800 literature at 300 level
- ENG 222 or Post-1800 literature at 300 level
- ENG 223 or American literature at 300 level
- 200–300 level writing class

Junior/Senior Year: Four electives. At least three of the four must be literature courses, and one must be in literature written by historically under-represented groups.

Senior Year: Capstone seminar. English literature majors are encouraged but not required to complete an internship.

MAJOR IN ENGLISH LITERATURE:

ELEMENTARY EDUCATION TRACK (10)

The Elementary Track applies only to those students who are pursuing a concurrent major in Education with a licensure emphasis in Elementary (1-6). If a student withdraws from the Education major, then the option to pursue the Elementary Track in the English major no longer applies. English majors who are pursuing licensure in Middle/Secondary Education (5-8; 8-12) would still take the standard 10-course English: Literature or English.

ENGLISH EDUCATION CORE (4)

- ENG 220 Approaches to Reading and Interpretation
- ENG 263 Children's Literature

EDU 302 Teaching English Language Learners
EDU 325 Literacy Development and Instruction

Historical Perspective (2)

Students are strongly recommended to take all three courses.

- ENG 221 Survey of British Literature: Beginnings to the 18th Century
- ENG 222 Survey of British Literature: 19th Century to the Present
- ENG 223 Survey of American Literature: Beginnings to the Present

WRITING UNIT (1)

One 200-300 level writing course chosen from the following:

- ENG 201 Argument and Persuasion
- ENG 202 Introduction to Journalism
- ENG 203 Writing Workshop: Autobiography
- ENG 209 Creative Writing
- ENG 301 Special Topics in Writing and Mass Communications
- ENG 302 Special Topics in Journalism
- ENG 303 Magazine Writing
- ENG 304 Business and Technical Writing
- ENG 305 Writing Workshop: Fiction
- ENG 306 Writing Workshop: Poetry
- ENG 307 Writing Workshop: Drama
- ENG 308 Writing and Editing
- ENG 309 Creative Non-Fiction
- ENG 310 Special Topics in Writing Workshop

MAJOR ELECTIVES (2)

Two 300 level literature courses from among department offerings. Students are recommended to take both 300-level literature courses before taking the Senior Seminar.

CAPSTONE (1)

- ENG 411-414 Senior Seminar in Literature

DOUBLE MAJOR IN SECONDARY EDUCATION AND ENGLISH

The Department of English works closely with Assumption's Department of Education to prepare students for the teaching of English in secondary schools. Such students should consider a major in English and a major in secondary education. The major in English provides students with 30 hours of coursework in the field of knowledge competency required for certification by the Commonwealth of Massachusetts. Students preparing to teach English at the elementary or secondary level are strongly encouraged to meet with a member of the English Department as early in their academic experience as possible. Application for the appropriate education major must be made to Assumption's

Department of Education by the spring of the sophomore year. Students should plan their courses of study working closely with members of both the Education and English Departments.

MAJOR IN ENGLISH: CONCENTRATION IN WRITING AND MASS COMMUNICATIONS (11)

The Concentration in Writing and Mass Communications combines the traditional skills of rhetorical analysis, effective style, critical thinking, and ethical questioning with contemporary applications through oral, written, and visual communications in both traditional and new media. The goal of the program is to help students understand how language shapes our world and to use responsibly and effectively the various forms of communication that define and construct contemporary life and culture. The major thrust of the curriculum is toward a broad and thorough education in the liberal arts in a creative hybrid form that also prepares students for graduate school, law school, careers in creative and professional writing, in journalism and publishing, in public relations, in teaching, and in other areas of the growing and changing communications and media fields.

One of the main features of the curriculum is the opportunity, through the Seminar in Writing and Mass Communications, to assemble a portfolio designed to reflect each student's growth and promise. As such, the portfolio enables the student to reflect on the knowledge and skills she or he has developed in the various courses comprising the Concentration, as well as to evaluate her or his strengths and weaknesses and to address them.

Upon declaring the Concentration, students should begin collecting the raw materials for the portfolio, which may include the best paper or project from each course the student has completed in the Concentration. The finished portfolio will provide a profile of the student's skills and experience that can serve as the foundation for a professional portfolio.

REQUIRED COURSES (11)

These do not include ENG 130 English Composition or LTE 140 Introduction to Literature. Students may take a total of 14 courses designated ENG for the WMC major.

GATEWAY COURSES (3)

- ENG 201 Writing Workshop: Argument and Persuasion
- ENG 202 Introduction to Journalism
- ENG 219 Approaches to Media Analysis

ELECTIVES: LITERATURE (3)

Three literature classes, two of which must be at level 300 or higher.

CAPSTONES (2)

- ENG 415 Capstone Senior Seminar in Writing and Mass Communications
- ENG 420 Mass Communications Practicum: Internship

SPECIALITY (3)

Three courses from ONE of these Specialties

Journalism and Professional Writing

- ENG 201 Argument and Persuasion
- ENG 212 Professional and Academic Writing
- ENG 301 Special Topics in Writing and Mass Communications
- ENG 302 Special Topics in Journalism
- ENG 304 Business and Technical Writing
- ENG 308 Writing and Editing
- ENG 309 Writing Workshop: Creative Nonfiction

Creative Writing

- ENG 203 Writing Workshop: Autobiography
- ENG 209 Creative Writing
- ENG 305 Writing Workshop: Fiction
- ENG 306 Writing Workshop: Poetry
- ENG 307 Writing Workshop: Drama
- ENG 309 Writing Workshop: Creative Nonfiction
- ENG 310 Special Topics in Writing Workshop

Media Studies and Production

- ENG 211 Speech
- ENG 217 Introduction to Film Studies
- ENG 237 Film and Literature
- ENG 293 Special Topics in Film and Literature
- ENG 301 Special Topics in Writing and

Mass Communications

- ENG 396 American Film
- ARD 115 Graphic Design I
- ARD 215 Graphic Design II
- ARD 175 Introduction to Digital Photography
- CSC 181

Electronic Communication and Multimedia

- THA 387 Acting
- TVP 290 Video Communications Skills
- TVP 295 Video Production I
- TVP 390 Video Production II
- TVP 395 Special Topics in Video Production

Note: At least five courses in the major must be either 300 or 400 level. Students also have the option to design their own specialization, in consultation with their advisor and with the approval of the Chair. In addition, if for some reason courses for a particular specialization are not available, students may, in consultation with their advisor and approval of the Chair, make appropriate substitutions.

RECOMMENDED SEQUENCE OF COURSES

Freshman/Sophomore Year

- ENG 201
- ENG 202
- ENG 219
- 200–300 level writing class
- 200-300 level class in area of specialization
- 200-300 level class in literature

Junior/Senior Year: two 300-400 level literature electives and two courses in area of specialization.

Senior Year: ENG 415 Capstone Seminar and ENG 420 Internship

Students are expected to complete their internship during their Junior or Senior year. Students who intend to complete an off-campus internship or a study abroad internship must meet the 2.8 minimal GPA requirement established by the college. Students who do not meet that requirement will complete an academic project or course under the supervision of the Practicum instructor and will participate in the Practicum seminar. Internship material may be found on the English Department webpage. Students are strongly encouraged to take CSC 181 and ARD 115 as part of their major and to consider a minor in subjects that could contribute to their careers as writers, including graphic design, a modern language, marketing, sociology, and history.

MINOR IN ENGLISH: LITERATURE (6)

The minor consists of 18 credits (six courses) in English. These do not include ENG 130 English Composition or LTE 140 Introduction to Literature. At least three of these courses must be in literature; at least one must be a writing course at the 200-level or above. The student who intends to apply for an English Minor is urged to seek the advice of a faculty member in the department in order to design a program that is best suited to the student's interests and professional goals.

MINOR IN ENGLISH: WRITING (6)

A student majoring in a field other than English may elect to minor in Writing. Six writing courses in addition to English 130 are required for the minor; two of these may include Writing Emphasis courses in literature and LIN 221 Sociolinguistics. Students interested in the Writing Minor are encouraged to seek the counsel of a member of the English Department.

A NOTE ON PRE-LAW The American Bar Association confirms that majors and minors across the curriculum, combined with a strong liberal education, provide excellent preparation for law school. Assumption's Pre-Law Program provides personalized advising, co-curricular activities, and development opportunities for all students considering law school. See the "Pre-Law" section under "Pre-Professional Programs of Study." Above all, students considering law school should choose a major that interests them, pursue academic excellence in that field, and contact the pre-law

advising coordinator, Prof. Carl Keyes, Department of History, ckeyes@assumption.edu or 508 767-7324.

COURSE DESCRIPTIONS

ENGLISH (ENG)

ENG 130 ENGLISH COMPOSITION

This writing course emphasizes planning, composing, and revising. Specifically, the course deals with strategies for generating ideas, recognizing audience, clarifying purpose, focusing on a perspective, and choosing effective arrangements of ideas. Techniques of revision, which are central to the course, focus on appropriateness of language and effectiveness of development, as well as on editing. Counts in the Core Curriculum as a Core Seminar, to be taken in the same year as LTE140, in either order. (Fall/Spring)

Staff/Three credits

LTE 140 INTRODUCTION TO LITERATURE

This course is designed to acquaint the students with the form and structure of various genres of literature. Readings are mainly drawn from English and American literature. Class discussion and writing assignments will make use of such critical concepts as point of view, imagery, and tone. Counts in the Core Curriculum as a Core Seminar, to be taken in the same year as ENG130, in either order. (Fall/Spring)

Staff/Three credits

ENG 201 ARGUMENT AND PERSUASION

Words matter. Of course, so do images and ideas, which can be expressed linguistically but also stylistically in terms of both the form and the function of a persuasive piece of communication. This course will therefore take up the rhetorical force of words (not to mention images and ideas) by first considering “rhetoric” itself not as a pejorative label but rather as a source of communicative power. Students will engage the uses (and abuses) of words and phrases, categories of language choices, varieties of verbal techniques, figures of argument, and more, all with the learning objective of developing a strong sense of rhetorical style. Emphasis will be on written argument, with some attention to reading, listening, and speaking. Consequently, you will analyze and then produce communications like micro-analysis papers, letters to editors, op-eds, and congressional testimonies. Students will then have the option to create an artful piece of persuasion for a final project in the form of an advertisement, a public service announcement, a podcast episode, or some other mode of public argumentation. Prerequisite: ENG130. (Fall/Spring)

Land/Gilbert/Three credits

ENG 202 INTRODUCTION TO JOURNALISM

Students will explore important issues in print and broadcast journalism as well as in the writing techniques used in each medium. Students will study reportorial styles,

newsgathering, research and interviewing skills, and put each into practice through regular submissions to the College newspaper, *Le Provocateur*. This course includes a combination of academic classroom learning and experiential learning in the community. Prerequisite: ENG 130 and any Introduction to Literature. (Fall/Spring) Is often offered as a Community Service Learning (CSL) course.

Staff, Land/Three credits

ENG 203 AUTOBIOGRAPHY

This course is intended to help students gain the ability to analyze and appreciate autobiographical writing and to produce powerful autobiographical writing of their own. Students will develop the ability to construct a close reading of an autobiographical text based on an analysis of such elements as imagery, dialogue, voice, and structure; and the ability to write an autobiographical story characterized by a powerful voice, imagery, narrative, structure, and meaning. Prerequisite: ENG130 and any Introduction to Literature. (Fall)

Knoles/Three credits

ENG 209 CREATIVE WRITING

In this course, students will study the techniques used by published poets and fiction writers and will learn to employ some of these techniques by writing original poetry and fiction. We will also learn the critical language for discussing these genres in a more precise and meaningful way, and will have ample opportunity to develop our understanding of the formal characteristics of poems and stories by both published and student writers. Prerequisite: ENG 130 and any Introduction to Literature. (Fall)

Hodgen, Thoreen/Three credits

ENG 211 SPEECH

This is a course in the fundamentals of public speaking. Emphasis is on content and delivery of the most common types of short speeches, such as introducing a speaker, presenting information, persuading an audience, and demonstrating a technique or process, as well as impromptu speaking. Detailed evaluation, videotapes, and conferences will be used to encourage the process of improvement. (Fall/Spring)

Staff, Knoles/Three credits

ENG 217 INTRODUCTION TO FILM

This course introduces the concepts and technical vocabulary central to filmmaking and film criticism, allowing students to discuss films with greater awareness and precision, both in conversation and in writing. One emphasis will be on form and narrative: the structure and composition of the frame, of the sequence, of the scene, of the story. Always we will ask, “How are stories told in film?” That is, how does what *is* shown prompt viewers to draw inferences about what is *not* shown? Other emphases include point of view, cinematography, editing, and sound. Likely films for study

include *The Gold Rush*, *Casablanca*, *To Catch a Thief*, *Chinatown*, *The Sting*, *Pulp Fiction*, *Chaplin*, *Slumdog Millionaire*, and *The Road Within*. (Fall)

Thoreen/Three credits

ENG 219 APPROACHES TO MEDIA ANALYSIS

Designed to give students the means and opportunities to understand and analyze types and functions of mass media, this is a course in media literacy. Students will critically examine the evolution of mass media through active participation in discussing, reading, viewing, and writing theory and practical application of issues, such as media and ethics, politics and media, and ways in which we are informed, entertained, persuaded, and manipulated by means of media. This course will link weekly writing tasks to a research project and presentation. Prerequisite: ENG 130. (Fall/Spring)

Ady, Gilbert/Three credits

ENG 220 APPROACHES TO READING AND INTERPRETATION

This writing emphasis course considers fundamental issues of textual interpretation, primarily but not exclusively in the print media. Representative readings, limited in number, will be chosen from a variety of genres and historical periods. In addition to adopting a critical vocabulary that will assist close reading of texts, the course also introduces the student to various interpretive strategies: formalist, historical, reader-response, structuralist, and deconstructionist, among others. Required for all English Majors. Prerequisite: Complete ENG 130 and any Introduction to Literature. (Fall/Spring)

Beyers, Shields/Three credits

ENG 221 SURVEY OF BRITISH LITERATURE I: BEGINNINGS TO THE 18TH CENTURY

This course provides a broad overview of English literature from the Middle Ages to the late eighteenth century. We will read a variety of texts, construct historical and cultural contexts, debate issues of periodization and canonization, and consider questions of genre and innovation. Prerequisite: Complete ENG 130 and any Introduction to Literature. (Fall)

Ramsey, Carella /Three credits

ENG 222 SURVEY OF BRITISH LITERATURE II: 19TH CENTURY TO THE PRESENT

In this course we will survey major writers of the Neoclassic, Romantic, Modernist, and Contemporary eras, probing the ways in which their world views were conditioned by their times, examining the formal elements that enhanced their art, and coming to terms with how their works challenge us as readers. Prerequisite: Complete ENG 130 and any Introduction to Literature. (Spring)

Lang, DiDomenico/Three credits

ENG 223 SURVEY OF AMERICAN LITERATURE: BEGINNINGS TO THE PRESENT

Participants in this course will read, discuss, and write about American literature from the 17th century to the present day. The focus of the course will be on literature as a form of rhetoric, that is, how literature contributes to the debate of key issues in American life. Writing assignments will invite students to explore the methods used by texts to persuade readers to accept a point of view and the ways in which texts connect to one another to create a national "conversation." (Fall/Spring) Prerequisite: Complete ENG 130 and any Introduction to Literature. (Fall)

Beyers, Drew/Three credits

ENG/SOC 225 LITERATURE OF SOCIAL RESPONSIBILITY

An interdisciplinary course that offers students a combination of academic classroom learning and experiential learning in the community. Students will read contemporary American fiction and sociological monographs and cultural analysis, using these ideas to think critically about political, economic, and social issues in the community. Same as SOC 225. (Spring)

Land, Staff/Three credits

ENG 226 MAJOR AMERICAN WRITERS

Through selected works of Nathanael West, Flannery O'Connor, Kate Chopin, Willa Cather, Eudora Welty, F. Scott Fitzgerald, Ernest Hemingway, J. D. Salinger, and several of the major American poets of the late 19th and 20th centuries, we will explore the connections between art and our changing culture, and the consequences of dreams, disillusionment, and the potential for discovery. Prerequisite: Complete ENG 130. (Spring)

Hodgen/Three credits

ENG 233 MODERN SHORT STORY

In *The Lonely Voice*, Frank O'Connor writes that the short story is the literary form best suited to dealing with "submerged population groups." We will go deep-sea diving in this course, encountering a wide variety of tramps, vamps, dreamers, drug-abusers, lovers, master manipulators, lonely idealists, and losers. Prerequisite: ENG 130 and Literature 140. (Spring)

DiDomenico, Thoreen/Three credits

ENG 235 INTRODUCTION TO THEATRE

This course provides a survey of Western drama and theories of performance. Students will become familiar with significant playwrights and plays from the Greek, medieval, Renaissance, modern, and contemporary time periods. The course will explore a number of important movements and trends, such as morality plays, Elizabethan tragedy, realism, and the "Theatre of the Absurd." Readings will include works by Sophocles, Shakespeare, Henrik Ibsen, Samuel Beckett, and David Mamet, among others. Students

will also read and discuss Theoretical writings by Aristotle, T. S. Eliot, Artaud, and Brecht. (Spring)
Shields/*Three credits*

ENG 237 FILM AND LITERATURE

This course will explore the rich tradition of film adaptations of literary texts, focusing on the exciting changes that occur when artists produce their own cinematic translations and interpretations of important literature. Students will develop their abilities to analyze texts and film productions with pleasure and critical insight and learn a critical vocabulary for this analysis. We will examine the effects of genre and medium on the adaptive process, and investigate how film adaptations contain cultural responses to literature and deploy literary texts to respond to culture.
DiDomenico/*Three credits*

ENG 240 GOTHIC LITERATURE

A forerunner of Romanticism, Gothic fiction influenced the development of several types of popular fiction, including horror and ghost stories, the uncanny or weird adventure tale, the detective story, fantasy and science fiction, the sensation novel, magazine serials, and graphic novels. Women writers, marginalized by the mainstream press, found success writing for the magazine trade in the 19th century. Readings will include *Frankenstein*, *Dracula*, *The Strange Case of Dr. Jekyll and Mr. Hyde*, and representative ghost and horror stories and films. Prerequisite: ENG130.
Dibiasio/*Three credits*

ENG 261R THE GRAND TOUR

This course explores the literary, cultural, social, and architectural impact of Rome and other sites in Italy that comprised the Grand Tour from the sixteenth century to the present: the culmination of a classical education for British and, by the nineteenth century, American students. Readings and films will include selections from current Italian news media and film; and from travellers' journals, essays, literature, and popular media from 1650-2017. Texts include Suetonius, *The Twelve Caesars*; Patricia Highsmith's *The Talented Mr. Ripley*; Robert Graves's *I, Claudius*; selections from Mark Twain's *Innocents Abroad*; and Henry James's *Daisy Miller*. Prerequisite: ENG130 (Fall and Spring, Rome Campus)
Dibiasio/*Three Credits*

ENG 263 CHILDREN'S LITERATURE

This course provides a general overview of the field of children's literature. Students read representative classic and contemporary works of children's literature from a variety of genres, including fairy and folk tales, modern fantasy, realism, and nonfiction. They evaluate text and illustration, as well as address current issues in the field. Further, through disciplined examination of the history and tradition of children's literature, students develop an appreciation for children's books and those who create

them. Prerequisites: ENG 130 and any Introduction to Literature. (Fall/Spring)
Kielbasa/*Three credits*

ENG 265 INTRODUCTION TO PEACE STUDIES

An interdisciplinary introduction to the study of peace and war and of various approaches to resolving conflict in diverse settings. Students will examine classic texts on the subject of peace and case studies of particular conflicts involving political negotiation, violent or nonviolent direct action. The purpose of the course is to help students analyze conflict and apply approaches and perspectives from the past and the present that attempt to resolve them. Same as HIS 265, SRS 265, THE 265. (Spring)
Ady, Kisatsky/*Three credits*

Eng 285 WOMEN'S STUDIES I: IMAGES

This course is an introduction to the study of women. The course develops a coherent, integrated view of women and their roles; emphasizes the full range of contributions of and the limited opportunities for women; examines and appraises the experiences of women; and critically examines the thinking about women at various times and from various perspectives. The basic approach is interdisciplinary and the concentration of the course is on women in North America from the 19th century to the present. For classes prior to 2020, this course satisfies the humanities requirement in the Core Curriculum. Also offered under the following designations: CLT, HIS, PSY, SOC, and WMS. (Fall)
Keyes/*Three credits*

ENG 287 LITERATURE BY AMERICAN WOMEN OF COLOR

We will ask whether people from different racial and ethnic groups and genders see the world differently, and if so, how those perspectives might be expressed in literature. What experiences and perspectives unite us human beings, and as Americans, across racial and gender and religious lines? And can seeing through the eyes of another help us to understand ourselves more fully? We will read novels, short stories, essays, and poems by American women from a variety of ethnic and racial backgrounds: Native-American, African-American, Latina-American, and Indian-American, and explore what these writers tell us about what it means to be American a person of color, and a woman. (Spring)
Drew/*Three credits*

ENG 302 SPECIAL TOPICS IN JOURNALISM: SPORTS WRITING I

This course will prepare students to understand the importance of sports writing in journalism, gain a working vocabulary, analyze and write about a variety of sports, learn to meet deadlines, attend and cover sports events in central Massachusetts. Pre-requisites: ENG 130 and ENG 202 or permission of the Department Chair. (Spring)
Nordman/*Three credits*

ENG 304 BUSINESS AND TECHNICAL WRITING

The course helps students learn techniques for composing various types of on-the-job writing tasks: memos, reports, letters, and proposals. It emphasizes clarity and functionality of language, and the need to suit format, style, and content to the purposes of the audience. It provides students opportunities for collaborative writing and for discussion of the ethical dimensions of writing on the job. Students are encouraged to learn the use of various technological tools for writing and research. Prerequisite: ENG 130. (Fall/Spring)
Staff, DiDomenico, Grochowalski/*Three credits*

ENG 306 WRITING WORKSHOP: POETRY

Ideally suited for, but by no means limited to, students who have completed ENG209 Creative Writing, this course will extend the discussion of craft begun there. Our discussions will be informed by reading the work of established poets, but we will focus most insistently on the poems produced by members of the workshop. Through a variety of exercises, writers in this course will develop greater technical proficiency with image, metaphor, musical devices, grammar, enjambment, and metrical forms. Prerequisite: ENG 130. (Spring)
Hodgen/*Three credits*

ENG 308 WRITING AND EDITING

This is a workshop course where students will learn a variety of editing techniques through a series of individual and group assignments. Through exercises in critical reading, writing, and editing, the course provides opportunities for increased facility with the writing process. Prerequisite: ENG130. (Spring)
Carella, Drew/*Three credits*

ENG 309 WRITING WORKSHOP: CREATIVE NONFICTION

In this course students will read and write essays in various forms of creative nonfiction: the personal essay, nature writing, and travel writing. The course will focus especially on the personal essay, in which writers draw upon and narrate elements of their history or experience to address broader social, political, or philosophical themes. For their major project of the course, students will produce a substantial personal essay on a subject of their choosing. This course should hold special interest for students who are thinking seriously about careers in writing, since it will allow them to stretch and test their skills in multiple forms of nonfiction writing. Prerequisite: Complete ENG 130 and any Introduction to Literature. (Spring)
Staff/Land/*Three credits*

ENG 311 BROADCAST JOURNALISM

This course will prepare you for your first job in radio or television. You will learn the mechanics of developing, producing, writing, shooting, editing, and presenting a story for broadcast, and you will gain experience in front of and

behind the camera/microphone. This course will be run like a professional newsroom in which you will work under deadline and pursue your passion, whether that's sports reporting, talk radio, or investigative documentaries. Students will get experience in front of the camera and behind it. Students will write and produce at least three radio segments and three television segments, culminating in a documentary short on a topic of their choosing. Learn basic technical skills shooting and editing; lectures we also will go into the field and learn the basics of shooting television news and field reporting. Prerequisites: ENG 130, ENG 202, and TVP 295 or permission of instructor. (Fall)
Lacombe/*Three credits*

ENG 320 MEDIEVAL LITERATURE

This course will provide an introduction to medieval English literature, language, and culture between the years 600 and 1500. While our primary focus will be on texts written in English, we will also read (in translation) selections from the other major literatures that flourished in Britain during this period, including Irish, Welsh, Norse, French, and Latin. We will examine a variety of genres ranging from heroes' tales, sagas, and lyric poetry to saints' lives, and medical/scientific treatises. Major themes will include multicultural influences on English literature during the Middle Ages and the evolving conceptualization of the medieval hero. (Fall)
Carella/Staff/*Three credits*

ENG 325 CHAUCER

A study of *The Canterbury Tales* with emphasis on Chaucer's development as a narrative poet. Prerequisites: ENG130 and any Introduction to Literature. (Fall)
Carella/*Three credits*

ENG 352 THE EIGHTEENTH CENTURY NOVEL

This course examines the rise of the novel in Britain during the seventeenth and eighteenth centuries. We will discuss different definitions of the novel as a genre and explore why it became the most popular form of writing in Britain. We will read works by writers who are credited with inventing the novel, such as Aphra Behn, Samuel Richardson, and Daniel Defoe. We will also read works by Frances Burney, Sarah Scott, and Eliza Haywood because women writers made the novel popular and published more novels than their male colleagues. Prerequisites: ENG130 and any Introduction to Literature. (Spring)
Ramsey/*Three credits*

ENG 360 ROMANTICISM

A survey of major writers in the Romantic tradition, with primary emphasis upon English fiction and poetry. English authors include William Blake, William Wordsworth, Samuel Taylor Coleridge, Percy Shelley, George Gordon, Lord Byron, and John Keats. The class will also spend some time differentiating between Romanticism and the literary

periods that precede and follow it: neoclassicism and realism. (Fall)

Ady/*Three credits*

ENG 371 THE TWENTIES

The shock of World War I and new developments in science, psychology, politics, philosophy, and art helped produce some of the most significant writers of the twentieth century. In this course, we will look at key texts from Woolf, Yeats, Lawrence, Eliot, and Pirandello, all representative of the High Modern period. (Spring)

Beyers/*Three credits*

ENG 384 TWENTIETH CENTURY AMERICAN DRAMA

This course is designed to introduce students to significant American playwrights of the 20th century. Students will become familiar with the predominant themes and motifs of American drama, including issues of race, gender, sexuality, and capitalism. One of the central questions will concern how various playwrights such as Arthur Miller, Lorraine Hansberry, and Amiri Baraka approach the promises and possibilities of the "American Dream." Prerequisites: ENG130 and any Introduction to Literature.

Shields/*Three credits*

ENG/WMS 385 WOMEN OF THE WORLD

This course uses the personal stories of women around the world as a lens into current global issues. Each week participants read accounts of women's lives in regions outside of the United States, along with readable texts that provide historical and contemporary background for personal experiences. Students encounter the powerful and the powerless; the rich and the poor; the courageous and the meek; and in learning their stories, also learn something about the world that they inhabit, and that we inhabit along with them. In this global age in which we live, what happens at the individual and the local level is intricately connected with what is happening around the world, including in our own homes and communities. In experiencing a "world of women," we learn about the human struggles that unite and divide people across cultures in the modern world. For the Class of 2020 and all subsequent classes, this course fulfills the Global Awareness requirement in the Core. (Spring)

Keyes/*Three credits*

ENG 387 SURVEY OF AFRICAN-AMERICAN LITERATURE

This course introduces and explores the vibrant and entertaining work of African-American authors throughout American literature. The authors to be surveyed are always creative, often filled with the fervor of revolutionary passions, and always important. Prerequisite: ENG 130 and any Introduction to Literature. (Fall)

Drew/*Three credits*

ENG 390 ART OF THE NOVEL: THE BRONTES

In this course we will read several novels by the Bronte sisters, Charlotte, Emily, and Ann, dating from the 19th century when the novel developed much of what we now take to be essential in its form and content. We will discuss questions specific to the Bronte sisters' novels, and the culture those novels reflect. Works include *The Tenant of Wildfell Hall*, *Jane Eyre*, among others. Prerequisites: ENG130 and any Introduction to Literature. (Fall)

Ramsey/*Three credits*

ENG 391 LITERARY THEORY

What is literature? How should one interpret a literary text? Is literature a kind of philosophy? This course provides a venue for students to discuss these and other questions. The course pays special attention to the usefulness of literary theory and its place and validity in the academy. Students will read works by a number of prominent literary and cultural theorists, such as Sigmund Freud, Jacques Derrida, Harold Bloom, Gilles Deleuze, Judith Butler, and Slavoj Zizek. Prerequisite: ENG 130 and any Introduction to Literature. (Spring)

Shields/*Three credits*

ENG 396 AMERICAN FILM SINCE 1940

What is American film? For many, it is synonymous with the Hollywood studio production system that operated between the 1920s and the 1960s: the art and business of financing, creating, and marketing films that, whether they were star vehicles like Greta Garbo's *Flesh and the Devil* (1927); film noir genre definers such as *Double Indemnity* (1944); Hitchcock's elegant suspense films like *North by Northwest* (1954); Billy Wilder's anarchic comedy *Some Like It Hot* (1959); or the ensemble musicals of MGM's golden years, heralded by *The Wizard of Oz* (1939), all shared a distinctive look and style that is still recognized and copied by a global cinematic community. Successful films today may take years and well over \$100 million to make, or can be filmed on home video equipment, edited on a laptop, and produced for under \$100,000, like *Paranormal Activity* (2010). Every commercial film made today owes something to those early studio years in American film. This course introduces students to the analysis and history of American film in the age of the studio system and will also contrast that system with three films from the past decade. Students will screen twelve films, compile a DVD research archive, and read several screen plays in addition to a film text. Netflix, Amazon Prime, or other streaming service required. Prerequisite: ENG130. (Spring)

Dibiasio/*Three Credits*

ENG 399 INDEPENDENT STUDY

Open to highly qualified juniors and seniors with the recommendation of an English Department faculty member who will design and supervise the study. Permission of the Department Chairperson is required.

Staff/Three credits

ENG 410 WORKSHOP IN THE TEACHING OF ENGLISH

Students interested in teaching English who have done exceptionally well in English courses may work as assistants in the teaching and learning activities of the "Gateway Course" to the English Major, ENG 220 Approaches to Reading and Interpretation. Open only to juniors and seniors with the approval of the Department Chairperson. (Fall/Spring)

Staff/Three credits

ENG 413/414 ENGLISH LITERATURE SENIOR CAPSTONE SEMINAR

This seminar is the capstone course for all English Literature majors. The course focuses on a different topic each semester and includes a significant research project. English Literature majors who plan to student teach should take the course numbered ENG 413 in the Fall of their senior year; all other English Literature majors should take the ENG 414 seminar. Prerequisites: ENG 130 and any Introduction to Literature. (Fall/Spring)

Staff/Three credits

ENG 415 SEMINAR IN WRITING AND MASS COMMUNICATIONS (CSL)

The goal of this course is to assist you in making the transition from life as a student of communications to life as a communications professional. Over the course of the semester, students will work with other members of the class to 1) interview professionals from a variety of communications fields, 2) assess professionally produced advertisements, brochures, websites, and e-portfolios, 3) master the use of software and hardware used by communications professionals, and 4) complete a series of projects based on professional models. Collaborating with a team, students will design and produce an advertisement, a brochure, and a website for outside clients. At the completion of each project each student will submit an assessment evaluating the process, the product, the team, and his or her own performance. For a final project, each student will design and produce an e-portfolio for prospective employers showcasing his or her accomplishments in this and other courses. Prerequisites: ENG 130, ENG 202, and any Introduction to Literature. (Fall) fiction, sports reporting, and others based on what students want to create.

Land/Three credits

ENG 420 MASS COMMUNICATIONS PRACTICUM

The Practicum consists of a seminar and an internship, taken in the same semester. The seminar provides interns with opportunities to reflect on the internship experience and to examine issues of the field of Communications relevant to that experience. The purpose of the Internship that goes with the Practicum course is to provide Communications majors with practical, hands-on experience in the field. A list of sites for internships is available at the Career Development and Internship Center in Alumni Hall, and in the English Department Office. Students must complete ENG 130, an application form (available also at the English Department Office), and set up an interview with the Department Chairperson before the deadlines set for Fall and Spring. NOTE: Internships and the Practicum course are to be taken the same semester. Requirement for taking the Practicum and Internship: 2.8 minimum GPA in the major. Those who do not fulfill this requirement must consult the Department Chairperson. (Fall, Spring)

Land, Didomenico/Three credits

TVP 295 VIDEO PRODUCTION I

Video Production I will introduce students to the basics of field and studio video production through demonstrations, in-class exercises and assignments. Emphasis will be placed on creative storytelling using camerawork, lighting, sound recording and non-linear editing techniques. We will be using HD field and studio video cameras and the latest professional Avid editing systems. Students will share the roles and responsibilities of a professional television production team, on location and using the studio facilities in the Assumption College Media Center. (Fall, Spring)

Burke, Three credits

TVP 390 VIDEO PRODUCTION II

Video Production II will build on skills acquired in Video Production I so students can produce their own high end video productions. We will create story ideas, storyboards, and develop pre-production approaches to ensure an engaging presentation. We will learn advanced camera, lighting and audio techniques as well as more elaborate editing. Projects will include documentaries, narrative

Prerequisite: TVP 295 Video Production I (Spring)

Hoover/Three credits

Department of History

Professors: Leslie Choquette, John McClymer; *Associate Professors:* Stuart Borsch, Mark Christensen, Carl Keyes, Irina Mukhina (Chairperson), Deborah Kisatsky, Lance Lazar, Thomas Wheatland; *Assistant Professors:* Winston Black; *Lecturers:* David Cohen; Barry Knowlton.

MISSION STATEMENT

Students of history embark on disciplined journeys through the past. Through coursework in an array of subjects, students encounter diverse civilizations and cultures. They practice the historical method of interpreting human thought and action in varied contexts, and they improve

their reading, writing, and oral communication skills. By developing historical empathy and learning to articulate informed judgments about the past, students acquire a more astute perspective on the present and future. They may be inspired to contemplate their own engagement with the wider world and to contribute more purposefully to the betterment of human society. The History Department's mission of fostering historical and self-awareness serves the College's mission of forming graduates known for critical intelligence, thoughtful citizenship, and compassionate service.

MAJOR IN HISTORY

A major in History provides students with the opportunity to understand life in the present by exploring the rich and varied experiences of people who lived in the past. It trains the mind to think both abstractly and concretely, using analytic skills required for balanced reflection. It also provides excellent training in the interpretation of evidence and contributes to the development of strong reading and writing skills.

Majors are prepared to pursue careers in any field that draws upon the strong analytic and communication skills, deepened perspective, and breadth of vision that come from the study of the past. Many Assumption History majors go on to enjoy successful careers in business, journalism, law, education, and public service.

Required Courses (11)

- HIS400 Research Methods. Introduces the skills, theories, and methods of historical scholarship to acquaint students with the historian's craft and to prepare majors for the research seminar. HIS 400 is a prerequisite for the pro-seminar / seminar couplet.
- HIS 401 History Pro-Seminar. Provides background and context for the seminar topic. The pro-seminar is taken in the same semester as the seminar, usually during the junior or senior year.
- HIS 402 WE History Seminar. Is taken in conjunction with a linked pro-seminar, HIS 401.
- Eight additional HIS courses, six of which must be at the 200 level or above, with a minimum of one from each of the three groups below. Students are permitted to count no more than two 100-level courses towards the major.

Group I European History

HIS 202	Ancient Rome
HIS 208	Early Medieval Europe
HIS 209	Late Medieval Europe
HIS 230	Renaissance Europe
HIS 231	European Reformations
HIS 235	France since 1789
HIS 241	Russia: Pre-Revolutionary Period

HIS 242	Russia since 1917
HIS 272	Germany since 1890
HIS 306	Rise and Decline of European Primacy
HIS 310	Diplomatic History of Europe in the 20 th Century
HIS 312	Women in Europe
HIS 332	Baroque Europe, 1600-1789
HIS 337	Christian Mystics
HIS 338	Classics of Spiritual Direction
HIS340	Hitler's Vienna

Group II North American History

HIS 257	History of Canada
HIS 258	Colonial America
HIS 267	American Foreign Relations since 1776
HIS 285	Women's Studies I: Images
HIS 313	Women and the American Experience
HIS 359	Revolutionary America, 1763-1815
HIS 362	Civil War and Reconstruction in the United States
HIS 363	Vietnam War
HIS 366	Vocations in Public History
HIS 368	Cold War
HIS 370	Immigration and American History since 1815

Group III World History

HIS 250	Colonial Latin America
HIS 251	Latin America since 1821
HIS 252	Religion in Colonial Latin America
HIS 254	North American Indian
HIS 255	From Contact to Casinos: Interactions with Indians in North America
HIS 265	Peace Studies
HIS 282	Japan since 1868
HIS 283	Modern China: War and Revolution
HIS 290	Islamic Middle East I (to 1800)
HIS 291	Islamic Middle East II (since 1800)
HIS 393	From Jesus to Muhammad: The Near East in Transition
WMS	385 Women of the World

Other recommendations

While History majors may take up to 14 courses in History, they are urged to take courses in related disciplines, such as Latin American Studies, Women's Studies, Peace and Conflict Studies, Political Science, Anthropology, Sociology, Economics, Geography, Literature, Philosophy, and Theology, in order to broaden their liberal arts backgrounds. Students intending to pursue graduate work should note that a reading knowledge of French, German, Spanish, or other foreign languages is often required of doctoral candidates and in some cases of master's candidates.

Internships for credit are available for History majors.

The interdisciplinary American Studies Seminar of the American Antiquarian Society and five Worcester colleges is available on a competitive basis to outstanding Assumption students from across the disciplines every fall. This seminar fulfills the methods requirement for History majors and minors.

MINOR IN HISTORY

Required Courses (6)

- HIS 400: Historical Methods

(Minors in History may choose the option of taking the seminar/pro-seminar pairing or of enrolling in the American Studies Seminar of the American Antiquarian Society rather than taking the methods course. They should note that enrolling in the HIS 402 WE seminar entails taking its corresponding pro-seminar as well.)

- At least one course from Group I (above).
- At least one course from Group II (above).
- At least one course from Group III (above).
- Two other courses from Departmental offerings

DOUBLE MAJOR IN HISTORY AND ELEMENTARY EDUCATION

For students interested in becoming history teachers at the elementary school level, Assumption College offers a special track towards a double major in History and Education. The Education Track in History consists of two core courses in World History (History 114 and 115); one core course in US History (History 180 or 181); one Group I (European) course at the 200 level or higher; one Group III (World) course at the 200 level or higher; History 400 (Historical Methods); EDU 323 (History and Social Science in the Elementary Curriculum); and three additional History electives at the 200 level or above. Students who are interested in pursuing this opportunity should meet with the Education Program Coordinator by their second semester to acquire information about applying to the Education Major.

DOUBLE MAJOR IN HISTORY AND MIDDLE/SECONDARY EDUCATION

For students interested in becoming history teachers at the middle or high school level, Assumption College offers a state-approved teacher preparation program for history in grades 5–8 or 8–12. Such students should major in History with a major in Middle (grades 5–8) or Secondary (grades 8–12) Education. Students who are interested in obtaining a teaching license in history should meet with the Education Program Coordinator by their second semester to acquire information about applying to the Education Major.

A NOTE ON PRE-LAW The American Bar Association confirms that majors and minors across the curriculum, combined with a strong liberal education, provide excellent preparation for law school. Assumption's Pre-Law Program provides personalized advising, co-curricular activities, and development opportunities for all students considering law school. See the "Pre-Law" section under "Pre-Professional Programs of Study." Above all, students considering law school should choose a major that interests them, pursue academic excellence in that field, and contact the pre-law advising coordinator, Prof. Carl Keyes, Department of History, ckeyes@assumption.edu or 508 767-7324.

COURSE DESCRIPTIONS

HISTORY (HIS)

HIS 114 WEST AND THE WORLD I

This course explores important episodes and trends in the history of Europe, Asia, Africa, and the Americas from ancient times until the late eighteenth century. Participants study the origins and worldwide expansion of Christianity, the dramatic transformation of Western European societies during the Renaissance and after, and the collision and convergence of European, American, Asian, and African civilizations across the centuries. The course emphasizes the written analysis of primary and secondary documents. For all classes prior to 2020, this course fulfills the Core requirement in History and Humanities. For the class of 2020 and all subsequent classes, this course fulfills the Core requirement in Person and Society as a first or second history, and the Core requirement in Culture and Expression as a Global Awareness course.

Staff/Three credits

HIS 115 WEST AND THE WORLD II

This course explores the expansion of political participation in Europe from the Atlantic Revolutions of the late eighteenth and early nineteenth centuries to the present. Students study the commercial revolution in Europe and North America as well as other areas of the world. They examine the experiences of societies in Asia, Africa, and the Americas as global capitalism emerged and European and North American colonial empires expanded. The course also treats the two World Wars of the twentieth century and the emergence of powerful challenges to liberal democracy worldwide, including communism, fascism, and anti-colonial nationalism. It concludes with the study of particular episodes and trends in world history after 1945. At the instructor's discretion, these might include the Cold War, emergence of the United States as a superpower, the rise of mass consumer societies, decolonization, changes in gender and family relations, 9/11, the wars in Iraq and

Afghanistan, and other themes. The course emphasizes the written analysis of primary and secondary documents. For all classes prior to 2020, this course fulfills the Core requirement in History and Humanities. For the class of 2020 and all subsequent classes, this course fulfills the Core requirement in Person and Society as a first or second history, and the Core requirement in Culture and Expression as a Global Awareness course. HIS114 is not a prerequisite.
Staff/Three credits

HIS 116 WESTERN CIVILIZATION I

This Honors course explores human ideas and experiences that have shaped the Western World from ancient times through the Middle Ages. The ages of classical Greece and Rome, the rise of Christianity, the emergence of medieval culture and thought, the slow evolution of national identities, and myriad political, religious, and social conflicts of the pre-modern eras are explored. The course emphasizes written analysis of primary and secondary sources. For all classes prior to 2020, it fulfills the Core requirement in History and Humanities. For the Class of 2020 and all subsequent classes, it fulfills the Core requirement in Person and Society as a first or second history course.

Staff/Three credits

HIS 117 WESTERN CIVILIZATION II

This course studies the rise of the modern state, the rise of scientific inquiry and modern science, the course and implications of industrialization, and the role of ideology as an agent of politics, revolution, and war. The course emphasizes written analysis of primary and secondary sources. For all classes prior to 2020, it fulfills the Core requirement in History and Humanities. For the Class of 2020 and all subsequent classes, it fulfills the Core requirement in Person and Society as a first or second history course. History 116 is not a prerequisite.

Staff/Three credits

HIS 180 UNITED STATES TO 1877

The first semester of this two-semester survey of American history begins with a study of indigenous peoples. It then examines the colonial encounters among European settlers, aboriginal inhabitants, and Africans; the growth of the English colonies in the context of the Atlantic World; tensions between the colonies and England culminating in the Revolution; the emergence of the first American republic, 1783–1844; sectional rivalries and westward expansion; the collapse of the “second party system” (Democrats v. Whigs); Civil War and Reconstruction. The course emphasizes written analysis of primary and secondary sources. For all classes prior to 2020, it fulfills the Core requirement in History and Humanities. For the Class of 2020 and all subsequent classes, it fulfills the Core requirement in Person and Society as a first or second history course.

Staff/Three credits

HIS 181 UNITED STATES SINCE 1877

The second semester of this two-semester survey of American history briefly reprises the story of the Civil War and Reconstruction, then focuses upon the rise of an urban, industrial, ethnically diverse America in the years before the Great Depression. The course next explores the re-inventing of the American republic during the New Deal, World War II, and Cold War years, and concludes with an examination of the roots of the current “culture wars.” The course emphasizes written analysis of primary and secondary sources. For all classes prior to 2020, it fulfills the Core requirement in History and Humanities. For the Class of 2020 and all subsequent classes, it fulfills the Core requirement in Person and Society as a first or second history course. History 180 is not a prerequisite.

Staff/Three credits

HIS 202 ANCIENT ROME, 509 B.C.–565 A.D.

From Rome’s rejection of Etruscan supremacy to the death of Justinian. Emphasis on Rome’s transition from Republic to Empire and on the subsequent transition from paganism to Christianity.

Borsch/Three credits

HIS 208 EARLY MEDIEVAL EUROPE

A study of the origins of the European community from the fall of the Roman Empire to the eve of the Crusades.

Black/Three credits

HIS 209 LATE MEDIEVAL EUROPE

A study of European institutions and culture from the Crusades to the eve of the Renaissance.

Black/Three credits

HIS 230 RENAISSANCE EUROPE

Led by the humanists’ rediscovery of the classical world, Renaissance writers, artists, political analysts, philosophers, and theorists opened new horizons of culture and learning. Europeans developed critical attitudes toward the past, explored the globe, established new methodologies for nearly every discipline, and created new modes of artistic and literary expression in ways that profoundly shape our world today.

Lazar/Three credits

HIS 235 FRANCE SINCE 1789

A study of France from the end of the Old Regime to the emergence of the Fifth Republic, emphasizing revolutionary traditions, church-state relations, and France’s European and world position.

Choquette/Three credits

HIS 241 RUSSIA: PRE-REVOLUTIONARY PERIOD

From the Kievan period (tenth century) to the Bolshevik Revolution with special attention to such topics as Byzantine influence, westernization, technological development, art and literature, and revolutionary tradition. For the Class of 2020 and all subsequent classes, fulfills Global Awareness requirement in the Core.

Mukhina/*Three credits*

HIS 242 RUSSIA SINCE 1917

Beginning with a summary study of traditional Russian political culture, the Russian revolutionary heritage, and the origin and early development of the Bolshevik wing of the Russian Social Democratic Labor Party, the course investigates the collapse of the old order, the seizure of power by Lenin and his followers, and the history of the Soviet Union until its collapse in 1989.

Mukhina/*Three credits*

HIS 250 COLONIAL LATIN AMERICA

This course is a survey of colonial Latin American history. It traces the historical origins of Latin American society, focusing on the clash of cultures. Themes include an examination into Iberian and pre-Columbian societies; conquest and subordination of Amerindian civilizations by Spain and Portugal; the distribution of power; land and labor issues; and the order and instability of colonial society. For the Class of 2020 and all subsequent classes, this course fulfills the Global Awareness requirement in the Core.

Christensen/*Three credits*

HIS 251 LATIN AMERICA SINCE 1821

This course is intended as a survey of modern Latin American history beginning with independence from Spain, and following through the explosive impact of the Mexican Revolution of 1910. The course ends with an examination of the present day struggle for democracy and economic stability in Latin American nations, such as Mexico, Argentina, Peru, Columbia, and the countries of the Central American republics. The themes of the course focus on the causes and consequences of structural instability in Latin America since 1800. Special emphasis is placed on the collapse of the region's traditional liberal/export model of national development in the 1930s and current political and economic crisis. For the Class of 2020 and all subsequent classes, this course fulfills the Global Awareness requirement in the Core.

Christensen/*Three credits*

HIS 252 RELIGION IN COLONIAL LATIN AMERICA

Human sacrifice, cannibalism, bloodletting, confession, penance, miracles, and the Virgin of Guadalupe all make up the diverse religious beliefs of Latin America. This course examines these beliefs from the Aztec and Maya, to the Spanish conquistadors, to their descendants, and presents

the students with a firm historical understanding of the establishment of Christianity in the Americas. We will explore the similarities and differences between Latin America's religious beliefs in the colonial period, with a particular emphasis on the spread of Catholicism and its successes and failures in replacing preexisting beliefs in Mexico and Yucatan. For the Class of 2020 and all subsequent classes, this course fulfills the Global Awareness requirement in the Core.

Christensen/*Three credits*

HIS 254 NORTH AMERICAN INDIAN

An interdisciplinary course that seeks to integrate the methodology and findings of anthropology, biology (genetics and nutrition), history, and linguistics in the study of representative Indian groups within select culture areas; for example, the Arctic, the Subarctic, the Eastern Woodlands, the Northwest Coast, the Southeast, the Southwest, and the Plains. (Same as ANT 254.) For the Class of 2020 and all subsequent classes, this course fulfills the Global Awareness requirement in the Core.

Choquette, Keyes/*Three credits*

HIS 255 FROM CONTACT TO CASINOS: INTERACTIONS WITH INDIANS IN NORTH AMERICA

An interdisciplinary course which allows a closer inquiry into a number of intriguing subjects which need to be more clearly understood if a better grasp of Indian culture is to be achieved. The topics have been selected on the basis of (a) the high priority usually given by scholars to certain Indian topics; (b) the continuing productive scholarship in, and even controversy on, certain subjects; and (c) the area of interest and expertise of the staff. Accordingly, new topics may be added as the interest and need warrant. (Same as ANT 255.) For the Class of 2020 and all subsequent classes, this course fulfills the Global Awareness requirement in the Core. (Spring)

Choquette, Keyes/*Three credits*

HIS 257 HISTORY OF CANADA

A survey of Canada's history from pre-colonial times through the present.

Choquette/*Three credits*

HIS 258 COLONIAL AMERICA

This course explores the development of European colonies in North America with emphasis on the English colonies that eventually formed a political union and became the United States. Rather than focusing solely on the experiences of European settlers, we analyze a series of encounters among Native Americans, Europeans, and Africans throughout the colonial period, placing these exchanges within the broader context of the emerging Atlantic World. We also use a comparative approach to examine the emergence of distinctive regional patterns among those colonies and their roles in the imperial

contests of the era. Topics addressed include the organization of early American culture around the interactions of Africans, Europeans, and Native Americans in North America; the diverse origins of explorers, settlers, and migrants; the political, cultural, and economic development of English colonies; slavery and other labor systems; and the first rumblings of the American Revolution produced by tensions within and beyond colonial British America.

Keyes/Three credits

HIS 265 PEACE STUDIES

This course examines causes of global and personal conflict and allows students to discuss means of resolution within historical as well as sociological contexts. The lead professors will stimulate debate by personal example. Guest speakers will provide additional expertise in specific areas relevant to the weekly discussion.

Staff/Three credits

HIS 267 AMERICAN FOREIGN RELATIONS SINCE 1776

An examination of U.S. interactions with the world from 1776 to the present. Topics include the diplomacy of the American Revolution, American westward expansion, the United States' emergence as a world power, both World Wars, the Cold War, 9/11, and aftermath. The cultural, economic, and political context and consequences of U.S. globalism at home and abroad are emphasized.

Kisatsky/Three credits

HIS 272 GERMANY SINCE 1890

A study of the development of Germany as a world power in the nineteenth century. Topics include Germany's experiences in war and peace; monarchy, democracy, and dictatorship from the era of Wilhelm II through the age of Hitler; democracy and reconstruction in West Germany since World War II; the Cold War; the reunification of Germany; and Germany's role in a new Europe.

Wheatland/Three credits

HIS 282 JAPAN SINCE 1868

Designed to introduce students to the major themes of Japanese history during the late nineteenth century and the twentieth century, the course begins by defining the nature of Japanese feudalism on the eve of 1868 and the internal and external challenges that resulted in the momentous political, social, and cultural transformation known as the Meiji Restoration of 1868. The course continues by exploring the domestic and international forces leading to war in the Pacific, the period of American occupation, and post-war recovery. For the Class of 2020 and all subsequent classes, this course fulfills the Global Awareness requirement in the Core.

Staff/Three credits

HIS 283 MODERN CHINA: WAR AND REVOLUTION

This course surveys the history of China from the 19th century to the present post-Deng era. The transformation that China underwent in the last two centuries is one of the most drastic and exciting ones in world history. The course focuses on various wars and revolutions that involved the Chinese people in the modern period. In addition to studying the major political changes, the course also addresses broader social issues, including the changing status of women, the development of youth culture, and transformation of the peasantry. For the Class of 2020 and all subsequent classes, this course fulfills the Global Awareness requirement in the Core.

Staff/Three credits

HIS 285 WOMEN'S STUDIES I: IMAGES

This course is an introduction to the study of women. The course develops a coherent, integrated view of women and their roles; emphasizes the full range of contributions of and the limited opportunities for women; examines and appraises the experiences of women; and critically examines the thinking about women at various times and from various perspectives. The basic approach is interdisciplinary and the concentration of the course is on women in North America from the 19th century to the present. For classes prior to 2020, this course satisfies the humanities requirement in the Core Curriculum.

Choquette, Keyes/Three credits

HIS 290 ISLAMIC MIDDLE EAST I (TO 1800)

This course examines the history of the pre-modern Middle East from the genesis of Islam in seventh century Arabia to the advent of Western power and dominance in the region. The course covers religious, cultural, and socio-economic developments in the Middle East. In addition to examining the origins of the Qur'an and Muhammad's proselytizing mission in the Arabian Peninsula, the course analyzes the reasons for Islam's rapid political takeover of territory stretching from Spain to Central Asia. It also examines how the conquered territories and peoples exerted a strong formative influence on the development of Islam. The Islam's numerous philosophic, scientific, and technological achievements which marked a period of progress in the European Middle Ages are stressed. For the Class of 2020 and all subsequent classes, this course fulfills the Global Awareness requirement in the Core.

Borsch/Three credits

HIS 291 ISLAMIC MIDDLE EAST II (SINCE 1800)

This course examines the history of the modern Middle East. It covers the period in which the traditional societies of the Middle East were profoundly altered by their contacts with the Western world. It analyzes broad social issues such as the changing role of the middle class, the transformation of traditional authority and the emergence of potent new symbols of power in the twentieth century,

such as nationalism, modernization, and resurgent Muslim identities. For the Class of 2020 and all subsequent classes, this course fulfills the Global Awareness requirement in the Core.

Borsch/Three credits

HIS 306 RISE AND DECLINE OF EUROPEAN PRIMACY, 1870 TO THE PRESENT

An investigation of the emergence of Germany, France, and Great Britain as great world powers and their subsequent collapse after the First and Second World Wars. Special consideration given to the influence of imperialism, militarism, and power politics.

Wheatland/Three credits

HIS 310 DIPLOMATIC HISTORY OF EUROPE IN THE 20TH CENTURY

Diplomatic history of Europe since 1914 with an emphasis on the political collapse of Europe, the German problem in an age of international civil war, and the beginning of the Cold War.

Wheatland/Three credits

HIS 312 WOMEN IN EUROPE

An introduction to European women's history from the Middle Ages to the twentieth century. The course examines the economic, social, and political position of women with particular attention to Britain, France, and Germany. It spans the pre-industrial and industrial periods and focuses especially on women's work, women in the family, women in religion, and women's political activities.

Choquette/Three credits

HIS 313 WOMEN AND THE AMERICAN EXPERIENCE

Students in this course explore the contribution of women to the American historical experience and examine the impact of changes in American politics, economics, and society on the lives of women and their families. Through readings, class discussions, films, and independent writing assignments, students learn to explain the diversity of experience that has always characterized women and families in America.

McClymer/Three credits

HIS 332 BAROQUE EUROPE, 1600–1789

This course explores the intersection of culture, politics, religion, and science in Europe from the seventeenth through the eighteenth centuries, a period of convulsive change in which the contours of the modern West were formed. The class introduces students to the richness and variety of creativity across many disciplines in a period typically designated as the "Golden Age" within the literary and artistic cultures of Spain, France, England, Italy, Holland, and Germany.

Lazar/Three credits

HIS 337 CHRISTIAN MYSTICS: WOMEN AND MEN IN MEDIEVAL AND EARLY MODERN EUROPE

While many people sense some dim consciousness of the beyond, some claim to be eyewitnesses to the ultimate truths, to have a direct pipeline to the divine. Mystics gained renown as prophets and living saints, but often came in conflict with ecclesiastical authorities. Their writings, drawings, and lives provide extraordinary testimony to beliefs about popular devotions, gender, attitudes toward the body, and psychological deviance. This course explores the rich variety and exquisite intimacy of mystical experience in the West from the fourth through the seventeenth century. We will approach speculative thought, prophecy, calls to action, as well as "transcendental" experiences through the classic works of Hildegard of Bingen, Bernard of Clairvaux, Bonaventure, Catherine of Siena, Joan of Arc, Thomas à Kempis, Julian of Norwich, Margery Kempe, Ignatius of Loyola, Teresa of Avila, and others.

Lazar/Three credits

HIS 338 CLASSICS OF SPIRITUAL DIRECTION

Over the course of two millennia, the Christian tradition has developed an extensive and subtle literature of spiritual counsel. Spiritual guides in every century offered new frameworks for understanding the Christian condition and responding to the call of the heart. Some of these writings, as a result of their exquisite clarity and intimacy, have transcended their time as classics of the genre, offering the most profound insights into the yearnings, trials, and deepest consolations of the soul. (Typical authors include Teresa of Avila, John of the Cross, Catherine of Siena, Ignatius Loyola, François de Sales, Thomas à Kempis, and Thérèse of Lisieux, among others.) This course surveys this exceptional treasure-trove of spiritual literature in a way that both embeds it within its historical and cultural context, and captures its perennial validity and relevance, even (or especially) for the contemporary world. Counts for SOPHIA Initiative and MEMS.

Lazar/Three credits

HIS 340 HITLER'S VIENNA

A study of the political, social, and cultural history of the Austrian Empire, and particularly its capitol city, Vienna, during the nineteenth and early twentieth centuries. Topics include the rise and decline of the Austrian Empire, the emergence of political liberalism, the rise of the "new Conservatives," the crisis of traditional Austrian society and culture, and the crisis of Viennese modernism. The final third of the course takes a detailed look at the life and experiences of Adolf Hitler, who grew up amid all of these dramatic changes and crises -- crediting them with shaping his racist and reactionary worldview. The final goal of the course will be to evaluate the accuracy of Hitler's assessment regarding the impact of Vienna on the tragic course of the twentieth century.

Wheatland/*three credits*

HIS 359 REVOLUTIONARY AMERICA

This course explores cultural, political, and economic changes in America from the age of imperial crisis through the era of the Early Republic. In addition to tracing the political history of the founding, we examine the experiences of Americans from diverse backgrounds, including women, slaves, free blacks, Native Americans, merchants, farmers, common soldiers, abolitionists, artisans, loyalists, and others. We examine their multiple perspectives on the Revolution, the drafting and ratification of the Constitution, and the cultural and political turmoil that emerged amidst the ensuing rise of political parties. The course takes both a narrative and an analytical approach by focusing on major interpretive issues in a more-or-less chronological fashion. We also assess how well popular narratives of the Revolution and the Early Republic reflect scholarly understandings of the period. This course fulfills the "Founding Documents" requirement for Education concentrators.

Keyes/*Three credits*

HIS 362 CIVIL WAR AND RECONSTRUCTION IN THE UNITED STATES

This course examines the sectional conflict, the inability to resolve problems, issues leading to secession, the military, political, and social dimensions of the Civil War, and the era of Reconstruction.

McClymer/*Three credits*

HIS 363 THE VIETNAM WAR

An exploration of how Americans and Vietnamese on all sides of the conflict experienced the war (1945–1975) and sought to discern meaning from it. For the Class of 2020 and all subsequent classes, fulfills Global Awareness requirement in the Core.

Kisatsky/*Three credits*

HIS 366 VOCATIONS IN PUBLIC HISTORY

"What can I *do* with a degree in history?" This course introduces students to a variety of careers pursued by public history professionals, from archivists, curators, and editors to administrators, cultural resources managers, and policy advisors. In the process of examining the diverse manifestations of presenting the past beyond the classroom, we will analyze the professional issues and political problems that practitioners of public history encounter. This will include an exploration of the relationship between historians and communities engaged in conversations and debates about both the purpose of history education and the intersections of history, cultural memory, heritage, and commemoration. Students will also gain practical experience through participating in a Community Service Learning project or internship in

collaboration with a local public history institution or organization.

Keyes/*Three credits*

HIS 368 THE COLD WAR

This course traces the history of the Cold War through the lens of American policy, politics, and culture. Students explore the causes, character, and consequences of the Cold War by considering the role that strategic, political, economic, cultural, and ideological forces play in shaping events and their outcomes. The effects of the Cold War on life and culture (economic relationships, gender and race relations, popular culture) in the United States and around the world are treated in depth.

Kisatsky/*Three credits*

HIS 370 IMMIGRATION AND AMERICAN HISTORY SINCE 1815

A study of the role of the immigrant in American history, the impact on American society, and the process of assimilation and identification. The consequences of restriction since 1921 are also investigated.

McClymer/*Three credits*

WMS 385 WOMEN OF THE WORLD

This course uses the personal stories of women around the world as a lens into current global issues. Each week participants read accounts of women's lives in regions outside of the United States, along with readable texts that provide historical and contemporary background for personal experiences. Students encounter the powerful and the powerless; the rich and the poor; the courageous and the meek; and in learning their stories, also learn something about the world that they inhabit, and that we inhabit along with them. In this global age in which we live, what happens at the individual and the local level is intricately connected with what is happening around the world, including in our own homes and communities. In experiencing a "world of women," we learn about the human struggles that unite and divide people across cultures in the modern world. For the Class of 2020 and all subsequent classes, this course fulfills the Global Awareness requirement in the Core.

Keyes/*Three credits*

HIS 393 FROM JESUS TO MUHAMMAD: THE NEAR EAST IN TRANSITION

This course examines the history of the Near East from 50 BCE to 750 CE. The course addresses a very critical period of transition for the Near East, one in which a variety of religious experiences structured the life of people in classical times and late antiquity. It analyzes broad social issues such as the changing patterns of urban rural interaction, the growing power and influence of marginal societies such as the peasants of Mesopotamia and the Bedouin of Arabia, the transformation of traditional

authority and the emergence of effective new symbols of power. The course ultimately traces the significant developments by which the Near Eastern societies were transformed from classical Roman and Imperial Persian paradigms into a unified caliphate under the new religion of Islam.

Borsch/Three credits

HIS 397 PRACTICUM IN THE TEACHING OF HISTORY

On occasion, students with a special interest in teaching History may work as assistants in the planning, teaching, and evaluation of one of the department's introductory courses. Open only to juniors and seniors.

Staff/Three credits

HIS 389 SPECIAL TOPICS IN HISTORY

This course permits the study of selected topics in history. The topic normally changes each time the course is offered.

Staff/Three credits

HIS 390 INDEPENDENT STUDY

Open to highly qualified Junior and Senior History majors. Permission of the Chair is required.

Staff/Three credits

HIS 400 RESEARCH METHODS

This course introduces the historical method of research, writing, and analysis. It explores how historians construct and defend historical arguments and the many sources and implications of interpretive difference.

Staff/Three credits

HIS 401 HISTORY PRO-SEMINAR

Designed primarily for History majors and minors in their junior or senior year, the Pro-seminar is formally linked to the History Seminar (HIS 402WE), taught by the same instructor in the same semester on a topic of the instructor's choice. The Pro-seminar offers a broad survey of an historical subject or period, while the Seminar provides an opportunity for in-depth study and independent research on a discrete topic.

Staff/Three credits

HIS 402WE HISTORY SEMINAR

A writing- and research-oriented course designed primarily for History majors and minors, the Seminar introduces students to the practice of historical scholarship. Students intensively study an historical problem or subject, and they conduct individual research on different aspects of the seminar topic. Previous seminars have treated the American Revolution, Slave Narratives, Renaissance Humanism, the Holocaust, Salem Village Witchcraft, the Dreyfus Affair, the Vietnam War, and World War II in the Pacific. The seminar is taken in conjunction with a Pro-seminar (History 391), a course providing background and context for the seminar topic. The Pro-seminar is taken in

the same semester as the Seminar, usually in the junior or senior year. This seminar fulfills the Writing Emphasis requirement in the Core Curriculum.

Staff/Three credits

AAS 350 AMERICAN STUDIES SEMINAR AT THE AMERICAN ANTIQUARIAN SOCIETY

Each fall, the American Antiquarian Society and five Worcester colleges sponsor an interdisciplinary research seminar focusing on a different aspect of early American history and culture. The seminar topic and research methods combine several disciplines, and students from a wide variety of majors have participated successfully in this unique undergraduate opportunity. Recent seminar topics have included "Puritan Captivity Narratives and Native Stories," "America's Environmental Histories," and "Sexualities in Early America." The seminar meets at the American Antiquarian Society and is conducted by a scholar familiar with the Society's collections. Selection is highly competitive. The participating students are chosen by a screening committee made up of representatives from the five participating colleges: Assumption, Clark University, College of the Holy Cross, Worcester Polytechnic Institute, and Worcester State College. This seminar fulfills the methods requirement for History majors and minors. (Fall only)

Staff/Three credits

GRADUATE SCHOOL PREPARATION

The History Department is strongly committed to preparing interested students for graduate-level work in History by fostering the critical skills necessary for success. Faculty mentor students who aspire to Master's or Ph.D.-level work and assist those students in selecting a graduate program, preparing graduate school applications, and narrowing a field of interest. Students seeking to advance their education beyond the Baccalaureate level may consult with the History Chair, the Undergraduate Research and Fellowship Coordinator (Professor Carl Keyes), or any faculty member in the History Department.

GRADUATE SCHOOL AGREEMENT

Regis College Heritage Studies Program

Assumption College and Regis College offer an accelerated program of study that allows qualified students to earn a Master's degree from Regis College by counting up to two Assumption History courses for credit in the Regis program. For more information, contact the History Chair (Professor Irina Mukhina, imukhina@assumption.edu)

PRE-LAW PREPARATION

The legal profession is complex, rigorous, and entails the responsibility for strong ethical choices and critical thinking. It is a profession with effects in all facets of society.

Moreover, it is diverse and always changing, making dull moments a rarity. For students considering a career in this profession, Assumption College offers a wide path to follow. Students are not restricted to a rigid course track, but have the freedom to choose the appropriate courses themselves, guided by the view that a challenging liberal arts education is the best preparation for a professional career. Whether it be History, Political Science, English, or even Natural Sciences, students have the ability to concentrate their studies in an area that both interests and challenges them. Law school admissions officers agree that intensive liberal arts classes in reading, writing, and speaking nourish precisely those intellectual virtues required in the study and practice of law, namely, the ability to analyze a given issue from differing perspectives and to draw accurate conclusions from it.

Though students do not enroll in a specific Pre-Law program at Assumption, the College recommends that students seek the advice of its Pre-Law Committee. The Committee offers individualized curricular advice to students in all majors, helping students tailor their course load in a manner most suitable to their particular circumstance. The Committee consists of two faculty members who hold informational meetings for students and arrange meetings with representatives from law schools and with Assumption College Alumni who are in law school and in the legal profession. The Committee sponsors tours of law schools, law class visitations, moot-court field trips, and legal internships and, above all, aids students in their preparation for the Law School Admissions Test (LSAT) while guiding them through the law school application process. Members of the Pre-Law Committee encourage students to seek their services early in the students' academic careers. Assumption graduates have gone on to matriculate at such law schools as Boston College, Brooklyn College of Law, Catholic University of America-Columbus School of Law, New England School of Law, Suffolk University School of Law, Florida State University and the University of Notre Dame, and have continued to succeed in the profession.

For more information contact the pre-law advising coordinator Prof. Carl Keyes, Department of History, ckeyes@assumption.edu or 508 767-7324.

LAW SCHOOL AGREEMENTS

Duquesne University School of Law B.A./J.D.

Assumption College and Duquesne University School of Law offer an accelerated program of study that allows qualified students to earn a bachelor's degree from Assumption College and a law degree from Duquesne University in six years. Typically seven years of study are required to earn these degrees. In order to be eligible for admission into this accelerated program, students must complete the

requirements of their major and the General Education Requirements of Assumption College in their first three years of study. Upon successful completion of their first year of law school at Duquesne, individuals in this program are eligible to graduate with a bachelor's degree from Assumption College. Admission into the law school is not guaranteed. For more information about this program, contact Prof. Bernard J. Dobski.

Western New England College School of Law B.A./J.D.

Assumption College and the Western New England College School of Law offer an accelerated program of study that allows qualified students to earn a bachelor's degree from Assumption College and a law degree from Western New England College School of Law in six years. Typically seven years of study are required to earn these degrees. In order to be eligible for admission into this accelerated program, students must complete the requirements of their major and the General Education Requirements of Assumption College in their first three years of study. Upon successful completion of their first year of law school at Western New England College School of Law, individuals in this program are eligible to graduate with a bachelor's degree from Assumption College. Admission into the law school is not guaranteed. For more information about this program, contact Prof. Bernard J. Dobski.

Vermont Law School B.A./J.D.

Assumption College and the Vermont Law School offer an accelerated program of study that allows qualified students to earn a bachelor's degree from Assumption College and a law degree from Vermont Law School in six years. Typically seven years of study are required to earn these degrees. In order to be eligible for admission into this accelerated program, students must complete the requirements of their major and the General Education Requirements of Assumption College in their first three years of study. Upon successful completion of their first year of law school at Vermont Law School, individuals in this program are eligible to graduate with a bachelor's degree from Assumption College. The Vermont Law School has an exceptionally strong program in Environmental Law, and it has consistently been ranked among the top one or two programs in the country by US News and World Report. Students interested in pursuing a J.D. in Environmental Law may wish to consider this program. The Vermont College of Law also prepares students for the practice of other areas of law, so admission to this institution is not limited to those interested in Environmental Law. Admission into the law school is not guaranteed. For more information about this program, contact Prof. Carl Keyes.

Department of Human Services & Rehabilitation Studies

Associate Professors: Susan M. Scully-Hill (Chairperson) Cinzia Pica-Smith; *Assistant Professors:* Robert Caron, Susan Boafo-Arthur; *Professors of Practice:* Alison Myette, (Coordinator, Communication Sciences and Disorders Concentration), Christian Scannell, Sarai Rivera; Lea Christo (Coordinator, Patient Advocacy Concentration; Travis Gagen *Lecturers:* Fr. Terrance Dougherty, O.C.D. (Emeritus), Jean Lindquist-Grady, William O'Neill, Tammy Murray, Jane Goodwin, Shane Fuller; *Clinical Coordinator:* Susan Sabelli.

MISSION STATEMENT

The Human Services and Rehabilitation Studies Department is based upon the philosophy that all humans have worth and potential. The undergraduate programs offered in the Human Services and Rehabilitation Studies Department are committed to preparing students to maximize the participation, inclusion and functioning of all individuals in the community. The Human Services and Rehabilitation Studies curriculum incorporates a humanistic, strengths-based, social justice perspective to working with all individuals including individuals representing diversity. It is within this context that the liberal arts are integrated with the study of health, human disability, and rehabilitation services.

The Human Services and Rehabilitation Studies Department offers two undergraduate major programs of study: 1) Human Services and Rehabilitation Studies, and 2) Health Sciences. Additionally, minors in Human Services and Rehabilitation Studies and Applied Behavioral Analysis are offered along with several concentrations including 1) Working with Children and Adolescents in Community Settings, 2) Communication Sciences and Disorders, 3) Pre-Occupational Therapy, 4) Pre-Physical Therapy, and 5) Patient Advocacy. Finally, we offer a Six-in-Five Graduate Program in Rehabilitation Counseling that begins in the final year of undergraduate studies.

MAJOR IN HUMAN SERVICES AND REHABILITATION STUDIES (13)

A significant component of the HSRS curriculum is its culmination in a semester long internship that enables students to develop and refine the attitudes, knowledge, and skills necessary for working as human service professionals in a variety of service settings. A specific emphasis in the HSRS curriculum focuses on developing competencies for working with children and adults with disabilities in human service and rehabilitation settings. After completion of the undergraduate program in Human Services and Rehabilitation Studies, students are prepared to work in a wide range of human service professions

serving children and adults with disabilities and other challenging life circumstances.

The major in Human Services and Rehabilitation Studies is committed to preparing students to achieve the following:

- Thorough understanding of the social, psychological, economic, physical, medical, cultural, and other environmental factors faced by individuals who are to be helped through their involvement in the human and rehabilitation services.
- Thorough understanding of the history, philosophy and legislation that comprises the underpinnings of the human and rehabilitation service professions.
- Understanding of the history, treatment and education of people with disabilities and special needs.
- Thorough understanding of human development across the lifespan.
- Knowledge in developmental, physical, cognitive, sensory, and psychiatric disabilities.
- Thorough understanding of the roles and functions of human and rehabilitation service practitioners in a wide variety of professional settings.
- Skills in effective verbal communication through intense study and practice of interviewing and basic counseling skill training.
- Skills in effective written communication through intense study and practice of research report writing, client report writing, and the standards of case documentation.
- Skills in utilizing information and assessment in an effort to assist people in solving problems and reaching life goals.
- Skills in locating and utilizing community resources in an effort to assist people to solve problems and reach life goals.
- Knowledge of interventions and strategies employed to assist children and adults in a variety of human service and rehabilitation settings.
- Thorough understanding of and developed skills in the case management process.
- Thorough understanding of the ethical principles and standards that affect the delivery of human and rehabilitation services.
- Thorough understanding of the importance of career development and employment and the subsequent development of these skills to assist people in reaching vocational goals.
- Successful demonstration of the integration of theory, strategies and interventions learned in the classroom into professional practice by completing a semester long supervised internship in a human service setting.

The major in Human Services and Rehabilitation Studies provides a strong undergraduate foundation for graduate professional education in a variety of health and human service-related fields including rehabilitation counseling, school counseling, social work, special education, speech-language pathology, counseling psychology, school psychology, adjustment counseling, physical therapy, occupational therapy and nursing

Credentialing:

Students graduating with a major in Human Services and Rehabilitation Studies and have completed 350 hours of related work experience post-graduation, are eligible to sit for the examination that leads to achievement of the “Board Certified-Human Services Practitioner” credential (HS-BCP). With increased competition in the growing field of human services, practitioners are finding that board certification in human services demonstrates attainment of high standards and a commitment to maintaining their knowledge and skills to remain effective in the helping professions. The independent HS-BCP credential allows human services practitioners to stand out as a part of a distinguished group known for their commitment to the field. More information on the HS-BCP can be found at <http://www.cce-global.org/Credentialing/HSBCP>.

Students majoring in HSRS and interested in working in the field of alcohol and substance abuse treatment may take HRS 431: Treatment Strategies and Interventions for Substance Use Disorders and complete an internship in a substance use treatment agency. If students wish to pursue a credential as a certified alcohol drug and addictions counselor (CADAC) they may find more information regarding the work experience and exam requirements at <https://www.icaada.org/credentials/cadac-i> and <http://www.mbsacc.org>

REQUIRED COURSES

First Year:

- HRS 119 Introduction to Health, Human and Rehabilitation Services (Fall/Spring)
- HRS 121 Human Development and Disability Across the Lifespan (Fall/Spring)

Sophomore Year:

- HRS 200 Addiction: Etiology, Assessment, Treatment and Rehabilitation (Fall/Spring)
- HRS 210 Medical Aspects of Chronic Illness and Disability (Fall/Spring)
- HRS 219 Rehabilitation Strategies and Interventions (Fall/Spring)

Junior Year:

- HRS 305 Client Information and Assessment (Fall)
- HRS 320 Psychiatric Rehabilitation (Fall/Spring)
- HRS 330 Interviewing Techniques in Human and Rehabilitation Services (Fall)
- HRS 340 Principles of Case Management (Spring)

Senior Year:

- HRS 490 Internship in Human Services (Twelve credits)(Fall/Spring)

Students are also required to complete one course in each of the three following areas:

Psychological Perspective (Choose One):

- PSY 216 Abnormal Psychology
- PSY 240 Psychology of Personality
- PSY 281 Psychology of Adolescence & Maturity
- PSY 290 Psychology of Development: Infancy & Childhood
- PSY 210 Social Psychology
- PSY 253 Psychology of Learning

Cultural Perspective (Choose One):

- ANT 131 Cultural Anthropology
- ANT/HIS 254 North American Indian
- ANT/HIS 255 Interaction with Indians in North America
- SOC 216 Racial and Ethnic Relations
- SOC 224 Gender Issues in Society
- SOC 230 Aging in Society
- PSY 386 Psychology of Aging
- PSY217 Psychology of Women
- PSY410 Stereotypes and Prejudice
- HIS 269 History of African Americans
- HIS 313 Women & the American Experience
- SOC 206 The Sociology of Urban Life
- SOC/PSY/WMS/
- CLT 285 Women’s Studies I: Images
- WMS385 Women of the World

Societal, Family Perspective (Choose One):

- SOC 122 Social Problems
- SOC 223 The Family in Society
- HRS 420 Family Aspects of Disability
- EDU 101 Schools and Society
- PSY480 Family Psychology

Recommended Optional Electives:

Although not required for the major in HSRS, the following electives are recommended:

- ASL 101 American Sign Language I

ASL 102	American Sign Language II
PSY 225	Research Methods
PSY 224	Statistics
SOC 206	The Sociology of Urban Life
SOC 232	Inequality and Society
SOC 234	Social Policy
SOC 300	Statistics
HRS 125	Professional Orientation to Physical and Occupational Therapy
HRS 225	Introduction to Human Communication and its Disorders
HRS 241	Prevention and Intervention: Models and Approaches with Youth
HRS 321	Social Skill Development for Youth
HRS 325	Clinically Based Phonetics of American English
HRS 331	Basic Concepts and Principles in Applied Behavior Analysis
HRS 335	Anatomy and Physiology of Speech and Hearing Mechanisms
HRS 420	Family Aspects of Disability
HRS 421	Loss and Bereavement Across the Lifespan
HRS431	Treatment Strategies and Interventions for Substance Use Disorders
HRS 485	Special Topics in Human Services and Rehabilitation Studies
HRS 485	Special Topics in Human Services and Rehabilitation Studies
HRS 499	Directed Study in Human Services and Rehabilitation Studies
HSC 100	Systems Approach to Delivering Health Care in America
HSC 150	Introduction to Public Health
HSC 310	Evidence Based Health Care
HSC 360	Legal and Ethical Aspects of Health Care
HSC 370	Principles of Health Education and Promotion

MAJOR IN HEALTH SCIENCES (14)

A major in Health Sciences prepares students for a broad range of career opportunities in the growing fields of health care with applications to clinical practice, administration, policy development, and research. The Health Sciences major at Assumption College is an interdisciplinary program with coursework in the natural sciences, disease and disability, health care delivery and care models, as well as the economics, ethics and policies that drive our global health care systems. Students are encouraged to customize their education by adding a concentration to their major, in close consultation with their advisor, which may help direct them toward the graduate program of their choice. Typical concentrations for the Health Sciences major include Pre-Physical Therapy, Pre-Occupational Therapy, Communication Sciences and Disorders, Pre-Clinical Health Professions,

and Patient Advocacy. Graduate school is not necessary for employment after earning a bachelor's degree in Health Sciences. Entry-level positions in health care administration, patient advocacy and patient experience, medical billing, health insurance, and the pharmaceutical and medical device industries are all possible outcomes for undergraduates who don't wish to pursue graduate studies.

A significant component of the Health Sciences curriculum is a 6-credit internship that enables students to explore their professional interests and develop essential skill sets by working in a variety of health care settings. This experiential learning component of the major is critical to connect the concepts learned in the classroom to the practice of health care in the community. This internship should typically be completed in the students' junior or senior year and the specific setting will be determined in close consultation with a clinical coordinator within the Human Services and Rehabilitation Studies Department.

Required Courses (14)

HSC 100	Systems Approach to Delivering Health Care in America
HRS 119	Introduction to Health, Human, and Rehabilitation Services
HRS 121	Human Development and Disability Across the Lifespan
HSC 150	Introduction to Public Health
BIO 160	Concepts in Biology (4 credits)
HRS 210	Medical Aspects of Chronic Illness and Disability
HRS/HSC 220	Psychosocial Aspects of Chronic Illness and Disability
PSY 224	Statistics (SOC300 or ECO115 are also accepted - consult with advisor)
HSC 310	Evidence-based Health Care
HRS 330	Interviewing Techniques
HSC 360	Legal and Ethical Aspects of Health Care
HSC 450	Internship in Health Sciences (6 credits)

Biology Electives – choose 2 of the following:

BIO 102	Human Biology in Health Disease (4 credits)
BIO 105	Human Heredity
BIO 110	Nutrition
BIO 210	Genetics (4 credits)
BIO 240	Mammalian Anatomy (4 credits)
BIO 250	Microbiology (4 credits)
BIO 340	Molecular and Cellular Biology (4 credits)
BIO 370	General Physiology (4 credits)

The particular sequence of courses is highly dependent upon other programs of study (i.e. concentrations, minors, etc.) the student may wish to pursue. Some courses have prerequisites; therefore, it is highly recommended that the

student work closely with an advisor in selecting electives and the sequence of courses to be taken. Communication Sciences and Disorders concentrators can substitute HRS 335 Anatomy and Physiology of Speech and Hearing Mechanisms for one Biology elective in the Health Sciences major.

MINOR IN HUMAN SERVICES AND REHABILITATION STUDIES (6)

Students interested in supplementing another major by developing knowledge and skills in the areas of human services and rehabilitation studies may wish to pursue a minor. The minor consists of six courses, four of which are required. The four required courses are designed to provide students with a firm understanding of the range and diversity of human and rehabilitation service settings. The minor is also geared toward providing students with some core skills required of a human service professional. The minor also provides students with the opportunity to apply these fundamental skills by completing a 100 hour field placement experience. In addition to the four required courses, students are encouraged to choose two other HRS courses that suit their individual interests and career objectives. The minor program of study should be developed with a faculty member from the Human Services and Rehabilitation Studies Department and approved by the Department Chairperson.

Required Courses (6)

- HRS 119 Introduction to Health, Human and Rehabilitation Services and Rehabilitation Studies
- HRS 340 Principles of Case Management
- HRS 330 Interviewing Techniques in Human & Rehabilitation Services
- HRS 400 Field Experience in Human Services and Rehabilitation Studies (Field Placement for non-majors)

Choose two courses from the following list:

- HRS 121 Human Development and Disability Across the Lifespan
- HRS 125 Professional Orientation to Physical and Occupational Therapy
- HRS 200 Addiction: Etiology, Assessment, Treatment and Rehabilitation
- HRS 210 Medical Aspects of Chronic Illness and Disability
- HRS 219 Rehabilitation Strategies and Interventions
- HRS 225 Introduction to Human Communication and its Disorders
- ASL 101 Introduction to Sign Language
- HRS 241 Prevention and Intervention: Models and Approaches with Youth

- HRS 305 Client Information and Assessment
- HRS 320 Psychiatric Rehabilitation
- HRS 321 Social Skill Development Strategies for Youth
- HRS 325 Clinically Based Phonetics of American English
- ASL 102 Sign Language II
- HRS 331 Basic Concepts and Principles in Applied Behavior Analysis
- HRS 335 Anatomy and Physiology of Speech and Hearing Mechanisms
- HRS 420 Family Aspects of Disability
- HRS 421 Loss and Bereavement Across the Lifespan
- HRS 485 Special Topics in Human Services and Rehabilitation Studies
- HRS 431 Treatment Strategies and Interventions for Substance Use Disorders
- HRS 499 Directed Study in Human Services and Rehabilitation Studies
- HSC 100 Systems Approach to Delivering Health Care in American
- HSC 150 Introduction to Public Health
- HSC 310 Evidence Based Health Care
- HSC 360 Legal and Ethical Aspects of Health Care
- HSC 370 Principles of Health Education and Promotion

CONCENTRATION: WORKING WITH CHILDREN AND ADOLESCENTS IN COMMUNITY SETTINGS (6)

This concentration is dedicated to educating students in the theories and approaches identified as best practices and skill areas needed to work with children and adolescents in schools, agencies, clinics and community settings. The concentration prepares students to become practitioners that promote healthy social and emotional development and academic achievement through prevention and intervention strategies and programs grounded in ecological systems and social justice frameworks. Examples of such practitioners include, but are not limited to, early intervention specialists, paraprofessionals in school settings, case managers for youth, and youth workers in both residential and academic settings. The concentration also provides a strong foundation for those students hoping to go on to graduate school to pursue careers that focus on youth and family work such as counseling, social work, and education. The concentration focuses specifically on understanding how practitioners can support and strengthen youth's support systems and protective factors while minimizing the impact of risk factors. The program combines the practices of prevention, interventions, and system building to ensure that children and adolescents experience opportunities to

practice strategies that promote their personal growth, academic success, social inclusion, etc. The concentration allows Human Services and Rehabilitation Studies majors an opportunity to further specialize their knowledge and skill base to develop and implement effective interventions when working with youth. Furthermore, this concentration affords students in other majors the opportunity to complete the specific coursework targeted at developing the knowledge and skills necessary for effective intervention with children and adolescents. Students interested in this concentration may choose to pursue graduate degrees in a number of areas such as Special Education, School Counseling, Applied Behavioral Analysis, Child Life Specialist, Rehabilitation Counseling, Counseling Psychology, Social Work, etc. Students in a variety of majors at Assumption College may wish to pursue this concentration based on their vocational and/or avocational aspirations.

Required Courses

- HRS 121 Human Development and Disability Across the Lifespan (Fall/Spring)
- HRS 241 Prevention and Intervention: Models and Approaches with Youth (Fall)
- HRS 321 Social Skill Development Strategies for Youth (Spring)
- HRS 331 Basic Concepts and Principles in Applied Behavioral Analysis (Spring)
- HRS 420 Family and Disability (Spring)

FIELD PLACEMENT IN AN APPROVED COMMUNITY SETTING:

HSRS majors should take the twelve-credit HRS 490 Internship in Human Services and Rehabilitation Studies. Those not majoring in HSRS should take the three-credit HRS 400 Field Placement in Human Services and Rehabilitation Studies.

CONCENTRATION IN COMMUNICATION SCIENCES AND DISORDERS (13)

For students interested in pursuing graduate studies in the fields of Speech-Language Pathology or Audiology, the Department of Human Services and Rehabilitation Studies offers a concentration in Communication Sciences and Disorders. In accordance with the standards set forth by the American Speech, Language and Hearing Association (ASHA), undergraduate preparation in human communication sciences and disorders should include, "broad educational experiences in areas traditionally recognized as liberal arts with a strong foundation in oral and written communication skills." Thus, the concentration in Communication Sciences and Disorders builds on

Assumption College's strong liberal arts foundation with courses specifically focused on human communication, social and behavioral sciences, mathematics, as well as biological and physical sciences. The Concentration in Communication Sciences and Disorders is a program offered through the Human Services and Rehabilitation Studies department at Assumption College with some required courses taken at Worcester State University, a member of the Colleges of Worcester Consortium.

For those students who have completed all required courses in the CSD concentration AND 20 hours of clinical observation under a licensed Speech Language Pathologist, it is possible to secure a license as a Speech Language Pathology Assistant in the state of Massachusetts. Other states have different licensing requirements, therefore, students who are interested in becoming Assistants outside of Massachusetts should look into licensing requirements for the state they plan to work in.

Required Communication Science courses:

- HRS 225 Introduction to Human Communication and its Disorders (Spring)
- HRS 335 Anatomy and Physiology of Speech and Hearing Mechanisms (Fall)
- HRS 235 Normal Development of Speech and Language (Fall)
- HRS 325 Clinically Based Phonetics of American English (Spring)
- CD 201 Hearing Science (Fall/Spring-Worcester State University or other approved institution) Prerequisites for the WSU course are HRS 335 with a C or above and Accuplacer score of 3 or higher OR MAT 114 with a C or better.
- HRS 425 Speech Science (Spring)
Prerequisites: HRS 335 and HRS 325
- CD 305 Introduction to Audiology (Spring Worcester State University or other pre approved institution) Prerequisite: CD 201 with a C or better

Other required courses:

- PSY 290 Psychology of Development: Infancy and Childhood (Fall/Spring)
- 1 Statistics course (PSY 224 Statistics)
- 1 additional course in the Behavioral Sciences (HSRS, PSY, SOC)
- 1 Mathematics course. MAT114 completed with a C- or higher is required for WSU courses.
- 1 Biology course
- 1 Physics or Chemistry course

Note: one science course must be taken with a lab.

CONCENTRATION IN PRE-OCCUPATIONAL THERAPY (11)

The minimal entry-level degree for practice as an Occupational Therapist is a clinical masters degree in Occupational Therapy. The Concentration in Occupational Therapy is designed to prepare students for graduate study in Occupational Therapy. The concentration is not a major, and all students completing the concentration must also complete the requirements of a major prior to graduation. A student may complete any major while also completing the concentration. Many students interested in Occupational Therapy have majored in Biology, Human Services and Rehabilitation Studies, or Psychology, and many of the courses required for the concentration are also required for completion of these majors.

Required Courses:

HRS 125	Professional Orientation to Physical and Occupational Therapy (Spring)
HRS 345	Occupational Therapy: Occupation, Theory, Intervention and Assessment Across the Lifespan (Fall)
BIO 160	Concepts of Biology
BIO 240	Mammalian Anatomy (Fall)
BIO 370	General Physiology (Spring)
PSY 101	General Psychology
PSY 1216	Abnormal Psychology
HRS 121	Human Development and Disability
SOC 121	Principles of Sociology or ANT 131 Cultural Anthropology
PSY 224	Statistics

One of the two HRS courses listed below:

HRS 490	Internship in Human Services and Rehabilitation Studies (if HSRS Major-12 Credits)
HRS 400	Human Services and Rehabilitation Studies (if Non-HSRS Major-3 credits)

Recommended (but not required) coursework Some programs may require a course in Neuroscience, Kinesiology and/or Neuroanatomy with a focus on the central and peripheral nervous system.

First semester freshman who want to complete the concentration should enroll in BIO 160 and its lab, and HRS 125. First-year students should also consult with the Health Professions Advisor, Dr. Steven Theroux, or Human Services and Rehabilitation Studies Advisor, Dr. Robert Caron, at the beginning of the fall semester to plan out the remainder of their course of study.

A significant number of hours (as many as 1,000) in fieldwork related to health care may be required for admission to some OT programs. The internship experience required for our program may not provide all of the hours needed to satisfy this requirement. Additional experience can be gained by volunteer work or by acquiring a paid

position as a rehabilitation aide. It may also be possible to obtain additional fieldwork experience by completing additional internships within the major.

It is also important to note that some graduate programs have atypical course requirements. Students who are considering applying to graduate school for Occupational Therapy should review the admission requirements of the schools they plan to apply to by the beginning of their Junior year in order to be certain they will have time to complete all of the necessary coursework before graduation.

CONCENTRATION IN PRE-PHYSICAL THERAPY (16)

The minimal entry-level degree for practice as a Physical Therapist is a clinical doctoral degree in the Physical Therapy. The Concentration in Physical Therapy is designed to prepare students for graduate study in Physical Therapy. The concentration is not a major, and all students completing the concentration must also complete the requirements of a major prior to graduation. A student may complete any major while also completing the concentration. Many students interested in Physical Therapy have majored in Biology, Human Services and Rehabilitation Studies, or Psychology, and many of the courses required for the concentration are also required for completion of these majors.

Required Courses:

HRS 125	Professional Orientation to Physical and Occupational Therapy (Spring)
BIO 160	Concepts of Biology
BIO 240	Mammalian Anatomy (Fall)
BIO 370	General Physiology (Spring)
CHE 131–132	General Chemistry I and II
PHY 201–202	General Physics I and II
BIO/HRS 390	Exercise Physiology (Fall)
PSY 101	General Psychology
PSY 216	Abnormal Psychology
PSY 290	Psychology of Development
SOC 121	Principles of Sociology

One of the two HRS courses listed below:

HRS 490	Internship in Human Services and Rehabilitation Studies (if HSRS Major-12 Credits)
HRS 400	Human Services and Rehabilitation Studies (if Non HSRS Major-3 credits)

One of the following two Statistics courses:

PSY 224	Statistics
ECO 115	Statistics

One of the following two math courses:

MAT 114	Elementary Functions
MAT 117	Calculus I

Recommended (but not required) coursework

BIO 415	Principles of Neuroscience
PSY 351	Introduction to Brain and Behavior

First semester freshman who want to complete the concentration should enroll in BIO 160, CHE 131, HRS 125, and the appropriate math course (i.e., MAT 114 or MAT 117). First-year students should also consult with the Health Professions Advisor, Dr. Steven Theroux, or Human Services and Rehabilitation Studies Advisor, Dr. Robert Caron at the beginning of the fall semester to plan out the remainder of their course of study.

A significant number of hours (as many as 1,000) in fieldwork related to health care may be required for admission to some PT programs. The internship experience required for our program may not provide all of the hours needed to satisfy this requirement. Additional experience can be gained by volunteer work or by acquiring a paid position as a rehabilitation aide. It may also be possible to obtain additional fieldwork experience by completing additional internships within the major.

It is also important to note that some graduate programs have atypical course requirements. Students who are considering applying to graduate school for Physical Therapy should review the admission requirements of the schools they plan to apply to by the beginning of their Junior year in order to be certain they will have time to complete all of the necessary coursework before graduation.

CONCENTRATION IN PATIENT ADVOCACY (7)

The Concentration in Patient Advocacy is designed to advance students' knowledge and understanding of health and human services, health psychology, health care management, and sociology, in the context of the health care environment working with, and for, patients. The Concentration in Patient Advocacy is designed to prepare students with the foundational knowledge for entry-level roles in the field of health advocacy and patient navigation. The concentration prepares students for non-clinical graduate study in health care such as patient advocacy, public health, health care administration, and health care policy. Additionally, the Concentration in Patient Advocacy will complement students' preparation for graduate study in one of the many clinical health professions such as medicine, dentistry, physician's assistant, nursing, and optometry. This interdisciplinary concentration provides the student with education in aspects of law, ethics, policy, human services and the social sciences necessary for advancing patient- and family-centered health care. It can be undertaken while studying a number of possible majors.

Required Courses:

HSC 100	Systems Approach to Delivering Healthcare in America
HRS 210	Medical Aspects of Chronic Illness and Disability
HRS/HSC 222	Advocacy for Patient-Centered Care
HSC 310	Evidence Based Health Care
HRS 340	Principles of Case Management
HSC 360	Legal and Ethical Aspects of Health Care
HSC 370	Principles of Health Education and Promotion

MINOR IN APPLIED BEHAVIOR ANALYSIS (7)

Applied behavior analysis (ABA) is the science of learning and behavior used in order to solve socially significant problems (to influence changes in behavior that are meaningful to individuals and those around them). ABA has been applied in a variety of settings, including developmental and intellectual disabilities, autism spectrum disorder, regular and special education, clinical psychology, medicine, counseling, job effectiveness, business, animal training, sports training, environmental protection, exercise and health, criminology, and other areas. The Minor in ABA is a multi-disciplinary program that complements coursework in the Education, Human Services and Rehabilitation Studies, and Psychology majors. Given the prevalence of developmental and intellectual disabilities in society, the minor may also be of interest to students in other majors, such Business Studies, Biology, and Criminology. Students who complete undergraduate courses in ABA will learn how to effectively apply behavior-analytic procedures to solve behavioral problems that occur in their professional and personal lives. Students who complete the minor will also meet the coursework requirements to sit for the Board Certified Assistant Behavior Analyst exam and to become licensed as an Assistant Applied Behavior Analyst in Massachusetts (students will need to meet other requirements to qualify). Students interested in pursuing a Minor in ABA are encouraged to take PSY 253, HRS 331, and ABA 340 during their Sophomore and Junior years and to take ABA 350, ABA 360, and ABA 450 during their Senior year.

Students interested in pursuing the Minor in ABA are encouraged to talk with the ABA Program Director as well as work with their academic advisor to plan their course of study.

Required Courses (7 courses)

PSY 253	Psychology of Learning
HRS 331	Basic Concepts and Principles in Applied Behavior Analysis
ABA 340	Applied Behavior Analysis: Skill Acquisition (pending approval)

ABA 350 Applied Behavior Analysis: Evidence-based Interventions

ABA 360 Applied Behavior Analysis: The Professional Compliance Code (1 credit, pending approval)*

ABA 450 Applied Behavior Analysis: Implications for Practice

*ABA 360 is a 1-credit course. Completion of this course is required for the Minor in ABA but ABA 360 does not count as one of the 38 courses required for graduation.

Elective (1 course)

Students choose one elective from either the Foundations or Interventions group below. Students are encouraged to choose an elective outside of their major field of study.

Foundations

EDU 101: Schools in American Society

HRS 119: Introduction to Human Services and Rehabilitation Studies

HRS 121: Human Development and Disability across the Lifespan

HRS 225: Introduction to Human Communication and Its Disorders

HRS 420: Family Aspects of Disability

PSY 101: General Psychology

PSY 216: Abnormal Psychology

PSY 290: Psychology of Development: Infancy and Childhood

PSY 225: Research Methods in Psychology Interventions

EDU 260: Teaching Students with Special Needs

EDU 265 Effective Classroom Management

HRS 241 Prevention and Intervention Models and Approaches with Youth

HRS 321 Social Skills Development Strategies for Youth

HRS 330 Interviewing Techniques and Human and Rehabilitation Services

PSY 301 Internship in Psychology. This course is open to students who complete an internship focused on applied behavior analysis. Prior permission of the ABA Program Director is required to count this course as an elective.

PSY 309 Common Problems in Childhood

PSY 316 Abnormal Child and Adolescent Psychology

of their declared major. Undergraduate students that are on-track to complete general education/core requirements in addition to the required courses for their major may begin the graduate program in Rehabilitation Counseling during their senior year. Graduate coursework during the senior year counts toward the undergraduate degree as well as the graduate degree so students in this program will graduate with their Bachelor's Degree on schedule. Then, upon completion of one additional year of graduate study (the fifth year), students will be awarded a Master of Arts Degree in Rehabilitation Counseling. Students are then eligible to take the Certified Rehabilitation Counselor Examination and become nationally certified as a Rehabilitation Counselor (CRC).

Upon completion of this nationally accredited program in Rehabilitation Counseling, students have a number of professional options. Students can gain employment as a professional rehabilitation counselor in State Rehabilitation Agencies, Rehabilitation hospitals, Educational Settings, Private Settings, Insurance Based Settings, Independent Living Centers, etc. The Master's Degree will enable students to achieve professional counselor status and improved prospects for advancement into supervisory positions. Students can also use the Master's Degree in Rehabilitation Counseling for entry into a Doctoral Program.

Students interested in the Six-in-Five Graduate Program in Rehabilitation Counseling should seek advising with the Chair of the Department of Human Services and Rehabilitation Studies no later than February 1st of their junior year at Assumption College. It is necessary to delineate a program of study as soon as possible to ensure that all requirements are fulfilled. It is also possible to modify this accelerated path to a Master's Degree in Rehabilitation Counseling should students have outstanding undergraduate requirements that preclude them from taking 8 graduate level courses during their senior year. Academic advising is a critical piece to pursuing this program. Students with a declared major in HSRS do not complete the undergraduate field-based internship requirement (HRS490) thus providing room for 4 graduate level courses. HSRS students pursuing the Six-in-Five program will gain field-based experience as part of the graduate program (100-hour counseling practicum during the spring semester of senior year and a 600-hour rehabilitation counseling internship during the 5th year).

Admission to the Six-in-Five Program in Rehabilitation Counseling requires a strong undergraduate record of academic success. Interested students will apply to the program by submitting a letter of application to the HSRS Chairperson and submitting 2 academic letters of reference along with a transcript. Application materials are due early in the spring semester of junior year.

SIX-IN-FIVE GRADUATE PROGRAM IN REHABILITATION COUNSELING

The Department of Human Services and Rehabilitation Studies has an accelerated path toward helping undergraduate students earn a master's degree in Rehabilitation Counseling. The "Six-in-Five" Graduate Program in Rehabilitation Counseling is open to all undergraduate students at Assumption College regardless

Once admitted to the Six-in-Five Program in Rehabilitation Counseling, students will begin taking graduate courses during their undergraduate senior year. On-going evaluation of student progress will take place during the senior year to ensure students are successfully completing graduate level coursework. During the spring semester of the senior year students with successful achievement will make application to Assumption College's Graduate School and be admitted as official graduate students. Financial support such as grants and scholarships are available to qualified students.

COURSE DESCRIPTIONS

Applied Behavior Analysis (ABA)

ABA 340 SKILL ACQUISITION

This is an advanced course in applied behavior analysis for students interested in learning fundamental skill acquisition procedures. The course focuses on assessment of behavioral deficits and procedures for increasing a variety of self-care, communication, academic, and social skills. There will be a focus on identifying pivotal skills to teach and prioritizing teaching goals. Students will learn to identify and implement behavioral interventions to promote positive behaviors related to reinforcement, motivation, and stimulus control. In addition, interventions based on token economies, behavioral contracts, and group contingencies will be examined. There will be an emphasis on application of behavioral interventions across multiple domains, including autism and other developmental disorders, intellectual disability, education, health, and other areas. Value: 3 credits. Prerequisites: HRS 331 or PSY 353 or permission of the ABA Program Director.

ABA 350 EVIDENCE BASED INTERVENTIONS

This is an advanced course intended for students pursuing a minor in applied behavior analysis. The course focuses on the delivery of evidence-based behavior-analytic procedures. Students will explore what it means to say that an intervention is "behavior analytic" and "evidence based." There will be an emphasis on application of interventions based on behavioral principles across multiple domains, including autism and other developmental disorders, intellectual disability, education, health, and other areas. Students will learn to identify and implement behavioral interventions related to reinforcement, motivation, stimulus control, extinction, punishment, and verbal behavior. In addition, students will learn how to evaluate the effectiveness of an intervention based on visual data analysis and experimental design. Value: 3 credits. Prerequisites: HRS 331 or PSY 353 or permission of the ABA Program Director.

ABA 360 THE PROFESSIONAL COMPLIANCE CODE

This is a one-credit course intended for students pursuing a minor in applied behavior analysis. In this course, students will be introduced to the BACB Compliance Code. This course will provide students with an understanding of legal, professional, and ethical issues in the delivery of behavior-analytic services and the practice of behavior-analytic research. A variety of common dilemmas involving assessing behavior, selecting treatment protocols, evaluating behavior change, collaborating with other professionals, and relationships with clients will be presented and students will learn to identify the relevant aspects of the compliance code. Students will learn how to develop solutions to dilemmas and will practice implementing their solutions in interactive exercises. Finally, professional behavior related to behavior-analytic service delivery will be discussed. Value: 1 credits. Prerequisites: ABA 340 or ABA 350 or permission of the ABA Program Director.

ABA 450 IMPLICATIONS FOR PRACTICE

This is an advanced course intended for students pursuing a minor in applied behavior analysis and includes a required community service learning component. In this course, students will focus on the implementation, management, and supervision of behavioral services across a variety of settings. Students will learn methods of case management, monitoring program efficiency, and staff training. In addition, students will explore the Professional and Ethical Compliance Code for Behavior Analysts and will practice solving common ethical problems that occur during service delivery. Students will learn of current certification and licensure standards as well as graduate training and career options. Finally, students will gain real-world experience with behavior-analytic service delivery via the community service learning component. This experience will enable students to integrate knowledge learned across the applied behavior analysis curriculum and give them the opportunity see first-hand the positive effect behavioral intervention can have in the lives of clients. Value: 3 credits. Prerequisites: ABA 350 or permission of the ABA Program Director.

American Sign Language (ASL)

ASL 101 INTRODUCTION TO SIGN LANGUAGE

This course focuses on the use and study of American Sign Language (ASL), the language that is widely used by Americans with Deafness. This course will include basic ASL vocabulary, grammatical structures, and conversational basics. Students will also be introduced to the values, beliefs and behavioral norms shared by members of the deaf culture. Counts as a language in the Core curriculum. (Fall and Spring)

Staff/Three Credits

ASL 102 SIGN LANGUAGE II

This is a second level course that focuses on the use and study of American Sign Language (ASL). This course continues to increase ASL vocabulary and grammatical structures. In this course the student will also continue the exploration of the deaf culture including developing culturally appropriate relationships with individuals who are deaf. Counts as a language in the Core curriculum. Prerequisite: ASL101 (Fall and Spring)

Staff/Three Credits

Human Services (HRS)

HRS 119 INTRODUCTION TO HEALTH, HUMAN AND REHABILITATION SERVICES

This course is an introduction to the theory, practice and systems of health, human and rehabilitation services. The information covered in this course is geared toward students in all majors so that they may become more socially, politically, culturally and humanly aware of the issues that people with disabilities, chronic illnesses and challenging life circumstances experience. This course utilizes social justice frameworks to consider the barriers and inequities faced by individuals typically marginalized, disenfranchised and limited from full participation in society. The history, legislation and mission of health, human and rehabilitation services will be examined along with the major models and theories of helping and providing services in community-based health and human service agencies. Current issues and trends in health, human and rehabilitation service provision are covered with specific attention paid to disability and chronic illness. This course fulfills the social science requirement in the Core Curriculum. (Fall/Spring)

Staff/Three Credits

HRS 121 HUMAN DEVELOPMENT AND DISABILITY ACROSS THE LIFESPAN

This course will cover the basic principles of developmental theories in addition to the major theories of human growth and development. Piaget, Erikson, Bronfenbrenner, Maslow and Kohlberg are some of the theorists studied in this course. Demographic shifts across history are identified with the intent of demonstrating the increased population of individuals living and living longer with chronic illness and disability. Typical development across the lifespan is studied with each stage of life covered from pregnancy and infancy to older adulthood. Disabilities and chronic illnesses common to each stage of life will be studied with discussion of the ways in which the disability and illness experience affects passage through life stages. This course fulfills the social science requirement in the Core Curriculum. (Fall/Spring)

Staff/Three Credits

HRS 125 PROFESSIONAL ORIENTATION TO PHYSICAL AND OCCUPATIONAL THERAPY

This course will cover the history, principles, philosophies and ethics of occupational and physical therapy. The Physical and Occupational Therapists relationship to other health care providers will also be covered. This introductory course will provide a foundation for understanding the role of the physical and occupational therapist within a variety of professional treatment sites. Theories, models of practice, and the OT and PT processes will be covered. This course will also provide an overview of professional issues and current trends and will highlight the legal and ethical responsibilities related to health care service. (Spring)

Staff/Three Credits

HRS 200 ADDICTION: ETIOLOGY, ASSESSMENT, TREATMENT AND REHABILITATION

This course will provide an overview of addictions and addictive behavior. Topics such as the historical, psychological, social, societal, physiological, family and relationship aspects of addictions will be covered. The pharmacology, treatment, prevention, intervention, and rehabilitation related to substance abuse, alcohol dependence, eating disorders, gambling addictions, steroid use, etc. will also be explored. This course will introduce students to the different theories of addiction (e.g., biological, psycho-dynamic, social-learning, and socio-cultural) and the implications for successful intervention. Ethical issues related to addictions and addiction counseling will also be discussed. (Fall/Spring)

Staff/Three Credits

HRS 210 MEDICAL ASPECTS OF DISABILITY

The goal of this course is to assist students in acquiring an understanding of chronic illness, disability and health impairments. The course provides information about the medical aspects and characteristics of chronic illnesses and disabling conditions along with treatments and interventions aimed at ameliorating the resulting functional limitations. Students will study chronic diseases and disabling conditions that are commonly encountered in health care and rehabilitation service settings. In addition to emphasizing the medical aspects and characteristics, treatment and intervention strategies will be covered. Basic medical terminology will be studied. This course will focus on disease, chronic illness and physical impairments. (Fall/Spring)

Staff/Three Credits

HRS 219 REHABILITATION STRATEGIES AND INTERVENTIONS

This course explores the full range of rehabilitation strategies and interventions that occur across the lifespan of individuals with disabilities. Educational and rehabilitation strategies aimed at maximizing independence for people with disabilities will be covered.

Early intervention, inclusion and transition services will be examined as critical educational strategies aimed at minimizing the impact of disability and enhancing independence. The course will provide critical knowledge and skills related to employment and independent living options for people with disabilities including related legislation. Supportive strategies for assisting and maintaining individuals with disabilities in educational and employment settings will be addressed. Rehabilitation and assistive technology options will also be covered. (Fall/Spring)

Staff/Three Credits

HRS 225 INTRODUCTION TO HUMAN -COMMUNICATION AND ITS DISORDERS

This course is an introduction to human communication across the life span with emphasis on the linguistic rule systems of pragmatics, semantics, syntax, morphology and phonology. An overview of normal and disordered speech, language, cognitive-linguistic, and hearing skills is provided. This overview includes etiologies, characteristics, assessment, and treatment using case studies, video, DVD and audio-taped examples as well as hands-on materials. (Spring)

Staff/Three Credits

HRS 235 NORMAL SPEECH AND LANGUAGE DEVELOPMENT

This course provides an in-depth coverage of normal speech and language development including theories of acquisition, development of the linguistic areas of content, form and function, cognitive-linguistic development, the development of literacy skills, and basic analysis techniques for measuring the speech and language development of a child. Learning is achieved through lecture, reading and video/audio taped examples. (Fall)

Staff/Three Credits

HRS 241 PREVENTION AND INTERVENTION: MODELS AND APPROACHES WITH YOUTH

This course will provide students an overview of professional settings that employ counselors and youth workers to work with children and adolescents. Settings such as public, private, and alternative schools, early intervention programs, afterschool programs, and youth facilities will be covered. The role of professionals working in these settings will also be explored. The course will provide an overview of a variety of issues associated with early childhood and adolescence. Basic guidelines for working with children will be covered in addition to an overview of specific prevention and intervention models for counseling children and adolescents. The course will focus on the practical application of developmental theory within the context of a social justice and multicultural counseling framework. The course will also address effective intervention techniques to work with all youth within our

socio-political contexts of schools and communities. Effective and collaborative family intervention models will also be covered. (Fall)

HRS 305 CLIENT INFORMATION AND ASSESSMENT

This course is intended to provide the student anticipating a professional role in the human and rehabilitation services with an opportunity to develop awareness, understanding and skills related to the use of assessments and evaluation tools. Clients utilizing human and rehabilitation services are in need of professionals with skills in utilizing assessment results in order plan and provide appropriate interventions. This course will utilize a lifespan approach to provide an overview of common assessment and evaluation tools used in a variety of human service and applied settings such as schools, early intervention programs and rehabilitation agencies. (Fall)

Staff/Three Credits

HRS 320 PSYCHIATRIC REHABILITATION

As an introduction to psychiatric rehabilitation, this course emphasizes understanding of lifespan development with appreciation for the complex interaction of biological, social and psychological variables that influence human behavior. From this bio-psycho-social framework, the course will review major psychiatric and developmental disorders with attention to diagnostic and intervention strategies. This course will also address the co-occurrence of psychiatric disorders and substance use disorders in individuals. The challenging nature of treatment and rehabilitation for individuals with co-occurring disorders will be identified and covered. Educational and vocational factors will also be covered. Students will gain an understanding and appreciation of the personal experience of psychiatric disability and recovery, including an understanding of the core principles and motives of psychiatric rehabilitation. Prerequisites: HRS 119; HRS 121 (Fall/Spring)

Staff/Three Credits

HRS 321 SOCIAL SKILLS DEVELOPMENT STRATEGIES FOR YOUTH

Social Skills Training is a psycho-educational approach to scaffolding pro-social behaviors of youth and adolescents with behavioral challenges. Social Skill development as an approach supports youth to be successful in social interactions. Specifically, Social Skill development as an approach provides youth with strategies for building resilience and for dealing with teasing and bullying, starting conversations, asking for help, dealing with peer pressure, practicing effective problem solving, etc. The course will provide students with the theoretical, evidentiary and practical background to engage with youth in social skill development and interventions. Students will be introduced to assessment strategies to determine the social skills needs of youth and adolescents. The course will also introduce interventions for specific behavioral challenges of

students with disabilities (ADHD, learning disabilities, autism spectrum disorders, for example). Students will also be introduced to other relevant evidence based interventions for working with youth. (Spring)

HRS 325 CLINICALLY BASED PHONETICS OF AMERICAN ENGLISH

This course is the study of sounds of the American English Language. Using the International Phonetic Alphabet (IPA), students will learn to analyze and transcribe the physical properties of American English, including the production of sounds, acoustics and perception of speech. (Spring)
Staff/Three Credits

HRS 330 INTERVIEWING TECHNIQUES IN HUMAN AND REHABILITATION SERVICES

This course is designed to provide students with a thorough understanding of the interview process. A strong emphasis will be placed on developing skills in applying and utilizing specific interviewing skills and techniques in human and rehabilitation service settings. Students will understand the impact of diversity, culture, and individual lifestyles on the helping process. The course will assist students to apply effective interpersonal skills in interviewing and communicating with persons with disabilities, their families, related professionals, and the general public. Client choice and consumer self-direction will be emphasized in interviewing and counseling situations. Students will be taught to incorporate cultural sensitivity into daily practice and interactions with clients. Ethical principles and decision making will be discussed and practiced. Prerequisites: HRS 119 (Fall)
Staff/Three Credits

HRS 331 BASIC CONCEPTS AND PRINCIPLES IN APPLIED BEHAVIORAL ANALYSIS

The field of Behavior Analysis grew out of the scientific study of principles of learning and behavior and is now an evidence-based intervention for working with children and adults with a variety of developmental, cognitive and behavioral disabilities. Applied behavioral analysis is an applied science that develops methods of changing behavior and a profession that provides services to meet diverse behavioral needs. This course covers the basic foundations in behavioral principles by reviewing behavioral theories, concepts and terminology. Behavioral, learning and motivational theories will be studied to provide a strong foundation and framework for the practice of applied behavior analysis. Once students have acquired the essential foundational knowledge of behaviorism, motivation and learning they will use these principles to address the behavioral needs of a variety of individuals being served in diverse community settings. Students will complete exercises and practical application based projects so that they can develop the basic skills of applied behavior analysis in a safe environment prior to practicing these skills

with actual children and adults in a supervised setting. The course employs a strengths-based model of intervention while covering specific behavioral interventions aimed at assisting both children and adults to increase and maintain positive and appropriate behaviors. Interventions that are geared toward reducing problematic behaviors and generalizing and promoting positive behaviors that enhance the development, abilities, and choices of children and adults with developmental and behavioral disabilities will be covered. (Spring)

HRS 335 ANATOMY AND PHYSIOLOGY OF SPEECH AND HEARING MECHANISMS

This course is an in-depth study of the muscular, skeletal and nervous systems as they pertain to speech, hearing and swallowing. This course covers the normal anatomy and physiology of the speech and hearing mechanisms with emphasis on respiration, phonation, resonance, articulation, hearing, swallowing and audition. (Fall)
Staff/Three Credits

HRS 340 PRINCIPLES OF CASE MANAGEMENT

This course is designed to assist students in developing the necessary case management skills that are essential to the human and rehabilitation services fields. It will provide students with the knowledge and skills needed to facilitate client movement from initiation of services to case service termination. Students will be exposed to case management practices across human service agencies. Efficient case documenting, case recording and time management approaches will be developed along with case planning skills that recognize individual client needs. Community resource utilization, goal development, action planning, advocating, service coordination and utilization of assessment information will also be covered. This is a skill-based course that aims to teach organizational principles, practices and processes to students, thus enabling them to be effective in human and rehabilitation service delivery systems. Prerequisites: HRS 119 (Spring)
Staff/Three Credits

HRS/BIO 390 EXERCISE PHYSIOLOGY

This advanced course is designed to provide students with applied knowledge relative to human's physiologic responses to acute and chronic exercise stress. Students' basic knowledge of neuromuscular physiology, energy metabolism, cardiovascular and respiratory physiology will be honed to focus on human exercise response with the focus of the course being on applications to exercise training and programming, sport, nutrition, youth, aging and disease. Laboratory exercises will enable practical skills to be gained in measuring and testing for physiological markers of human readiness and response to exercise. Lab fee \$400. 00
Prerequisites: Bio 370 (Fall)
Staff/Four credits

HRS 400 FIELD EXPERIENCE IN HUMAN SERVICES AND REHABILITATION STUDIES

This course is a supervised 100-hour field placement experience in an approved human or rehabilitation service agency. The field placement will provide students with an opportunity to become oriented to the human and rehabilitation services by observing and participating in the provision of services to client groups. As students develop they will have the opportunity to use their skills and knowledge to provide services within a highly supervised setting. This field placement enables students to work with staff representing a variety of human service fields. Students will also participate in a weekly seminar that provides group supervision, instruction and discussion of the field placement experience. (Fall/Spring)

Staff/Three Credits

HRS 420 FAMILY ASPECTS OF DISABILITY

This course uses a family systems approach to cover the life cycle of the family. Students will learn to develop and use a genogram to better understand the family system. The course also takes a specific focus on the complex challenges that families face when a family member has a chronic illness, severe disability or substance use disorder. The course will examine family risk factors and interventions employed to prevent and mitigate the effects associated with these factors. The course will focus on developing specialized skills and techniques for working with families in an attempt to foster family cohesion to confront challenges. This course attempts to provide students with a context and a philosophy for facilitating families as they move through time. Furthermore, the course aims to teach professionals to assist family members in becoming a positive resource and support for each other as they confront the many challenges associated with disability, chronic illness, or substance use disorders. The course covers a variety of family assessment and intervention models. The course includes an analysis of relevant and critical issues to consider when working with families during the treatment, intervention, and/or rehabilitation processes. Specific attention is given to the family life cycle and the effect of risk factors, such as disability, chronic illness or substance use disorders on the family. (Spring)

Staff/Three Credits

HRS 421 LOSS AND BEREAVEMENT ACROSS THE LIFESPAN

This course will address the topics of loss, grief, bereavement, aging, and the dying process from a humanistic perspective. The course will examine the role of spirituality, culture, gender, and developmental stage in responding to loss. This course will address the role that helping professionals and fellow human beings can play in facilitating and encouraging the natural, healthy, and healing expression of emotions related to loss. In this course, students will learn that grieving evokes strong

emotions and strong emotions can be overwhelming if they are not spoken in the presence of someone who can accept and not judge. Therefore, students in this course will be taught how to be present with someone experiencing strong emotions related to loss and death, how to respond to feelings shared by others experiencing grief and loss, and how to encourage others to accept and cope with strong emotions related to loss and grief.

Staff/Three Credits

HRS 431 TREATMENT STRATEGIES AND INTERVENTIONS FOR SUBSTANCE USE DISORDERS

This advanced course will focus on the theories, approaches, strategies and interventions currently utilized for the effective treatment of alcohol and substance use disorders. Specific attention will be paid to change theory and the importance of motivating individuals for change. Evidence-based interventions such as motivational interviewing and cognitive-behavioral techniques will be highlighted. Content covered will deepen students' understanding of substance use disorders and facilitate the development of skills and competencies associated with addiction intervention strategies. A variety of individual and group treatment modalities will be covered with specific attention paid to psycho-educational strategies. This course will also introduce crisis intervention for treating clients with substance use disorders.

Staff/Three credits

HRS 425 SPEECH SCIENCE

This advanced course will provide students with the fundamental principles of speech science. This course is designed to introduce students to the objective measurements of human speech and voice production and perception from acoustic and physiological instrumentation. Readings, lectures, course work and discussions are designed to demonstrate the ways in which this empirical data relates to research in the field of communication science as well as to its clinical applications. (Fall)

Staff/Three Credits

HRS 485 SPECIAL TOPICS

Special topics courses are elective courses designed to address special issues, skills and knowledge needed in the human and rehabilitation services. These courses are designed for junior and senior level students as independent research and inquiry are required.

Staff/Three Credits

HRS 490 INTERNSHIP IN HUMAN SERVICES AND REHABILITATION STUDIES

This course is a field-based, professional opportunity for students to apply the theories, strategies, interventions, and knowledge learned through the HRS coursework. Students will be applying their classroom learning in a

professional human and/or rehabilitation service setting. The internship is an intensely supervised and supported experience as students are supervised by both a faculty and an agency supervisor. There are three phases to the internship experience: orientation, observation, and performance. Students will perform all aspects of the human and/or rehabilitation specialists job e.g., intake interviewing, assessment, action planning, service planning, case management and case closure. Students will complete a minimum of 400 hours on site during the fall or spring semester. The internship is a competency driven experience and specific skills related to the direct provision of services will be evaluated. Prerequisites: HRS 119; HRS 121; HRS 200; HRS 210; HRS 219; HRS 305; HRS 320; HRS 330; HRS 340 (Fall/Spring)

Staff/Twelve Credits

HRS 499 DIRECTED STUDY IN HUMAN SERVICES AND REHABILITATION STUDIES

This course allows students to explore an area of interest along with the guidance of a faculty member. Students will work with their faculty advisor to develop a research or other project that provides immersion into a topic area of interest. Students, along with their faculty advisor, will develop a project proposal to be approved by the Department Chairperson and the Dean of Studies. (Fall and Spring)

Staff/Variable Credit

Health Sciences (HSC)

HSC 100 SYSTEMS APPROACH TO DELIVERING HEALTH CARE IN AMERICA

How is healthcare delivered, funded and legislated within the United States? What is working and what is not in our current system? This course will address the framework and structure of contemporary healthcare delivery systems in the United States and abroad. Key issues surrounding healthcare legislation, public vs. privatized insurance and the differences with universal healthcare, disparities in access and quality of care, health outcomes in the U.S. and the role of technology in healthcare delivery will all be introduced. Students will gain an appreciation of the complexity of interacting systems that comprise health care delivery today with special attention toward the challenges and opportunities for patient-centered care.

Staff/Three credits

HSC 150 INTRODUCTION TO PUBLIC HEALTH

This course provides an overview of the basic principles in Public Health, a field focused on health promotion and disease prevention. Students will learn the concepts and

methods for measuring health in populations. Environmental, socio-economic, and behavioral determinants of health will be discussed, as will the role of health care systems, public policy, and government. Students will engage in the public health approach to issues by learning to define the problem, establish the cause, identify mitigating factors, develop evidence-based recommendations for interventions, and use appropriate methods to evaluate the impact of the intervention.

supervised setting. The course employs a strengths-based model of intervention while covering specific behavioral interventions aimed at assisting both children and adults to increase and maintain positive and appropriate behaviors. Interventions that are geared toward reducing problematic behaviors and generalizing and promoting positive behaviors that enhance the development, abilities, and choices of children and adults with developmental and behavioral disabilities will be covered. (Spring)

HRS 335 ANATOMY AND PHYSIOLOGY OF SPEECH AND HEARING MECHANISMS

This course is an in-depth study of the muscular, skeletal and nervous systems as they pertain to speech, hearing and swallowing. This course covers the normal anatomy and physiology of the speech and hearing mechanisms with emphasis on respiration, phonation, resonance, articulation, hearing, swallowing and audition. (Fall)

Staff/Three Credits

HRS 340 PRINCIPLES OF CASE MANAGEMENT

This course is designed to assist students in developing the necessary case management skills that are essential to the human and rehabilitation services fields. It will provide students with the knowledge and skills needed to facilitate client movement from initiation of services to case service termination. Students will be exposed to case management practices across human service agencies. Efficient case documenting, case recording and time management approaches will be developed along with case planning skills that recognize individual client needs. Community resource utilization, goal development, action planning, advocating, service coordination and utilization of assessment information will also be covered. This is a skill-based course that aims to teach organizational principles, practices and processes to students, thus enabling them to be effective in human and rehabilitation service delivery systems. Prerequisites: HRS 119 (Spring)

Staff/Three Credits

HRS/BIO 390 EXERCISE PHYSIOLOGY

This advanced course is designed to provide students with applied knowledge relative to human's physiologic responses to acute and chronic exercise stress. Students' basic knowledge of neuromuscular physiology, energy metabolism, cardiovascular and respiratory physiology will

be honed to focus on human exercise response with the focus of the course being on applications to exercise training and programming, sport, nutrition, youth, aging and disease. Laboratory exercises will enable practical skills to be gained in measuring and testing for physiological markers of human readiness and response to exercise. Lab fee \$400. 00
Prerequisites: Bio 370 (Fall)

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This course is a supervised 100-hour field placement experience in an approved human or rehabilitation service agency. The field placement will provide students with an opportunity to become oriented to the human and rehabilitation services by observing and participating in the provision of services to client groups. As students develop they will have the opportunity to use their skills and knowledge to provide services within a highly supervised setting. This field placement enables students to work with staff representing a variety of human service fields. Students will also participate in a weekly seminar that provides group supervision, instruction and discussion of the field placement experience. (Fall/Spring)

Staff/Three Credits

HRS 420 FAMILY ASPECTS OF DISABILITY

This course uses a family systems approach to cover the life cycle of the family. Students will learn to develop and use a genogram to better understand the family system. The course also takes a specific focus on the complex challenges that families face when a family member has a chronic illness, severe disability or substance use disorder. The course will examine family risk factors and interventions employed to prevent and mitigate the effects associated with these factors. The course will focus on developing specialized skills and techniques for working with families in an attempt to foster family cohesion to confront challenges. This course attempts to provide students with a context and a philosophy for facilitating families as they move through time. Furthermore, the course aims to teach professionals to assist family members in becoming a positive resource and support for each other as they confront the many challenges associated with disability, chronic illness, or substance use disorders. The course covers a variety of family assessment and intervention models. The course includes an analysis of relevant and critical issues to consider when working with families during the treatment, intervention, and/or rehabilitation processes. Specific attention is given to the family life cycle and the effect of risk factors, such as disability, chronic illness or substance use disorders on the family. (Spring)

Staff/Three Credits

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This course will address the topics of loss, grief, bereavement, aging, and the dying process from a humanistic perspective. The course will examine the role of spirituality, culture, gender, and developmental stage in responding to loss. This course will address the role that helping professionals and fellow human beings can play in facilitating and encouraging the natural, healthy, and healing expression of emotions related to loss. In this course, students will learn that grieving evokes strong emotions and strong emotions can be overwhelming if they are not spoken in the presence of someone who can accept and not judge. Therefore, students in this course will be taught how to be present with someone experiencing strong emotions related to loss and death, how to respond to feelings shared by others experiencing grief and loss, and how to encourage others to accept and cope with strong emotions related to loss and grief.

Staff/Three Credits

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Staff/Three credits

HRS 425 SPEECH SCIENCE

This advanced course will provide students with the fundamental principles of speech science. This course is designed to introduce students to the objective measurements of human speech and voice production and perception from acoustic and physiological instrumentation. Readings, lectures, course work and discussions are designed to demonstrate the ways in which this empirical data relates to research in the field of communication science as well as to its clinical applications. (Fall)

Staff/Three Credits

HRS 485 SPECIAL TOPICS

Special topics courses are elective courses designed to address special issues, skills and knowledge needed in the

human and rehabilitation services. These courses are designed for junior and senior level students as independent research and inquiry are required.

Staff/Three Credits

HRS 490 INTERNSHIP IN HUMAN SERVICES AND REHABILITATION STUDIES

This course is a field-based, professional opportunity for students to apply the theories, strategies, interventions, and knowledge learned through the HRS coursework. Students will be applying their classroom learning in a professional human and/or rehabilitation service setting. The internship is an intensely supervised and supported experience as students are supervised by both a faculty and an agency supervisor. There are three phases to the internship experience: orientation, observation, and performance. Students will perform all aspects of the human and/or rehabilitation specialists job e.g., intake interviewing, assessment, action planning, service planning, case management and case closure. Students will complete a minimum of 400 hours on site during the fall or spring semester. The internship is a competency driven experience and specific skills related to the direct provision of services will be evaluated. Prerequisites: HRS 119; HRS 121; HRS 200; HRS 210; HRS 219; HRS 305; HRS 320; HRS 330; HRS 340 (Fall/Spring)

Staff/Twelve Credits

HRS 499 DIRECTED STUDY IN HUMAN SERVICES AND REHABILITATION STUDIES

This course allows students to explore an area of interest along with the guidance of a faculty member. Students will work with their faculty advisor to develop a research or other project that provides immersion into a topic area of interest. Students, along with their faculty advisor, will develop a project proposal to be approved by the Department Chairperson and the Dean of Studies. (Fall and Spring) Staff/Variable Credit

Health Sciences (HSC)

HSC 100 Systems Approach to Delivering Health Care in America

How is healthcare delivered, funded and legislated within the United States? What is working and what is not in our current system? This course will address the framework and structure of contemporary healthcare delivery systems in the United States and abroad. Key issues surrounding healthcare legislation, public vs. privatized insurance and the differences with universal healthcare, disparities in access and quality of care, health outcomes in the U.S. and the role of technology in healthcare delivery will all be introduced. Students will gain an appreciation of the complexity of interacting systems that

comprise health care delivery today with special attention toward the challenges and opportunities for patient-centered care.

Staff/Three credits

HSC 150 INTRODUCTION TO PUBLIC HEALTH

This course provides an overview of the basic principles in Public Health, a field focused on health promotion and disease prevention. Students will learn the concepts and methods for measuring health in populations. Environmental, socio-economic, and behavioral determinants of health will be discussed, as will the role of health care systems, public policy, and government. Students will engage in the public health approach to issues by learning to define the problem, establish the cause, identify mitigating factors, develop evidence-based recommendations for interventions, and use appropriate methods to evaluate the impact of the intervention.

Staff/three credits

HSC 310 EVIDENCE BASED HEALTH CARE

Evidence-based practice in health care is the synthesis of best available research evidence with current knowledge and clinical experience for health promotion and quality health care services. It is a predominant clinical and administrative consideration for improving health care delivery and practice. While unprecedented developments in the diagnosis, treatment, and long-term management of disease provide the opportunity for longer and healthier lives, access to health care that is most appropriate is too often impeded by ignorance, inequity, and economic constraints. The Institute of Medicine finds this gap “due to our failure to apply the evidence gathered about the medical care that is most effective – a failure related to shortfalls in provider knowledge and accountability, inadequate care coordination and support, lack of insurance, poorly aligned payment incentives, and misplaced patient expectations.” For students who are participants of the US health care system, as patients or prospective providers, understanding the research process and the critical appraisal of research to support the practice implications in health care is imperative.

Staff/Three credits

HSC 360 LEGAL ASPECTS OF HEALTH CARE

This course will address relevant legal and ethical issues in current healthcare practice and systems. The course will provide an introduction to a broad scope of legal principles and obligations required by health care professionals and consider the professional ethics involved in modern health care delivery. Primarily, federal health care policies that will impact contemporary health providers in their everyday work will be reviewed. The rights and responsibilities of organizations, health care providers, and patients will be examined. Additionally, contemporary ethical dilemmas will be explored along with developing an understanding of

how ethical issues are resolved using ethics committees in modern health systems.

Staff/Three credits

HSC 450 INTERNSHIP IN HEALTH SCIENCES

During the final year of the Health Science Program, students complete a required internship experience to gain first-hand experience in an area of interest. Internship experiences may be completed in selected health care work environments, e.g., public health departments, clinics, hospitals, not-for-profit organizations, community health organizations. This course is a field-based, professional

opportunity for students to apply the theories, models, knowledge, concepts and strategies learned through their coursework in the Health Sciences. Students apply their classroom and laboratory learning in a health, allied health or health care environment. This internship is an intensely supervised and supported experience as students are supervised by both college faculty and an on-site supervisor. There are three phases to the internship experience: orientation, observation, and performance. Students will complete 200 hours on site during the Fall or Spring semester.

Staff/Six credits.

Interdisciplinary Programs of Study

The College offers a variety of programs of study that are informed by more than one disciplinary field. They include the college's Honors Program, a major in Latin American Studies, and several minors including Community Service Learning (CSL); Core Texts and Enduring Questions (CTEQ); Law, Ethics, and Constitutional Studies (LEX); Medieval and

Early Modern Studies (MEMS); Peace and Conflict Studies (PCS); and Women's Studies (WMS).

HONORS PROGRAM

Honors Council: Elizabeth Colby-Davie, Jeremy Geddert, Regina Kuersten-Hogan, Carl Keyes, Cary LeBlanc, Paul Shields, Brian Volz. *Program Director:* Molly Brigid McGrath.

Students in the Assumption College Honors Program are passionate about ideas and learning, eager to grow by taking on challenges, and committed to the common good of their communities. For that reason, Honors students select courses and projects that reflect their interests, connect their classroom studies with experience in the community, collaborate on research with faculty members, and design independent projects. Students selected for the Honors Program become members of a lively community that supports academic and co-curricular activities, the chance to build life-long relationships, and the opportunity to develop as persons.

The Honors Program reflects the mission of the college by providing a curriculum that offers a high quality liberal education, in-depth disciplinary and professional training, opportunities to contribute to the community, and a basis for a meaningful personal, professional, spiritual, family, and civic life. It presents opportunities for students to explore connections among their courses, and also between their courses and life. The program promotes intellectual friendship and discourse while providing a common, intensive learning experience inside and outside the classroom.

The program commences in the first year with a yearlong Honors COMPASS linkage that continues into the spring semester: these are small, liberal arts courses, in English Composition and Literature, or in Philosophy, or in Theology, and linked with another discipline. In the sophomore year, honors students take one honors elective chosen from a range of courses, including, for example, Life Stories, Honors Physics I and II, Honors Calculus I and II, and the Literature of Social Responsibility. In the junior year, a seminar guides students as they identify a topic for their senior year thesis or capstone project, a significant piece of independent work usually in the student's major field of study. Going well beyond second-hand learning, students in the Honors Program experience a direct-engagement education by learning from primary texts, concrete experiences, faculty mentors, and personally driven scholarly projects.

Honors Program Goals

In the Honors Program students will:

- Cultivate independent thinking and learning
- Learn to interpret and evaluate information from a variety of perspectives
- Engage actively with various academic disciplines
- Develop and refine the qualities and responsibilities of honor, leadership, and service

- Carry out in-depth independent study in a self-designed project

Required Courses (7)

First Year, an Honors COMPASS linkage (2 courses) in the fall; recommended continued in the spring (2 courses)

Sophomore Year, Elective: any course with an honors designation

Junior Year, HON 300: Honors Seminar

Senior Year, HON 444: Honors Capstone Thesis

If first year linkage not continued in spring, two other courses with an Honors designation.

Honors Program Certificate Requirements

To earn an Honors Program Certificate a student must complete the seven courses described above as part of the Honors Program. Students are required to maintain a minimum GPA in those courses of 3.25 and a minimum cumulative GPA of 3.25. In addition, students are required to defend their honors thesis to a committee of at least three faculty members. First-year students receiving a 3.5 GPA in the fall semester are invited to apply to the Honors Program and may join the program during their sophomore year.

Program Benefits

Co-curricular Opportunities

To complement the academic experience offered in the Honors Program, Assumption College sponsors such co-curricular activities as weekend book discussions, trips to historic sites and cultural events, concerts, lectures, attendance at academic conferences, dinner discussions, and study abroad.

Honors Fellowships

Honors Students are encouraged to apply for summer fellowships provided by the Honors Program. These funds may be used for summer and independent research and to attend scholarly conferences.

Honors Housing

Honors housing is available for first-year students in Hanrahan Hall. This alternate housing option provides students with a living and learning community that fully supports and understands the attainment of academic excellence. The mission of the Honors housing is to provide students with an educational environment in a smaller dorm setting. Programming in the Hanrahan lounge will create many opportunities for less formal interactions between students, faculty, and the administration. Honors

housing is highly recommended for members of the College Honors Program, but is not required. Honors housing is also open to a limited number of students outside the Honors Program who are interested in being part of a friendly, relaxed, supportive, and intellectually stimulating living-learning community.

Honors Suite

An Honors Suite is available in Tsotsis 247 for members of the Honors community. This space is available for study, consultation, and conversation by all Honors Students. Receptions between faculty, students, and campus speakers and performers will be scheduled in the Honors Suite periodically throughout the semester. The space contains a reading room and lounge, computer facilities, meeting space, and advisory offices.

Recognition

Honors Capstone Projects are bound and archived in the d'Alzon Library. Recipients of Summer Fellowships are recognized campus-wide. Graduates of the Honors Program receive a certificate at commencement, are marked as such in the Commencement Program, and have Honors denoted on their official transcript.

COURSE DESCRIPTIONS

HON 200 LIFE STORIES (CSL)

This course explores the interconnectedness of human experience across time and place. It uses personal narratives and biographies to study the relationship between reflection and action. Coursework focuses on the challenges individuals face, the choices they make, and how those choices shape and define their lives. Studying life stories prompts contemplation of how we make choices, the connections between what we believe and what we do, and how we can build meaningful lives. This course introduces students to Honors-level reading, writing, and discussion. The course includes a community service learning component. Prerequisite: Membership in Honors Program. (Fall and Spring)

Hodgen/Land/*Three credits*

HON 300 HONORS SEMINAR

The Honors Seminar will help students identify a faculty mentor and develop a project topic for their Honors Capstone thesis. Each student will prepare a brief abstract, a substantial description of the project, an annotated bibliography of relevant sources, and a timeline for completion of the project. Students will defend their complete project proposals to an audience of their peers and faculty mentors during the final weeks of the semester. Prerequisites: HON 200 and Membership in Honors Program. (Fall and Spring)

Christensen/Colby-Davie/Leone/*Three credits*

HON 444 HONORS CAPSTONE

In the Honors Capstone, each student will produce an independent research thesis or creative project under the supervision of a faculty mentor. (The project is proposed and approved during HON300 Honors Seminar.) Students will meet on a weekly basis with their faculty mentor for advice and guidance, but primarily will work independently on the project throughout the semester. A summary and defense of the capstone work will be organized by the faculty mentor and completed by the end of the spring semester. Prerequisites: HON 300 and Membership in Honors Program. (Fall and Spring)

Staff/*Three credits*

For further information contact the Honors Program Director, Prof. Molly Brigid McGrath.

INTERDISCIPLINARY MAJOR IN LATIN AMERICAN STUDIES (10)

Faculty: Mark Christensen (History), Peter Clemente (Music), Steve Farough (Sociology), Juan Carlos Grijalva (Spanish), Arlene Guerrero-Watanabe (Spanish), Esteban Loustaunau (Spanish), Kevin L. Hickey (Geography), Dona M. Kercher (Spanish), Cary LeBlanc (Business Studies), Maryanne Leone (Spanish), Catherine Pastille (Business Studies); *Program Director:* Dona M. Kercher(Spanish).

MISSION STATEMENT

The major in Latin American Studies is designed to respond to the increasing interest in the societies of the region and to the need to understand the complexity of their history, political and economic systems, social structures, and literary and artistic expression. The history of the Latin American nations and the development of their distinctive identities, the struggle for independence, and the establishment of modern democracies offer a challenging range of areas to explore. The presence of Latin America within the United States in the Latino communities gives another dimension to the study.

Through a program that focuses on this significant region of the world, students will have the opportunity to increase familiarity with the dynamics of other societies while strengthening their awareness of cultural diversity. The program provides a comprehensive course of study. Since no single discipline affords full study of any area, the interdisciplinary approach will give coherence to the major, fostering scholarship. The goal is to provide students with methodologies and modes of inquiry derived from different academic disciplines. This major draws upon courses from the departments of Modern and Classical Languages and Cultures, History, Economics and Global Studies, Political Science, Sociology and Anthropology, and Art and Music.

The major in Latin American Studies prepares students for graduate work or employment in fields such as government, business, industry, media, law, and community services. The major is also excellent preparation for a teaching career. Students interested in pursuing this major must discuss their intention early in their sophomore year in order to plan their program and have access to a wider range of course selections, since most of the courses are offered within departmental cycles. Students may also select courses from the listing of the Worcester Consortium, with previous approval by the director of the program.

The study of Spanish is vital to any training in Latin American studies. Language courses, therefore, are an integral part of the major. Students are strongly encouraged to pursue language study beyond the required level V. The major includes foundation courses in History and Literature. These survey courses provide the connections to other courses. The listing of other Latin America-related courses will give students flexibility to pursue specific interests and in many instances to combine the major with another major or minor. Electives offer a broader scope of study which will help students explore a specific aspect or issue related to Latin America.

Students are expected to participate in co-curricular activities, which may include films, lectures, field trips, art exhibitions, concerts, and other academic or cultural events.

Required Courses (10)

The Major in Latin American Studies consists of 10 courses which include a minimum of three 300–400 level courses and a maximum of three in any single discipline selected from C and D. They are divided into five areas:

1. LAS 200 Introduction to Latin American Studies
2. Language: One course at level SPA203 Spanish V: Conversational Spanish and Grammar Review, or above.
3. Two courses, one course in each discipline, from the following:
 - HIS 250 Colonial Latin American History
 - HIS 251 Modern Latin American History
 - SPA 231 Survey of Latin American Literature
4. Five courses selected from:
 - CLT 256 Latino Voices
 - GEO 222 Regional Geography of South America
 - HIS 250 Colonial Latin American History
 - HIS 251 Modern Latin American History
 - HIS 389 Special Topics in History (when topic is on Latin America)

- HIS 401 History Pro-Seminar (when topic is on Latin America)
- HIS 402 History Seminar (when topic is on Latin America)
- LAS 390 Internship
- LAS 395 Special Topics
- LAS 399 Independent Study
- MGT 301 Business and Society
- MGT 311 Diversity in the Work Force
- MUS 125 World Music
- SOC 216 Racial and Ethnic Relations
- SPA 200 Special Topics (when topic is on Latin America)
- SPA 204 Introduction to Literature-Spanish
- SPA 220 Spanish Composition
- SPA 225 Business Spanish: Management
- SPA 226 Business Spanish: Marketing
- SPA 231 Survey of Latin American Literature
- SPA 380 Latin American Chronicles
- SPA 384 Magical Realism and the Literature of the Fantastic
- SPA 400 Special Topics, when appropriate
- SOC 236 Social Justice in a Global Community

Students may choose an elective from the following courses if the course has a substantive component on Latin America, and with the approval of the director:

- ANT 131 Cultural Anthropology
- ECO 252 Economic Development
- ECO 353 International Trade
- ECO 354 International Finance
- GEO 251 Economic Geography
- LAS 400 Latin American Studies Seminar

Note: Because of the interdisciplinary nature of this major, several courses fulfill Core requirements, thus allowing for a minor or double major. Students are encouraged to consider these options.

STUDY ABROAD

Students in the major are strongly advised to undertake an immersion experience in a Latin American country as an integral part of their education. They may select from a variety of Assumption-approved study abroad programs with sites in Argentina, Chile, Costa Rica, Cuba, Mexico, and Central America. Students may also consider internships in a study abroad setting with the approval of the Dean of Studies. The Cuba, Mexico, Nicaragua, and Puerto Rico Missions, may offer students the opportunity to plan internships in conjunction with the departments of Sociology and Anthropology, Foreign Languages, History, or Theology.

MINOR IN LATIN AMERICAN STUDIES

A student may complete the Minor in Latin American Studies with six one-semester courses (18 credits).

Required Courses (6)

- Spanish at the level of SPA 202 Spanish IV or higher, acceptable for the major (SPA 202, 203, 204, 220)
- LAS 200 Introduction to Latin American Studies
- A minimum of three courses dealing with Latin American issues selected from various disciplines:
Business (MGT 301, 311)
Geography (GEO 222)
History (HIS 250, 251, 256, 389, 401, 402)
Latin American Studies (LAS 390, 395, 399)
Art and Music (MUS 125)

Spanish-American Literature (SPA 231, 256, 318, 380, 381, 384, 385, 387, 396, or 400)
Spanish-American Culture (SPA 312, 313, or 400)
Latin American Cinema (SPA 386)
Latin American Studies Internship (LAS 390)
Latin American Studies Seminar (LAS 400)
- The remaining course may be chosen from the following when the course deals substantively with Latin America:
ANT 131 Cultural Anthropology
ECO 252 Economic Development
ECO 353 International Trade
ECO 354 International Finance
GEO 251 Economic Geography
SOC 216 Racial and Ethnic Relations
SOC 236 Social Justice in a Global Community

The minor must be planned in consultation with the director of the program.

COURSE DESCRIPTIONS

ANT 131 CULTURAL ANTHROPOLOGY

Introduction to the basic concepts and findings of contemporary socio-cultural anthropology. An understanding of diverse human lifestyles around the world will be approached by examining and comparing the culture and social organization of several societies. Content will vary from year to year. This course counts as a social science in the Core Curriculum requirements.

Staff/Three credits

ECO 252 ECONOMIC DEVELOPMENT

Using problems encountered by less developed countries, theories of development are presented. The course addresses problems of capital accumulation, resources and

population issues, strategies for agricultural and industrial development, government's role, and relationships between developing and developed economies. Latin American Studies majors will focus their case work and writing on Latin American economic issues.

Staff/Three credits

ECO 353 INTERNATIONAL TRADE

An examination of the theory of international trade and policies followed by governments with respect to trade of goods and services among countries. Theory examines the gains from trade under classical and modern assumptions, and the impact of various measures used by governments to either restrict or promote trade. Policy analysis focuses on U.S. trade policies and the role of the World Trade Organization. Current topics include trade and the environment, NAFTA, U.S.-China trade, and others as appropriate. Prerequisites: ECO 110 and Junior/Senior standing.

Kantarelis/Three credits

ECO 354 INTERNATIONAL FINANCE

This course covers open economy macroeconomics. Topics include: balance of payments accounting, exchange rate determination, monetary and fiscal policy, and macroeconomic modeling. After examining standard theories and models, the course will explore case studies from recent history in numerous countries. The case studies will focus on: debt and balance of payments crises, speculative currency attacks, European monetary union, International Monetary Fund policy, and the value of the U.S. dollar. Students will engage in research projects. Prerequisites: ECO 110–111 and Junior/Senior standing.

Kantarelis/Three credits

GEO 222 REGIONAL GEOGRAPHY OF SOUTH AMERICA

Although many place names are important, the actual study of Regional Geography does not emphasize the rote knowledge of all rivers, mountains, and cities. The overall concept of the region, its development, its relationship to the stability of the entire continent, and its potential are the most important elements on which to focus. There are place names to know but only in the context of why they are important to their country or to the region. Thus, the conceptualization of how places are located in space is important, but more important is the understanding of those places' roles in industry, resources, politics, agriculture, and economics. Emphasis is on country by country review of natural resources, industry, physical structure, economic viability, its role in South America, and its potential for development in the new millennium.

Hickey/Three credits

HIS 250 COLONIAL LATIN AMERICAN HISTORY

This course is intended as a survey of colonial Latin American history. It traces the historical origins of Latin

American society, focusing on the conflict of the clash of cultures. Themes include an examination into Iberian and pre-Columbian societies; conquest and subordination of Amerindian civilizations by Spain and Portugal; the structure and distribution of power, land, and labor in post-conquest Latin America; and the order and instability of colonial society. A major theme is the nature of inter-ethnic conflict between the European, African, and Indigenous peoples which made up the complex social fabric of the colony. Not open to students who have completed HIS 256. Christensen/*Three credits*

HIS 251 MODERN LATIN AMERICAN HISTORY SINCE 1821

This course is intended as a survey of Modern Latin American history beginning with independence from Spain, and following through the explosive impact of the Mexican Revolution of 1910. The course ends with an examination of the present-day struggle for democracy and economic stability in Latin American nations, such as Mexico, Argentina, Peru, Columbia, and the countries of the Central American republics. The themes of the course focus on the causes and consequences of structural instability in Latin America since 1800. Special emphasis is placed on the collapse of the region's traditional liberal/export model of national development in the 1930s and current political and economic crisis.

Christensen/*Three credits*

HIS 389 SPECIAL TOPICS IN HISTORY

This course permits the study of selected topics in history. The topic normally changes every time the course is offered. The course fulfills a Latin American Studies elective when the topic is in this area.

Staff/*Three credits*

LAS 200 INTRODUCTION TO LATIN AMERICAN STUDIES

A comprehensive introduction to Latin America and the Caribbean, this course provides a foundation for understanding the cultures and societies of the region. The course focuses on the diversity of cultures, indigenous peoples and those who came later, past and present interactions between this region and the rest of the world, and literature, art, and music. This course counts as a social science in the Core Curriculum requirements.

Kercher, Loustaunau, Grijalva/*Three credits*

LAS 390 INTERNSHIP

This internship provides students with an experiential learning opportunity while developing an academically oriented project. Students may opt to collaborate with the Latino Education Institute, or other agencies within the Latino community. Prerequisite: a minimum of one course with Latin American content at level 200.

Guerrero-Watanabe/*Three credits*

LAS 395 SPECIAL TOPICS

This course is an in-depth study of a specific topic on Latin American history, politics, society, culture, or artistic expression.

Staff/*Three credits*

LAS 399 INDEPENDENT STUDY

This is an individually supervised study of a relevant topic on Latin America. Available only to highly qualified majors who wish to develop a special interest, and have demonstrated ability for independent work. Permission of the program director is required. Prerequisite: a minimum of one course with Latin American content at level 200.

Staff/*Three credits*

LAS 400 LATIN AMERICAN STUDIES SEMINAR

An advanced research-oriented course, the seminar examines specific areas or topics from an interdisciplinary perspective. Because of this integrated approach, the course draws upon materials from more than one discipline. The content varies according to interest and the professor's choice. Recent topics include: Creating a Nation: Mexico; Engaging the Andes: Peru and Ecuador; and Human Rights and Violence in Latin America; among others. The seminar is required of all Latin American Studies majors. Minors are encouraged to complete their study with this course. Prerequisites: Two courses with Latin American content in any related discipline at 200-level or higher and Senior/Junior standing. With permission of the program director, students who have demonstrated suitable preparation may enroll in this course.

Staff/*Three credits*

MGT 301 BUSINESS AND SOCIETY

Investigates selected components of the micro-environment which surrounds any organization, and which have a growing impact on managerial processes and decision-making. Specifically examines changing business values, the impact of rapidly changing technology, business ethics, government-business relations, and rapidly shifting societal expectations. Also explores selected issues such as business responsibility with regard to pollution control, energy conservation, health and safety of employees, and employment of minorities. Prerequisites: MGT 100 and Junior/Senior standing (Fall).

Pastille/*Three credits*.

MGT 311 DIVERSITY IN THE WORK FORCE

The purpose of this seminar is to explore issues and the challenges of managing an increasingly diverse work force. The course focuses on preparing students to work and to manage in multicultural organizations. Special emphasis is placed on topics related to the impact of gender, race, and ethnicity, and other differences on interpersonal relations and group behavior within a managerial organizational context. Prerequisite: MGT 100 or permission of instructor.

LeBlanc /*Three credits.*

MUS 125 WORLD MUSIC

A survey of musical traditions from around the world, including and examination of the cultures and philosophies that shape them. Topics include instrumentation, form, texture, rhythm, melody, and performance practice in the music of Native Americans, Africa, Central and Southeastern Europe, India, Indonesia, Japan, and Latin America. This course satisfies the Core requirement in Art, Music & Theater.

Clemente/*Three credits.*

SOC 216 RACIAL AND ETHNIC RELATIONS

This course explores how race and ethnicity structure social relations and identities in the United States. Students will become familiar with the history of race and ethnicity in the U.S. and why it continues to be a central aspect of social life. The course will also focus on a variety of debates regarding the persistence of institutionalized racism and white privilege in the post-Civil Rights era. The process of how class, gender, and sexuality structure various racial and ethnic groups will be explored as well. Current issues on race and ethnicity addressed in this class include: racial profiling, immigration, increasing diversity in the U.S., affirmative action, Ebonics, reverse discrimination, post-September 11th forms of discrimination, and unequal access to employment, housing, and mortgages by race.

Farough/*Three credits*

SOC 236 SOCIAL JUSTICE IN A GLOBAL COMMUNITY

This course connects Assumption College to the Worcester community and to the global community. The content challenges students to see social issues in wider context, to see how world-wide phenomena and policies have an international impact. Issues the course covers include: global economics and inequality, diversity and multiculturalism, ethnicity and migration patterns, and international social problems such as AIDS, genocide, and slavery. Through examination of these issues students learn to apply sociological theories and concepts. Same as ANT 236.

Perschbacher/*Three credits.*

SPA 202 SPANISH IV

Integration of all skills. Reading skills using contemporary selections are developed through a process approach. Cultural topics present insights into the characteristics of Hispanic people, art, and literature. Prerequisite: SPA 103 or equivalent. (Fall/Spring).

Staff/*Three credits.*

SPA 203 SPANISH V: CONVERSATIONAL SPANISH AND GRAMMAR REVIEW

This course helps develop oral language competency in Spanish, while increasing vocabulary and reviewing

grammatical structures. The main objective is to enable students to understand lectures in the language, converse on everyday topics, read material of average difficulty, and express points of view on current issues with acceptable correctness. Prerequisite: SPA 104 or equivalent. (Fall and Spring).

Staff/*Three credits*

SPA 204 INTRODUCTION TO LITERATURE: SPANISH LANGUAGE

Designed for students to become active readers of literature and develop skills. The students are introduced to the form and structure of various genres and of literature through the close reading and analysis of selections from Spanish and Spanish-American prose, fiction, poetry, and drama. Prerequisite: SPA 120 or equivalent. This course fulfills the Core requirement in Literature. (Fall and Spring).

Staff/*Three credits*

SPA 220 SPANISH COMPOSITION

Designed to develop skills in descriptive, narrative, and expository writing in Spanish, this course emphasizes the process of writing. It deals with strategies for generating and organizing ideas through pre-writing, composing, writing, and editing. Writing activities help expand and refine grammatical structures, range of vocabulary, and rhetorical techniques. Not open to students who have completed SPA 301. Prerequisite SPA 140 or equivalent. (Fall).

Loustaunau/*Three credits.*

SPA 125 BUSINESS SPANISH: MANAGEMENT

This course enhances the student's ability to function effectively in an increasingly important commercial language locally, throughout the United States, and abroad. This course provides the student with a solid foundation in Spanish in the vocabulary and discourse used when dealing with legal constitution of different types of companies; management; banking and accounting; property and equipment; the modern business office and communications; and human resources. The course will also develop the student's geographic literacy and cultural understanding of the Spanish-speaking world, as these are essential to being able to conduct business successfully in Spanish. Prerequisite: SPA 104 or equivalent.

Kercher/*Three credits*

SPA 126 BUSINESS SPANISH: MARKETING

This course enhances the student's ability to function effectively in an increasingly important commercial language locally, in the United States, and abroad. It provides the student with a solid foundation in Spanish in the vocabulary and discourse used when dealing with goods and services, marketing, finance, foreign market entry, and import-export. The course also develops geographic literacy and cultural understanding of the Spanish-speaking world,

as these are central to being able to conduct business successfully in Spanish. The course, to be conducted primarily in Spanish, will also include translating and interpreting activities, language skills frequently used in the world of business and of special importance for managers and leaders who must be able to communicate effectively and make well-informed decisions. Prerequisite: SPA 104 or equivalent.

Kercher/*Three credits*

SPA 318 REBELLION AND REINVENTION IN MEXICO

This course explores contemporary Mexican literary and cultural production in response to socio-political rebellion and cultural reinvention. The course materials focus on four key moments in Mexican history: the Revolution of 1910, the student movement of 1968; the Zapatista rebellion of 1994; and the current implications of mass migration and the narco wars. Students analyze textual, visual, and musical works by a variety of authors from the 20th and 21st centuries in order to learn how these authors represent cultural, social, and political affirmation in a country known for its economic and political repression. We will consider the role of literature and art in the understanding of civic action and social power. The course is taught in Spanish. Prerequisite: Any Main Currents course. This course satisfies the Humanities requirement in the Core curriculum.

Loustaunau/*Three credits*

SPA 380 LATIN AMERICAN CHRONICLES

In this course students will learn about how urban life, violence, and modern cities have been represented by journalist-literary writers in Latin America. We will discuss the relationship between literature and journalism, and between chronicles and other literary genres. In addition, students will examine some works of the “New Journalism” in the United States and its influence over Latin American writers. Intensive Spanish writing will be a major requirement. Prerequisite: any Main Currents course.

Grijalva/*Three credits*

SPA 381 CONTEMPORARY SPANISH AMERICAN DRAMA

Close reading and analysis of representative playwrights from the second half of the 20th century to the present. The focus will be on significant movements in Spanish-American theater. The playwrights discussed will be those who have been responsive to world currents and to the cultural and social developments of their countries. Prerequisite: any Main Currents course. This course satisfies the Humanities requirement in the Core curriculum.

Loustaunau/*Three credits*

SPA 384 MAGICAL REALISM AND THE LITERATURE OF THE FANTASTIC

Magical realism refers to a specific set of narrative works by Latin American writers in the second half of the twentieth

century. This course will develop a more comprehensive understanding of this literary movement by analyzing a key number of primary texts along with all the pertinent literary criticism and theory. The textual strategies and techniques that help define these works include the use of rich, detailed language designed to create a realistic setting and characters in the story. The element of magic or the supernatural then enters or manifests itself in this seemingly “real” literary landscape. Although the texts incorporate these bursts of the unexplained, the main body of the text always follows a mimetic approach to fictional production. Our study of these fantastic texts will begin with a discussion of possible pre-cursors of the movement, such as the Argentineans Jorge Borges and Julio Cortázar, and then move on to more seminal texts like *Cien años de soledad* by Gabriel García Márquez and *Eva Luna* by Isabel Allende. In the last few weeks, students will have the opportunity to analyze more recent texts to see how magical realism affects current modes of literary production. Prerequisite: any Main Currents course.

Guerrero-Watanabe/*Three credits*

SPA 387 MODERNISMO

Modernismo asserted the maturity of Spanish-American literature and brought the writers of all regions into its cosmopolitan dimension. The course examines the vital style and imagery that characterized this literary movement at the turn of the 19th century. The concern of modernista poets about experimentation with metaphors and versification will be studied through the poetry and poetic prose of Darío, Martí Nájera, Silva, and others, while the study of fictional and non-fictional prose will concentrate on the works of Larreta and Rodó. Prerequisite: any Main Currents course.

Guerrero-Watanabe/*Three credits*

SPA 400 SPECIAL TOPICS IN LATIN AMERICAN STUDIES

This course is an in-depth study of a specific topic on Latin American history, politics, society, culture, or artistic expression.

Staff/*Three credits*

LAW, ETHICS, AND CONSTITUTIONAL STUDIES MINOR (LEX)

The minor in Law, Ethics, and Constitutional Studies (LEX) helps students appreciate the nation’s constitutional order and its roots in the Western political and philosophical traditions. Jointly sponsored by the Political Science and Philosophy Departments, LEX engages constitutionalism, ethics, and the law through thinkers ranging from Aristotle, St. Thomas Aquinas, and Immanuel Kant to James Madison and John Marshall. In coursework based upon *The American Founding*, Constitutional Law, Logic, and the

Philosophy of Law, students become familiar with political and philosophical texts like the *Federalist Papers* and *The Treatise on Law*, as well as landmark legal documents like the Mayflower Compact, the Constitution of the United States, and *Marbury v. Madison*. Students will approach these not merely as technical works but as political and philosophical texts that reflect ethical judgments, texts that must continue to be interpreted through the deliberate reflection of a political community.

The reasoning, rhetorical, and writing capacities students develop in the Law, Ethics, and Constitutional Studies minor are ideally suited to graduate school, law school, and employment in a variety of fields, such as government, teaching, journalism, law, and business. Not a pre-professional program, LEX helps students, whatever their future careers, to develop into citizens ready to take their place in the philosophical and constitutional tradition of America and the West. Drawing on the unique strengths of Assumption College as a Catholic liberal arts institution, the LEX Minor in Law, Ethics, and Constitutional Studies is designed for those who want to acquire the liberal arts skills essential to professional and personal excellence, as well as to all those who aspire to thoughtful citizenship.

The Law, Ethics, and Constitutional Studies Minor consists of seven courses: four specified courses, two courses selected from Electives List A, and one course selected from Electives List B.

Required Courses (7)

PHI 210	Logic
PHI 270	Philosophy of Law
POL 312	The American Founding
POL 316	Constitutional Law

Electives List A: (2)

PHI 225	Individual and Community
PHI 262	Biomedical Ethics
PHI 322	Advanced Topics in Ethics
PHI 351	Plato's <i>Republic</i>
POL 311	American Political Thought
POL 315	The Judiciary
POL 318	Problems in Civil Liberties
POL 345	Political Mass Murder
POL350	Republicanism Ancient and Modern
POL 373	International Law
POL 376	Terrorism in the Modern World
POL 377	Politics of Just Wars

Electives List B: (1)

BUS 215	Business Law I
ECO 230	Law and Economics
ENG 201	Argument and Persuasion

ENG 211	Speech
HIS 202	Ancient Rome, 509 B.C. - A.D. 565
HIS 259	Revolutionary America
HIS 267	United States Foreign Relations Since 1776
LAT 101-202	Latin I-IV
PHI 151	Ethics and the Good Life
POL 110	Political Issues: The Quest for Justice
POL 201	American Government
SOC 242	Criminology
THE 343	Social Teachings of the Church

Other courses in Political Science and Philosophy may count as electives in the minor, depending upon approval of the Law, Ethics, and Constitutional Studies Director. For further information, contact the LEX Director, Prof. Molly McGrath at 508-767-7662.

MEDIEVAL AND EARLY MODERN STUDIES MINOR

The Minor in Medieval and Early Modern Studies (MEMS) offers students the opportunity to explore the richness of Medieval and Early Modern culture within a coherent interdisciplinary structure. Because pre-modern societies have so much to teach the modern world, students can combine history, literature, languages, the arts, philosophy, politics, and religion along with a range of interpretive methodologies. Students expand on their area of specialization within their primary discipline (their major) by incorporating perspectives from other disciplines that broaden their understanding of Medieval and Early Modern civilizations. Given that the mission of Assumption College is “grounded in the liberal arts,” and “enlivened by the Catholic affirmation of the harmony of faith and reason,” it is fitting to study the periods that defined the liberal arts and affirmed the harmony of faith and reason. Indeed, these periods provided us the concept of the “Uomo Universale,” the “Renaissance Man or Woman,” who combines expertise in many fields of human expression.

Beyond the intrinsic value of this course material, students will gain in instrumental ways from the MEMS minor at Assumption College. The MEMS minor perfectly complements participation in the Rome Program, or a study abroad program in Europe or Latin America. Furthermore, students graduating with a Medieval and Early Modern Studies Minor will enhance their competitiveness for many professional degrees. Students considering pursuing Medieval or Early Modern Studies as a specialty in graduate school are strongly encouraged to obtain proficiency in one or more foreign languages, especially Latin, and may wish to take part in regional and national conferences relating to Medieval and Early Modern Studies, such as the national

undergraduate conference in Medieval and Early Modern Studies in Moravian College in Bethlehem, PA each December.

Students earning a MEMS minor may also be particularly well-suited candidates for internships and similar opportunities that become available on a regular basis at local institutions like the American Antiquarian Society and the Worcester Art Museum. MEMS affiliation can also increase students' competitiveness for selection for archaeological digs and other international study opportunities (for instance, an on-going investigation of a medieval castle outside Louvain, Belgium).

Students graduating with a MEMS minor will further distinguish their applications to graduate school, whether or not they pursue a graduate specialization in MEMS. Specializations related to MEMS are found in the finest graduate programs in all the related disciplines (including Art, Music, English, History, Languages, Latin American Studies, Philosophy, Political Science, Theology/Religious Studies, etc.).

Requirements (6)

Students must complete a total of six courses, including an upper-level history course, from the following list:

Gateway Courses (at least one of the following):

- HIS 208 Early Medieval Europe
- HIS 209 Late Medieval Europe
- HIS 230 Renaissance Europe
- HIS 231 European Reformations
- HIS 332 Baroque Europe

The remaining five courses must come from at least two separate disciplines chosen from the following list, although no more than three courses from any one discipline can count in the MEMS minor. Versions of the following courses on the Rome Campus (usually designated with an 'R' following the course number), also count for MEMS.

Art and Architectural History

- ARH 222 Medieval Art and Architecture
- ARH 223 Renaissance Art and Architecture
- ARH 224 Baroque Art
- ARH 350 Special Topics in Art History (when appropriate)
- ENG 221 British Literature Survey I (beginnings to 1800)
- ENG 237 Film and Literature (when appropriate)
- ENG 253 Arthurian Literature
- ENG 320 Medieval Literature
- ENG 325 Chaucer
- ENG 327 English Drama 900–1642
- ENG 328 Medieval and Renaissance Tales
- ENG 329 Special Topics in Medieval Literature
- ENG 330 Renaissance Literature

- ENG 331 Shakespeare's Comedies
- ENG 332 Shakespeare's Tragedies
- ENG 333 Shakespeare's History Plays
- ENG 339 Special Topics in Renaissance Literature
- ENG 342 Donne and his Contemporaries
- ENG 343 Milton
- ENG 349 Special Topics in Seventeenth Century Literature
- ENG 350 18th Century English Literature
- ENG 351 Restoration and 18th Century Comic Drama
- ENG 352 18th Century English Novel
- ENG 359 Special Topics in 18th Century Literature
- ENG 411 History Seminar (when appropriate)
- HIS 208 Early Medieval Europe
- HIS 209 Late Medieval Europe
- HIS 230 Renaissance Europe
- HIS 231 European Reformations
- HIS 241 Russia: Pre-Revolutionary Period
- HIS 250 Colonial Latin American History
- HIS 258 Colonial America
- HIS 280 Asia to 1800
- HIS 290 The Islamic Middle East I (to 1800)
- HIS 332 Baroque Europe
- HIS 337 Women and Mysticism
- HIS 338 Classics of Spiritual Direction
- HIS 359 Revolutionary America, 1763–1815
- HIS 389 Special Topics (when appropriate)
- HIS 391 Pro-Seminar (when appropriate)
- HIS 400 Historical Methods (when appropriate)
- HIS 401 Pro-Seminar (when appropriate)
- HIS 402WE Seminar (when appropriate)
- AAS 350 American Studies Seminar at the American Antiquarian Society (when appropriate)

Latin American Studies

- LAS 200 Introduction to Latin American Studies (when appropriate)
- LAS 395 Special Topics (when appropriate)
- LAS 400 Latin American Studies Seminar (when appropriate)

Modern and Classical Languages

- CLT 225 Dante's Comedy
- CLT 234 Cervantes' Don Quixote
- FRE 251 Main Currents in French Literature I
- FRE332Molière, Racine, and Corneille: Masterpieces of French Theatre
- SPA 251 Main Currents in Spanish Literature I
- SPA 253 Main Currents in Spanish American Literature I
- SPA 310 Spanish Culture and Civilization I

SPA 312 Spanish American Culture and Civilization I

SPA 320 Medieval Spanish Literature

SPA 331 Spanish Drama of the Golden Age

SPA 333 Spanish Mysticism

SPA 334 Cervantes: *El Quijote*

SPA 336 Spanish Picaresque

Also Special Topics Courses in Languages (when appropriate)

Music History

MUS 122 History of Music I

MUS 221 Music of the Middle Ages and Renaissance

MUS 223 Bach to Beethoven

MUS 229 Music and Worship

MUS 231 History of Opera

MUS 234 Music of France (when appropriate)

MUS 400 Special Topics in Music (when appropriate)

Philosophy

PHI 355 Augustine and Aquinas

PHI 357 Crossroads: Islamic, Jewish, and Christian Philosophy

PHI 359 Special Topics (when appropriate)

PHI 360 Early Modern Philosophy

PHI 390 Special Topics in the History of Philosophy (when appropriate)

Political Science

POL 352 Early Modern Political Philosophy

POL 354 Classical Utopias (when appropriate)

POL 359 Medieval Political Philosophy

POL 377 The Politics of Just Wars (when appropriate)

POL 381 Shakespeare's Politics

POL 399 Special Topics (when appropriate)

Theology

THE 352 Medieval Christian Writers

THE 391 Special Topics (when appropriate)

Students are encouraged, but not required, to mix their primary (major) discipline with their MEMS minor, although not more than three courses can be double-counted or combined with any other major or minor. Because no more than three courses can come from any one discipline, therefore, a minimum of two disciplines is also required. Students are also able to include up to two courses from another institution as a transfer student or during a Study Abroad program, subject to the approval of the chair of the relevant department at Assumption. Similarly, each respective department chair determines which special topics or other courses outside the above listing have a predominant focus on Medieval and Early Modern issues, thereby meriting inclusion in the minor.

While there are no specific pre-requisites for the MEMS minor, students should be aware that many upper-level courses in many disciplines may require a 100-level introductory course or courses prior to enrollment in the upper-level course. Generally, only upper-level courses focusing on the Medieval or Early Modern periods within each discipline qualify for the MEMS minor.

For further information, contact Dr. Lance Lazar, Director of the Medieval and Early Modern Studies Minor, 508-767-7054; email: lazar@assumption.edu.

PEACE AND CONFLICT STUDIES MINOR

The field of peace and conflict resolution studies has been in existence for almost forty years. During the past fifteen years, however, and especially in the years since September 11, interest in the discipline of peace studies has grown substantially across the country. Assumption's commitment to peace studies is rooted in its mission as a Catholic college, which, in the words of the mission statement, "strives to form graduates known for critical intelligence, thoughtful citizenship, and compassionate service." Peace studies at Assumption College dates back almost two decades, spearheaded by the work of emeritus professor Michael True, an internationally acknowledged scholar in this field. Building upon this early tradition, the Minor in Peace and Conflict Studies (PCS) at Assumption draws upon multiple disciplines to investigate the factors that inhibit and promote peace in a variety of areas: the family, the community, the nation, between nations. It includes study of armed conflict between states, of struggles to achieve human rights and justice, of economic factors that enhance peace, of environmental initiatives that enhance not only peace on earth but peace with the earth. Students who minor in PCS will test models of peacebuilding, negotiation, diplomacy, conflict resolution, transformation, and reconciliation. In summary, the Minor in Peace and Conflict Studies explores the causes, justifications, practices, and consequences of conflicts as a context for considering strategies for peaceful, non-violent courses of action.

REQUIREMENTS

The Minor requires a minimum of six (6) courses: This includes the introductory course (PCS/ENG/HIS/HRS/THE/PHI 265) Introduction to Peace Studies; four electives drawn from a list of specified courses from the departments of Economics, English, Environmental Studies, Geography, Global Studies, History, Human Services and Rehabilitation Studies, Philosophy, Politics, Sociology and Theology. Students must choose from at least three departments in selecting these electives.

Finally, the capstone requirement, may be fulfilled in a variety of ways: either a special topics course in peace and conflict studies, a directed individual study, or a peace and conflict studies internship.

INTRODUCTORY COURSE

PCS/ENG/HIS/HRS/THE/PHI265: Introduction to Peace Studies is an interdisciplinary course on the causes of war and social violence and the conditions of peace, including nonviolent direct action and conflict resolution/transformation. It examines classic texts on peace, including Catholic social teachings and case studies of particular conflicts as well as the historical context of war.

Electives

Students may choose four courses from the following list, *so long as three separate departments* are selected.

ANT 131	Cultural Anthropology
ANT 225	Women and Men in a Cross-Cultural Perspective
ANT/SOC 236	Social Justice in a Global Community
ECO/GEO 120	Introduction to Global Studies
ECO 235	Environmental Economics
EDU 101	Schools and American Society
ENG/HIS/SOC/	
PSY 285	Women's Studies: Images
ENG 219	Approaches to Media Analysis
ENG/SOC 225	Literature of Social Responsibility
ENG 279	Peace Building in Literature
ENG 379	Post-Colonial Literature
ENG 387	Survey of African American Literature
ENV 120	Environmental History of New England
GEO/SOC108	World Population Issues
GLS 120	Introduction to Global Studies
HIS 210	Diplomatic History of Europe in the 20th Century
HIS 243	Totalitarianism and Everyday Life
HIS 267	U.S. Foreign Relations Since 1776
HIS 268	The Cold War
HIS 396	War and American Society
HRS 119	Introduction to Human Services and Rehabilitation
MGT 311	Diversity in the Work Force
PHI 202	Ethics
PHI 260	Business Ethics
POL 110	Political Issues: The Quest for Justice
POL 203	Modern States

POL 207	Peace and War
POL 377	The Politics of Just Wars
POL 345	Political Mass Murder
POL 354	Classic Utopias
POL 375	The Study of International Relations
PSY 210	Social Psychology
PSY 220	Interpersonal Communication
SOC 122	Social Problems
SOC 206	The Sociology of Urban Life
SOC 216	Racial and Ethnic Relations
SOC 232	Social Inequality in Society
SOC 224	Gender Issues in Society
SOC 242	Criminology
HRS 200	Addictions: Etiology, Treatment, and Rehabilitation
HRS 422	Community Based Corrections
THE 343	The Social Teachings of the Church
WMS 385	Women of the World

Any course designated CSL (Community Service Learning)

Capstone Requirement

This may be filled in a variety of ways: a special topics course in peace and conflict studies, a peace and conflict studies internship, or a directed individual study.

PCS400: Special Topics in Peace and Conflict Studies

OR

PCS 401: Peace and Conflict Studies Internship

Samples of possible internship sites: Rwanda Reconciliation Center, Human Rights Watch, Amnesty International, Greenpeace, United for a Fair Economy, Pax Christi U.S.A., Pax Christi International, Agape Community, a local prison, a rape crisis center. Faculty sponsors will work with the organization and the student to determine the appropriateness of the site and the work involved.

OR

PCS 402: Directed Individual Study, on an appropriate topic, leading to a substantial research paper.

For further information, contact Dr. Deborah Kisatsky, Director of Peace and Conflict Studies Minor, 508-767-7561; email: dkisatsk@assumption.edu.

WOMEN'S STUDIES MINOR

Throughout the greater part of the twentieth century, scholars in most academic disciplines considered the experiences of women to be peripheral. During the late 1960s, however, many researchers turned their attention to the study of women, attempting to correct what they viewed as distortions in scholarship. They discovered that the study of women opens new perspectives from which to view social reality.

At Assumption College, the Women's Studies program began with a grant from the National Endowment for the Humanities. This grant brought together professors from four disciplines to design an introductory interdisciplinary course entitled Women's Studies I: Images (CLT/ENG/HIS/PSY/SOC/WMS 285). In 1993, a minor in Women's Studies was approved. The minor program requires students to take the introductory course along with five other courses, three of which must be taken beyond the student's major requirements as specified in Assumption's policy on the "double counting" of courses. A new course, Women of the World (CLT/ENG/HIS/PSY/SOC/WMS 385), was recently added by Women's Studies to expand the scope of our program by including the experiences and challenges of women worldwide. Students may also pursue internships focused on women's issues in a variety of placements, including within educational or social service agencies. This minor is important for all students, but especially for those who intend to work in areas of policy making, urban planning, business, social service and counseling, or the law.

Students interested in Women's Studies have the option of constructing a special major within the discipline with the approval of the Dean of Undergraduate Studies. This generally encompasses WMS 285, WMS 385, eight Women's Studies electives, and an internship in a placement related to women and/or girls.

In addition to the introductory Images course, students following the Women's Studies minor select from an array of courses approved as Women's Studies electives. These courses change from semester to semester, but often include many of the following:

- ANT 131 Cultural Anthropology
- ARD 217 Typology
- BIO 380 Biology of Cancer
- CLT 210 Classical Mythology
- CRM 325 Victimology
- EDU 101 Schools in American Society
- ENG 219 Approaches to Media Analysis
- ENG 263 Children's Literature
- ENG/PHI 265 Introduction to Peace Studies
- ENG 281 Women in Literature
- ENG 387 Survey of Afro-American Literature
- FRE 401 French Popular Culture Today
- GEO/SOC 108 World Population Issues
- HIS 313 Women and the American Experience
- HIS 338 Classics of Spiritual Direction
- HIS 359 Revolutionary America
- HRS 420 Family Aspects of Disability
- HRS 421 Loss and Bereavement across the Lifespan
- IDS 250 Community Tax Assistance
- LAS 200 Introduction to Latin American Studies

- MGT 301 Business and Society
- MGT 311 Diversity in the Work Force
- MGT 330 Global Social Entrepreneurship
- POL 376 Terrorism and the Modern World
- PSY 217 Psychology of Women
- PSY 220 Interpersonal Communication
- PSY 310 Stereotypes and Prejudice
- SOC 122 Social Problems
- SOC 223 Family in Society
- SOC 224 Gender Issues in Society
- SOC 295 Masculinities
- SPA 316 Emerging Modernities in the Hispanic World
- SPA 317 Border Identities in Spain
- SPA 318 Rebellion and Reinvention in Mexico
- SPA 370 Women Writers in Contemporary Spain
- SPA 381 Contemporary Spanish American Drama
- WMS 385 Women of the World

Field-based courses in Psychology, Sociology, and Human Services and other disciplines count for the Women's Studies minor if the field placement focuses on women and/or girls. An Independent Study with a focus on women and/or issues of significance to women may also count for the minor, as do courses with a focus on women offered in Continuing and Career Education, through the Worcester Consortium, or in Study Abroad.

For further information, contact the Women's Studies Director Prof. Carl Robert Keyes 508-767-7324, or by e-mail at ckeyes@assumption.edu.

COURSE DESCRIPTIONS

CLT/ENG/HIS/PSY/SOC/WMS 285 WOMEN'S STUDIES I: IMAGES

This team-taught course is an introduction to the study of women. The course develops a coherent, integrated view of women and their roles; emphasizes the full range of contributions of and the limited opportunities for women; examines and appraises the experiences of women; and critically examines the thinking about women at various times and from various perspectives. The basic approach is interdisciplinary and the concentration of the course is on women in the United States from the nineteenth century to the present. This course satisfies either one Social Science requirement or the second literature requirement in both Cores. In addition, the course can serve as an elective in the major or minor programs in Psychology, Sociology, or History. In Modern and Classical Languages, CLT 285 may count for the one course that French or Spanish majors may take from the Modern and Classical Languages offerings in English.

Choquette, Farough, Kercher, Keyes, Leone, Loustaunau, Parmley/*Three credits*

CLT/ENG/HIS/PSY/SOC/WMS 385 WOMEN OF THE WORLD

This team-taught course helps students learn about the character and quality of women's lives across cultures in the contemporary period and to study the consequences of globalization by examining it through the prism of gender. Accounts of women's lives in regions outside the United States are presented along with readings that provide the historical, social, political, and economic background needed to fully understand these lives. In this course we encounter the powerful and the powerless; the rich and the poor; the courageous and the meek; and in learning their stories we also learn something about the world they inhabit and that we inhabit along with them. In experiencing this world of women, we learn about the human struggles that unite and divide people across cultures in the modern world. This course qualifies as an elective in the major and minor programs in Anthropology, History, Psychology, or Sociology. It also can be chosen to fulfill the Cultural Perspectives requirement in the Human Services and Rehabilitation Studies major. This course satisfies the humanities depth Core requirement as a second literature (pre-2020) and the Global Awareness Core requirement (2020 and beyond).

Kercher, Kisatsky, Mukhina, Murphy, Perschbacher, Rao/*Three credits*

CLT/ENG/HIS/PSY/SOC/WMS 285 WOMEN'S STUDIES I: IMAGES

This team-taught course is an introduction to the study of women. The course develops a coherent, integrated view of women and their roles; emphasizes the full range of contributions of and the limited opportunities for women; examines and appraises the experiences of women; and critically examines the thinking about women at various times and from various perspectives. The basic approach is interdisciplinary and the concentration of the course is on women in the United States from the nineteenth century to the present. This course satisfies either one Social Science requirement or the second literature requirement in both Cores. In addition, the course can serve as an elective in the major or minor programs in Psychology, Sociology, or History. In Modern and Classical Languages, CLT 285 may count for the one course that French or Spanish majors may take from the Modern and Classical Languages offerings in English.

Choquette, Farough, Kercher, Keyes, Leone, Loustaunau, Parmley/*Three credits*

Mathematics and Computer Science

Associate Professors: Brooke M. Andersen, Joyce E. Brown, Kevin J. Carlin, Robert M. Fry, Suzanne Kelton; *Assistant Professors:* Joseph A. Alfano (Chairperson), Matthew Cree, William Katcher; *Visiting Instructor:* Suzanne L. Kozak; *Lecturers:* Charles E. Brusard (Professor Emeritus), Paul Chase, Sally Gore, Pawan Gupta, Karen McGrail, B. Veena S. N. Rao, Ermelinda Shahu Doku, Gerald Taylor, Maria Cevallos Warren.

MISSION STATEMENT: COMPUTER SCIENCE

The Computer Science program at Assumption College serves all students interested in computer science, computers, and their applications in a supportive and stimulating learning environment. As the science of computer technology, we support the liberal arts mission of the college through the Core Curriculum. As a source of computing skills, we offer courses supporting the development of technical proficiency. For those students who become majors or minors in computer science, we seek to develop their programming skills, their knowledge of computer hardware and software, and an appreciation of the social and ethical implications of technology. The major provides a foundation for a variety of professional careers in the computer industry and for graduate study in computer science.

MAJOR IN COMPUTER SCIENCE (15)

The major consists of a total of fifteen (15) required courses, which comprise seven specifically required courses in computer science, five electives in computer science, and three courses in mathematics:

Required Courses (10)

First Year/Sophomore:

CSC 117 Introduction to Programming
CSC 250 Intermediate Programming
CSC 305 Data Structures*
CSC 260 Command Line Interfaces
MAT 117–118 Calculus I and II

OR

MAT 131–132 Elementary Calculus I and II
MAT 202 Discrete Structures

Sophomore / Junior:

CSC 231 Computer Architecture**
CSC 321 Database Management Systems**
CSC 330 Computer Networks**

Electives (5)

A minimum of five additional courses chosen from computer science courses numbered above 260 or MAT 356 Numerical Analysis or PHY 213 Introduction to Engineering. The required courses are offered every year, excepting CSC 231, CSC 321, and CSC 330. These courses and the elective courses are offered in alternate years. Students should consult with an advisor in the department to plan their program.

In addition to the 15 courses taken to satisfy the requirements listed above for the major, CSC majors are encouraged to take MAT 203 Linear Algebra and MAT 208 Probability Theory.

** If necessary, may be taken in the fall of junior year.*

*** If not offered during sophomore year, must be taken during junior year.*

MINOR IN COMPUTER SCIENCE (8)

A minor in computer science consists of eight courses, which must include:

CSC 117 Introduction to Programming
CSC 250 Intermediate Programming
CSC 305 Data Structures
MAT 117–118 Calculus I and II

OR

MAT 131–132 Elementary Calculus I and II
MAT 202 Discrete Structures

The remaining two courses may be chosen from the computer science courses numbered above 250.

MINOR IN INFORMATION TECHNOLOGY (6)

The IT Minor consists of six courses, which comprise two required courses, and four electives taken in the Applied Track (for students majoring in Accounting); the Online Track (for students majoring in Marketing or Organizational Communication) or the Analytical Track (for students majoring in Management or International Business).

Required Courses (2)

1) CSC 113 Introduction to Computer Science
2) ACC 211 Accounting Information Systems

OR

MGT/MKT 302 Management Information Systems

Electives (4)

Applied Track Electives:

CSC117, CSC118, CSC119E (Continuing and Career Education Course), CSC175, CSC250, CSC301, CSC315, MKT326, MKT327

Online Track Electives:

CSC 117, CSC118, CSC175, CSC250, CSC301, CSC315, MKT326, MKT327

Analytical Track Electives:

CSC117, CSC175, CSC250, CSC261, CSC301, CSC327, MKT326

SOFTWARE DEVELOPMENT

Students interested in software developer positions should consult with the Chairperson of the Department of Mathematics and Computer Science to plan a course of study. Suggested coursework includes a major in Computer Science taking the electives CSC 301 Systems Analysis and Design and CSC 317 Java Programming

MISSION STATEMENT: MATHEMATICS

The Mathematics program at Assumption College serves all students interested in mathematics and its applications in a supportive and stimulating learning environment. As mathematics is a founding discipline of the liberal arts, we support the mission of the college through our course offerings in the Core Curriculum. As mathematics is the language of science and quantitative analysis, we offer courses for majors in the sciences and business studies. For those students who become majors or minors in mathematics, we seek to develop their problem-solving skills, their reasoning abilities, and their knowledge of the various fields of mathematics. The major provides a foundation for professional careers, especially the teaching profession, and for graduate study in mathematics.

MAJOR IN MATHEMATICS (12)

The major consists of a total of twelve (12) required courses, which comprise eight specifically required courses, four electives, and an oral comprehensive examination:

Required Courses (8)

First Year/Sophomore

MAT 131–132 Elementary Calculus I and II*

OR

MAT 117–118 Calculus I and II

CSC 117 Introduction to Programming

MAT 231–232 Intermediate Calculus I and II (if necessary, may be taken in junior year.)

MAT 202 Discrete Structures

MAT 203 Linear Algebra

Senior Year

MAT 401 Mathematics Seminar (**Note: offered fall only.**)

Electives (4)

A minimum of four additional mathematics courses numbered above 200 or PHY 213 Introduction to Engineering. At least two electives must be 300-level courses, including at least one course chosen from:

MAT 332 Real Analysis

MAT 351 Modern Algebra I

MAT 358 Topology

Senior Oral Exam

Each mathematics major must pass an oral comprehensive examination administered at the end of the senior year. The exam is based on 8 topics covered in the required mathematics courses. Frequently included topics are Theory of Differentiation; Differentiation Techniques; Theory of Integration; Integration Techniques; Sequences and Series; Discrete Mathematics; Linear Algebra; and topics from the Mathematics Seminar.

The required courses are offered every year. Elective courses are offered in alternate years. Students should consult with an advisor in the department to plan their program.

**Students considering a major in mathematics are encouraged to take MAT 131–132 rather than MAT 117–118 in their first year.*

MAJOR IN MATHEMATICS, ELEMENTARY EDUCATION TRACK (10)

The Elementary Track applies only to those students who are pursuing a concurrent Major in Education with a licensure emphasis in Elementary (1–6). If a student withdraws from the Education Major, then the option to pursue the Elementary Track in the Mathematics Major no longer applies. Mathematics Majors who are pursuing licensure in Middle/Secondary Education (5–8; 8–12) would still take the standard 12 courses required Mathematics Major, as given above.

Required Courses (6)

First Year/Sophomore

MAT 131–132 Elementary Calculus I and II

OR

MAT 117–118 Calculus I and II

MAT 150 Numbers and Operations for Educators

MAT 202 Discrete Structures

MAT 203 Linear Algebra

MAT 231 Intermediate Calculus I

Senior Year Mathematics Oral Examination

Electives (4)

A minimum of four additional mathematics courses numbered above 200. At least two of these courses must be at the 3001 level, including at least one course chosen from:

- MAT 332 Real Analysis
- MAT 351 Modern Algebra I
- MAT 358 Topology

NOTE: The Elementary Track only applies to those students who are pursuing a concurrent Major in Education with a licensure emphasis in Elementary Education (1–6). If a student withdraws from the Education Major, then the option to pursue the Elementary Track in the Mathematics Major no longer applies.

MINOR IN MATHEMATICS (6)

A minor in mathematics consists of six courses, which must include:

- MAT 131–132 Elementary Calculus I and II

OR

- MAT 117–118 Calculus I and II
- MAT 202 Discrete Structures

The remaining courses may be chosen from the mathematics courses numbered above 200 with at least one course numbered above 300.

TEACHER PREPARATION

Students interested in the Major in Education should consult with the Chairperson of the Mathematics Department and the Licensure Program Coordinator in the Education Department to plan a course of study. Middle school (5–8) and secondary school (8–12) teacher of mathematics programs require a Major in Mathematics. The required courses for the major and the following elective courses address the subject matter knowledge prescribed by the Massachusetts Department of Education for the field of licensure.

- MAT 204 Number Theory (8–12)
- MAT 208 Probability Theory (8–12)
- MAT 351 Modern Algebra I (8–12)
- MAT 353 Advanced Euclidean Geometry (5–8, 8–12)
- ECO 115 Statistics

OR

- PSY 265 Statistics (5–8, 8–12)

MAJOR IN ACTUARIAL SCIENCE (15)

The Actuarial Science major consists of a total of fifteen (15) required courses, which comprise seven specifically required courses in mathematics, six required courses in economics, and two in business studies:

REQUIRED COURSES (15)

First Year/Sophomore:

Mathematics Courses

MAT 131–132 Elementary Calculus I and II

OR

MAT 117–118 Calculus I and II

MAT 231–232 Intermediate Calculus I and II

MAT 202 Discrete Structures

MAT 208 Probability Theory

Other Disciplines

ECO 110–111 Microeconomics and Macroeconomics

ACC 125-126 Principles of Accounting I and II

Sophomore/Junior

Mathematics Courses

MAT 207 Actuarial Mathematics

Other Disciplines

ECO 115 Statistics

ECO 215 Econometrics I

ECO 325 Corporate Finance

ECO 357 Investment Theory

Senior Year

Mathematics Oral Examination

RECOMMENDED COURSES

Students in Actuarial Science should also consider these additional courses, e.g. toward the pursuit of a minor in Finance or Economics.

- MAT 203 Linear Algebra
- MAT 332 Real Analysis
- MAT 355 Differential Equations
- CSC 113 Introduction to Computer Science
- CSC 117 Introduction to Programming
- CSC 175 Databases and Spreadsheets
- CSC 261 Simulation
- CSC 327 Operations Research
- ECO 230 Law and Economics
- ECO 310 Microeconomic Theory
- ECO 311 Macroeconomic Theory
- ECO 315 Econometrics II
- ECO 331 Industrial Organization

Actuarial Science majors are encouraged — but not required — to take the first Actuarial Exam (Exam P, Probability, sponsored by the Society of Actuaries) soon after taking MAT 208. Exam P is a minimum requirement for entry into a summer internship or fulltime employment as an actuary in an insurance company program. Advanced students may also consider taking the second Actuarial Exam (Exam FM, Financial Mathematics) before graduation.

MINOR IN DATA ANALYTICS (7)

The Data Analytics Minor consists of seven courses, which comprise five required courses, and two electives.

Required Courses (5)

1) CSC 117 Introduction to Programming

2) CSC 175 Databases and Spreadsheets

OR

CSC 321 Database Management Systems

3) ECO 115 Statistics

OR

SOC 300 Statistics

OR

PSY 265 Statistics

4) ECO 215 Econometrics I

5) MAT 203 Linear Algebra

Electives (2)

ACC 211 Accounting Information Systems

ACC 331 Fraud Examination

ACC 332 Forensic Accounting

ECO 315 Econometrics II

GEO/SOC 108 World Population Issues

BUS 304 Business Research

MGT/MKT 302 Management Information Systems

SOC 465 Sociological Research Methods

PSY 225 Research Methods in Psychology

CSC 261 Simulation

CSC 327 Operations Research

MAT 208 Probability Theory

Also Recommended

MAT 118 or 132 Calculus II or Honors
Calculus II

PHI 260 Business Ethics

OR

MGT 350 Professional and Ethical
Responsibilities in the Sport Industry

CSC 120 Statistics Programming*

CSC 130 Data Visualization

COURSE DESCRIPTIONS

COMPUTER SCIENCE (CSC)

CSC 110 EXCEL

This course will familiarize students with selected features of the Microsoft Excel spreadsheet program. Basic skills learned can be adapted for use in courses involving business, accounting, statistics, science, math, and other areas. Applied problems from various fields will be used as examples. Prerequisite: Math placement at the level of MAT 114 or higher or completion of MAT 111. (Fall, Spring) Katcher/One credit

CSC 113 INTRODUCTION TO COMPUTER SCIENCE

This course presents an overview of computers and their applications. Students are exposed to a variety of platforms (e.g. MAC, PC, etc.). Topics include popular applications as well as hardware, software, the Internet, social implications and multimedia. Each semester the department will offer sections of CSC113 with a specific emphasis: business applications, ethical implications, computer programming, and general computer science. Not open to those who have taken CSC 117. (Fall, Spring)

Staff/Three credits

CSC 117 INTRODUCTION TO PROGRAMMING

This course is an introduction to the field of computer science and structured programming in C11. Topics include basic computer architecture, the algorithmic approach to problem solving, various number systems, and logic. The programming language constructs introduced include types of variables, arithmetic operations, input/output, decision statements, loops, and functions. (Fall)

Brown/Three credits

CSC 118 INTERNET

The purpose of the course is to give a deeper understanding of what the Internet is, how it works, and how the uses of it are changing. Students will cover the history, why the technology works, the ethics in using an open system, advanced settings, what is involved in designing, creating, and maintaining a web site, and be able to discuss the problems and possible future of this topic. Our task in this class is to jointly investigate how the Internet can and is being used. We will try together to cover and understand topics that most users of the Internet are not yet using such as RSS, blogs, wikis, mashups, clouds, apps and how to better search and evaluate the materials found. My hope is that we will cover materials that you do not know even exists. (Fall)

Chase/Three credits

CSC 120 STATISTICS PROGRAMMING

This course introduces the Python programming language and the R programming language for statistical computing. Students will gain proficiency in writing computer programs to solve basic problems in data analysis. Applied problems will be chosen from a wide variety of subject areas. Prerequisite: Math placement at the level of MAT 114 or higher or completion of MAT 111. (Fall)

Alfano/Three credits

CSC 130 DATA VISUALIZATION

This course introduces computer-based techniques for the visual display of quantitative information. Students will gain proficiency in the use of Excel, Tableau, and R to produce effective data visualizations and information graphics. Prerequisite: ECO 115, SOC 300 or PSY 265 Statistics. (Spring)

Gore/Three credits

CSC 175 DATABASES AND SPREADSHEETS

This course covers the establishment and effective use of a database using Access: design, screen forms and data-entry, queries, updating, linking related tables, report generation, and export/import to other programs. It also presents the design and application of spreadsheets using Excel: formatting, ranges, built-in functions, user-defined formulas, array formulas, table-lookups, summaries by pivot tables, graphing, linking, and macros. Some mathematical background is assumed. Prerequisite: CSC 113 or CSC 117. (Fall)

Brown/Three credits

CSC 231 COMPUTER ARCHITECTURE

A course introducing the student to computer architecture and assembly language programming. Topics will include memory and addressing, data representation, real and integral arithmetic, instruction formats and sets, indexing, subroutines, and error correction. Prerequisite: CSC 117 or equivalent. (Fall 2018, Fall 2020)

Katcher/Three credits

CSC 250 INTERMEDIATE PROGRAMMING

This course extends the computer science and programming concepts introduced in CSC 117. The advanced topics include: objects, pointers, arrays, records, string types, and functions with output parameters. Prerequisite: CSC 117. (Spring)

Staff/Three credits

CSC 260 COMMAND LINE INTERFACES

This course introduces a command language computing environment, the bash shell interface to the Linux operating system. Topics covered include: an exploration of the bash shells, hierarchical file structure, file permissions, multiuser systems, utilities, shell scripts, I/O redirection, pipes, and programming in C11. Prerequisite: CSC 117. (Spring)

Katcher/Three credits

CSC 261 SIMULATION

Exposition of basic ideas of digital computer simulation of stochastic processes, and the application of those ideas to practical problems. Prerequisite: CSC 117. (Spring 2018, Spring 2020)

Katcher/Three credits

CSC 301 SYSTEMS ANALYSIS AND DESIGN

A course dealing with all aspects of system design and implementation. Problem definition, feasibility study, system design tools, system development control, and implementation and evaluation of systems will be covered. Prerequisite: CSC 117 or equivalent. (Fall 2017, Fall 2019)

Katcher/Three credits

CSC 303 OPERATING SYSTEMS

This course introduces operating system design emphasizing process management for multiuser and networked systems. Topics covered include: process scheduling, interprocess communication, race conditions and solutions, memory, device and file management. Prerequisites: CSC 260 and CSC 305. (Spring 2019, Spring 2021)

Staff/Three credits

CSC 305 DATA STRUCTURES

This course introduces complex data structures such as trees, lists, stacks, and matrices. It also covers the classification of an algorithm by computing its order. The algorithms that will be analyzed include various sorting and searching methods. Prerequisite: CSC 250. (Fall)

Brown/Three credits

CSC 310 INTERACTIVE COMPUTER GRAPHICS

This course presents the basic principles for the design and use of computer graphic systems. Topics include graphics devices, two- and three-dimensional representations, transformations, rotations, scaling, device independence, windowing, and clipping. Prerequisite: CSC 305 must be completed or taken concurrently. (Fall 2018, Fall 2020)

Fry/Three credits

CSC 315 E-COMMERCE

Learn to use the fastest-growing marketplace in the world! This course is an introduction to the world of electronic commerce, covering technical and business topics. Case studies and business examples, including triumphs and flops, are analyzed. The course considers ways that EC is affecting the business community, and the problems managers face as they adapt to doing business in cyberspace. Prerequisite: CSC 113 or CSC 117. (Spring)

Chase/Three credits

CSC 317 JAVA PROGRAMMING

Java is an object-oriented programming language with many interactive multimedia capabilities. This course covers the fundamentals of Java programming language, including how to write, debug, and execute Java programs. The course covers object-oriented programming techniques, as well as creating Java applets and applications. Prerequisite: CSC 305. (Spring 2019, Spring 2021)

Katcher/Three credits

CSC 321 DATABASE MANAGEMENT SYSTEMS

This course deals with both the operational and decision support environment of database systems. Topics include indexing, randomization, physical blocking, and relational and hierarchical structures. Previous experience at the level of CSC 175 or equivalent is recommended. Prerequisite: CSC 305. (Spring 2019, Spring 2021)

Katcher/Three credits

CSC 325 ARTIFICIAL INTELLIGENCE

This course is an open-ended discussion of what Artificial Intelligence (AI) is and how it might be achieved. Computers are defined as abstract machines. Defining intelligence is approached using results from neuroscience and cognitive psychology. Practical AI applications discussed include: language-understanding, robotics, expert systems, neural nets, and game-playing programs. Prerequisite: CSC 305 must be completed or taken concurrently. (Fall 2018, Fall 2020)

Staff/Three credits

CSC 327 OPERATIONS RESEARCH

Concepts, methods, and introduction to the theory of optimization of linear systems. Topics to include simplex method, duality, sensitivity, formulation, and classic problems, e.g., maximal flow, travelling salesman, and assignment. Prerequisites: CSC 305 must be completed or taken concurrently. (Fall 2016, Fall 2018)

Katcher/Three credits

CSC 330 COMPUTER NETWORKS

This course examines principles and current trends in computer networks. It covers local area network (LAN) technology, network architecture, network layers using the ISO's reference model for open systems, protocols, network topology, internet working devices, and data communications. The course utilizes elementary concepts and offers hands-on experience with LANs. Prerequisite: CSC 113 or CSC 117. (Spring 2018, Spring 2020)

Gupta/Three credits

CSC 335 COMPUTER AND NETWORK SECURITY

This course provides a survey of the concepts of information security, computer security and information assurance system. A focus on both fundamentals and practical information will be stressed. Topics include a study of security services (integrity, availability, confidentiality, etc), security attacks, vulnerabilities, exploits, and applications of security techniques for new services. Prerequisite: MAT 117 or above; or ECO 115; or CSC 117 or above. (Fall 2018, Fall 2020)

Gupta/Three credits

MATHEMATICS (MAT)

MAT 111 INTRODUCTORY MATHEMATICS

An introductory course in basic algebra which covers the following topics: properties of real numbers, linear equations and inequalities, functions and graphs, polynomials, fractional algebra, radicals, and rational exponents. Not open to those who have completed any other mathematics course. (Fall, Spring)

Kozak/Three credits

MAT 114 ELEMENTARY FUNCTIONS

A survey of those topics in algebra, trigonometry, and analytic geometry which provide the background for the study of calculus. Topics to be covered include exponential and logarithmic functions, complex numbers and polynomial functions, trigonometry, plane analytic geometry, and systems of linear equations and inequalities. Not open to those who have completed MAT 117 or 131. Prerequisite: MAT 111 or departmental permission through placement. Counts in the Core Curriculum Requirements as Mathematics Group A. If only one Mathematics course is taken to fulfill the Core requirement in Mathematics, it must be at this level or higher. (Fall, Spring)

Staff/Three credits

MAT 117 CALCULUS I

An introductory course in differential calculus. Topics to be covered include limits and continuity, the derivative and applications, and an introduction to integration. Not open to those who complete MAT 131. Prerequisite: MAT 114 or department permission through placement. (Fall, Spring)

Staff/Three credits

MAT 118 CALCULUS II

The continuation of MAT 117. Topics to be covered include the definite integral and applications, elementary techniques of integration, partial derivatives, and first-order differential equations. Not open to those who complete MAT 131 or MAT 132. Prerequisite: MAT 117. (Fall, Spring)

Brown/Three credits

MAT 131–132 ELEMENTARY CALCULUS I AND II (Honors)

A more rigorous introduction to calculus for entering students with good backgrounds in mathematics. Recommended for students considering a major in mathematics. Topics include the real numbers, functions, limits, the derivative and applications, the integral and applications, and techniques of integration. Not open to those who complete MAT 117 or MAT 118. Prerequisite: Departmental permission through placement. (131 in Fall, 132 in Spring)

Creek/Three credits each semester

MAT 150 NUMBERS AND OPERATIONS FOR EDUCATORS

In this course, students will investigate fundamental mathematics concepts associated with numbers, operations, and patterns. One of the major goals of the course is for students to develop deeper conceptual understandings of the mathematics concepts they will teach in the elementary and middle grades. Not only will students gain computational proficiency but also the ability to explain to students, in multiple ways, why mathematics concepts make sense. The course heavily emphasizes the use of open-

ended problem-solving methods of teaching and learning to help students develop their own functional understanding of the major concepts. A significant focus of this course will be on problem solving, reasoning and proof, multiple representations, recognizing connections (across mathematics and other disciplines), and mathematical communication. The course is intended for students planning on pursuing a career in elementary or middle school education. As such, particular attention is given to understanding common misconceptions that children have when learning about specific mathematics concepts and considering the ramifications of these misconceptions for the development of effective classroom instruction. This course is a prerequisite for EDU 324: Mathematics Teaching in the Elementary Classroom. Prerequisite: MAT 114 or higher. (Fall, Spring)
Staff/Three credits

MAT 151 ALGEBRA, GEOMETRY, AND DATA ANALYSIS FOR EDUCATORS

In this course, students will investigate fundamental mathematics concepts associated with algebra, geometry, and data analysis. One of the major goals of the course is for students to develop deeper conceptual understandings of the mathematics concepts they will teach in the elementary and middle grades. Not only will students gain computational proficiency but also the ability to explain to students, in multiple ways, why mathematics concepts make sense. The course heavily emphasizes the use of open-ended problem-solving methods of teaching and learning to help students develop their own functional understanding of the major concepts. A significant focus of this course will be on problem solving, reasoning and proof, multiple representations, recognizing connections (across content areas and disciplines), and mathematical communication. The course is intended for students planning on pursuing a career in elementary or middle school education. As such, particular attention is given to understanding common misconceptions that children have when learning about specific mathematics concepts and considering the ramifications of these misconceptions for the development of effective classroom instruction. Recommended for elementary education majors and middle/secondary mathematics education majors. Prerequisite: MAT 114 or higher. (Spring)
Staff/Three credits

MAT 202 DISCRETE STRUCTURES

This course is an introduction to mathematical logic and discrete systems. Topics include Boolean algebra, mathematical proof, sets, relations, functions, induction, combinatorics, graph theory, and applications. Prerequisite: MAT 118 or MAT 132 must be completed or taken concurrently. (Fall)
Andersen/Three credits

MAT 203 LINEAR ALGEBRA

Linear systems of equations, matrix algebra, determinants, vector spaces, linear transformations, matrix representations of linear transformations, and applications. Prerequisite: MAT202. (Spring)
Alfano/Three credits

MAT 204 NUMBER THEORY

Divisibility theory, prime factorization, congruences, Fermat's theorems, the phi-function, Euler's Theorem, and applications. Prerequisite: MAT 202. (Spring 2018, Spring 2020)
Staff/Three credits

MAT 207 ACTUARIAL MATHEMATICS

Mathematical theory and practical application of compound interest, including the measurement of interest, annuity calculations, loan repayment, and security valuation. Stress laid on theoretical foundations, derivations, and proofs. Introduction to financial simulation. Prerequisite: MAT 202. (Fall 2018, Fall 2020)
Katcher/Three credits

MAT 208 PROBABILITY THEORY

Combinatorial problems, conditional probability, dependence and independence, probability measures, distributions, and stochastic processes. Prerequisite: MAT 118. (Spring)
Staff/Three credits

MAT 231–232 INTERMEDIATE CALCULUS I AND II

A second-year course in calculus, designed to follow either MAT 118 or MAT 132. Topics to be covered include methods of integration, parametric curves, polar coordinates, sequences and series, power series, Taylor polynomials, vector geometry, vector functions, multivariable functions, and partial differentiation. Prerequisite: MAT 118 or MAT 132. (231 in Fall, 232 in Spring)
Andersen/Three credits each semester

MAT 331 CALCULUS OF VECTOR FUNCTIONS

A course in the calculus of vector-valued functions and of functions of several variables. Topics to be covered include curves and surfaces in Euclidean n -space; the derivative and the differential of a vector function; the chain rule; the inverse function theorem and the implicit function theorem; multiple integrals and the change of variable theorem for multiple integrals; the theorems of Green, Gauss, and Stokes. Prerequisite: MAT 232. (Fall 2018, Fall 2020)
Staff/Three credits

MAT 332 REAL ANALYSIS

A course in classical real analysis. Topics to be covered include the real number system; convergence of sequences;

limits and continuity of functions; differentiation; and integration. Prerequisite: MAT 232 or permission of instructor. (Fall 2017, Fall 2019)

Staff/Three credits

MAT 351 MODERN ALGEBRA I

An introductory course in abstract algebra. This course will cover the theory of groups and the definitions of rings and fields. Prerequisite: MAT 202. (Fall 2018, Fall 2020)

Staff/Three credits

MAT 352 MODERN ALGEBRA II

The continuation of MAT 351. Topics include advanced group theory, and the theory of rings and fields. Prerequisite: MAT 351. (Spring 2017, Spring 2019)

Staff/Three credits

MAT 353 ADVANCED EUCLIDEAN GEOMETRY

Theorems of Menelaus and Ceva. Euler line and nine-point circle. Cross-ratio, harmonic division, and orthogonality of circles. Inversive geometry. Theorems of Pappus, Desargues, and Pascal. Elementary transformations. Prerequisite: MAT 118 or MAT 132. (Fall 2017, Fall 2019)

Brusard/Three credits

MAT 355 DIFFERENTIAL EQUATIONS

First and second order differential equations. Linear differential equations and linear systems. Existence and uniqueness theorems. Applications. Prerequisite: MAT 232 must be completed or taken concurrently. (Spring 2019, Spring 2021)

Carlin/Three credits

MAT 356 NUMERICAL ANALYSIS

Roots of equations. Analysis of errors. Convergence. Interpolation and polynomial approximation. Numerical

differentiation and integration. Solving linear systems, unstable matrices. The computer is used throughout the course. Prerequisite: MAT 118 or MAT 132. (Spring 2018, Spring 2020)

Brown/Three credits

MAT 358 TOPOLOGY

An introductory treatment of both point-set and combinatorial topology. Topics to be covered include topological spaces and metric spaces, classification of surfaces, homology (mod 2), and map-coloring theorems. Prerequisite: MAT 202, and MAT 232 or permission of instructor. (Spring 2018, Spring 2020)

Fry/Three credits

MAT 401 MATHEMATICS SEMINAR

The topic is determined by the instructor. Emphasis is placed on student oral presentations. Required course for senior mathematics majors. (Fall)

Alfano/Three credits

MAT 402 MATHEMATICS THESIS

Available only to highly qualified students. Under the direction of an individual instructor, each student will complete a thesis (either expository or research) on some advanced topic in mathematics. (Spring)

Staff/Three credits

NOTE: Semesters given with a year indicate courses that are offered in alternate years.

Modern and Classical Languages and Cultures

Professors: Bonnie A. Catto, Dona M. Kercher; *Associate Professors:* Richard Bonanno, Juan Carlos Grijalva, Arlene Guerrero-Watanabe (Chairperson), Maryanne L. Leone, Esteban Loustaunau, Anthony S. Zielonka; *Lecturers:* George F. Aubin (Professor Emeritus of French and Linguistics), Elisabeth Howe (Professor Emerita of French), Ingrid Matos-Nin, Victoria Rizo Lenshin, Kathleen Suchenski, Maria Cevallos Warren.

MISSION STATEMENT

The Department of Modern and Classical Languages and Cultures cultivates students' understanding of diversity and global perspectives by introducing them to the rich cultural traditions and literary expression of the civilizations we study. By engaging multiple cultures, we prepare our students to be thoughtful and compassionate citizens of a global community, thus supporting the mission of the College. In keeping with the liberal arts tradition, our programs ensure that students not only improve their ability to communicate in the target language—both orally and in writing—but also develop skills of critical thinking and content analysis. Our majors prepare students to use their linguistic, cultural and critical skills in their careers, advanced studies, and other future endeavors. The Department embraces the central educational values of Assumption College and its pursuit of academic excellence.

LEARNING GOALS

- To develop good oral/aural communication skills in the target language
- To write effectively in the target language
- To think critically about literary and cultural texts using discipline-appropriate methods of analysis
- To better understand the cultures of our target languages

MAJOR IN CLASSICS

The Major in Classics is designed to provide a comprehensive course of study of the languages, literatures, and cultures of ancient Greece and Rome. These cultures form the foundation of much of our modern civilization, and their influence in many disciplines remains strong. The Major in Classics offers the opportunity to study in depth the great works, thoughts, and achievements of antiquity. Classics majors are well-prepared for graduate study in the discipline, as well as in law and medicine. Moreover, the broad liberal arts training which the Major in Classics provides allows for great flexibility of career choices in areas as diverse as the arts, computers, journalism, law, librarianship, publishing, and teaching.

Classics is a rich and varied field which involves two languages and cultures and spans many centuries. As a

result of this diversity, a student might choose to pursue both Greek and Roman studies or to focus on one culture alone. A student may elect one of four concentrations: Greek, Latin, Classical Languages, or Classical Civilization. Selection of courses within these concentrations should be made in close consultation with the advisor to ensure a balanced and coherent course of study. Courses in related areas, such as art, history, linguistics, and philosophy are especially desirable as electives.

CONCENTRATION IN GREEK

Required Courses (9)

GRK 201 Greek III
GRK 202 Greek IV
Two courses in Greek at the 300 level
History 201 Ancient Greece

Four or more courses chosen from Comparative Literature courses numbered 210–219; LTC 140: Introduction to Literature (Classical emphasis section only); additional Greek or Latin courses at any level; or courses from the list below.

CONCENTRATION IN LATIN

Required Courses (9)

LAT 201 Latin III
LAT 202 Latin IV
Three courses in Latin at the 300 level
History 202 Ancient Rome

Three or more courses chosen from Comparative Literature courses numbered 210–219; LTC140: Introduction to Literature (Classical emphasis section only); additional Greek or Latin courses at any level; or courses from the list below.

CONCENTRATION IN CLASSICAL LANGUAGES

Required Courses (9)

GRK or LAT 201 and 202 and two 300 level courses

Two courses in the other classical language at any level
Three or more courses chosen from Comparative Literature courses numbered 210–219; LTC 140: Introduction to Literature (Classical emphasis section only); additional Greek or Latin courses at any level; or courses from the list below.

CONCENTRATION IN CLASSICAL CIVILIZATION

Required Courses (11)

Either LAT or GRK 201 and 202 and two 300 level courses

Either HIS 201 or 202

Two Comparative Literature courses numbered 210–219

Four or more courses chosen from Comparative Literature courses numbered 210–219; LTC 140: Introduction to Literature (Classical Emphasis section only); additional Greek or Latin courses at any level; or courses from the list below.

Electives for all four Classics Concentrations:

ARH 221	Ancient Art
CLT 205	Literary Foundations of the West I
HIS 202	Ancient Rome
HIS 203	Byzantine Empire
PHI 350	Plato
POL 351	Classical Political Philosophy
THE 203	The Early Church

Elective courses should be selected in close consultation with the departmental advisor. Other courses may be selected if the content deals substantively with the classical world. Independent Studies and Consortium courses may also be included.

MINOR IN CLASSICS

The Minor in Classics is a flexible program for students with an interest in the ancient world. Students take six courses including either the elementary sequence (101–102) in Greek or Latin or one intermediate-level Greek or Latin course. Remaining courses may be chosen from the classical languages, classical literature in translation, and related fields, such as art, history, philosophy, religion, and politics. The program must be planned with the departmental advisor.

MINOR IN COMPARATIVE LITERATURE

Courses in Comparative Literature are offered in English in order to provide students with a background in the literature of the non-English-speaking world. Students who wish to minor in Comparative Literature will be required to demonstrate a proficiency in a foreign language equivalent to the college's current skills requirement (FRE, GER, ITA, SPA 103; GRK, LAT 201). Courses are offered in the literatures of France, Spain, Latin America, Germany, Russia, and Ancient Greece and Rome. There are also courses built around selected themes. Students, in consultation with a departmental advisor, may construct a minor with six one-semester courses from any of the above-mentioned offerings with the sole requirement that no more than two of these courses may be in any one of these areas. Up to two courses outside the CLT offerings in the original language or in English may be selected for the minor in consultation with the departmental advisor.

FOREIGN LANGUAGES AND EDUCATION MAJORS

The Department of Modern and Classical Languages and Cultures works closely with Assumption's Department of Education to prepare students for the teaching of foreign languages. Such students should consider a major in one or more foreign languages and an Education Major.

The departmental majors in Classics, French, Spanish, and Foreign Languages provide students with 27–33 hours of coursework in the field of knowledge competency required for certification by the Commonwealth of Massachusetts. Students preparing to teach foreign languages at the elementary or secondary level are strongly encouraged to consider these major program options. However, no classroom course of study can replace the actual affiliation and development of language and culture skills in the target culture. Consequently, foreign language/education students are advised to meet with a member of the foreign language department as soon as possible to build study abroad into their academic plans.

Application for the Education Major must be made to Assumption's Department of Education by the spring of the Sophomore year, and students should plan their courses of study working closely with a member of the Education Department Coordinator and a member of the Modern and Classical Languages Department.

MAJOR IN FOREIGN LANGUAGES

There is an increasing need in government, business, foreign service, and education for college graduates versed in more than one language and culture. The Foreign Language Major aims to prepare the student for these positions of service and responsibility by a study of any two foreign languages:

MAJOR LANGUAGE: 8 major-level courses taught in the target language (24 credits)

MINOR LANGUAGE: 4 major-level courses taught in the target language (12 credits)

Please see description of major programs for the appropriate course in each language. Students in the major are strongly advised to undertake an immersion experience in at least one of the language areas studied. Students unable to study abroad will consult with a departmental advisor to develop an alternative experience, such as a local internship in which they might apply their language/culture competence.

MAJOR IN FRENCH

The Major in French is an integral part of a traditional education in the liberal arts. The French Major is designed to contribute to the cultural and intellectual formation of students, as well as to prepare them for teaching at the elementary or secondary level, and for work in social services, medical fields, law, criminology, and as interpreters, translators, or representatives in business or government, or for continued work at the graduate level. French majors are expected to achieve proficiency and fluency in the spoken and written language, to become knowledgeable about French and Francophone cultures, and to read with critical appreciation and enjoyment representative works of the principal authors of France and the French-speaking world. The selection of courses in this major will be made in consultation with the advisor, with a view to achieving a complete formation in the language, literature, and culture of the French-speaking world. French majors are strongly advised to spend a semester or an entire academic year in a French-speaking country.

Required Courses (10). A total of 10 major-level courses (those numbered 202 or higher) is required for a major. Students are expected to include language skills, literature, and culture study in their program.

The following are the minimum around which an individual program of study should be developed. These must include at least:

- a minimum of two courses numbered 230–299,
- a minimum of four courses at the 300 level.

Students who are considering a Major in French are advised to fulfill the Introduction to Literature requirement by taking FRE 204. All courses for the Major must be in French.

MINOR IN FRENCH

A student completes a Minor in French by taking a total of six one-semester courses (18 credits) at level 201 or higher and completing it with courses acceptable for the French Major. At least one course must be taken at level 230–299. The program must be planned with a departmental advisor. All courses for the Minor must be taught in French.

MINOR IN GERMAN STUDIES

The German Studies Minor is intended to offer students a greater knowledge of the language and a deeper understanding of the thoughts and culture of the German-speaking countries, especially of the new Federal Republic of Germany, which has become a powerful political and economic force in the new Europe.

A student may complete a Minor in German Studies with six one-semester courses (18 credits) which must include at least one course in each of the following areas:

1. German at the level of GER 103 or higher

2. German literature in the original or in translation (i.e., CLT 140 Introduction to Literature/German emphasis, GER/CLT 251: Modern German Masterpieces)
3. German history (HIS 271, HIS 272)

The remaining courses may be selected in other disciplines when the content deals substantively with German culture (i.e., PHI 365, PHI 325, THE 363, MUS 223, MUS 225). The choice will depend on the student's interest. Independent studies and consortium courses may be included. The minor must be planned with the departmental advisor.

MAJOR IN ITALIAN STUDIES

The Italian Studies Major has its basis in a diversified curriculum in the liberal arts and has the objectives of developing oral and written proficiency in the Italian language and of familiarizing students with the history, literature, art, culture, and civilization of Italy. For completion of the major, a total of ten courses (30 credits) are required, including the following:

- A minimum of five courses in the target language beginning at ITA 103 or higher. These should include an advanced grammar and culture course in Italian, and an Italian literature course in Italian.
- Students may complete requirements for the major with a maximum of five courses in related areas such as anthropology, art history, comparative literature, geography, history, linguistics, literature, or political science that deal specifically with Italy or Italian-American identity. These courses must be approved in advance by the Department Chair.

Eligible courses may include:

ARH 223	Renaissance Art and Architecture
ARH 323	Italian Renaissance Painting
ARH 324	Michelangelo: Painting and Sculpture
CLT 225	Dante's <i>Comedy</i>
CLT 227	Boccaccio's <i>Decameron</i>
CLT 266	Italian Cinema
HIS 202	Ancient Rome, 509 B.C.–565 A.D.
POL338	Nationalism and Fascism

Students are strongly encouraged to undertake a semester-long program of study in Italy with the majority of courses conducted in Italian. Students are also encouraged to enroll in upper-division courses conducted in Italian at Holy Cross.

MINOR IN ITALIAN STUDIES

The Italian Studies Minor is intended to offer students a greater knowledge of the language and an understanding of the Italian way of life as seen in the social structure, political institutions, economy, arts, and culture of Italy. A country with a rich artistic and literary history, contemporary Italy plays a prominent role in world affairs as a member of the European Union. Knowledge of Italian language and culture

is an asset to students interested in all areas of the Humanities as well as International Business and Foreign Affairs.

A student may complete a Minor in Italian Studies with six one-semester courses (18 credits) including the following:

- Italian language at the level of Italian 103 or higher. Up to two additional language courses may be included.
- Italian literature in the original (i.e., ITA 140 Introduction to Literature: Italian Language or equivalent course).
- The remaining courses may be taken in other disciplines where the content deals substantively with Italian culture. These courses include but are not limited to:

ARH 223 Renaissance Art and Architecture

CLT 225 Dante's *Comedy*

CLT 227 Boccaccio's *Decameron*

CLT 266 Italian Cinema

HIS 202 Ancient Rome

POL 338 Nationalism and Fascism

A fifth semester Italian language course.

Depending on the interests of the individual student and the applicability of the course focus in a given term, other courses may be included (HIS 206, HIS 212). Students will be required to demonstrate that they will deal substantively with Italian studies in assignments which may include additional reading materials, special projects and research, or a final paper. These courses must be approved by the Department of Modern and Classical Languages and Cultures and the faculty member teaching one of these courses. Independent studies, consortium, and study abroad courses may be included. The minor must be planned with the departmental advisor.

DOUBLE MAJOR WITH LATIN AMERICAN STUDIES

Spanish majors are encouraged to pursue a double major in combination with the major in Latin American Studies. The major is designed to respond to the increasing interest in the societies of the region. The program provides an opportunity for study of their history, political and economic systems, social structures, and literary and artistic expression. Latin American Studies majors will be prepared for graduate study or employment in fields such as government, business, industry and education. For a full description of requirements, see the Latin American Studies listing under Interdisciplinary programs.

MINOR IN LATIN AMERICAN STUDIES

A student may complete the Minor in Latin American Studies with one intermediate level Spanish course, and 6

one-semester courses (18 credits) acceptable for the major. For a full description of requirements, see the Latin American Studies listing under Interdisciplinary programs.

MAJOR IN SPANISH

The Major in Spanish is an integral part of a traditional education in the liberal arts. The Spanish Major is designed to contribute to the cultural and intellectual formation of students, as well as to prepare them for teaching on the elementary or secondary level, and for work in social services, medical fields, law, criminology, and as interpreters, translators, or representatives in business or government, or for continued work on the graduate level. Spanish majors are expected to achieve proficiency and fluency in the spoken and written language, to become knowledgeable about Hispanic cultures, and to read with critical appreciation and enjoyment representative works of the principal authors of Spain and Latin America. The selection of courses in this major will be made in consultation with the advisor with a view to a complete formation in the language, literature, and cultures of the Spanish-speaking world. Spanish majors are strongly advised to spend a semester or an academic year in a Spanish-speaking country.

Required Courses (10)

A total of 10 major-level courses (those numbered 202 or higher) is required for a major. Students are expected to include language skills, literature, and culture study in their program.

The following are the minimum around which an individual program of study should be developed. These must include at least:

- a minimum of three courses numbered 230–299
- a minimum of three courses at the 300–level

Students who are considering a major in Spanish are advised to fulfill the Introduction to Literature requirement by taking SPA 204. All courses for the major must be in Spanish.

MINOR IN SPANISH

A student completes a minor in Spanish by taking a total of six one-semester courses (18 credits) at level 201 or higher and completing it with courses acceptable for the Spanish major. At least one course must be taken at level 250–299. The program must be planned with a departmental advisor. All courses for the minor must be taught in Spanish.

A NOTE ON PRE-LAW: The American Bar Association confirms that majors and minors across the curriculum, combined with a strong liberal education, provide excellent preparation for law school. Assumption's Pre-Law Program provides personalized advising, co-curricular

activities, and development opportunities for all students considering law school. See the “Pre-Law” section under “Pre-Professional Programs of Study.” Above all, students considering law school should choose a major that interests them, pursue academic excellence in that field, and contact the pre-law advising coordinator, *Prof. Carl Keyes, Department of History, ckeyes@assumption.edu or 508 767-7324.*

A NOTE ON STUDY ABROAD CREDIT FOR MAJORS AND MINORS The Department of Modern and Classical Languages and Cultures accepts for credit from an approved study abroad program three courses (9 credits) per semester towards a major, and two courses (6 credits) per semester towards a minor. The same policies regarding the language in which the course is taught apply for courses abroad. Students must have courses approved by the chair of Modern and Classical Languages and Cultures. Any exceptions to this policy will be reviewed and decided by the chair, in consultation with departmental faculty as the chair deems appropriate.

COURSE DESCRIPTIONS

COMPARATIVE LITERATURE (LTC/CLT)

All courses designated CLT or LTC are taught in English.

LTC 140 INTRODUCTION TO LITERATURE, CLASSICAL EMPHASIS: THE BEGINNINGS OF WESTERN LITERATURE

The development of three genres of ancient literature (epic, drama, and lyric) and the differences in their means of expression. Through the literature, students will also be introduced to the culture, myths, ideas, and history of the Greek and Roman worlds. Readings in English translation from poets such as Homer, Vergil, Sophocles, Euripides, and Dante, with prose selections from Herodotus and Aristotle. This course fulfills the Core requirement in Literature. (Fall)
Catto, Staff/Three credits

LTC 140 INTRODUCTION TO LITERATURE

This course is designed to acquaint the student with the form and structure of various genres of literature. Readings are drawn mainly from world literature in English translation. Class discussion and writing assignments will make use of such critical concepts as points of view, imagery, and tone. This course fulfills the Core requirement in Literature. (Fall and Spring)
Zielonka, Howe/Three credits

CLT 205 LITERARY FOUNDATIONS OF THE WEST

This course considers some of the great themes of the West as they are played out in literature. The Fall semester's work (CLT 205) concentrates on questions raised by the texts about the role of heroes and their relationship with their

communities, about honor, authority, obedience, rebellion, and the place of the gods or God in the lives of human beings. This course satisfies the Humanities requirement in the Core curriculum. (Fall)
Catto, Staff/Three credits

CLT 206 LITERARY FOUNDATIONS OF THE WEST II

This course continues the investigation begun in CLT205 Literary Foundations of the West I, particularly in the light of the modern insistence on the pre-eminence of the individual person rather than on the community. This course satisfies the Humanities requirement in the Core curriculum. (Spring)
Catto, Staff/Three credits

CLT 210 CLASSICAL MYTHOLOGY

This course introduces the central myths of ancient Greece and Rome. Myths give us insight into ancient and contemporary culture, and students are encouraged to draw connections between ancient myths and modern analogues. Much of the course is spent examining the original evidence for ancient myths, poems, plays, inscriptions, temples, sculptures, and paintings. Topics include myths of creation, the Olympian gods, ancient religion, and the hero. The nature of myth and various interpretative theories of myth are also explored. This course satisfies the Humanities requirement in the Core curriculum. (Fall)
Catto, Staff/Three credits

CLT 211 MYTH IN EPIC

Study of the development of the genre of epic with readings in English drawn from Homer's *Iliad* and *Odyssey*, Hesiod's *Theogony*, Apollonius' *Voyage of Argo*, Lucretius' *The Nature of Things*, Vergil's *Aeneid*, and Ovid's *Metamorphoses*. This course satisfies the Humanities requirement in the Core curriculum. (Spring)
Catto, Staff/Three credits

CLT 212 MYTH IN TRAGEDY

Reading in English of Aeschylus' *Oresteia* and *Prometheus Bound*, and representative tragedies of Sophocles, Euripides, and the Roman poet Seneca. Emphasis on dramatic poetry as a source for the study of Greek mythology. This course satisfies the Humanities requirement in the Core curriculum. (Spring)
Catto/Three credits

CLT 213 GREEK AND ROMAN COMEDY

Reading in English of representative comedies of Aristophanes, Menander, Plautus, and Terence, and their influences on later authors. This course satisfies the Humanities requirement in the Core curriculum. (Spring)
Catto, Staff/Three credits

CLT 217 INTRODUCTION TO FILM STUDIES: WORLD CINEMA FOCUS

This course introduces key concepts and approaches relevant to the study of film through case studies of Hollywood and world cinema. Basic concepts such as genre, the *auteur*, narrative, stardom and acting, spectatorship, and audiences are all considered. Students will explore the main aspects of film form (*mise-en-scene*, editing, sound, cinematography, etc.) and the development of the film industry. In addition, some consideration will be given to non-traditional films and filmmaking such as the *avant-garde* and art cinema, and notions of national and world cinemas will be introduced. Includes weekly screenings of important cinematic texts, including foreign films subtitled in English. Students may receive credit for ENG 217 or CLT 217, but not for both. This course satisfies the Humanities requirement in the Core curriculum.

Kercher/*Three credits*

CLT 225 DANTE'S COMEDY

Close reading and discussion of Dante Alighieri's *Divine Comedy* in translation. Particular attention to Dante's life and times in relation to his writing of the *Comedy* and to significant historical, literary, philosophical, and theological references in the *Comedy*. Prerequisite: One of the following: LTC 140; LTE 140; ITA 140; SPA 140; or FRE 140. This course satisfies the Humanities requirement in the Core curriculum.

Le Pain, Bonanno/*Three Credits*

CLT 227 BOCCACCIO'S DECAMERON

The course will introduce students to the tradition of storytelling in the European vernacular through a reading of *The Decameron*, the masterwork in prose of the late medieval period by Florentine author Giovanni Boccaccio. Students will explore the development of the Italian vernacular and of the "novella" tradition, the prevalent literary and sociocultural themes typical of the era and of the text itself, and the rise of mercantilism as expressed in the one hundred tales that make up *The Decameron*. Readings include *The Decameron* in its entirety and a selection of both sources and critical essays.

Bonanno/*Three Credits*

CLT 251 MODERN GERMAN MASTERPIECES

This course is designed to familiarize students with the works of a variety of 20th-century German writers. In addition to such well-established authors as Kafka, Hesse, Mann, and Brecht, more recent writers like Gunter Grass, former East German writer Christa Wolf, and Heinrich Boll, the 1972 Nobel Prize winner for literature, will be discussed. Same as GER 251. This course satisfies the Humanities requirement in the Core curriculum. (Fall)

Solbakken, Staff/*Three credits*

CLT 266 ITALIAN CINEMA

The course provides an introduction to Italian cinema. Students will explore the nature of neorealism, the hallmark of the Italian cinematic tradition, through an examination of the development of the film industry, the socio-historical situation, and the literary tradition within the Italian peninsula. The study of neorealism, which involves discussion of directed readings and screenings of classics by Rossellini, De Sica, and Visconti, provides a basis for the examination of ensuing movements and Italian "auteurs," such as Fellini, Antonioni, Bertolucci, Pasolini, and others. Films may be screened at times other than regular class meetings when running times are extended. This course satisfies the Humanities requirement in the Core curriculum.

Bonanno/*Three credits*

CLT 276 WOMEN AND FILM

This course seeks to understand the role of women in cinema, both as makers of film and as objects of the camera. It explores the history of women as directors, scriptwriters, and entrepreneurs—among other positions—especially during the early years of the film industry. Students analyze important critical essays on how films represent female sexuality and interpret films in light of these readings. Special attention is given to issues of melodrama and spectatorship. Films from both Hollywood and world cinema are screened to enable students to appreciate the critique representations of women in different cultures. This course satisfies the Humanities requirement in the Core curriculum. (Spring)

Kercher/*Three credits*

CLT/HIS/ PSY/SOC 285 WOMEN'S STUDIES I: IMAGES

This course is an introduction to the study of women. The course will develop a coherent, integrated view of women and their roles; emphasize the full range of contributions of and the limited opportunities for women; examine and appraise the experiences of women; and critically examine the thinking about women at various times and from various perspectives. The basic approach is interdisciplinary and the concentration of the course is on women in North America from the 19th century to the present. This course satisfies the Humanities requirement in the Core curriculum.

Choquette, Edmonds, Farough, Gazin-Schwartz, Kisatsky, Leone/*Three credits*

CLT 299 INDEPENDENT STUDY

Subject and/or authors studied to be chosen with approval of professor. This course satisfies the Humanities requirement in the Core curriculum. Staff/*Three credits*

FRENCH (FRE)

All courses, whether lower-division or upper-division, are conducted largely or entirely in French, unless otherwise specified.

FRE 101 FRENCH I

This beginning course offers students the opportunity acquire communicative skills in French and to develop an awareness and appreciation of Francophone cultures. The course provides an integrated approach in which listening, speaking, reading and writing are developed. Basic thematic vocabulary and grammatical structures are covered. This course is intended for students with no prior coursework in French. Prerequisites: None (Fall)
Staff/Three Credits

FRE 102 FRENCH II

This course is the second part of the beginning sequence offering students the opportunity to expand their knowledge of vocabulary and grammatical structures. The course provides an integrated approach in which listening, speaking, reading and writing are developed. The course fosters awareness of Francophone cultures through short readings and a variety of oral and written activities. Prerequisites: FRE 101, or one or two years of high school (Spring)
Staff/Three Credits

FRE 201 FRENCH III

Continued development of communicative competency in the French language. The course will stress a review of French grammar, and correct pronunciation and comprehension of the spoken language. Prerequisite: French 102, two or three years of high school French, or equivalent. (Fall)
Zielonka, Staff/Three credits

FRE 202 FRENCH IV

A continuation of French III with an introduction to more advanced aspects of French grammar, as well as readings, skits, videos, and conversation practice. French films will be used to promote discussion and as a basis for written assignments. For students who have completed FRE 103 or an equivalent course. (Fall and Spring)
Zielonka, Staff/Three credits

FRE 203 FRENCH V

This course is designed for students who wish to enhance their proficiency in French. It will develop students' oral skills while providing a review of grammatical structures. Literary and cultural texts and film will be used to promote discussion and as a basis for written assignments. Prerequisite: FRE 104 or equivalent.
Zielonka/Three credits

FRE 204 INTRODUCTION TO LITERATURE: FRENCH LANGUAGE

This course is designed to acquaint the student with the form and structure of the various genres of literature through the close reading and analysis of selections from French prose, poetry, and drama. Prerequisite: FRE 120 or equivalent. This course fulfills the Core requirement in Literature.
Zielonka/Three credits

FRE 230 SURVEY OF FRENCH LITERATURE I

Reading and analysis of works representative of the most significant currents in French literature from Chanson de Roland to Voltaire. Prerequisite: FRE 140. This course satisfies the Humanities requirement in the Core curriculum. (Fall)
Zielonka/Three credits

FRE 231 SURVEY OF FRENCH LITERATURE II

Reading and analysis of works representative of the most significant currents in French literature from Chateaubriand to Camus. Prerequisite: FRE 140. This course satisfies the Humanities requirement in the Core curriculum. (Fall)
Zielonka/Three credits

FRE 240 TECHNIQUES OF TRANSLATION

Readings, discussion, written exercises, and translation of selected texts designed to make the student aware of the major stylistic differences between the French and English languages. Includes a review of advanced grammatical structures. Prerequisite: FRE 140 or equivalent.
Zielonka/Three credits

FRE 301 ADVANCED FRENCH COMPOSITION

The purpose of the course is to learn to write clear and accurate French, as well as to develop effective compositional technique for narrative or persuasive essays. Selected prose passages are studied as written models. Prerequisite: FRE 251 or 252, or permission.
Zielonka/Three credits

FRE 302 ADVANCED FRENCH ORAL EXPRESSION

An advanced course for students who desire greater fluency while continuing to increase their proficiency in pronunciation and intonation. (Fall) Prerequisite: any Main Currents course.
Zielonka/Three credits

FRE 310 FRENCH CULTURE AND CIVILIZATION

An analysis of what constitutes the French way of life as seen in the arts, the social structure, the philosophy, and the history of France from the French Revolution to the present. Prerequisite: any Main Currents course.
Zielonka/Three credits

FRE 313 FRANCOPHONE AFRICAN LITERATURE

This course will study the works of literature, written in French, in the countries of Africa that were part of the colonial empire of France and achieved their independence around 1960. Readings will include works of fiction and poetry from North Africa (a region known as the Maghreb): Morocco, Tunisia and Algeria, as well as from Sub-Saharan Africa: Mali, Senegal, Cameroon, Guinea, the Congo, and Ivory Coast. The course also examines the colonial history of the French presence in Africa, the struggles for independence, and major developments in literature, society and culture, including film, since then. A consistent theme is the search for an identity, amid the diversity and fragmentation of post-colonial Africa, and the many social and political problems that persist there. This course satisfies the Humanities requirement in the Core curriculum. Pre-requisite: any Main Currents course.

Zielonka/*Three credits*

FRE 350 ROMANTICISM

In this course students will discover one of the most influential movements in French literature: Romanticism. Marking a reaction against the Classicism of the previous two centuries, this movement dominated the French literary scene in the first half of the 19th century. The course will begin by tracing the origins of Romanticism in certain works of the late 18th century, before embarking on the study of representative Romantic texts in all three literary genres: poetry, prose and theater. In addition, we will look at Romantic characteristics in the art and music of the period. Prerequisite: any Main Currents course. (This course satisfies the Humanities requirement in the Core curriculum.)

Zielonka/*Three credits*

FRE 354 19TH-CENTURY FRENCH FICTION

Close reading of representative novels of the 19th century, with emphasis on the works of Balzac, Stendhal, Flaubert, and Zola. Prerequisite: any Main Currents course. This course satisfies the Humanities requirement in the Core curriculum.

Zielonka/*Three credits*

FRE 361 20TH-CENTURY DRAMA

Close reading of representative plays of the 20th century by authors such as Claudel, Giraudoux, Anouilh, Sartre, Ionesco, and Beckett. Discussion of theatrical and dramatic techniques characteristic of each playwright. Prerequisite: any Main Currents course. This course satisfies the Humanities requirement in the Core curriculum.

Zielonka/*Three credits*

FRE 364 CONTEMPORARY FRENCH FICTION

Close reading and analysis of works representative of the most significant currents of modern and contemporary prose fiction in France from Gide and Proust to the

“nouveau roman.” Prerequisite: any Main Currents class. This course satisfies the Humanities requirement in the Core curriculum.

Zielonka/*Three credits*

FRE 366 TOPICS IN FRENCH CINEMA

The main aims of this course will be to use French cinema to improve students' knowledge of and interest in French culture and history; to discuss how films can portray historical events, and to think about the techniques and aesthetics of film-making. Films used in the course will illustrate different aspects of French culture and give a picture of contemporary life at the time in which they are set. Some may center on important social or historical moments. Topics may vary by semester. In addition to viewing seven or eight movies, students will read several short historical and literary texts concerning the periods covered by the films. The course will be conducted in French. Prerequisite: FRE 251 or 252. This course satisfies the Humanities requirement in the Core curriculum.

Zielonka/*Three credits*

FRE 390 INTRODUCTION TO FRENCH POETRY

A close reading of representative poems. The course includes some selections from the Middle Ages and 16th/17th centuries, but concentrates mostly on poetry of the 19th and 20th centuries. Characteristics of different poets and different poetic movements will be analyzed. Prerequisite: any Main Currents course. This course satisfies the Humanities requirement in the Core curriculum.

Zielonka/*Three credits*

SPECIAL TOPICS AND INDEPENDENT STUDY COURSES IN FRENCH:

FRE 200 SPECIAL TOPICS COURSE (LEVEL 230–299)

Staff/*Three credits*

FRE 300 SPECIAL TOPICS COURSE (LEVEL 300- 399)

Staff/*Three credits*

FRE 401–409 INDEPENDENT STUDY

Subject and/or authors studied to be chosen with approval of professor.

Staff/*Three credits*

GERMAN (GER)

All courses, whether lower-division or upper-division, are conducted largely or entirely in German, unless otherwise specified.

GER 101 GERMAN I

An introduction to the German language aimed at developing beginning skills in oral comprehension and

expression, reading, and writing. Three hours of class work with tapes and computer software. (Fall)

Solbakken/*Three credits*

GER 102 GERMAN II

Continuation of German I. Aimed at further developing the language skills. Prerequisite: German 101 or equivalent. (Spring)

Solbakken/*Three credits*

GER 103 GERMAN III

Systematic review of grammar. Graded readings. Prerequisite: GER 102 or equivalent. (Fall)

Solbakken/*Three credits*

GER 104 GERMAN IV

Systematic review of grammar. Graded readings. Prerequisite: GER 103 or equivalent. (Spring)

Solbakken/*Three credits*

GER 295 SPECIAL TOPICS

Solbakken/*Three credits*

GER 299 INDEPENDENT STUDY

Subject and/or authors studied to be chosen by student with approval of professor.

Solbakken/*Three credits*

GREEK (GRK)

GRK 101 GREEK I

An introduction to classical Greek language, literature, and culture. Emphasis on the grammatical structures and vocabulary which will enable students to read Greek texts with understanding and facility. (Fall)

Catto, Staff/*Three credits*

GRK 102 GREEK II

A continuation of Elementary Greek with increased attention to cultural material. Prerequisite: Greek 101 or equivalent (Spring)

Catto, Staff/*Three credits*

GRK 201 GREEK III

Review of basic grammar and introduction to the more advanced points of Greek syntax. Selected readings from Plato's *Apology of Socrates*. The completion of Greek 101–102, or—with permission of instructor—one year of high school Greek is required for admission.

Catto/*Three credits*

GRK 202 GREEK IV

The class will read selections from the tragedies of Aeschylus, Sophocles and Euripides, or the comedies of Aristophanes. Open to students who have completed Greek

201. This course satisfies the Humanities requirement in the Core curriculum.

Catto, Staff/*Three credits*

GRK 301 SPECIAL TOPICS

Catto/*Three credits*

GRK 310 INDEPENDENT STUDY

Area and/or authors studied to be chosen by student with approval of professor.

Catto/*Three credits*

ITALIAN (ITA)

ITA 101 ITALIAN I

This beginning course offers students the opportunity to acquire communicative skills in Italian and to develop an awareness and appreciation of Italian culture. The course provides an integrated approach in which listening, speaking, reading and writing are developed. Basic thematic vocabulary and grammatical structures are covered. This course is intended for students with no prior coursework in Italian. Prerequisite: None (Fall)

Bonanno, Staff/*Three credits*

ITA 102 ITALIAN II

This course is the second part of the beginning sequence offering students the opportunity to expand their knowledge of vocabulary and grammatical structures. The course provides an integrated approach in which listening, speaking, reading and writing are developed. The course fosters awareness of Italian cultures through short readings and a variety of oral and written activities. Prerequisites: ITA 101, or one or two years of high school. (Spring)

Bonanno, Staff/*Three credits*

ITA 103 ITALIAN III

Continued development of communicative competency in Italian language and culture including a variety of media. Prerequisite: ITA 102, or two or three years of high school Italian, or equivalent. (Fall)

Bonanno, Staff/*Three credits*

ITA 104 ITALIAN IV

Integration of all skills. Reading skills using contemporary selections are developed through a process approach. Cultural topics present insights into the characteristics of Italian people, art, and literature. Prerequisite: ITA 103 or equivalent (Spring)

Bonanno, Staff/*Three credits*

ITA 120 ITALIAN V: CONVERSATIONAL ITALIAN AND GRAMMAR REVIEW

This course is designed for students who wish to enhance their proficiency in Italian. The main points of Italian

grammar will be reviewed and expanded through traditional exercises and conversations on current topics. Italian news as well as magazine articles and literary excerpts will be used. Prerequisite: ITA 104 or equivalent. (Fall)

Bonanno, Staff/*Three credits*

ITA 140 INTRODUCTION TO LITERATURE: ITALIAN LANGUAGE

This course is designed to introduce students to the form and structure of various genres of literature through the close reading and analysis of selections from Italian prose, poetry, and drama. Prerequisite: ITA 120 or equivalent. This course fulfills the Core requirement in Literature.

Bonanno, Staff/*Three credits*

ITA 160 ITALIAN CIVILIZATION AND CULTURE

This course introduces students to various aspects of Italian culture, including geographical regions, politics, film, art, music, social issues, and other elements of Italian civilization. Prerequisite: ITA 120 or equivalent.

Bonanno/*Three credits*

ITA 295 SPECIAL TOPICS

Bonanno, Staff/*Three credits*

ITA 299 INDEPENDENT STUDY

Subject and/or authors studied to be chosen with approval of professor.

Bonanno, Staff/*Three credits*

LATIN (LAT)

LAT 101 LATIN I

An introduction to Latin language, literature, and culture. Emphasis on the grammatical structures and vocabulary which will enable the student to read Latin texts with understanding and facility. (Fall)

Catto, Staff/*Three credits*

LAT 102 LATIN II

A continuation of Latin I with increased reading of narrative passages and an introduction to cultural material. Prerequisite: LAT 101 or equivalent (Spring)

Catto, Staff/*Three credits*

LAT 201 LATIN III

For the student who wishes to increase the facility and accuracy with which he/she reads classical Latin. The class will consist of review of grammar and readings which focus on the daily lives of Romans of the first centuries B.C. and A.D. Readings will be drawn from the prose letters of Cicero and Pliny, and the poetry of Catullus, Horace, and Martial. Prerequisite: LAT 101–102, or at least two years of high

school Latin. This course fulfills the Humanities Core Curriculum requirement. (Fall)

Catto, Staff/*Three credits*

LAT 202 LATIN IV

The class will read selections from the poetry of the Golden Period of Latin literature. Readings will be drawn primarily from the epics of Lucretius and Vergil, and will focus on the themes of creation and foundations. Prerequisite: LAT 201 or by permission of the professor. This course fulfills the Humanities Core Curriculum requirement. (Spring)

Catto, Staff/*Three credits*

LAT 301 ADVANCED READINGS IN LATIN LITERATURE

Extensive reading from major authors drawn from the following categories: Roman drama, epic, historians, oratory, philosophy, satire, and elegiac, lyric, and pastoral poetry. Readings will change each semester in accordance with the interests of the students. Prerequisites: LAT 201 and 202, or by permission of the professor. This course fulfills the Humanities Core Curriculum requirement.

Catto, Staff/*Three credits*

LAT 310 INDEPENDENT STUDY

Subject and/or authors studied to be chosen with approval of professor.

Catto, Staff/*Three credits*

SPANISH (SPA)

All courses, whether lower-division or upper-division, are conducted largely or entirely in Spanish, unless otherwise specified.

SPA 101 SPANISH I

This beginning course offers students the opportunity to acquire communicative skills in Spanish and to develop an awareness and appreciation of Hispanic cultures. The course provides an integrated approach in which listening, speaking, reading and writing are developed. Basic thematic vocabulary and grammatical structures are covered. This course is intended for students with no prior coursework in Spanish. Prerequisites: None

Staff/*Three Credits*

SPA 102 SPANISH II

This course is the second part of the beginning sequence offering students the opportunity to expand their knowledge of vocabulary and grammatical structures. The course provides an integrated approach in which listening, speaking, reading and writing are developed. The course fosters awareness of Hispanic cultures through short readings and a variety of oral and written activities. Prerequisites: SPA 101, or one or two years of high school

Staff/*Three Credits*

SPA 201 SPANISH III

Continued development of communicative competency in Spanish language and Hispanic culture including a variety of media. Prerequisite: SPA 102, or two or three years of high school Spanish, or equivalent. Media fee \$15. (Fall and Spring)

Staff/Three credits

SPA 202 SPANISH IV

Integration of all skills. Reading skills using contemporary selections are developed through a process approach. Cultural topics present insights into the characteristics of Hispanic people, art, and literature. Prerequisite: SPA 103 or equivalent. (Fall and Spring)

Staff/Three credits

SPA 203 SPANISH V

This course helps develop oral language competency in Spanish, while increasing vocabulary and reviewing grammatical structures. The main objective is to enable students to understand lectures in the language, converse on everyday topics, read material of average difficulty, and express points of view on current issues with acceptable correctness. Prerequisite: SPA 104 or equivalent. (Fall and Spring)

Guerrero-Watanabe, Loustaunau, Staff/Three credits

SPA 204 INTRODUCTION TO LITERATURE: SPANISH LANGUAGE

Designed for students to become active readers of literature and develop skills. The students are introduced to the form and structure of various genres of literature through the close reading and analysis of selections from Spanish and Spanish-American prose fiction, poetry, and drama. Prerequisite: SPA 120 or equivalent. This course fulfills the Core requirement in Literature. (Fall and Spring)

Staff/Three credits

SPA 220 SPANISH COMPOSITION

Designed to develop skills in descriptive, narrative, and expository writing in Spanish, this course emphasizes the process of writing. It deals with strategies for generating and organizing ideas through pre-writing, composing, writing, and editing. Writing activities help expand and refine grammatical structures, range of vocabulary, and rhetorical techniques. Not open to students who have completed SPA 301. Prerequisite: SPA 140 or equivalent. (Spring)

Grijalva, Loustaunau, Staff/Three credits

SPA 225 BUSINESS SPANISH: MANAGEMENT

This course enhances the student's ability to function effectively in an increasingly important commercial language locally, throughout the United States, and abroad. The course provides the student with a solid foundation in Spanish in the vocabulary and discourse used when dealing

with the legal constitution of different types of companies; management; banking and accounting; property and equipment; the modern business office and communications; and human resources. The course will also develop the student's geographic literacy and cultural understanding of the Spanish-speaking world, as these are essential to being able to conduct business successfully in Spanish. The course, to be conducted primarily in Spanish, will include translating and interpreting activities, cross-cultural communication skills used frequently in the world of business and of special importance for managers and leaders who must make informed decisions. Prerequisite: SPA 104 or equivalent.

Kercher/Three credits

SPA 226 BUSINESS SPANISH: MARKETING

This course enhances the student's ability to function effectively in an increasingly important commercial language locally, in the United States, and abroad. It provides the student with a solid foundation in Spanish in the vocabulary and discourse used when dealing with goods and services, marketing, finance, foreign market entry, and import-export. The course also develops geographic literacy and cultural understanding of the Spanish-speaking world, as these are central to being able to conduct business successfully in Spanish. The course, to be conducted primarily in Spanish, will also include translating and interpreting activities, language skills frequently used in the world of business and of special importance for managers and leaders who must be able to communicate effectively and make well-informed decisions. Please note that SPA 125 and 126 are not sequential. Prerequisite: SPA 104 or equivalent.

Kercher/ Three credits

SPA 230 SURVEY OF SPANISH LITERATURE

A survey of Spanish literature. Students will be introduced to the study of peninsular literature through the reading and analysis of representative selections from the major works. Prerequisite: SPA 140. This course satisfies the Humanities requirement in the Core curriculum.

Staff/Three credits

SPA 231 SURVEY OF LATIN AMERICAN LITERATURE

A critical study of literary periods and movements in Latin America. Reading and analysis of representative selections from major works. Prerequisite: SPA 140. This course satisfies the Humanities requirement in the Core curriculum.

Grijalva/Three credits

SPA 302 ADVANCED SPANISH ORAL EXPRESSION

A systematic study of various forms of public discourse through discussion and debate on controversial issues. Designed for students with a sophisticated command of Spanish who seek to increase their fluency and develop

cultural awareness. Prerequisite: any Spanish 200-level or higher.

Guerrero-Watanabe/*Three credits*

SPA 316 EMERGING MODERNITIES IN THE HISPANIC WORLD

This course focuses on the social and political events, artistic production, literary texts and culture of modern Latin America. Course materials include readings, films, music and the internet in order to develop a more complete understanding of the complex modes of cultural production that arose during this time period. Prerequisite: any Spanish 200-level or higher. This course satisfies the Humanities requirement in the Core curriculum.

Guerrero-Watanabe/*Three credits*

SPA 317 BORDER IDENTITIES IN SPAIN

This course focuses on the multiplicity of identity in contemporary Spain in the context of political and social changes of the twentieth- and twenty-first centuries. Reading theory and culture, understood as texts and practice, we will examine literature, films, and mass media to consider the identities of nation, class, gender, sexuality, and ethnicity. Prerequisite: any Spanish 200-level or higher. This course satisfies the Humanities requirement in the Core curriculum.

Leone/*Three credits*

SPA 318 REBELLION AND REINVENTION IN MEXICO

This course explores contemporary Mexican literary and cultural production in response to socio-political rebellion and cultural reinvention. The course materials focus on four key moments in Mexican history: the Revolution of 1910, the student movement of 1968; the Zapatista rebellion of 1994; and the current implications of mass migration and the narco wars. Students analyze textual, visual, and musical works by a variety of authors from the 20th and 21st centuries in order to learn how these authors represent cultural, social, and political affirmation in a country known for its economic and political repression. We will consider the role of literature and art in the understanding of civic action and social power. The course is taught in Spanish. Prerequisite: Any Spanish 200-level or higher. This course satisfies the Humanities requirement in the Core curriculum. Loustaunau/*Three credits*

SPA 370 WOMEN WRITERS IN CONTEMPORARY SPAIN

This course focuses women's contributions to literature and culture in twentieth- and twenty-first century Spain. The course takes a thematic approach to women's experiences in Spain. Students analyze textual and visual works by a variety of women authors from the post-civil war period and Franco dictatorship (1939-1975) and from the democratic period (1980s to the present) in order to explore how these authors represent cultural, social, and political identities in 20th and 21st century Spain.

Prerequisite: any Spanish 200-level or higher. This course satisfies the humanities requirement in the core curriculum.

Leone/*Three credits*

SPA 380 LATIN AMERICAN CHRONICLES

In this course students will learn about how urban life, violence, and modern cities have been represented by journalist-literary writers in Latin America. We will discuss the relationship between literature and journalism, and between chronicles and other literary genres. In addition, students will examine some works of the "New Journalism" in the United States and its influence over Latin American writers. Intensive Spanish writing will be a major requirement. Prerequisite: any Spanish 200-level or above.. This course satisfies the Humanities requirement in the Core curriculum.

Grijalva/*Three credits*

SPA 384 MAGICAL REALISM AND THE LITERATURE OF THE FANTASTIC

Magical realism refers to a specific set of narrative works by Latin American writers in the second half of the twentieth century. This course will develop a more comprehensive understanding of this literary movement by analyzing a key number of primary texts along with all the pertinent literary criticism and theory. The textual strategies and techniques that help define these works include the use of rich, detailed language designed to create a realistic setting and characters in the story. The element of magic or the supernatural then enters or manifests itself in this seemingly "real" literary landscape. Although the texts incorporate these bursts of the unexplained, the main body of the text always follows a mimetic approach to fictional production. Our study of these fantastic texts will begin with a discussion of possible pre-cursors of the movement, such as the Argentines Jorge Borges and Julio Cortázar, and then move on to more seminal texts like *Cien años de soledad* by Gabriel García Márquez and *Eva Luna* by Isabel Allende. In the last few weeks, students will have the opportunity to analyze more recent texts to see how magical realism affects current modes of literary production. Prerequisite: any Spanish 200-level or higher. This course satisfies the Humanities requirement in the Core curriculum.

Guerrero-Watanabe/*Three credits*

Guerrero-Watanabe/*Three credits*

SPECIAL TOPICS AND INDEPENDENT STUDY COURSES IN SPANISH:

SPA 250 SPECIAL TOPICS COURSE (LEVEL 250–299)

Staff/*Three credits*

SPA 300 SPECIAL TOPICS COURSE (LEVEL 3001)

Staff/Three credits

Staff/Three credits

SPA 410–419 INDEPENDENT STUDY IN SPANISH

Subject and/or authors studied to be chosen with approval of professor.

Department of Natural Sciences

Professors: Stuart I. Cromarty, Edward J. Dix (Chairperson), Brian K. Niece, Owen D.V. Sholes, Steven J. Theroux; *Associate Professors:* Elizabeth A. Colby Davie, David Crowley, Aisling S. Dugan, Georgi Y. Georgiev, James F. Hauri, Michele L. Lemons, Kimberly A. Schandel; *Assistant Professors:* Karolina Fucikova, Benjamin J. Knurr, Laura Marcotte, Jessica A. McCreedy, Leo Rodriguez; *Visiting Instructors:* Elissa Kraus, Mary Pickering; *Lecturers:* Soraya Betancourt-Calle, Arthur LaPlante, Mary Lou Lombardi-Butler, Sandra Nedelescu, Hubert G. Meunier (Professor Emeritus), Anthony Sacino.

MISSION STATEMENT

The Department of Natural Sciences is dedicated to preparing students to live and work in a changing world by ensuring competency in the natural sciences and scientific inquiry. The department strives to provide a basic understanding of classical and contemporary scientific concepts in these areas. While developing an understanding of the scientific process and its application, the following critical skills are stressed: observation, inquiry, data collection, analysis, communication, and correlation of scientific concepts. The department prepares students for careers and professional opportunities in the sciences as well as for life-long learning in the context of a liberal arts curriculum in the Catholic tradition.

PROGRAMS OF STUDY AND CAREER OPTIONS

The Department of Natural Sciences offers majors in Biology, Biology with a Concentration in Neuroscience and Behavior, Biotechnology and Molecular Biology, Chemistry, Environmental Science, and Environmental Science with a Concentration in Environmental Policy. The Department also offers minors in Biology, Environmental Science, Chemistry, and Physics, and it co-sponsors a concentration in Physical and Occupational Therapy with the Department of Human Services and Rehabilitation Studies. Research opportunities are available at the College and at nearby institutions (e.g., University of Massachusetts Medical School and the Biotechnology Park). Students interested in teaching science in the public school system should work with a science faculty member and a member of the Education Department in planning their course of study. The Department also offers courses for non-majors.

Students who want to pursue careers in medicine, dentistry or one of the many other health professions must complete the necessary prerequisites for admission to the health profession schools of their choice. These individuals should consult their academic advisors and the Health Professions Advisor (Dr. Steven Theroux) when designing their course of study. The Health Professions Program helps students

meet the admissions requirements for these professional programs. The Department has agreements with several institutions that offer degrees in the health professions. Students interested in Allopathic or Osteopathic Medicine, Podiatric Medicine, Pharmacy, Physical Therapy, Optometry, Physician Assistant Studies, Nursing, or Biotechnology should discuss these agreements with the Health Professions Advisor, Professor Steven Theroux.

The College has established a collaborative program of study in Engineering with the University of Notre Dame. Students spend three years at Assumption College completing foundational courses in math and science before transferring to Notre Dame to complete engineering studies. Interested students should contact Professor Jimmy Hauri, Director of the 3:2 Engineering Program.

The College also has agreements with several graduate schools. In conjunction with Duke University we offer combined B.A. and Master's degree programs in Environmental Science Management and Forestry Management. There are several options for students interested in the legal profession, especially those interested in practicing environmental law or intellectual property law. Science students interested in the learning more about all of these programs should see Professor Steven Theroux.

The Department offers a post-graduate program for those who have a bachelor's degree in an area other than Biology and who are interested in pursuing admission to a health professions program (e.g., medicine, dentistry, pharmacy, etc.) Details about this certificate program can be obtained from the Health Professions Advisor, Dr. Steven Theroux.

Students who graduate with an undergraduate degree in science can pursue employment in industry, government, or in an educational setting. Some of our students pursue graduate studies in science, one of the health professions, business or law. Upon the completion of the appropriate graduate program our students can pursue research careers in environmental management, or in the biotechnology, pharmaceutical and chemical industries. They can also develop careers in elementary, secondary and higher education, or in the health professions, business management, government, or legal profession.

MAJOR IN BIOLOGY (16)

A Major in Biology teaches students how to investigate and appreciate the unity of function that underlies the diversity of life forms. Lectures encourage students to synthesize the best of classical and contemporary ideas in Biology.

Laboratory work gives students technical expertise, and helps them to observe, ask questions, test hypotheses, analyze results, and present their conclusions orally and in writing. Elective courses provide a guided choice of advanced study in Biology and related areas. Students may participate in seminars, independent study, internships and summer research. With its flexibility, the major prepares students for careers in industry, education, and the health professions. The major also prepares students for further study in graduate and professional schools.

Required Courses (12)

Biology majors should take CHE 131 and BIO 160 in their first semester.

BIO 160	Concepts in Biology
BIO 210	Genetics
CHE 131–132	General Chemistry I & II
CHE 201–202	Organic Chemistry I & II
MAT 114	Elementary Functions (or higher if placed higher)
PHY 201–202	General Physics I & II

One of the following Organismal Biology courses:

BIO 220	Invertebrate Zoology
BIO 230	Botany
BIO 240	Anatomy
BIO 250	Microbiology

One of the following courses emphasizing Molecular Systems:

BIO 340	Molecular and Cellular Biology
BIO 370	General Physiology
BIO 410	Immunology
BIO 420	Developmental Biology

One of the following courses considering Organisms & Environment:

BIO 360	Ecology
BIO 320	Evolution
BIO 310	Animal Behavior
BIO 430	Comparative Physiology

Electives (4)

Four additional three or four credit electives from: Biology at the 200-level or above; or CHE 414 Biochemistry; or BIO 480 Seminar in the Life Sciences. At least one course must be at the 400-level. A maximum of two independent studies (i.e., BIO 490 and 491) courses may be taken. Additional independent study credits will count toward degree requirements but will not count toward the major in Biology.

MAJOR IN BIOLOGY WITH A CONCENTRATION IN NEUROSCIENCE AND BEHAVIOR (17)

This concentration introduces students to neuroscience and biological and psychological rationales for behavior. It is ideal for individuals interested in obtaining a strong foundation in biology while pursuing an interdisciplinary approach to study of human behavior. Students who choose this concentration are also encouraged to do internships or independent studies in laboratories studying neurobiology or the biological basis of behavior. Individuals who complete the requirements of the major will be prepared to pursue work in the biotechnology and pharmacology industries or in other life science organizations. They will also be eligible to pursue graduate studies in neuroscience or the health professions.

Required Courses (12)

Biology majors should take CHE 131 and BIO 160 in their first semester.

BIO 160	Concepts in Biology
BIO 210	Genetics
BIO 310	Animal Behavior
BIO 415	Principles of Neuroscience
CHE 131-132	General Chemistry I and II
CHE 201-202	Organic Chemistry I and II
MAT 114	Elementary Functions (or higher if placed higher)
PHY 201-202	General Physics I and II
PSY 101	General Psychology
PSY 402	Social, Cognitive, and Affective Neuroscience

Electives (5)

Choose at least 3 of the following:

BIO 220	Invertebrate Biology
BIO 240	Anatomy
BIO 340	Molecular and Cellular Biology
BIO 370	General Physiology
BIO 480	Seminar in Life Sciences: Neuroscience topic

Choose at least 1 of the following:

PSY 250	Perception
PSY 251	Introduction to Brain and Behavior
PSY 252	Cognitive Psychology
PSY 253	Psychology of Learning

Suggested (but not required) courses:

PSY 224	Statistics
PSY 225	Research Methods in Psychology
PHI 345	Special Topics in Philosophical Issues – Human Nature

MINOR IN BIOLOGY (5)

Students who wish to pursue the study of life forms and functions may elect a minor in Biology. This course of study may appeal to students majoring in the behavioral sciences who plan a career in a health-related field. Ordinarily the student will begin with BIO 160 Concepts in Biology, adding at least four Biology courses numbered above 200 in consultation with an advisor from the department. Courses taken numbered below BIO 160 require the approval of the Department Chairperson.

MAJOR IN BIOTECHNOLOGY AND MOLECULAR BIOLOGY (17)

Biotechnology has developed around the study of living things at the molecular level. The chemistry of genetics has found applications in medicine and industry. Techniques of molecular genetics have allowed dramatic advances in our understanding of developmental biology, physiology, immunology, and evolution. This major provides a balanced foundation in biology, plus an introduction to the theory and methods of biotechnology and molecular biology. Students in the major are encouraged to do internships at biotechnology laboratories in the Worcester area. When they graduate, students can pursue graduate study in the biological sciences or in the health sciences. The major is also excellent preparation for a teaching career or employment in a biotechnology-based field.

Required Courses (14)

Biotechnology and Molecular Biology majors should take

CHE 131 and BIO 160 in their first semester.

BIO 160	Concepts in Biology
BIO 210	Genetics
BIO 250	Microbiology
BIO 340	Molecular and Cellular Biology
BIO 440	Biotechnology: Theory and Practice
CHE 131–132	General Chemistry I & II
CHE 201–202	Organic Chemistry I & II
CHE 414	Biochemistry
MAT 114 (or higher)	Elementary Functions (or higher)
PHY 201–202	General Physics I & II
PHI 151	Ethics and the Good Life

Electives (3)

Three additional electives in Biology from level 200 or above. A maximum of two of these electives can be selected from internships or BIO 490 or 491. Additional internship or independent study credits will count toward degree

requirements but will not count toward the major in Biology.

Strongly Recommended (but not required)

PHI 262 Biomedical Ethics

MAJOR IN ENVIRONMENTAL SCIENCE (17)

Human modification of the environment has been evident since the beginning of civilization and has proceeded at an ever-accelerating rate from the Industrial Revolution to the present day. Human activities have affected the soil, water, vegetation, climate, animal life, and even the surface of the earth itself. An awareness of environmental deterioration has forced us to seek remedies. Thus, there is a need for men and women trained to recognize, quantify, and seek solutions for environmental problems. This major gives students a broad foundation in the fundamentals of environmental science, including chemistry, biology, physics, and mathematics. Students can use the options within the major to focus on one aspect of the field, such as resource conservation, environmental policy, or toxic materials. To insure the best choice and scheduling of courses, close cooperation between students and their faculty advisors is crucial. Students interested in this major are eligible to take courses off campus through the Massachusetts Marine Biology Consortium, the Duke University Marine Biology Consortium, and the Colleges of Worcester Consortium.

After graduation, students can seek employment in government agencies or industry, or they can pursue graduate studies in environmental engineering, environmental science, environmental management, law, education or the health sciences. To facilitate entry into these areas of study the College has established agreements that allow qualified Assumption Environmental Science students to earn a B.S. in Environmental Engineering from The University of Notre Dame, a M.S. in Environmental Management or Forestry Management from Duke University (world-renowned for its work in Environmental Science), or a J.D. in Environmental Law from the Vermont Law School (which U.S. News and World Report currently ranks as the nation's leading environmental law program).

Required Courses (17)

Environmental science majors should take CHE 131 and BIO 160 in their first semester.

ENV 150	Introduction to Environmental Science
ENV 480	Environmental Science Seminar
BIO 160	Concepts in Biology
BIO 360	Ecology
CHE 131–132	General Chemistry I & II

CHE 201–202 Organic Chemistry I & II
 CHE 318 Environmental Chemistry
 MAT 117 Calculus I

OR

MAT 131 Honors Calculus I
 PHY 201–202 Physics I & II
 ECO 115 Statistics

OR

PSY 224 Statistics

One of the following

GEO 101 Physical Oceanography
 GEO 103 Introduction to Meteorology
 PHY213 Introduction to Engineering
 Problem Solving
 ENV 350 Wetlands (consortium)
 Limnology/Aquatic Ecology
 (consortium)

One of the following

BIO 220 Invertebrate Zoology
 BIO 230 Botany
 BIO 250 Microbiology
 BIO 350 Marine Mammals: Biology
 and Conservation

One of the following

ECO 235 Environmental Economics
 GEO 134 Conservation of Natural
 Resources
 GEO 252 Land Use and Planning Law
 POL 321 Public Policy
 ENV 260 Water Resources Planning
 and Management
 ENV 280 Coastal Zone Management
 (consortium) Geographical
 Information Systems
 (consortium)

One additional 300 or above elective

Students can choose from courses listed above which haven't fulfilled a section requirement, as well as ENV 491 Environmental Science Independent Study, CHE 315 Analytical Chemistry, CHE 450 Instrumental Analysis, BIO310 Animal Behavior, or an approved Worcester consortium course.

MAJOR IN ENVIRONMENTAL SCIENCE WITH A CONCENTRATION IN ENVIRONMENTAL POLICY (17)

This concentration introduces students to the principles and theories used to develop public policies for the conservation of natural resources. The program is designed for students who hope to make a substantial contribution to the development of green technologies and a sustainable environment. The concentration combines rigorous coursework in environmental science with interdisciplinary studies in environmental policy.

After graduation, individuals with this concentration can pursue graduate study in Environmental Science or seek employment in government agencies or industry (see the Assumption College/Duke University programs described above for an example of the type of graduate programs that environmental science majors may pursue). The major is also excellent preparation for a career in teaching, law, or the health sciences.

Ideally, students should take CHE 131 and ENV 120 or 150 in the fall semester of their first year and CHE 132 and BIO 160 in the spring. Students should choose the remaining required courses in consultation with their academic advisor. Students who choose this major after their first year should consult their academic advisor before registering for classes.

Required Courses (17)

ENV 150 Introduction to
 Environmental Science
 ENV 480 Environmental Science
 Seminar
 BIO 160 Concepts of Biology
 BIO 360 Ecology
 CHE 131–132 General Chemistry I and II
 CHE 201–202 Organic Chemistry I and II
 CHE 318 Environmental Chemistry
 MAT 117 Calculus I

OR

MAT 131 Honors Calculus I
 PHY 201–202 Physics I and II
 ECO 115 Statistics

OR

PSY 224 Statistics
 ECO 235 Environmental Economics
 GEO 134 Conservation of Natural
 Resources
 POL 321 Public Policy

One additional course from the list below:

GEO 108	World Population Issues
GEO 252	Land Use and Planning Law

An environmental policy course approved by the Department of Natural Sciences chairperson. This course can come from the offerings at Assumption, the Massachusetts Marine Biology Consortium, the Duke University Marine Biology Consortium, or the Worcester Colleges Consortium (please consult your advisor for more information).

A GIS course offered through the consortium (strongly recommended, see your advisor or the Department Chairperson for more details)

MINOR IN ENVIRONMENTAL SCIENCE (6)

Students may expand their study of environmental problems with a Minor in Environmental Science. This program will appeal to students who have an interest in the science behind environmental issues.

Required Courses

ENV 150 Introduction to Environmental Science

BIO 160 Concepts in Biology

1 class 200 level from Section A

1 class 300 level from Section A

1 class from Section B

ENV 480 Environmental Science Seminar

Section A

BIO 220	Invertebrate Zoology
BIO 230	Botany
BIO 350	Marine Mammals: Biology and Conservation
BIO 360	Ecology
CHE 318	Environmental Chemistry
ENV 350	Wetlands
ENV 491	Independent Study in Environmental Science

Section B

GEO 101	Physical Oceanography
GEO 103	Introduction to Meteorology
GEO 134	Conservation of Natural Resources
GEO 252	Land Use and Planning Law
ECO 235	Environmental Economics
ENV 260	Water Resources Planning and Management (consortium)
ENV 280	Coastal Zone Management (consortium)

MAJOR IN CHEMISTRY (16)

Assumption College offers two tracks of study in Chemistry: the traditional bachelor's degree program and an American Chemical Society (ACS)-approved bachelor's degree program. The objective of both is to provide the student with knowledge of the fundamental principles governing the structure of matter. The courses are organized to establish a foundation in the basic areas of inorganic chemistry, organic chemistry, physical chemistry, biochemistry, and analytical chemistry, and to develop an understanding of the unity of Chemistry by relating these basic areas to each other and to other scientific disciplines. The laboratories are designed to develop a degree of proficiency in the practical aspects of experimentation and instrumentation.

Through a well-planned choice of electives, a student can prepare for graduate study in chemistry, biochemistry, or some other area of science; for industrial employment; for teaching Chemistry; or for professional study in medicine, dentistry, or other health sciences. Qualified chemistry majors may also pursue a dual degree program leading to a B.A. in Chemistry from Assumption College and a B.S. in Chemical Engineering from The University of Notre Dame. Interested students should contact Professor Jimmy Hauri, Director of the 3:2 Engineering Program.

Required Courses (14)

Chemistry majors should take CHE 131 and BIO 160 in their first semester.

First Year:

BIO 160	Concepts in Biology
CHE 131–132	General Chemistry I and II
MAT 117–118	Calculus I and II
OR	
MAT 131–132	Honors Calculus I and I

Sophomore:

CHE 201–202	Organic Chemistry I and II
PHY 201–202	General Physics I and II

Junior:

CHE 311–312	Physical Chemistry I and II
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Junior/Senior:

CHE 315	Analytical Chemistry
CHE 316	Inorganic Chemistry
CHE 414	Biochemistry

Electives (2)

Two additional three- or four-credit courses from among: CHE 318, CHE 416, CHE 450, CHE 460, CHE 470, CHE 480, CHE 491–492. At least one of the electives must include a

lab. Only one Independent Study course (CHE 491 or CHE 492) or Internship may be counted towards the Chemistry Elective requirement.

AMERICAN CHEMICAL SOCIETY CERTIFICATION

The American Chemical Society (ACS) Certification option serves as evidence that a graduate has completed a rigorous program in chemistry approved by a national scientific organization. Employers and graduate schools recognize ACS certification as a sign of the high quality of a student's preparation for employment or further study in the chemical sciences. Completion of the ACS Certified program is determined by the department.

In addition to completing the Chemistry major as described above, students wishing to receive ACS certification must:

- Complete PHY201H-202H, the Honors versions of General Physics I and II
- Take CHE 450 (Instrumental Chemistry) as one of their chemistry electives.
- Take a course that includes a lab component for their other chemistry elective.
- Complete at least 3 credits of laboratory research.

MINOR IN CHEMISTRY (8)

Students who wish to pursue the study of the structure of matter beyond the level of an introductory may elect to minor in Chemistry. Required courses:

CHE 131–132	General Chemistry I and II
CHE 201–202	Organic Chemistry I and II
CHE 311	Physical Chemistry I
MAT 117-118 or MAT 131-132	Calculus I and II

One course in Analytical Chemistry:

CHE 315	Analytical Chemistry
CHE 316	Inorganic Chemistry
CHE 450	Instrumental Chemistry

MINOR IN PHYSICS (6)

Students interested in furthering their knowledge of physics can choose to minor in this discipline. Required courses for the minor are: PHY 201–202, and PHY 480. Students must also complete three of the following eight courses (no more than two of the three can be from the mathematics offerings): CHE 311, CHE 312, PHY 213, PHY 275, PHY301, PHY302, PHY 491, PHY 492, MAT 331, MAT 351, MAT 355.

MINOR IN ENGINEERING SCIENCE (6)

This minor is for students who are interested in gaining a foundation in engineering, but do not wish to transfer to one of our 3-2 engineering partner schools. Students who do transfer to a partner school and graduate with an

engineering degree are not eligible for the minor. The minor is a good option for those considering obtaining a graduate degree in engineering. The minor consists of 6 courses:

PHY 213	Introduction to Engineering Problem Solving
MAT 355	Differential Equations
CSC 117	Introduction to Programming
PHY 301	Statics
2 electives (must be from different disciplines)	
MAT 356	Numerical Analysis
CSC 317	Java Programming
PHY 275	Applied Optics
PHY 302	Dynamics
CHE 311	Physical Chemistry I (or equivalent Thermodynamics course)
Approved engineering courses, transfer credit or HECCMA consortium	

STUDENT RESEARCH—SUMMER OPPORTUNITIES

Department faculty members oversee research programs on campus that engage upper-level students in the projects associated with their research interests. Summer research positions that provide a stipend are available on a competitive basis. Assumption students have been accepted into prestigious summer research programs at major research institutions around the country. The sponsoring institutions for this research include the National Science Foundation, the National Institutes of Health, and the American Cancer Society.

PREPARATION FOR TEACHING SCIENCE AT THE SECONDARY LEVEL

Students interested in seeking certification to teach high school biology or chemistry should consider a Major in Biology or Chemistry and a Major in Education, Secondary License. Application to the Education Major must be made by April 30 of the Sophomore year. Please see a complete description of procedures and policies in the Department of Education section of the catalog. A student should carefully plan a course of study in conjunction with advisors in both departments (Education and Natural Sciences).

Biology – Field of Knowledge Competencies:

BIO 160	Concepts in Biology
BIO 210	Genetics
BIO 230	Botany
BIO 220	Zoology
BIO 240	Anatomy
BIO 370	General Physiology
BIO 360	Ecology

CHE 131–132 General Chemistry I and II

Chemistry – Field of Knowledge Competencies:

CHE 131–132 General Chemistry I and II
CHE 201–202 Organic Chemistry I and II
CHE 316 Inorganic Chemistry
CHE 315 Analytical Chemistry
CHE 311–312 Physical Chemistry I and II
PHY 201–202 Physics I and II
MAT 117–118 Calculus I and II
OR
MAT 131–132 Honors Calculus I and II

PRE-MEDICAL/PRE-DENTAL

As a liberal arts college, Assumption offers students the knowledge necessary for entrance to and success in medical and/or dental school. Most students interested in pursuing a career in Medicine or Dentistry major in Biology, however, it is possible to choose other majors and still prepare for such a career. Although there is no universal standard for medical school admissions, most school requirements would be fulfilled by inclusion of the following courses:

BIO 160 Concepts in Biology

One from the following three Biology courses:

BIO 210 Genetics
BIO 240 Anatomy
BIO 340 Molecular and Cellular Biology
CHE 131–132 General Chemistry I and II
CHE 201–202 Organic Chemistry I and II
PHY 201–202 General Physics I and II
ENG 130 English Composition
LTE 140 Introduction to Literature

Additional courses that are usually highly recommended include:

CHE 414 Biochemistry
MAT 117 Calculus I or MAT131 Honors Calculus I
ECO 115 or PSY 224 Statistics
Courses in Psychology, and Computer Science

Additional courses in Biology, Chemistry, and Mathematics are helpful.

Note these courses reflect a suggested course load. Students should contact their desired schools and Dr. Steven Theroux before committing to a plan of study.

HEALTH PROFESSIONS PROGRAM

The Health Professions Program is designed to help students enter graduate school in one of the health professions (Medicine, Dentistry, Physical Therapy,

Occupational Therapy, Physician's Assistant, etc.). The program focuses on preparing the student to earn good grades and strong scores on the admissions test and graduate school interview. Those who complete the program requirements will have the fact that they did so listed on their transcript. All students interested in a health profession should consult with their advisors and Dr. Steven Theroux, Chairperson of the Health Sciences Committee, at the beginning of their undergraduate careers.

To complete the "Health Professions Program", the student must:

- successfully finish a major in Biology; Biology with a Concentration in Neuroscience and Behavior; Biotechnology and Molecular Biology; Chemistry; Psychology; Psychology with a Concentration in Brain, Cognition and Behavior; or Human Services and Rehabilitation Studies
- complete the required coursework with a cumulative GPA of 3.0 or better overall and a GPA of 3.0 or better in the major
- complete the "Social, Economic and Ethical Issues in the Health Professions" course
- submit at least one list of prerequisite courses required for a specific health-related graduate program to which he or she intends to apply
- submit a statement indicating that the prerequisite courses required for admission to a particular health professions graduate program were successfully completed
- present evidence from Kaplan that he or she successfully completed a Kaplan Test Preparation Course (e.g., MCAT, DAT, OAT, VCAT, PCAT, GRE, etc.). (The exact course that the student completes will vary depending on the graduate program the individual hopes to enter.)*
- present evidence that he or she took a graduate admissions test (e.g., MCAT, DAT, GRE, etc.) and scored in the top 50% of those taking the test in that year.
- Please note that the Kaplan preparation courses are being offered on campus at reduced rates. In addition, financial aid is available to further reduce the costs.

Students who plan to pursue a graduate degree in a health profession should be aware of the timetable in which to fulfill their requirements, which include admissions exams and letters of reference from the Health Sciences Committee. Students should be prepared for entrance exams in their junior year and request a letter of reference at that time as well. Students must contact Dr. Theroux at least two weeks before the scheduled Committee meeting times in the second week of October, the second week of

February, and the second week of May. The letters will usually be ready within four to five weeks of the meeting.

CONCENTRATION IN OCCUPATIONAL THERAPY (11)

The minimal entry-level degree for practice as an Occupational Therapist is a clinical master's degree in Occupational Therapy. The Concentration in Occupational Therapy is designed to prepare students for graduate study in Occupational Therapy. The concentration is not a major, and all students completing the concentration must also complete the requirements of a major prior to graduation. A student may complete any major while also completing the concentration. Many students interested in Occupational Therapy have majored in Biology, Human Services and Rehabilitation Studies, or Psychology, and many of the courses required for the concentration are also required for completion of these majors.

Required Courses

HRS 125	Professional Orientation to Physical and Occupational Therapy (Spring)
HRS 345	Occupational Therapy: Occupation, Theory, Intervention and Assessment Across the Lifespan (Fall)
BIO 160	Concepts in Biology (Fall/Spring)
BIO 240	Anatomy (Fall)
BIO 370	General Physiology (Spring)
PSY 101	General Psychology (Fall/Spring)
PSY 216	Abnormal Psychology (Fall/Spring)
HRS 121	Human Development and Disability (Fall/Spring)
SOC 121	Principles of Sociology <u>or</u> ANT
131	Cultural Anthropology
PSY 224	Statistics (Fall/Spring)

One of the two HRS courses listed below:

HRS 490	Internship in Human Services and Rehabilitation Studies (if HSRS Major-12 Credits)
HRS 400	Human Services and Rehabilitation Studies (if non HSRS Major-3 credits)

Recommended (but not required): Some programs may require a course in Neuroscience, Kinesiology and/or Neuroanatomy with a focus on the Central and Peripheral Nervous System.

First semester freshman who want to complete the concentration should enroll in BIO 160 and HRS 125. First-year students should also consult with the Health Professions Advisor, Dr. Steven Theroux, or Human Services and Rehabilitation Studies Advisor, Dr. Robert Caron at the beginning of the fall semester to plan out the remainder of their course of study.

A significant number of hours (as many as 1,000) in fieldwork related to health care may be required for admission to some OT programs. The internship experience required for our program may not provide all of the hours needed to satisfy this requirement. Additional experience can be gained by volunteer work or by acquiring a paid position as a rehabilitation aide. It may also be possible to obtain additional fieldwork experience by completing additional internships within the major.

It is also important to note that some graduate programs have atypical course requirements. Students who are considering applying to graduate school for Occupational Therapy should review the admission requirements of the schools they plan to apply to by the beginning of their junior year in order to be certain they will have time to complete all of the necessary coursework before graduation.

CONCENTRATION IN PHYSICAL THERAPY (16)

The minimal entry-level degree for practice as a Physical Therapist is a clinical doctoral degree in the Physical Therapy. The Concentration in Physical Therapy is designed to prepare students for graduate study in Physical Therapy. The concentration is not a major, and all students completing the concentration must also complete the requirements of a major prior to graduation. A student may complete any major while also completing the concentration. Many students interested in Physical Therapy have majored in Biology, Human Services and Rehabilitation Studies, or Psychology, and many of the courses required for the concentration are also required for completion of these majors.

Required Courses:

HRS 125	Professional Orientation to Physical and Occupational Therapy (Spring)
BIO 160	Concepts in Biology
BIO 240	Anatomy (Fall)
BIO 370	General Physiology (Spring)
CHE 131	General Chemistry I (Fall)
CHE 132	General Chemistry II (Spring)
PHY 201	General Physics (Fall)
PHY 202	General Physics (Spring)
BIO/HRS 390	Exercise Physiology (Fall)
PSY 101	General Psychology
PSY 216	Abnormal Psychology

PSY 290	Psychology of Development
SOC 121	Principles of Sociology

One of the two HRS courses listed below:

HRS 490	Internship in Human Services and Rehabilitation Studies (if HSRS Major-12 Credits)
HRS 400	Human Services and Rehabilitation Studies (if Non-HSRS Major-3 credits)

One of the following Statistics courses:

PSY 224	Statistics
ECO 115	Statistics

One of the following math courses:

MAT 114	Elementary Functions
MAT 117	Calculus I

Recommended (but not required) coursework

BIO 415	Principles of Neuroscience
PSY 351	Introduction to Brain and Behavior

First semester freshman who want to complete the concentration should enroll in BIO 160, CHE 131, HRS 125, and the appropriate math course (i.e., MAT 114 or MAT 117). First-year students should also consult with the Health Professions Advisor, Dr. Steven Theroux, or Human Services and Rehabilitation Studies Advisor, Dr. Robert Caron at the beginning of the fall semester to plan out the remainder of their course of study.

A significant number of hours (as many as 1,000) in fieldwork related to health care may be required for admission to some PT programs. The internship experience required for our program may not provide all of the hours needed to satisfy this requirement. Additional experience can be gained by volunteer work or by acquiring a paid position as a rehabilitation aide. It may also be possible to obtain additional fieldwork experience by completing additional internships within the major.

It is also important to note that some graduate programs have atypical course requirements. Students who are considering applying to graduate school for Physical Therapy should review the admission requirements of the schools they plan to apply to by the beginning of their junior year in order to be certain they will have time to complete all of the necessary coursework before graduation.

MEDICAL TECHNOLOGY OPTION (BIOLOGY MAJOR)

The Medical Technology Option is designed to offer students the background necessary to apply for admission

to a hospital-affiliated school of Medical Technology. This option can be completed in three or four years at Assumption before entering a school of Medical Technology; the three-year program is described here.

- During the first three years while the student is at Assumption College, he/she should complete:
- Four courses in Chemistry (including Organic Chemistry)
- Two courses in Physics
- Seven courses in Biology (including Microbiology and Immunology)
- One course in Mathematics (at the level of MAT 114 or above)

In addition, other curriculum requirements to fulfill the Bachelor of Arts program at Assumption must be taken during the first three years of the program when planned in conjunction with a faculty advisor in the Department of Natural Sciences. It is important for a student interested in this option to indicate his/her interest in the first year and to plan the program carefully.

Three years of study (30 courses) as a Biology major at Assumption are followed by one year of training and study in an approved hospital school of Medical Technology. Upon completion of the hospital year, the student will receive a Bachelor's degree from Assumption and will be eligible to take the National Registry Exam in Medical Technology. Participation in Assumption's undergraduate Medical Technology Option does not guarantee admission to a School of Medical Technology.

ARTICULATION AGREEMENTS IN THE SCIENCE AND HEALTH PROFESSIONS

Assumption College holds a wide range of agreements with graduate institutions in the health sciences. For a complete list, including agreements with law schools and Notre Dame's College of Engineering, and more information on the opportunities shown below see the "Cooperative Programs of Study and Agreements" section of the catalog and contact the Health Professions Advisor, Prof. Steven Theroux, stheroux@assumption.edu.

Des Moines University B.A./Doctor of Osteopathic Medicine (D.O.)

Assumption College and Des Moines University School of Osteopathic Medicine have agreed to cooperate to provide an accelerated, seven-year curriculum of undergraduate and professional education leading to the Bachelor of Arts degree with a major in Biology from Assumption College and the Doctor of Osteopathic Medicine degree from Des Moines University School of Osteopathic Medicine. Students in the accelerated program finish their premedical

coursework at Assumption College in three years. Upon successful completion of their first year at Des Moines University Medical School, individuals in this program are eligible to graduate with a bachelor's degree in Biology from Assumption College. Admission into the medical school is not guaranteed.

Massachusetts College of Pharmacy and Health Sciences B.A./Bachelor of Science in Nursing (B.S.N.)

The Massachusetts College of Pharmacy and Health Sciences (MCPHS) has agreed to provide at least three seats at their Manchester, NH campus and three seats in their Worcester, MA campus for qualified Assumption students who want to earn a Bachelor of Science in Nursing. To qualify for one of the limited number of guaranteed seats, Assumption students must complete the specified prerequisites with a grade of C or better (with no repeats), earn a cumulative GPA of 3.2 in the required prerequisites, and obtain a GPA of 3.2 or higher. Please see the Health Professions Advisor for additional details and requirements.

Massachusetts College of Pharmacy and Health Sciences B.A./Doctor of Pharmacy (Pharm.D.)

The Massachusetts College of Pharmacy and Health Sciences (MCPHS) has agreed to provide two seats at their Manchester, MA campus and five seats at their Worcester, MA campus for qualified Assumption students who want to enter an accelerated doctoral program in pharmacy. To qualify for admission into this 34-month course of study, Assumption students must complete the required prerequisites with a grade of C or better (no repeats). They must also have a GPA of 3.4 in the required prerequisites and an overall GPA of 3.4.

Massachusetts College of Pharmacy and Health Sciences B.A./Master of Science in Physician Assistant Studies (M.S.P.A.S.)

The Massachusetts College of Pharmacy and Health Sciences (MCPHS) has agreed to provide at least one seat at their Manchester, MA campus and one seat at their Worcester, MA campus for qualified Assumption students who want to earn a master's degree in Physician Assistant Studies. This is a 24-month program, and to qualify for one of the limited seats, Assumption students must complete the prerequisites with a grade of C or better (with no repeats). They must also have a GPA of 3.4 in the required prerequisites, an overall GPA of 3.4, and they must pass an interview at MCPHS.

New York Chiropractic College (NYCC) B.A./Doctor of Chiropractic (D.C.)

There are two options at NYCC for Assumption students interested in pursuing a doctorate in Chiropractic.

Traditional Doctoral Program (D.C.) Five seats are available at NYCC each year for qualified Assumption students who want to enter a doctoral program in Chiropractic.

Accelerated Doctoral Program (D.C.) Qualified Assumption students are also eligible to enter an accelerated program of study at NYCC. This course of study allows qualified students to complete a doctorate in chiropractic in six years of study instead of the typical seven.

Barry University B.A./Doctor of Podiatric Medicine (D.P.M.)

Assumption College and Barry University School of Podiatric Medicine have agreed to cooperate in providing an accelerated, seven-year curriculum of undergraduate and professional education leading to the Bachelor of Arts degree with a major in Biology from Assumption College and the Doctor of Podiatric Medicine degree from Barry University School of Podiatric Medicine. Upon successful completion of their first year at Barry University College of Podiatric Medicine, individuals in this program are eligible to graduate with a bachelor's degree from Assumption College. Admission into the School of Podiatric Medicine is not guaranteed.

New England College of Optometry B.A./Doctor of Optometry (O.D.)

Assumption College and the New England School of Optometry have agreed to cooperate in providing an accelerated, seven-year curriculum of undergraduate and professional education leading to the Bachelor of Arts degree with a Major in Biology from Assumption College, and the Doctor of Optometry degree from the New England College of Optometry. The program consists of a three-year curriculum at Assumption College followed by a four-year curriculum in optometry at the New England School of Optometry. Upon successful completion of their first year at the New College of Optometry, individuals in this program are eligible to graduate with a bachelor's degree from Assumption College. Admission into the School of Optometry is not guaranteed.

Massachusetts College of Pharmacy and Health Sciences B.A./Doctor of Optometry (O.D.)

The Massachusetts College of Pharmacy and Health Sciences (MCPHS) has agreed to provide five seats at their Worcester, MA campus for qualified Assumption students who want to earn a Doctorate in Optometry. To qualify for admission, students must complete the required prerequisites with a grade of C or better (no repeats). They

must also have a GPA of 3.2 in the required prerequisites and an overall GPA of 3.2, and they must pass an interview at MCPHS.

Regis College M.S. in Molecular Imaging and Therapeutics

Regis College has reserved two seats for Assumption students who want to enter the Molecular Imaging and Therapeutics M.S. program. To be eligible, Assumption students must complete the prerequisite courses, and they must have a minimal GPA of 3.0. Eligible students receive waivers for the GRE/MAT requirement and the application fee. The top two eligible candidates are also given preferred admission without the competition of the rest of the applicant pool. Prior to starting the program the accepted student must earn a B.A. at Assumption College. For more information, see the Health Professions Advisor, Prof. Steven Theroux.

Northeastern University Graduate School

Northeastern University will reserve space for two qualified Assumption College students in its Master of Science in Biotechnology program. The minimum requirements for acceptance include a GPA of 3.2, satisfactory completion of all prerequisites, and a completed application. The GRE and application fee will be waived for these students. In addition, Northeastern University will waive the application fee and the GRE requirement for qualified Assumption College students who are interested in pursuing graduate studies in Biotechnology, Pharmaceutical Science, Physician Assistant Studies, Health Informatics, Public Health, Exercise Physiology and School Counseling. The minimal requirements for these waivers include a GPA of 3.2.

Duke University Marine Sciences Education Consortium (MSEC)

Assumption students are eligible to study at Duke University's Marine Laboratory in Beaufort, North Carolina. The Duke program offers an opportunity for intensive study in marine science and marine ecology. In addition, Assumption students may participate in the MSEC's study abroad programs which include sites in Singapore, Trinidad, Hawaii, Panama and France. This program should be of particular interest to Environmental Science majors and minors and to those who seek a science-intensive study abroad opportunity.

Duke University 3:2 Program in Environmental Science Management and Forestry Management

Students interested in pursuing a master's degree from Duke University in Environmental Science Management (MEM) or Forestry Management (FM) can complete their

general education requirements, their major requirements, and their application for admission to the Duke graduate school in three years. If accepted into the Duke professional master's degree program, the student is eligible to receive his or her Assumption College undergraduate degree upon the successful completion of their first year of graduate studies at Duke. At the end of the second year of graduate study, the student is eligible to receive the MEM or the FM from the Nicholas School at Duke University. The Duke agreement does not guarantee that Assumption College students will be accepted into the graduate program, and admission is competitive.

The University of Notre Dame B.S. in Engineering

Assumption College has established an agreement with the University of Notre Dame College of Engineering that allows qualified Assumption students to earn a B.A. in Chemistry, Environmental Science, Mathematics or Computer Science from Assumption College and a B.S. in one of several fields of Engineering from the University of Notre Dame. This program is a 3:2 program, which means students spend three years studying at Assumption College followed by two years at Notre Dame. Contact Professor Joseph Alfano for more information.

Washington University at St. Louis B.S. in Engineering

Assumption College and Washington University offer a 3:2 engineering degree that leads to a B.A. from Assumption and a B.S. in one of several fields of engineering. This program is very similar to the University of Notre Dame's 3:2 degree program described above. To participate a student must have a 3.25 GPA, and admission to Washington University is not guaranteed.

Assumption College and Washington University also offer a 3:3 option for those seeking to earn a Masters Degree in Engineering. Students in this course of study spend three years at Assumption College and three years at Washington University, and upon completion they are awarded a B.A. from Assumption College and a Masters in Engineering from Washington University. Participation in the 3:3 program also requires the student to maintain a 3.25 GPA while at Assumption, and admission to Washington University is not guaranteed.

Washington University has a highly-regarded and nationally ranked engineering program, and qualified students who enter the 3:2 or 3:3 programs can choose to study Biomedical Engineering, Chemical Engineering, Computer Engineering, Electrical Engineering, Mechanical Engineering or Systems Science and Engineering. Students entering the 3:2 or 3:3 programs are eligible for financial aid from Assumption

College and Washington University. For more information contact Prof. James Hauri at 508 767-7359.

POST-BACCALAUREATE CERTIFICATE PROGRAM IN PREREQUISITES FOR PROFESSIONAL SCHOOLS IN HEALTH FIELDS

This program is designed for individuals who hold Bachelor's degrees, who have not previously made application to Professional Schools in the Health Professions, and who are seeking to complete prerequisites before making an application. Participants will have "non-matriculating" status, and will be charged tuition and fees at the rate listed in the catalog. All courses will be taken with undergraduate students. Programs will be planned in consultation with the College's Advisor for the Health Professions, Dr. Steven Theroux. A participant must complete at least four courses with three different faculty members in the Department of Natural Sciences at Assumption in order to earn a certificate and a recommendation from the Recommendation Committee for the Health Professions. Applicants need to submit a completed application form, available from Dr. Steven Theroux, a written statement describing their motivation for the chosen health career, and official undergraduate transcripts. To be applicants get a seat in the courses that they need to take, these applications should be completed by the end of February prior to their Fall attendance. Completion of this certificate does not guarantee admission to a professional school.

COURSE DESCRIPTIONS

BIOLOGY (BIO)

BIO 102 HUMAN BIOLOGY IN HEALTH AND DISEASE

A course for non-science majors that focuses on selected functional systems of the body, the organs that compose them, and the interactions among them. Special attention will be given to disease processes. In these systems laboratory work (one three-hour session per week) will include studies of physiological concepts at the cellular and systems levels. This course is especially designed for students majoring in Social and Rehabilitation Services or Psychology, or students seeking background for courses in Anthropology and other social sciences. Lab Fee: \$400.00. This course fulfills the Core Curriculum requirement for a science with a lab. (Fall, Spring)
Staff/Four credits

BIO 105 HUMAN HEREDITY

This course presents an introduction to the principles of human genetics. Major topics covered include cell division

and the distribution of genetic material, embryonic development and the role of teratogens; Mendel's experiments, inheritance patterns in human families; the interaction of genes and the environment; the structure and function of DNA; personal genomics; and genetic technologies. An historical approach is used and most genetic principles are introduced by examples from human medical genetics. Two or three integrated lecture-laboratory sessions per week. Lab fee: \$200 starting in 2018-19. This course fulfills the Core Curriculum science requirement for the Class of 2020 and after. (Fall, Spring)
Staff/Three credits.

BIO 110 NUTRITION

This course will explore the basic principles of human nutrition. Topics to be covered include nutrient classes, nutritional guidelines, nutrition-related diseases and disparities in access to healthy foods. This course will also cover controversial topics in nutrition such as gmOs and fad dieting. This will be an interactive course that will require students to use the scientific method and will include in-class research, data collection, presentations and discussions. The course will consist of two one-hour-and-fifteen-minute integrated lecture/laboratory sessions each week. Lab fee: \$200 starting in 2018-19. This course fulfills the core curriculum science requirement for the Class of 2020 and after.
Staff/Three credits

BIO 115 MATTERS AND MYSTERIES OF YOUR BRAIN

The brain is the most complex and least understood organ in our bodies. It is fascinating to consider that the brain is required for a vast array of functions including learning and memory, motor movement, and perception of our environment. The brain's vital role in our daily life is indisputable, yet we do not fully understand the fundamental underpinnings of brain function. For this reason, the brain is referred to as the last frontier of science. In this course, student-driven approaches will be used to explore what is known and what is not yet fully understood about brain function through the use of case studies of humans suffering from brain injury, hypothesis-driven experimentation, and critical examination of recent science findings as described by the media. Students will refine their practice of the scientific method while enhancing critical thinking skills. Lab fee: \$200 starting in 2018-19. This course fulfills the Core curriculum science requirement for the Class of 2020 and after.
Staff/Three credits

BIO 140 INQUIRY BIOLOGY FOR EDUCATORS

In this course, students learn fundamental concepts and models associated with three major subdisciplines of biology – genetics, ecology, and evolution. The course heavily emphasizes the use of open-ended, problem-solving methods of teaching and learning to help students develop their own functional understanding of the major concepts. A significant

part of students' problem-solving work involves the use of computer technology, including the use of concept mapping and computer simulations to facilitate concept development. The course is intended for students planning on pursuing a career in elementary or middle school education. As such, particular attention is given to understanding common misconceptions that children have concerning learning about biological phenomena and considering the ramifications of these misconceptions for the development of effective classroom instruction. At least twice during the term, students will be expected to teach "mini" lessons in the biological sciences to visiting elementary school children. The course meets twice weekly in a 3-hour lab session. This course fulfills the Core Curriculum requirement for a science with a lab. (Fall, Spring)

Howe/*Four credits*

BIO 160 CONCEPTS IN BIOLOGY

An introductory course required of all science majors that emphasizes major concepts in biological science: structure and function, homeostasis, energetics, perpetuation, and evolution of living organisms. The laboratory will introduce students to the techniques and approaches used in biology. Three lectures and one laboratory period each week. Should be taken by intended science majors in the first year. Lab Fee: \$400.00. This course fulfills the Core Curriculum requirement for a science with a lab. (Fall, Spring)

Staff/*Four credits*

BIO 210 GENETICS

A brief survey of Mendelian and cytological genetics with most emphasis placed on recent advances in molecular genetics. Replication, translation, and transcription of the genetic material receive detailed study. Three lectures and one laboratory per week. Prerequisite: BIO 160 and a course in Biology or Chemistry. Should be taken before the Junior year. Lab Fee: \$400.00 (Fall, Spring)

Crowley, Kraus, Theroux/*Four credits*

BIO 220 INVERTEBRATE ZOOLOGY

A survey of invertebrate animals from protozoans through invertebrate chordates, emphasizing their functional organization, modes of reproduction, ecological roles, and evolutionary relationships. In the laboratory, we will examine representative living and preserved specimens, concentrating on their structure and behavior. Three lectures and one laboratory or field trip each week. Prerequisite: BIO 160 or equivalent. Lab Fee: \$400.00. (Spring)

Sholes/*Four credits*

BIO 230 BOTANY

This course provides an introduction to the biology of plants. Among the topics considered are the role of plants in the biosphere, plant form and function, and the evolution of plants. In the laboratory, students examine

representatives of the major groups of plants and learn the fundamentals of plant tissue culture techniques in order to study plant growth and development. Field work includes trips to a variety of local habitats. Three lectures and one laboratory or field trip each week. Prerequisite: BIO 160 or equivalent. Lab Fee: \$400.00. (Fall, even-numbered years)

Sholes/*Four credits*

BIO 240 HUMAN ANATOMY

Regional anatomy of the mammalian form as evidenced in the dissected domestic cat. Lectures compare the cat with the human body and relate structure to function. Three lectures and one three-hour laboratory period per week. Prerequisite: BIO 160 or equivalent. Lab Fee: \$400.00. (Fall)

McCready/*Four credits*

BIO 250 MICROBIOLOGY

Microorganisms, especially bacteria and viruses, are studied with respect to their morphological characteristics, growth and metabolism, genetics and environmental significance. The role of microorganisms as pathogens and the control of microorganisms are also considered. Laboratory techniques include sterilization, isolation, and culturing. Three lectures and one laboratory per week. Prerequisite: BIO 210. Lab Fee: \$400.00. (Fall)

Dugan/*Four credits*

BIO 275 SPECIAL TOPICS IN BIOLOGY

This special topics course will explore an area of biology using the literature, and if appropriate, a cross-disciplinary approach. The course will allow the students and faculty an opportunity to investigate areas of biology that are not part of the regular curriculum.

Staff/*Three credits*

BIO 291 INTERNSHIP IN BIOLOGY

Directed study within an internship program. The student will be expected to keep a journal detailing the internship. The student will also be expected to write a paper (usually approximately 10 pages in length) summarizing an area related to the internship experience. An evaluation by the on-site supervisor will be considered when determining the grade. The student will be required to have a G.P.A. of 3.0 to enroll.

Staff/*Three credits*

BIO 310 ANIMAL BEHAVIOR

This course will initially approach the study of animal behavior from the physiological perspective: the neural basis of behavior (the nervous circuits responsible for sensory input and integration and motor output) will be studied in some detail. Subsequently, the emphasis will shift to the contribution of ecological, developmental, and evolutionary forces to shaping the ultimate behavior output. Three lectures and one three-hour laboratory each

week. Lab fee \$400.00. Prerequisite: BIO 220 or BIO 240. (Fall)

Cromarty/Four credits

BIO 320 ORGANIC EVOLUTION

This course is an introduction to genetic changes in populations over time and to the models and evidence we use to identify and explain those changes. Topics include: influence of the environment, genotype-phenotype connections, Hardy-Weinberg equilibrium, genetic variation, genetic drift, in-breeding, natural selection, gene flow, speciation, phylogeny, macro-evolutionary trends, and the fossil record. Prerequisite: BIO 210. (Spring)

Sholes/Three credits

BIO 340 MOLECULAR AND CELLULAR BIOLOGY

This course focuses on the structure and function of the eukaryotic cell. The role of cellular membranes in basic physiological processes is discussed in detail. The physiological roles of the extracellular matrix, the cytoskeleton, and various subcellular structures are also addressed. Finally, the student will be introduced to the processes that govern cellular division and cellular evolution. When possible, the course topics are related to the development of various human maladies, such as cancer and AIDS. The laboratory exposes the students to several classical techniques used in cell biology and to a number of modern methods used by protein chemists and molecular biologists. Prerequisite: BIO 210 or permission of the instructor. Lab Fee: \$400.00. (Spring)

Crowley, McCready, Pickering/Four credits

BIO 350 MARINE MAMMALS: BIOLOGY AND CONSERVATION

This course is designed to familiarize students with the biology and natural history of marine mammals. Emphasis is placed on whales, dolphins, and seals of the western North Atlantic, but species from all over the world will be discussed. Topics to be considered include evolution, anatomy, behavior, field identification, the history of whaling, and contemporary conservation problems. Hands-on activities include one evening laboratory work (harbor porpoise or seal dissection) and marine mammal survey on Massachusetts Bay. Prerequisites: BIO 160 and two additional biology course. (Fall)

Marine Studies Consortium/Three credits

BIO 360 ECOLOGY

In this course, students interpret published data, critique some original papers, and participate in class discussion on the following topics: limits on species distributions, demography, population growth and regulation, interactions of species, energy flow, nutrient cycling, community dynamics, succession, and patterns of species diversity. In laboratory, students participate in class exercises, and design, perform, and report their own group

field projects. Three lectures and one three-hour laboratory per week. Lab Fee: \$400.00. Prerequisite: Two Biology courses or permission of instructor. (Fall, odd-numbered years)

Sholes/Four credits

BIO 370 GENERAL PHYSIOLOGY

Human and animal physiology, with a comparative approach to the study of muscle contraction; blood circulation and respiration; metabolic and temperature controls; digestion and excretion; and nervous, sensory, and endocrine functions. The laboratory exercises focus on the investigation of basic concepts of animal and human physiology at the cellular and systems levels. Three lectures and one three-hour laboratory period each week. Lab Fee: \$400.00. Prerequisites: BIO 240 or permission of instructor. (Spring)

Cromarty, Lemons/Four credits

BIO 380 THE BIOLOGY OF CANCER

This course will explore the biology of cancer. Beginning with an examination of the personal, social and economic consequences of this disease, it will move to a focus on the cellular and molecular biology of cancer. Specially, it will study the nature of cancer, the role of viruses in cancer, cellular oncogenes, cellular signaling mechanisms, tumor suppressor genes, and the maintenance of genomic integrity. Other topics to be examined include: the cell cycle, apoptosis, cellular immortalization, tumorigenesis, angiogenesis and metastasis. Finally, this course will examine how modern molecular medicine is being used to treat cancer. Prerequisites: BIO 160, BIO 210, BIO 340. (Fall)

Theroux/Three credits.

BIO 390 EXERCISE PHYSIOLOGY

This advanced course is designed to provide students with applied knowledge relative to the human's physiologic responses to acute and chronic exercise stress. Students basic knowledge of neuromuscular physiology, energy metabolism, cardiovascular and respiratory physiology will be honed to focus on human exercise response with the focus of the course being on applications to exercise training and programming, sport, nutrition, youth, aging and disease. Laboratory exercises will enable practical skills to be gained in measuring and testing for physiological markers of human readiness and response to exercise. Prerequisites: BIO240 and BIO370. Lab Fee: \$400.00.

Caron/Four credit

BIO 410 INTRODUCTORY IMMUNOLOGY

The focus of this course is the biology of the immune response. Topics include immunoglobulin structure, the generation of antibody diversity, and the cellular basis of the immune response. Disorders of the immune system, such as allergies, autoimmune diseases, and AIDS are also considered. In the laboratory, students learn tissue culture

and such immunologic techniques as SDS gel electrophoresis; Western blotting; ELISA fluorescent antibody staining; isolation and study of B cells, T cells and macrophages; mixed lymphocyte reactions; and hemolytic plaque assays. Three lectures and one laboratory per week. Lab Fee: \$400.00. Prerequisites: BIO 340, CHE 131–132. (Spring, even-numbered years)

Dugan/*Four credits*

BIO 415 PRINCIPLES OF NEUROSCIENCE

This course introduces students to the rapidly growing field of neuroscience, which is the study of the nervous system. Our nervous system shapes our every thought, emotion and sensation. Students will gain an understanding of the underlying neural basis of how we perceive the world. This course begins with an anatomical approach and then integrates physiological, cellular, molecular and functional approaches. Topics range from how cells in the brain communicate with one another, to current diagnostic and research technology, to the biological basis of movement, and includes the study of disease and injury to the brain, such as Alzheimer's disease, Parkinson's disease and stroke. Three lectures and one three-hour laboratory each week. Lab Fee \$400. Prerequisites: BIO 370 or BIO 340 or permission of the instructor. (Fall)

Lemons/*Four credits*

BIO 420 DEVELOPMENTAL BIOLOGY

This course covers the principles and concepts of growth, morphogenesis, and differentiation in developing animals. We will discuss the major features of embryonic development from fertilization through organogenesis. Particular attention is given to how the regulation of specific genes contributes to development of an embryo. The lab will allow the student to explore techniques used by developmental biologists. Students will also have the opportunity to develop an independent project. Prerequisite BIO 340 or permission of the instructor. (Spring, odd-numbered years)

Lemons/*Four credits*

BIO 430 COMPARATIVE PHYSIOLOGY

This course combines a brief review of fundamental principles of animal physiology with an in-depth discussion of how these principles are modified and shaped by environmental and ecological pressures. The functional significance of physiological adaptation to an animal's environment is emphasized by describing various mechanisms of regulation of physiological variables (temperature, metabolism, oxygen consumption, water retention, circadian rhythms) in extremely different environmental conditions. Three lectures and one three-hour laboratory each week. Prerequisite: BIO 370 or permission of instructor. Lab fee: \$400.00. (Fall, alternate years)

Cromarty/*Four credits*

BIO 440 BIOTECHNOLOGY IN THEORY AND PRACTICE

This course integrates the disciplines of cellular biology, molecular biology, and protein chemistry through a series of related experiments. The course will expose students to: 1) recent journal articles within the scientific literature; 2) selected methods, techniques, and instruments used in biotechnology; and 3) strategies that can be employed to solve interesting biological problems. The laboratory experience will introduce the student to DNA amplification by the polymerase chain reaction; oligonucleotide-directed site specific mutagenesis; gel electrophoresis; isolation of protein, DNA and RNA; gene cloning; DNA sequencing; cell culture; gene expression in mammalian cell lines; and Southern hybridization analysis. Class meets six hours per week for lecture, laboratory, and discussion. Lab Fee: \$400.00. Prerequisites: CHE 202 and BIO 340. (Spring)

Theroux/*Four credits*

BIO 480 SEMINAR IN LIFE SCIENCES

An overview of a defined scientific topic (such as the process of cell division) will be presented, and then recently published articles on this topic will be discussed in detail. As part of the course requirements, each student will be asked to present one or more assigned journal articles to the class. The course is designed to increase the student's knowledge of an active area of scientific inquiry and to enhance the student's reading, data analysis, and oral presentation skills. Prerequisites: Seniors or second semester juniors who have completed BIO 160 and five additional biology and chemistry courses, and permission of instructor.

Staff/*Three credits*

BIO 490–491 INDEPENDENT STUDY

Directed study or experimental research. Prerequisites: Six courses in Biology and consent of instructor. The student is expected to have a G.P.A. of 3.0 to enroll. (Offered by arrangement)

Staff/*Three credits each semester*

CHEMISTRY (CHE)

CHE 105 CHEMISTRY IN MODERN SOCIETY

A course for non-science majors surveying the fundamental concepts and theories of the structure of matter in the context of chemistry's applications to society. Topics of consideration may include environmental issues, energy use and production, nutrition, medicines, plastics, and/or other pertinent issues of the day. Three lectures and one three-hour laboratory per week. Lab fee: \$400.00. This course fulfills the Core Curriculum requirement for a science with a lab.

Hauri/*Four credits*

CHE 131–132 GENERAL CHEMISTRY I AND II

Fundamental principles of chemistry. Topics covered in CHE 131 include: matter and measurement, atomic and electronic structure, stoichiometry, gases, bonding, and solutions. In CHE 132: chemical equilibria (gases, solubility), acids and bases, electrochemistry, thermochemistry, nuclear and coordination chemistry. Emphasis is placed on problem solving. Laboratory work includes Qualitative Analysis. CHE 131 is a prerequisite for CHE 132. Intended science majors should take this series in their first year. Lab Fee: \$400.00 each semester. This course fulfills the Core Curriculum requirement for a science with a lab. (Part I, Fall; Part II, Spring.)

Hauri, Knurr, Marcotte, Niece /*Four credits each semester*

CHE 201–202 ORGANIC CHEMISTRY I AND II

The chemistry of organic compounds (the compounds of carbon) is studied. The topics include covalent bonding, molecular structure, and resonance; constitutional, geometric, and optical isomerism; the reactions of organic compounds through their functional groups; the nucleophilic, electrophilic, and free radical reaction mechanisms; and spectroscopy. These theoretical and practical principles are applied to the solution of such organic chemical problems as structure determination, chemical synthesis of desired molecules, the effect of structure on properties, and the biological roles of organic molecules. This full-year course meets the needs of students who expect to pursue graduate studies in natural sciences and also of those who plan to enter professional schools. Prerequisite: CHE 131–132. Lab Fee: \$400.00 each semester. (Fall, Spring)

Colby Davie, Dix/*Four credits each semester*

CHE 275 SPECIAL TOPICS IN CHEMISTRY

This special topics course will explore an area of chemistry using the literature, and if appropriate, a cross-disciplinary approach. The course will allow the students and faculty an opportunity to investigate areas of chemistry that are not part of the regular curriculum.

Staff/*Three credits*

CHE 291 INTERNSHIP IN CHEMISTRY

Directed study within an internship program. The student will be expected to keep a journal detailing the internship. The student will also be expected to write a paper (usually approximately 10 pages in length) summarizing an area related to the internship experience. An evaluation by the on-site supervisor will be considered when determining the grade. The student will be required to have a G.P.A. of 3.0 to enroll.

CHE 311–312 PHYSICAL CHEMISTRY I AND II

An intensive study of the structure and interconversions of matter in its several states. Intra- and inter-molecular forces, thermodynamics, equilibria, electrochemistry,

kinetics, and statistical and quantum mechanics are considered. Prerequisites: CHE 201–202, PHY 201–202 (may be concurrent with permission of instructor), MAT 117–118 or MAT 131–132 or permission of the instructor. Lab Fee: \$400.00 per semester. (Fall, Spring)

Knurr/*Four credits each semester*

CHE 315 ANALYTICAL CHEMISTRY

A study of the major methods of chemical analysis, including statistics in evaluating the error associated with measurements, the systematic treatment of acid-base equilibria, introductory electrochemistry and spectrophotometry, and the theory of separations (chromatography). Three lectures and one three-hour laboratory per week. Prerequisite: CHE 201–202. Lab Fee: \$400.00. (Fall, odd-numbered years)

Niece/*Four credits*

CHE 316 INORGANIC CHEMISTRY

A study of the structure and properties of the elements and their compounds. Topics covered are atomic structure, periodic relationships, molecular bonding, acid-base systems, and coordination compounds. Laboratory work focuses on the interaction between experiment and theory in understanding and predicting chemical phenomena. Three lectures and one laboratory period per week. Prerequisite: CHE 201–202. Lab fee: \$400.00. (Fall, even-numbered years)

Niece/*Four credits*

CHE 318 ENVIRONMENTAL CHEMISTRY

A specialized knowledge of chemistry is needed in order to identify, understand, and solve environmental problems. This course will be an in depth study of the chemistry of environmental issues and pollutants. Students will learn the mechanisms of important chemical reactions, as well as relevant analytical techniques related to environmental chemistry. In the lab, students will combine field work, analytical chemistry, and remediation techniques during their investigation of environmental problems. Prerequisites: CHE 131–132, CHE 201–202. Lab Fee: \$400.00

Hauri/*Four credits*

CHE 414 BIOCHEMISTRY

The major classes of biochemicals, carbohydrates, proteins, lipids, and nucleic acids are studied with particular attention to the relationship between their chemical structures and biological functions. Specific topics include (but are not limited to) biocatalysis, receptors, membrane structure, metabolism, biosynthesis, and energy production. Prerequisite: CHE 201–202 and BIO 160. Lab Fee: \$400.00. (Fall, Spring)

Marcotte, Schandel/*Four credits*

CHE 416 MOLECULAR STRUCTURE AND CHARACTERIZATION

A detailed study of current chemical bonding theories and characterization techniques. Topics covered include molecular symmetry, molecular orbital theory, and computer molecular modeling. Molecular characterization with electronic, vibrational, and nuclear magnetic resonance spectroscopies is addressed. Laboratory work includes molecular modeling, NMR, UV/Visible, and IR Spectroscopy. Three lectures and one laboratory period per week. Prerequisites: CHE312 (can be concurrent with instructor's permission, CHE316. Lab Fee: \$400.00 (Spring, odd-numbered years)
Niece/Four credits

CHE 450 INSTRUMENTAL CHEMISTRY

The study of the theory of instrumental methods of analysis and their application in the laboratory. Topics include computers in data collection and management, UV-vis, IR, AA, fluorimetry, and electrochemical methods. In addition, NMR and mass spectrometry are covered in the lecture. Two lectures and one laboratory period per week. Prerequisite: CHE 202 or permission. Lab Fee: \$400.00. (Spring, even-numbered years)
Niece/Four credits

CHE 460 MEDICINAL CHEMISTRY

Natural and synthetic medicines are investigated with attention to their fate in a living organism: absorption, distribution, and elimination; dose-response and time-response relationships of drugs; and the relationship between chemical structure and biological activity. The biochemistry of several diseases (probably including AIDS) will be examined to learn different ways that chemicals can be used to interfere with the course of a disease. Prerequisite: CHE 201–202 and BIO 160. (Spring, even-numbered years)
Dix/Three credits

CHE 470 ADVANCED ORGANIC CHEMISTRY

An advanced course surveying modern organic chemistry. Topics include synthetic methods, mechanistic analysis, isotope effects, pericyclic and photochemical reactions, and electron transfer. Several case studies will be used to illustrate these topics. Three lectures per week. Prerequisites: CHE 201–202 and CHE 311 or CHE 313. (Spring, odd-numbered years)
Colby Davie/Three credits

CHE 480 SEMINAR IN CHEMISTRY

The student researches specified areas of Chemistry under the guidance of faculty members for oral presentation and defense before the class. Written papers are submitted for final review. Offered upon sufficient demand. Prerequisites: six courses in Physics and Chemistry.
Staff/Three credits

CHE 491–492 INDEPENDENT STUDY

Directed study and research in some aspect of chemistry. Open to students who have a minimum GPA of 3.0 and at least six courses in chemistry or other science. Offered by arrangement with a faculty member. (Fall, Spring)
Staff/Three credits each semester

ENVIRONMENTAL SCIENCE (ENV)

ENV 120 ENVIRONMENTAL HISTORY OF NEW ENGLAND

In the past 20,000 years, New England has been covered by ice sheets, covered by forests and colonized by humans, the First Americans from Asia and then European settlers. These and other events produced a series of changes in the landscape, some dramatic, some subtle. This course will examine many of these changes chronologically, concentrating on the relationships between humans and their environment, and on the methods of historical science. Two or three integrated lecture-laboratory sessions per week. Lab fee: \$400. This course fulfills the Core Curriculum science requirement.
(Fall)
Sholes/Four credits

ENV 150 INTRODUCTION TO ENVIRONMENTAL SCIENCE

The interdisciplinary nature of environmental science will be stressed by covering the chemical, biological, and social aspects of environmental issues and problems in a case study approach. The lab will expose the students to both field and lab work associated with applied environmental work. Three lectures and one three-hour laboratory per week. Lab Fee: \$400.00 Required for all Environmental Science majors. This course fulfills the Core Curriculum requirement for a science with a lab.
Hauri/Four credits

ENV 260 WATER RESOURCES PLANNING AND MANAGEMENT

This is an interdisciplinary introduction to our most precious resources. Water has shaped our bodies, our planet, our history, our culture. How we manage it will shape our future. Because of increasing demand, waste, and pollution, we are depleting—and risk destroying—the limited supply of usable fresh water. This course will look at water through scientific, historical, and cultural viewpoints and survey contemporary water problems in all their dimensions—political, economic, and technological.
Marine Studies Consortium/Three credits

ENV 275 SPECIAL TOPICS IN ENVIRONMENTAL SCIENCE

This special topics course will explore an area of environmental science using the literature, and if appropriate, a cross-disciplinary approach. The course will allow the students and faculty an opportunity to investigate

areas of environmental science that are not part of the regular curriculum.

Staff/Three credits

ENV 280 COASTAL ZONE MANAGEMENT

This course will introduce students to the coastal environment and its resources and uses; coastal zone issues resulting primarily from human activities; the framework established by the Federal Coastal Zone Management Act for collaborative planning and regulation of the U.S. coastal zone; the roles played by the federal, state, and local governments, advocacy groups, and private property owners; the design and achievements of these programs; and international applications of coastal management. Guest speakers and case studies (e.g., Boston Harbor project, nonpoint source plans, Cape Cod Commission) will be used to illustrate themes and the intricacies of public policy development.

Marine Studies Consortium/Three credits

ENV 291 INTERNSHIP IN ENVIRONMENTAL SCIENCE

Directed study within an internship program. The student will be expected to keep a journal detailing the internship. The student will also be expected to write a paper (usually approximately 10 pages in length) summarizing an area related to the internship experience. An evaluation by the on-site supervisor will be considered when determining the grade. The student will be required to have a G.P.A. of 3.0 to enroll.

ENV 350 WETLANDS

Wetlands play a vital role in the hydrology and ecology of global landscapes. This course will consider several topics: the function of inland and coastal marshes, swamps, and bogs in water and nutrient cycles; the influence of wetlands on biodiversity, from microbes to vertebrates; the biological links between wetlands and human activities, such as agriculture, coastal development, and fisheries; and the legal framework for the protection and restoration of endangered wetlands. Prerequisites: CHE 132 and two Biology courses at the 200 level or higher. (Fall)

Marine Studies Consortium/Three credits

ENV 480 ENVIRONMENTAL SCIENCE SEMINAR

An in-depth study of a current topic in environmental science. This course will emphasize review and analysis of primary literature. Students will be expected to give oral presentations as part of the course requirements. Some example topics are Global Availability of Drinking Water in the 21st century, Eutrophication, and Environmental Pollution Control. Classes will meet for three hours weekly. Prerequisites: Permission of instructor and six courses in environmental science or other science.

Hauri/Three credits

ENV 491–492 INDEPENDENT STUDY

Directed study or experimental research on some aspect of environmental science. Prerequisites: The student is expected to have a GPA of 3.0 and six courses in environmental science or other science. Offered by arrangement. (Fall, Spring)

Staff/Three credits

PHYSICS (PHY)

PHY 112 INTRODUCTION TO ASTRONOMY

Introduction to stars, galaxies, and clusters of galaxies; earth, moon, planets, and comets; origin, life cycle, and death of both planetary and galactic systems; theories of the origin, structure, and end of the universe. The laboratory familiarizes the student with the tools of the astronomer and with the analysis of data. No prerequisite. Lab Fee: \$400.00. This course fulfills the Core Curriculum requirement for a science with a lab. (Fall)

Staff/Four credits

PHY 201–202 GENERAL PHYSICS I AND II

Mechanics and heat (first semester); sound, electricity, magnetism, and light (second semester). Three lectures and one laboratory period. Prerequisite: MAT 114 or Calculus (may be concurrent). Lab Fee: \$400.00 per semester. This course fulfills the Core Curriculum requirement for a science with a lab. (Fall, Spring)

Georgiev, Rodriguez/Four credits each semester

PHY 213 INTRODUCTION TO ENGINEERING PROBLEM SOLVING

This introductory course is designed to acquaint students with the variety of engineering disciplines, as well as provide students with the basics of the engineering mindset. The ability to develop and resolve solutions to applied problems is a necessary skill for a multitude of disciplines. The structure of the course emphasizes group projects and the use of computers to create models to solve problems. Prerequisite: Mat117/131 and Mat118/132 (can be taken concurrently). (Spring)

Hauri/Three credits.

PHY 275 APPLIED OPTICS

The course investigates the general methods and applications of optics within the natural sciences. We will consider the optics of waves, the electromagnetic nature of light, reflection and refraction, interference and diffraction, polarization and geometrical optics, and optical instruments widely used in the natural sciences. Lab Fee \$400.00. Prerequisites: PHY 201, PHY 202 and MAT 114 or MAT117.

Georgiev/Three credits

PHY 301 MECHANICS I: STATICS

The goal will be to endow students with a fundamental understanding of the engineering mechanics of static objects and fluids. Students will emerge proficient in problem solving, application of physical mechanical principles and critical thinking skills. This will be the first course in a year-long sequence on engineering mechanics. Topics to be covered include: Vector Algebra/Calculus, Vector forces & moments in 2-D & 3-D systems, Equivalent systems of forces, Equilibrium of rigid bodies, Centroids, centers of gravity, and distributed forces, Trusses, frames, machines: two-force and multi-force members, Beams: internal forces, shear and bending moment diagrams, Dry friction, Wedges & screws, Moments of inertia, Fluid Statics, Virtual work mechanics essentials

PHY 302 MECHANICS II: DYNAMICS

This course is a 3 credits course, the second in a year-long sequence on engineering mechanics, the first being statics, a required sequence for most engineering tracks. Students will explore the fundamentals of physical-mechanical principles and apply them to the dynamics of objects and fluids. Topics to be covered include: friction forces and spring forces, power, work, and energy, momenta,

impulses, and collisions, dynamics of systems of particles, kinetics of a rigid body, fluids. This course is only offered in the spring, every other year. There is no lab requirement for this course.

PHY 480 SEMINAR IN PHYSICS

The student researches specified areas of physics under the guidance of faculty members for oral presentation and defense before the class. Written papers are submitted for final review. Offered upon sufficient demand. Prerequisites: Six courses in physics and chemistry. (Spring)
Staff/Three credits

PHY 491–492 INDEPENDENT STUDY

Directed study in an area of Physics. The course is open to students who have completed a minimum of six science courses and have a GPA of 3.0 or higher. Offered by arrangement. (Fall and Spring)
Staff/Three credits

Department of Philosophy

Professors: Louise Carroll Keeley, Nalin Ranasinghe
Associate Professors: J. Patrick Corrigan (Director, Rome Campus 2017-19), Paul J. Gallagher, Christian Göbel, Daniel P. Maher (Chairperson), Molly Brigid McGrath, Anthony D. Traylor; *Assistant Professors:* Samuel A. Stoner, Veronica Roberts.

MISSION STATEMENT

Philosophy is a reasoned quest for truths fundamental to all areas of inquiry. Animated by a love of ideas, philosophical inquiry attends to all that is of ultimate concern for human beings. Guided by the College's commitment to embody the complementarity of faith and reason and its broader mission, the Philosophy Department of Assumption College is founded on the ongoing engagement of its faculty and students with the Catholic intellectual tradition. We seek intellectual friendship among all who take seriously the life of the mind. Grappling with fundamental questions of human existence with an eye toward discerning the truth is an essential dimension of this tradition. Our mission is to engage students in the activity of philosophy strengthened by this tradition.

LEARNING OUTCOMES

- Reading texts closely and carefully in context
- Appreciating and evaluating positions in order to discern their fundamental principles
- Writing clearly, insightfully, and in a well-ordered manner
- Engaging respectfully and constructively in philosophical conversation
- Constructing and assessing arguments and evaluating their formal structures

MAJOR IN PHILOSOPHY (11)

Philosophy comes before other studies in that it takes up the general questions whose answers underlie the more particular parts of human knowledge. The philosophy major prepares students for graduate work in philosophy, law, and theology. It also gives the student a more intensive training in the liberal arts, and lays the foundations for special studies in the natural sciences, literature, languages, history, and the social sciences. The critical investigation of the major areas of human endeavor stresses the formation of the student's judgment.

Required courses (11)

- PHI 100 Socrates and the Search for Truth
- One intermediate course from the following list:
 - PHI 151 Ethics and the Good Life
 - PHI 152 The Human Difference

PHI 153 The Book of Nature
PHI 154 God and the Philosophers

- PHI 340 Metaphysics
- Four courses in the history of philosophy (one course from each era):
 - Ancient Philosophy (PHI 350–354)
 - Medieval Philosophy (PHI 355–359)
 - Modern Philosophy (PHI 360–369)
 - Contemporary Philosophy (PHI 370–389)
- Two upper-level PHI courses (300–400 level)
- Two further PHI courses, 200 or higher

Any student interested in graduate studies in philosophy should take PHI 210 Logic and should pursue at least one modern language (French or German) and at least one classical language (Greek or Latin).

MAJOR IN PHILOSOPHY, PRE-BUSINESS TRACK (12)

Today's businesses and today's world need citizens who can think with insight, communicate clearly, and exercise good judgment both in and out of the workplace. This version of the Major in Philosophy includes emphasis on ethics, business, and economic life, and it can readily be combined with a second major, such as Political Science or Economics. The first four courses listed below help prepare students to understand business activities in their ethical and civic context. The other eight courses are included to broaden and deepen students' understanding of philosophical reasoning as a formative influence in human life, one important part of which is economic activity. Students who complete this major with a cumulative GPA of at least 3.0 are guaranteed acceptance into Assumption College's Accelerated MBA Program (Management Track) for liberal arts majors.

PHILOSOPHY MAJOR, PRE-BUSINESS TRACK (12 required courses)

- PHI 100 Socrates and the Search for Truth
- PHI 151 Ethics and the Good Life
- PHI 260 Business Ethics
- PHI 290 Property and Civic Life
- Three courses in the history of philosophy (from three eras):
 - Ancient Philosophy (PHI 350–354)
 - Medieval Philosophy (PHI 355–359)
 - Modern Philosophy (PHI 360–369)
 - Contemporary Philosophy (PHI 370–389)
- Three PHI electives (at least one numbered above 200)
- MGT100 Introduction to Management
- ACC 125 Principles of Accounting I

Students should take PHI 100 and PHI 151 by the end of their second year, thereby fulfilling the prerequisite for all other philosophy courses (which may be taken in any order). MGT 100 and ACC 125 may be taken at any time, but doing so earlier will allow students to take more business courses and reduce the number of Foundations in Business courses required for their MBA. In addition, with permission from the chair of the Business Studies Department, students may take up to two MBA courses as undergraduates. Students should consult with the Business Studies Department as early as their junior year in order to make clear their intent to apply to the MBA program and to take the Foundations in Business courses at the end of their senior year.

Students completing these major requirements but opting not to continue into the Accelerated MBA program will graduate with the BA major “Philosophy, Pre-Business Track,” unless they take additional courses to qualify for the standard Philosophy Major.

PHILOSOPHY, ETHICS, AND BUSINESS: A 6-IN-5 BA/MBA PROGRAM

The Philosophy, Ethics, and Business 6-in-5 BA/MBA Program is designed to provide students with the best of a Catholic liberal arts education and advanced professional training in business. Grounded in a rigorous undergraduate liberal education, graduates of this program will receive highly relevant professional training and be poised to launch successful careers. This program consists of (a) the Major in Philosophy, Pre-Business Track (see above) and (b) the Accelerated MBA (Management Track). Students earn the BA and the MBA in five years instead of the six years these two degrees customarily require. During the first four years, students complete the 12-course Major in Philosophy, Pre-Business Track. As stated above, a cumulative GPA of 3.0 in the undergraduate part of the program guarantees acceptance into the Accelerated MBA Program (Management Track), which begins in the summer following completion of the BA with the intensive Foundations in Business Program and continues through a fifth year of courses. This one-year MBA includes a “professional practice” concentration in which students acquire experience working in local businesses while completing advanced courses that cover a range of key business disciplines.

ACCELERATED MBA PROGRAM

Following completion of the BA, students will complete the 12–14 month Accelerated MBA. For specific information about the Accelerated MBA Program (Management Track), students should consult Prof. Robin Frkal, Director of the MBA Program (ra.frkal@assumption.edu).

During the summer prior to their MBA year, students take Assumption’s Foundations in Business Program, consisting of eight two-credit courses designed to prepare liberal arts majors for graduate-level business courses. Undergraduate students interested in an MBA should seriously consider taking the following courses as undergraduates, since earning a B- or better in these courses waives MBA requirements otherwise fulfilled in the Foundations in Business program:

MGT 100 Introduction to Management (equivalent: MBA 550)
 MKT 101 Principles of Marketing (equivalent: MBA 551)
 ACC 125, 126 Principles of Accounting I and II (equivalent: MBA 552)
 ECO 325 Corporate Finance (equivalent: MBA 553)
 ECO 110, 111 Microeconomics and Macroeconomics (equivalent: MBA 554)
 ECO 115 Statistics (equivalent: MBA 555)
 MGT 210 Quantitative Methods (equivalent: MBA 556)

Both ACC 125 and ACC 126 are necessary with a B- or higher in order to be exempt from taking the MBA 552 requirement.

PHI 260 Business Ethics fulfills the MBA requirement for MBA 600 Business Ethics, thus enabling students to substitute an elective in the MBA segment of the program.

The following undergraduate courses are also strongly recommended:

CSC 113 Introduction to Computer Science
 (OR CSC 117 Introduction to Programming)
 ENG 304 Business and Technical Writing
 (OR ENG 201 Writing Workshop: Argument and Persuasion; OR ENG 308 Writing and Editing; OR ENG 204 Effective Business Writing)
 MAT 117 Calculus
 POL 322 Political Economy
 SPA 125, 126 Business Spanish I, II
 THE 346 The Social Teachings of the Church

MINOR IN PHILOSOPHY (6)

The minor in Philosophy is designed to strengthen any major, broaden the student’s background, and enable the student to see his/her subject in perspective.

Required Courses (6)

- PHI 100 Socrates and the Search for Truth
- One intermediate course (from the following list)
 - PHI 151 Ethics and the Good Life
 - PHI 152 The Human Difference
 - PHI 153 The Book of Nature
 - PHI 154 God and the Philosophers
- Two courses in the history of philosophy (from two eras)
 - Ancient Philosophy (PHI 350–354)
 - Medieval Philosophy (PHI 355–359)
 - Modern Philosophy (PHI 360–369)
 - Contemporary Philosophy (PHI 370–389)
- Two further PHI courses

The minor program is planned in consultation with a member of the department, taking into consideration the student’s major and interests, and subject to the approval of the Department Chairperson.

MINOR IN LAW, ETHICS, AND CONSTITUTIONAL STUDIES (LEX)

Jointly sponsored by the Departments of Philosophy and Political Science, the LEX minor engages law, ethics, and constitutionalism through those thinkers and texts whose political, philosophical, and legal reflections have shaped the Western intellectual tradition. This minor is designed for those who want to acquire the liberal arts skills essential to professional and personal excellence, as well as to all those who aspire to thoughtful citizenship. For more information, please consult the entry for LEX in “Interdisciplinary Programs” or contact its director for the 2017-18 year, Prof. Molly Brigid McGrath.

A NOTE ON PRE-LAW: The American Bar Association confirms that majors and minors across the curriculum, combined with a strong liberal education, provide excellent preparation for law school. Assumption’s Pre-Law Program provides personalized advising, co-curricular activities, and development opportunities for all students considering law school. See the “Pre-Law” section under “Pre-Professional Programs of Study.” Above all, students considering law school should choose a major that interests them, pursue academic excellence in that field, and contact the pre-law advising coordinator, Prof. Carl Keyes at ckeyes@assumption.edu.

COURSE DESCRIPTIONS

PHILOSOPHY (PHI)

PHI 100 SOCRATES AND THE SEARCH FOR TRUTH

This course introduces students to the activity of philosophy, understood in the Socratic sense of living an examined life. Philosophy begins by questioning ordinary experience and the opinions one already holds, and it becomes a comprehensive, fundamental, and self-reflective search for the truth about the nature of human beings and the good life, the world, and God. Readings include Plato’s *Apology of Socrates* and the Allegory of the Cave, as well as at least one medieval and one modern text. This course also introduces elementary principles of logical reasoning and basic distinctions of philosophic importance. It serves as the first half of a core seminar, and each section includes some direct link with the content pursued in each of the intermediate core courses in philosophy.

Staff/Three credits

PHI 151 ETHICS AND THE GOOD LIFE

Each person must confront the question, *How should I live?* In doing so, one may also wonder, Do the ends justify the means? Are intentions all that count? Is God the source of

right and wrong? How important are my desires? Many things seem good that later prove to be evil or merely incomplete goods for the human being. This course uses classic texts to investigate common opinions about the human good in light of our need to distinguish apparent goods from true goods. Ultimately, what is it to live well? Texts include Aristotle’s *Ethics* and readings from the utilitarian and the Kantian traditions. Prerequisite: PHI 100. Staff/Three credits

PHI 152 THE HUMAN DIFFERENCE

Being human involves wondering what it means to be human. The human being has been understood variously to be a political animal, a rights-bearing individual, a pleasure-seeking ego, a self-conscious mind, a purely material being, and the image and likeness of God. Are we souls, bodies, selves, minds, persons, or something else? Do we share a common nature, or are we self-made individually? This course investigates contemporary views of what it means to be human in dialogue with Aristotle’s interpretation of man as a rational animal at home in the cosmos and the Platonic/Augustinian view that human beings, loving and longing for something higher, are homeless and restless in the world. Prerequisite: PHI 100.

Staff/Three credits

PHI 153 THE BOOK OF NATURE

Is nature good, or is it indifferent to our well-being? Should we admire nature for its beauty and bounty, or should we master and transform it to serve our desires? Philosophy began with the discovery of nature, and modern natural science now enjoys unparalleled authority and power in the world. This course examines the modern understanding of nature as mathematical and lawful in relation to two older views it displaced: (1) Aristotle’s natural kinds and their intrinsic causes; (2) nature as created by God. All living beings depend upon the order of nature, but only human beings try to understand it. Philosophical investigation of nature presupposes inquiry into human nature. Authors treated include Aristotle, Descartes, and Max Weber. Prerequisite: PHI 100.

Staff/Three credits

PHI 154 GOD AND THE PHILOSOPHERS

Is there a God? What could God be? What does God have to do with us? What is the role of reason in relation to faith? This course examines several ways that philosophers have thought about the divine: its existence and its relation to the world and to human beings. It considers classic arguments for the existence of God and various challenges to theism, such as those made in the name of science and the problem of evil. Included among the readings are the “Five Ways” of Thomas Aquinas, Anselm’s “ontological argument,” and Nietzsche’s “Madman” parable. Prerequisite: PHI 100.

Staff/Three credits

PHI 210 LOGIC

This course examines the principles of formal and informal reasoning. Students examine validity, soundness, deductive, inductive, and probabilistic reasoning, and the relation between logical form and truth. Topics may include classical syllogistic logic, propositional logic, predicate logic, modal logic, and fallacies. The course may also examine the relations between logic and ordinary language, science, mathematics, or metaphysics. This course is required for the LEX minor. Prerequisite: PHI 100 and any intermediate PHI course (151–154); may be taken concurrently with intermediate course.

Staff/*Three credits*

PHI 220 LOVE AND FRIENDSHIP

This course investigates the kinds of love, their causes and effects, as well as the necessity, nature, forms, and properties of friendship. Prerequisites: PHI 100 and any intermediate PHI course (151–154).

Corrigan, Gallagher/*Three credits*

PHI 225 INDIVIDUAL AND COMMUNITY

This course examines the relationship between the individual and the community and the tension which exists between the achievement of private desires and the cultivation of public spiritedness for the purpose of realizing a common good. Political, social, economic, and moral dimensions of the theme will be examined in the tradition of American individualism. The pairing of duties and responsibilities with rights and liberties will be emphasized. Prerequisites: PHI 100 and any intermediate PHI course (151–154).

Gallagher, Ranasinghe/*Three credits*

PHI 230 PHILOSOPHY AND LITERATURE

Philosophical ideas are most often presented in the form of abstract, systematic, argumentative treatises. However, philosophical insight is not restricted to conventional philosophical discourse. Literature, with its keen discernment of the human condition and its probing of our moral situation, often presents significant philosophical insight. This course will either study a philosophical issue through a mixture of systematic, argumentative texts and literary texts or study the thought of a single author as presented in his or her argumentative and literary works. Prerequisites: PHI 100 and any intermediate PHI course (151–154).

Ranasinghe, Traylor/*Three credits*

PHI 235 PHILOSOPHY AND FILM

This course examines the implications of cinematic representation for philosophy. How do moving images and sound change traditional conceptions of representation? How is knowledge transmitted through the medium of film? How is film related to culture, politics, and social life? Can film be a new mode of philosophical expression? Film

theory will be read alongside works by such cinematic greats as Bergman, Truffaut, Lee, and others. Prerequisites: PHI100 and any intermediate PHI course (151-154).

Göbel, McGrath/*Three credits*

PHI 245 REASON ANCIENT AND MODERN

Human intelligence takes many forms: common sense, mathematics, poetry, philosophy, science, engineering, and moral activity, to name a few. What, then, is our reason? What is the nature and proper use of this power at the origin of all our cultivated pursuits? The most universally acclaimed achievements of human reason have come through modern science, but this science itself gives no guidance for the use of its power. Does the contemporary critique of the modern form of reason (in the name of the environment, deconstruction, or religion) apply to reason simply? This course examines ancient and modern interpretations of human reason in core philosophical texts. Prerequisite: PHI100 and any intermediate PHI (151-154)

Maher, Stoner/*Three credits*

PHI 256 INTRODUCTION TO PEACE STUDIES

Regrettably, conflict and its violent resolution have marked human history. At the same time, however, human beings have consistently expressed their desire for peace and proposed strategies to eliminate or at least reduce violence. This interdisciplinary course is designed to acquaint students with a variety of reflections about the causes of and remedies for violent conflict. Prerequisites: PHI 100 and any intermediate PHI course (151–154).

Göbel/*Three credits*

PHI 260 BUSINESS ETHICS

This course is a review of the main theories of ethics and justice and the application of these theories to business. This will be done by examining case studies and legal decisions involving issues of the rights and responsibilities of business with regard to the employee, the consumer, and government. Business in modern society: social responsibility and environmental issues. Prerequisites: PHI 100 and PHI 151 or permission of instructor.

Gallagher/*Three credits*

PHI 262 BIOMEDICAL ETHICS

This course studies moral reasoning in relation to health by surveying a series of topics appropriate to biomedical ethics. Historical medical and legal cases provide the context for close examination of practical decisions and philosophical arguments in defense of those decisions. The emphasis in the course falls on the arguments that attempt to justify and to criticize various actions. The topics treated vary, and may include assisted suicide, fertility therapies, biotechnical enhancement, abortion and perinatal care, treatment of animal and human research subjects, genetic screening, and allocation of scarce resources. Prerequisites: PHI 100 and PHI 151 or permission of instructor.

Maher/Three credits

PHI 270 PHILOSOPHY OF LAW

A discussion of the classical and contemporary writings on the source of, authority, the nature and kinds of law, the interpretation of law, and theories of punishment. Prerequisites: PHI 100 and any intermediate PHI course (151–154).

Maher/Three Credits

PHI 290 PROPERTY AND CIVIC LIFE

What is wealth, and what is it for? Are human beings essentially greedy? We are all economic actors, but only because we are also human beings seeking the good life and citizens benefitting from and co-responsible for the shape of our communities. This course investigates what property, wealth, and business are and seeks a deeper understanding of ourselves as human beings involved in the production, exchange, distribution, and use of economic goods within our communities. Classical readings from Aristotle and Aquinas will be read in conjunction with texts from modern and contemporary thinkers (e.g., Locke, Smith, Marx, Hayek, Sen). Prerequisites: PHI 100 and any intermediate PHI course (151–154).

McGrath/Three credits

PHI 340 METAPHYSICS

The course examines the aim and subject of that wisdom which is the goal of all philosophical activity. It examines the kind of experience necessary for pursuing this wisdom. Topics include: the search for first causes, the before and after of what is, how the human being is towards truth and the principle for finding the road to follow in science. Prerequisites: PHI 100 and any intermediate PHI course (151–154).

Maher, McGrath, Traylor/Three credits

PHI 345 SPECIAL TOPICS IN PHILOSOPHICAL ISSUES

This course offers a study at an advanced level of a philosophical issue not covered by other thematic courses. Topic changes according to the interest of the professor and needs of students. Prerequisites: PHI 100 and any intermediate PHI course (151–154).

Staff/Three credits

PHI 350 PLATO

This course undertakes a detailed reading and discussion of several major dialogues of Plato with numerous references to selected parts in other dialogues. Plato's positions on the nature and purpose of philosophy, as well as his tentative answers to the central questions of philosophy, will be contrasted with those of some other philosophers. Prerequisites: PHI 100 and any intermediate PHI course (151–154).

Corrigan, Ranasinghe/Three credits

PHI 351 PLATO'S REPUBLIC

What is justice? Treating others justly is good for them, but is it good for the just person? Would it be better to be unjust, provided one can get away with it? Plato's *Republic* begins with these vital questions and leads readers to examining, e.g., the nature of the soul, the city, the divine, knowledge, ethics, happiness, politics, poetry, and metaphysics in their interrelations. While some understand this book to depict an ideal city, others see it as a defense of despotism, and still others regard it as ironic or anti-political. This course helps students learn to read this inexhaustibly fertile text, to ponder the questions it raises, and to appreciate the power of a great book to enliven enduring questions. Prerequisites: PHI 100 and any intermediate PHI (151-154).

Ranasinghe, Stoner/Three credits

PHI 354 SPECIAL TOPICS IN ANCIENT PHILOSOPHY

This course studies a figure or school of philosophy not treated by other history of philosophy courses covering the Ancient period. It fulfills the Area 1 History of Philosophy Requirement for Philosophy Majors and Minors. "Focus in the History of Philosophy" courses are foundational to the Philosophy major. Texts, issues and positions of the past are studied for more than merely their antiquarian interest. Philosophizing well requires coming to grips with the ideas and continued significance of major thinkers in the tradition. These courses are not "survey" courses; they focus upon key figures or philosophical issues characteristic of the period. With the help of the professor, students cultivate the art of independent philosophical research and writing, leading to the completion of a substantive essay characterized by a style appropriate to professional philosophical writing and argumentation. In keeping with the tradition of the Department, each year senior majors present a paper from one of their history of philosophy courses to their peers and the faculty in the Philosophy Department. Fall Semester. Prerequisites: PHI 100 and any intermediate PHI course (151–154).

Staff/Three credits

PHI 355 AUGUSTINE AND AQUINAS

The new intellectual environment of philosophy in medieval times will be investigated through a study of the writings of two of the greatest thinkers of the West. Of particular interest will be the union of and tension between the wisdom of the philosophers and the wisdom of the Scriptures present in each author's work. Prerequisites: PHI 100 and any intermediate PHI course (151–154).

Göbel, McGrath/Three credits

PHI 356 SEEK AND FIND: AUGUSTINE SEMINAR

The course offers an introduction to the life and thought of Augustine, whose philosophy resides at the heart of an Assumptionist education. Augustine was a constant seeker: his personal quest for truth and truthfulness did not end when he found God. The course offers a close reading of

Augustine's own account of this spiritual journey in the *Confessions*, one of the most influential books in Western intellectual history. We will further explore important topics addressed in the *Confessions*—Augustine's analysis of the human condition (our "restless heart" and 'metaphysical nature'), self, freedom, evil, happiness, truth, love, God, faith and reason, education, social engagement, a Christian existence, etc.—through the study of other works by Augustine and authors in the 'Augustinian tradition'. We want to draw inspiration from these readings and find models of the philosophical quest for truth and a good life that we can relate to in our personal, professional, social, and spiritual development. Prerequisites: PHI 100 and any intermediate PHI course (151–154).

Göbel/*Three credits*

PHI 359 SPECIAL TOPICS IN MEDIEVAL PHILOSOPHY

This course studies a figure or school of philosophy not treated by other history of philosophy courses covering the Medieval period. It fulfills the Area 2 History of Philosophy Requirement for Philosophy Majors and Minors. Content and pedagogical objectives of the course are similar to those described in PHI 354 above. Spring Semester. Prerequisites: PHI 100 and any intermediate PHI course (151–154).

Staff/*Three credits*

PHI 360 EARLY MODERN PHILOSOPHY

This course undertakes a study of the European thinkers, from Descartes and Hobbes to David Hume, who contributed to and wrestled with modern science and its revolutionary impact on Western civilization. Examination will focus on the respective roles of reason and experience in our understanding of ourselves and the universe, which culminates in the intellectual movement known as the Enlightenment. Prerequisites: PHI 100 and any intermediate PHI course (151–154).

Corrigan, Gallagher, Maher/*Three credits*

PHI 365 LATE MODERN PHILOSOPHY

The course undertakes an investigation of the philosophical movement known as German Idealism, in its beginnings with Immanuel Kant, its maturity in thinkers such as Fichte, Schelling, and Hegel, and its self-overcoming in thinkers such as Feuerbach, Marx, and Schopenhauer. Prerequisites: PHI 100 and any intermediate PHI course (151–154).

Ranasinghe, Stoner, Traylor/*Three credits*

PHI 369 SPECIAL TOPICS IN MODERN PHILOSOPHY

This course studies a figure or school of philosophy not treated by other history of philosophy courses covering the Modern period. It fulfills the Area 3 History of Philosophy Requirement for Philosophy Majors and Minors. Content and pedagogical objectives of the course are similar to those described in PHI 354 above. Fall Semester.

Prerequisites: PHI 100 and any intermediate PHI course (151–154).

Staff/*Three credits*

PHI 370 EXISTENTIALIST THOUGHT

This course is an examination of that human experience and philosophy which is perhaps most clearly representative of the contemporary West. The roots of existentialist thought in the writings of Kierkegaard and Nietzsche, and then a consideration of similarities and differences in the work of several existentialist writers. Prerequisites: PHI 100 and any intermediate PHI course (151–154).

Traylor/*Three credits*

PHI 380 20TH-CENTURY CONTINENTAL PHILOSOPHY

An examination of the French and German philosophical movements of the 20th century, topics in this course may include the phenomenology of Edmund Husserl and Maurice Merleau-Ponty, the ontological analyses of Martin Heidegger, the neo-Marxism of the Frankfurt School, the hermeneutics of Hans-Georg Gadamer and Paul Ricoeur, and the postmodernism of Jacques Derrida and Jean-Francois Lyotard. Prerequisites: PHI 100 and any intermediate PHI course (151–154).

Gallagher, McGrath, Traylor/*Three credits*

PHI 389 SPECIAL TOPICS IN CONTEMPORARY PHILOSOPHY

This course studies a figure or school of philosophy not treated by other history of philosophy courses covering the Contemporary period. It fulfills the Area 4 History of Philosophy Requirement for Philosophy Majors and Minors. Content and pedagogical objectives of the course are similar to those described in PHI 354 above. Spring Semester. Prerequisites: PHI 100 and any intermediate PHI course (151–154).

Staff/*Three credits*

PHI 405 INDEPENDENT STUDY

Individually supervised study of a particular area of Philosophy. Offered only to highly qualified Juniors and Seniors. Prerequisites: PHI 100 and any intermediate PHI course (151–154). Permission of the Chairperson is required in all cases.

Staff/*Three credits*

PHI 444 HONORS THESIS IN PHILOSOPHY

In this course the student will conduct the research project that was proposed and approved during the Honors Seminar (HON 300). The research project will be an original research thesis or creative work under the supervision of a faculty mentor. A summary of the capstone work will be presented at the Honors Colloquium at the end of the semester. This course will count as an elective in the Philosophy major. Prerequisites: PHI 100 and any intermediate PHI course (151–154).

Staff/*Three credits*

Department of Political Science

Professor: Daniel J. Mahoney (Augustine Chair in Distinguished Scholarship); *Associate Professors:* Bernard J. Dobski (Chairperson), Geoffrey Vaughan, Gregory Weiner; *Assistant Professor:* Jeremy Geddert; *Lecturer:* Mary Beth Burke.

MISSION STATEMENT

The major is designed to provide a comprehensive grounding in the fundamental principles and problems of a science whose relevance to contemporary life is immediate, yet whose tradition is venerable. Its concern is to help students become liberally educated men and women, rather than narrowly trained functionaries. Nevertheless, it prepares students in more than a general way for successful work in such fields as government service, international affairs, graduate study, journalism, law, teaching, publishing and business. The political science program consists of basic courses, open to all students, and advanced courses for all students except first-year students.

The basic Political Science courses are:

POL 110	Political Issues: The Quest for Justice
POL 201	American Government
POL 203	Modern States
POL 205	Political Philosophy
POL 207	Peace and War

Selections from these basic courses may be counted toward Core requirements in "Person and Society" and "The Great Conversation" as well as credit in a Political Science major or minor. The courses cover the major fields in Political Science, namely:

- American National Government—the constitutional founding, institutions and parties, constitutional law, civil rights, and political thought in the U.S.
- American Public Policy and Administration—political economy, urban politics, and democratic leadership.
- Major Foreign States—the institutions, practices, and traditions of European, Latin American, Asian, and African States.
- Political Philosophy—reflection on political life from Plato and Aristotle to Machiavelli, Hobbes, Locke, Rousseau, Marx, and Nietzsche.
- International Politics—relations of peace and war among states, American foreign policy, and diplomacy.

Students are urged to plan a program of study by selecting from among major and elective courses those appropriate to their personal interests and objectives

MAJOR IN POLITICAL SCIENCE (11)

Required Courses

- Four intermediate courses, normally taken sophomore year
 - POL 201 American Government
 - POL 203 Modern States
 - POL 205 Political Philosophy
 - POL 207 Peace and War
- One course from three of the following five areas (3):
 - POL 310–319 American National Government
 - POL 320–329 American Public Policy
 - POL 330–349 Major Foreign States
 - POL 350–359 Political Philosophy
 - POL 380–389 Political Philosophy
 - POL 370–379 International Politics
- Three courses from the rest of the departmental offerings at the introductory and upper levels (3)
- POL 409 Research Seminar. To be taken in the fall of Senior year.

NOTE: All first-year students who think they may major in Political Science or who have an interest in politics are urged to take POL 110 Political Issues: The Quest for Justice or any of the required intermediate courses listed above.

MINOR IN POLITICAL SCIENCE (6)

Students majoring in other fields may minor in Political Science by planning their program with a departmental advisor.

Of the six required courses, at least three of the following must be taken:

POL 201	American Government
POL 203	Modern States
POL 205	Political Philosophy
POL 207	Peace and War

For the three additional courses, two must be numbered above POL207, producing a total of 18 credits of Political Science. The student must earn at least a C average in the courses in Political Science.

MINOR IN LEX: LAW, ETHICS, AND CONSTITUTIONAL STUDIES (7)

Jointly sponsored by the Departments of Political Science and Philosophy, the LEX minor engages the law, ethics, and constitutionalism through those thinkers and texts whose political, philosophical, and legal reflections have shaped the Western intellectual tradition. This minor is designed

for those who want to acquire the liberal arts skills essential to professional and personal excellence, as well as to all those who aspire to thoughtful citizenship. For more information, please consult the entry in “Interdisciplinary

Programs” or contact its Director, Prof. Molly Brigid McGrath.

A NOTE ON PRE-LAW: The American Bar Association confirms that majors and minors across the curriculum, combined with a strong liberal education, provide excellent preparation for law school. Assumption’s Pre-Law Program provides personalized advising, co-curricular activities, and development opportunities for all students considering law school. See the “Pre-Law” section under “Pre-Professional Programs of Study.” Above all, students considering law school should choose a major that interests them, pursue academic excellence in that field, and contact the pre-law advising coordinator, Prof. Carl Keyes at ckeyes@assumption.edu.

COURSE DESCRIPTIONS

POLITICAL SCIENCE (POL)

POL 110 POLITICAL ISSUES: THE QUEST FOR JUSTICE

This beginner’s course in political science provides an introduction to politics through a critical examination of a full range of political issues and of classic and contemporary texts that illuminate the ongoing human—and American—“quest for justice.” Classic works of political reflection, political literature, speeches and writings by statesmen, as well as contemporary American political debates on domestic and foreign policy will be analyzed to put the “issues” of politics in a broader and deeper perspective. Counts towards “The Great Conversation” in the Core Curriculum. (Fall, Spring)

Staff/Three credits

POL 201 AMERICAN GOVERNMENT

This course is an introduction to the principles, institutions, and processes of American government. It focuses on our political principles, such as liberty, democracy, and equality, especially as reflected in our government institutions—Congress and the Executive and Judiciary branches—and in our extra-governmental institutions, such as political parties and interest groups. Consideration will also be given to major contemporary issues—free speech, racial and sexual equality, privacy—as expressions of debates over our principles. Open to all students, this course counts towards “The Great Conversation” in the Core Curriculum. (Fall, Spring)

Staff/Three credits

POL 203 MODERN STATES

A comparative analysis of major types of ancient and modern political systems, with an emphasis on the Western European liberal democracies of Great Britain and France and on the 20th century experience of totalitarian despotism. Open to all students, this course counts as social science in “Person and Society” in the Core Curriculum. (Fall, Spring)

Geddert, Mahoney/Three credits

POL 205 POLITICAL PHILOSOPHY

This course is an introduction to the nature and place of political philosophy in the political thought and life of Western Civilization. It examines the basic principles of political philosophy according to thinkers such as Plato, Aristotle, St. Augustine, Machiavelli, and Marx. Open to all students, this course counts towards “The Great Conversation” in the Core Curriculum. (Fall, Spring)

Dobski, Vaughan/Three credits

POL 207 PEACE AND WAR

This course examines the role of war in human affairs, especially during the 20th century of “total war,” and at the outset of the 21st century. It considers why no enduring peace was achieved after the two world wars, the characteristics of international politics since the end of the Cold War, and the instruments for maintaining or restoring peace. Major interpretations of world politics are evaluated. Open to all students, this course counts as social science in “Person and Society” in the Core Curriculum (Fall, Spring)

Geddert, Mahoney/Three credits

POL 311 AMERICAN POLITICAL THOUGHT

American political conditions and institutions have occasioned unique contributions to the history of political thought. This course will explore them. It begins with the theoretical foundations of the American republic; proceeds to cover the political theory of the Constitution and the great clashes about the nature of the union that culminated in the Civil War and the concepts of freedom that blossomed in its aftermath; and finally, explores the ideas unleashed by the emerging conditions of the 20th century, including industrialism, American power and civil rights, through the lenses of both progressive and conservative thought. (Spring)

Vaughan/Three credits

POL 312 THE AMERICAN FOUNDING

An investigation into the fundamental principles that informed the founding of the American political order and have subsequently oriented the American way of life. In seeking to understand those principles, we also examine the political and philosophical tradition that preceded the founding.

Weiner/Three credits

POL 315 THE JUDICIARY

This course explores the U.S. judiciary as an institutional force in American politics. Beginning with the foundations of the judiciary and continuing through its prominent position in the interpretation and sometimes formation of policy and law today, the course considers the place courts do and should occupy in the constitutional scheme, how effective they are in producing social change, why their role has changed and how other branches of government react to them. Students will consider major Supreme Court cases and political controversies that illustrate the effect of the federal judiciary on American government.

Weiner/*Three credits*

POL 316 CONSTITUTIONAL LAW

The role of the Supreme Court in the American political system. Constitutional powers and limitations, with primary emphasis on judicial interpretations of the 1st and 14th amendments. (Fall)

Horan/*Three credits*

POL 321 PUBLIC POLICY

This course examines selected major contemporary national problems of the U.S. and the federal policies designed to deal with them. Particular problems considered might include poverty, welfare, the economy, education, health, transportation, consumer protection, environmental protection, and energy. It considers the interaction between parts of the government and between government and interest groups, in formulating and executing public policy. It evaluates the thinking of those who have advocated and opposed the expansion of government responsibility for a large range of social action. (Spring)

Geddert/*Three credits*

POL 323 POLITICAL LEADERSHIP

This course is intended as an introduction to the study of democratic statesmanship, or political leadership in a democratic regime. The primary emphasis will be on the study of the rhetoric and actions of leading American presidents, as well as leading figures from antiquity and from modern Britain and France.

Mahoney/*Three credits*

POL 338 NATIONALISM & FASCISM

This course has as its focus the nation, as a unique form of political organization, and nationalism as the unique movement which gives that form its primary expression. Distinctions will be drawn between moderate and patriotic forms of nationalism and that extreme form known as fascism. It will analyze the rise of major manifestations of nationalism in the 19th and 20th centuries as well as the 21st century challenges posed to the sovereignty of the nation by multinational corporations, intergovernmental

organizations, terrorism, transnational bodies (the EU), and even individuals.

Dobski/*Three credits*

POL 350 REPUBLICANISM ANCIENT AND MODERN

Is it possible for a political community to combine the rule of wisdom and virtue with popular consent? Can such a regime satisfy the need for both stability and energy? To understand why and how republics ancient and modern answered these questions, as well as why some republics succeeded and others failed, students will explore the theoretical and historical texts that illustrate the evolution of this political form. Rising above any particular party, policy, or platform, this course will distinguish the ancient effort to secure ordered liberty from its medieval and modern counterparts, throwing into specific relief the character of our own republican democracy and the challenges facing its success. Fulfills a "Great Conversation" requirement in the Core curriculum. (Spring)

Dobski, Mahoney/*Three credits*

POL 351 CLASSICAL POLITICAL PHILOSOPHY

Study of the origin and principles of political philosophy in the works of Homer, Herodotus, Thucydides, Plato, Xenophon, and Aristotle. Relevant works by Roman-era philosophers and historians (Cicero, Plutarch, Seneca, Sallust, Tacitus and Livy) may also be studied.

Dobski/*Three credits*

POL 352 EARLY MODERN POLITICAL PHILOSOPHY: MAKING NATURAL RIGHTS

This course will explore the major philosophers of the period, from Machiavelli to Rousseau. These figures made the modern world through their claim that each individual is best positioned to know what is right for that person. This is the origin of natural rights.

Vaughan/*Three credits*

POL 353 IDEOLOGY AND REVOLUTION

A study of modern revolutions and their connection to "ideologies" which promise a fundamental transformation of political life. We examine the political history of the French and Soviet Revolutions to understand the originality of ideological revolution as distinct from traditional political revolutions which have had more limited aims. The course also compares totalitarian tyrannies with traditional forms of dictatorship. The anti-totalitarian Revolutions of 1989 in Eastern Europe are also considered. (Spring)

Mahoney/*Three credits*

POL 355 LATE MODERN POLITICAL PHILOSOPHY

A study of political theories from Rousseau, Marx, Nietzsche, and Heidegger which have presented themselves as critical alternatives to early modern, medieval, and classical political philosophy. (Fall)

Vaughan/*Three credits*

POL 359 MEDIEVAL POLITICAL PHILOSOPHY

This course will explore political thought from the fall of the Roman Empire to the beginning of the modern nation-state in the Treaty of Westphalia. Prominent topics will include the pre-modern origins of natural rights, the relationship between rights and responsibilities, and the relationship between church (or mosque) and state.

Geddert/ *Three Credits*

POL 371 FOREIGN POLICY AND DIPLOMACY

This course examines the making and character of the foreign policies of major states in the world today. This study is made against a background consideration of Thucydides' interpretation of relations between states, the nature and development of diplomatic practice, and the impact of modern Western civilization on the contemporary world. (Spring)

Mahoney/*Three credits*

POL 372 AMERICAN FOREIGN POLICY

A study of the policy of the United States regarding important areas and problems in the contemporary world, and the development of the American involvement in foreign affairs from the Roosevelt-Truman era of World War II to the present time. Legalist, moralist, realist and revisionist interpretations of American foreign policy are evaluated.

Dobski/*Three Credits*

POL 375 THE STUDY OF INTERNATIONAL RELATIONS

This course will analyze the variety of approaches to the study of international politics. Different methodological approaches, drawing on political philosophy, political history, and the social sciences, will be considered. Principal emphasis will be placed on the ethical dimensions of international relations. Prominent analysts and philosophers of international relations, such as Thucydides, Machiavelli, Waltz, and Aron will be analyzed.

Geddert, Mahoney/*Three credits*

POL 376 TERRORISM AND THE MODERN WORLD

An introduction to modern-day terrorism and the challenges it poses to contemporary political life. This course distinguishes three ways in which terrorism manifests itself in the modern world, capturing the difference between those who see terror as an end in itself, those who use terror as an instrument to achieve political goals, and those who understand terrorism to serve "otherworldly", or non-political, ends. Students will examine how these manifestations of modern terrorism vary from each other in their origins, historical development, the justifications they employ, the goals they pursue, and the tactics, targets and technologies that they use.

Dobski/*Three credits*

POL 377 THE POLITICS OF JUST WARS

Are "just wars" possible? This class examines reflections on just war thinking at the core of the political, military, religious and philosophic traditions within Western civilization, and how they apply to contemporary reflections on human rights and international law. It begins with military justifications from classical antiquity, moving to the origins of just war theorizing in the early Church, Judaism and Islam. It then weighs the most serious criticisms of the moral and political teachings of the classical and Christian world posed by the "Catholic New Left," feminist political theory, Islamist terrorism, and the allure of a world without borders. (Fall)

Dobski, Geddert/*Three credits*

POL 381 SHAKESPEARE'S POLITICS

Perhaps transcending the distinction between philosopher and poet, Shakespeare has given the world dramatic portrayals of the most enduring human problems. This course focuses on one of those problems through a careful reading of some of Shakespeare's British histories. To be more precise, it explores Shakespeare's portrait of Britain's development from a tribal kingship under the political and spiritual influence of "Rome" into a constitutional monarchy whose separation of church from state prepared the way for its modern republican character. (Spring)

Dobski/*Three credits*

POL 382 POLITICS AND LITERATURE

Literature, such as the epic, the novel, or tragic or comic drama, has always been central to the entertainment and self-understanding of a democratic people. This course studies a series of writers who illuminate the nature of democracy and tyranny in the modern world. (Fall)

Mahoney/*Three credits*

POL 400 INDEPENDENT STUDY

Open to highly qualified Junior and Senior Political Science majors. Permission of the Chairperson is required.

Staff/*Three credits*

POL 409 RESEARCH SEMINAR: DEATH BY EDUCATION, HOW THE CONTEMPORARY ACADEMY THREATENS CIVIC LIBERTY AND WEAKENS THE COMMON GOOD

Higher education is the basis for law and order in a free society. But developments on college campuses in America over the last several years have rendered this proposition precarious. This course will explore the intellectual and academic roots of those contemporary social movements whose growth and power challenge both the freedom of thought and expression required for a deliberative citizenry and our capacity to think in terms of goods that are genuinely common to us as citizens. (Fall)

Dobski/*Three Credits*

Department of Psychology

Professors: Leonard A. Doerfler, Paula Fitzpatrick; *Associate Professors:* Sarah Cavanagh, Maria Kalpidou (Chairperson), Regina Kuersten-Hogan, Maria Parmley, Fang Zhang; *Assistant Professors:* Leamarie Gordon, Karen Lionello-DeNolf, Amy Cirillo, Alison Stoner, Adam Volungis; *Lecturers:* Leslie Adams, Johanna Sagarin, Gary Senecal, Colleen Smith, Arlene Vadum, William Warnken.

MISSION STATEMENT

Psychology is a science concerned with mind and behavior. The psychology program introduces students to a variety of ways to understand cognition, emotion, and behavior. In addition, the program prepares students for various career paths within psychology (human service jobs, graduate study) or in other professions (business, education, public service). The curriculum requires students to sample from diverse courses that provide the foundation for understanding the major concepts and theoretical perspectives of psychology. Students also develop skills for understanding and conducting psychological research. The curriculum promotes personal growth and development and challenges students to critically evaluate complex social issues. Students can explore opportunities for independent research and work in supervised fieldwork placements. The department apprises students of the many fields with which psychology shares borders of concern and inquiry in the pursuit of knowledge.

DESCRIPTION OF OUR PROGRAM

The goal of our program is to introduce students to the breadth of the discipline and give them the opportunity to develop competence, both as scientists and practitioners. As a consequence, our curriculum requires students to sample from core courses like developmental psychology, social psychology, cognitive psychology, and abnormal psychology. Students are also required to complete courses to provide the foundation for conducting psychological research. In addition, students are given the opportunity to explore more specialized areas within the field like child psychopathology, interpersonal communication, stereotypes and prejudice, or psychology of women. Students are encouraged to explore opportunities for independent research with faculty members and work in supervised fieldwork placements where psychological services are provided. Students are encouraged to work closely with a member of the psychology faculty to develop a program that will best satisfy their intellectual, vocational, and personal interests.

LEARNING OUTCOMES

We expect that our students will develop a strong psychological knowledge base, sharpen their critical

thinking and communication skills, understand psychological applications and research methods, develop a socio-cultural awareness, and plan effectively for their career, academic, and personal futures.

MAJOR IN PSYCHOLOGY (12)

Candidates for the Psychology Major must complete twelve Psychology courses.

Foundation Course (1)

PSY 101	General Psychology (normally taken in the first year)
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Research Sequence (3)

PSY 224	Statistics (normally taken the fall of sophomore year)
PSY 225	Research Methods in Psychology (normally taken in the spring of the sophomore year)
PSY 390	Research Seminar (normally taken in the junior year)

Cornerstone Courses (4)

Students must choose one 200-level course from each of the four cornerstones.

Social/Developmental Cornerstone (1)

PSY 210	Social Psychology
PSY 290	Psychology of Development Infancy and

Childhood Biological Cornerstone (1)

PSY 250	Perception
PSY 251	Introduction to Brain and Behavior

Mental Health Cornerstone (1)

PSY216	Abnormal Psychology
PSY240	Psychology of Personality

Cognition and Learning Cornerstone (1)

PSY252	Cognitive Psychology
PSY253	Psychology of Learning

Capstone Seminar (1)

Students must complete one capstone seminar course. Students are encouraged to choose a 400-level seminar course that builds off a cornerstone course they have previously taken.

PSY 408	Family Psychology
PSY 409	Common Problems in Childhood
PSY 410	Stereotypes and Prejudices

PSY416 Abnormal Child and Adolescent
Psychology
PSY 425 Clinical Psychology
PSY 401 Senior Seminar
PSY 402 Social, Cognitive, and Affective
Neuroscience

Elective Courses (3)

Students must take three additional courses from any area and at least one must be 300 level or higher. Students may choose among the following:

Any additional cornerstone or seminar course:

PSY 217 Psychology of Women
PSY 220 Interpersonal Communication
PSY 281 Psychology of Adolescence and Maturity
PSY 285 Women's Studies I: Images
PSY 218 Cultural Psychology
PSY 286 Organization & Industrial Psychology
PSY 295 Psychology of Deviance
PSY 385 Women of the World
PSY 330 Positive Psychology
PSY 386 Psychology of Aging
PSY 301 Internship in Psychology
PSY 335 Motivation and Emotion
PSY 399 Independent Study
ABA 350 Applied Behavior Analysis: Evidence-based
Interventions
ABA 450 Applied Behavior Analysis: Implications for
Practice

MAJOR IN PSYCHOLOGY WITH A CONCENTRATION IN NEUROSCIENCE OF HUMAN BEHAVIOR (14)

This concentration focuses the psychology major on courses relevant to the interactions of brain function, cognition, and behavior. This concentration is ideal for students interested in applying to graduate programs in cognition, neuroscience, or certain clinical programs focused on the biological basis of psychopathology. The major can be combined with further study in natural sciences, and with careful planning it is possible to pursue a second major or a minor in one of these disciplines. Students who choose this concentration are also encouraged to do internships or independent studies in laboratories studying psychophysiology, neurobiology, or the biological basis of behavior.

Required courses (14)

All of the below courses are required. In addition to these, concentrators will need to take one additional Psychology elective in order to complete the Psychology major.

It is highly recommended that interested students declare their intention to concentrate in Cognitive and Brain Science by the beginning of their junior year.

Students are advised to take the Foundations in Biological Science courses in their sophomore or junior year. Students are further recommended to take Introduction to Brain and Behavior (offered in the fall) in their junior year, and to complete the two Neuroscience Capstones in their senior year.

Foundations in Psychology Course (1)

PSY 101 General Psychology

Research Sequence (3)

PSY 224 Research Methods
PSY 225 Statistics
PSY 390 Research Seminar

Foundations of Biological Science (2)

BIO 160 Concepts in Biology
BIO 210 Genetics

Foundations of Social, Cognitive, & Affective Neuroscience (5)

PSY 210 Social Psychology
PSY 216 Abnormal Psychology
PSY 251 Introduction to Brain and Behavior
PSY 252 Cognitive Psychology
PSY 335 Motivation and Emotion

One further Psychology elective (1)

May be from any area: elective, cornerstone, or seminar

Neuroscience Capstones (2)

PSY 402 Social, Cognitive, and Affective
Neuroscience
BIO 415 Principles of Neuroscience

Suggested, but not required:

PSY 250 Perception
PSY 410 Stereotypes and Prejudice
PSY 425 Clinical Psychology

MINOR IN PSYCHOLOGY (6)

To complete a minor in Psychology students must complete six Psychology courses: PSY101, one course from each of the four cornerstones, and one elective.

REQUIRED COURSE (1)

PSY 101 General Psychology (normally taken during the first year)

CORNERSTONE COURSES (4)

Students must choose one 200-level course from each of the four cornerstones.

Social/Developmental Cornerstone (1)

PSY 210 Social Psychology

PSY 290 Psychology of Development

Infancy and Childhood

Biological Cornerstone (1)

PSY 250 Perception

PSY 251 Introduction to Brain and Behavior

Mental Health Cornerstone (1)

PSY 216 Abnormal Psychology

PSY 240 Psychology of Personality

Cognition and Learning Cornerstone (1)

PSY 252 Cognitive Psychology

PSY 253 Psychology of Learning

ONE ELECTIVE (1)

Students must take one additional course from any area: elective, cornerstone, or seminar.

MINOR IN APPLIED BEHAVIOR ANALYSIS (7)

Applied behavior analysis (ABA) is the science of learning and behavior used in order to solve socially significant problems (to influence changes in behavior that are meaningful to individuals and those around them). ABA has been applied in a variety of settings, including developmental and intellectual disabilities, autism spectrum disorder, regular and special education, clinical psychology, medicine, counseling, job effectiveness, business, animal training, sports training, environmental protection, exercise and health, criminology, and other areas. The Minor in ABA is a multi-disciplinary program that complements coursework in the Education, Human Services and Rehabilitation Studies, and Psychology majors. Given the prevalence of developmental and intellectual disabilities in society, the minor may also be of interest to students in other majors, such as Business Studies, Biology, and Criminology. Students who complete undergraduate courses in ABA will learn how to effectively apply behavior-analytic procedures to solve behavioral problems that occur in their professional and personal lives. Students who complete the minor will also meet the coursework requirements to sit for the Board Certified Assistant Behavior Analyst exam and to become licensed as an Assistant Applied Behavior Analyst in Massachusetts (students will need to meet other requirements to qualify). Students interested in pursuing a Minor in ABA are encouraged to take PSY 253, HRS 331, and ABA 340 during their Sophomore and Junior years and to take ABA 350, ABA 360, and ABA 450 during their Senior year.

Students interested in pursuing the Minor in ABA are encouraged to talk with the ABA Program Director as well as work with their academic advisor to plan their course of study.

REQUIRED COURSES (7)

PSY 253 Psychology of Learning

HRS 331 Basic Concepts and Principles in Applied Behavior Analysis

ABA 340 Applied Behavior Analysis: Skill Acquisition (pending approval)

ABA 350 Applied Behavior Analysis: Evidence-based Interventions

ABA 360 Applied Behavior Analysis: The Professional Compliance Code (1 credit, pending approval)*

ABA 450 Applied Behavior Analysis: Implications for Practice

*ABA 360 is a 1-credit course. Completion of this course is required for the Minor in ABA but ABA 360 does not count as one of the 38 courses required for graduation.

ELECTIVE (1)

Students choose one elective from either the Foundations or Interventions group. Students are encouraged to choose an elective outside of their major field of study.

Foundations Options:

EDU 101 Schools in American Society

HRS 119 Introduction to Human Services and Rehabilitation Studies

HRS 121 Human Development and Disability across the Lifespan

HRS 225 Introduction to Human Communication and Its Disorders

HRS 420 Family Aspects of Disability

PSY 101 General Psychology

PSY 216 Abnormal Psychology

PSY 290 Psychology of Development: Infancy and Childhood

PSY 225 Research Methods in Psychology

Interventions Options:

EDU 260 Teaching Students with Special Needs

EDU 265 Effective Classroom Management

HRS 241 Prevention and Intervention Models and Approaches with Youth

HRS 321 Social Skills Development Strategies for Youth

HRS 330 Interviewing Techniques and Human and Rehabilitation Services

PSY 301 Internship in Psychology**

PSY 409 Common Problems in Childhood

PSY416 Abnormal Child and Adolescent Psychology

**This course is open to students who complete an internship focused on applied behavior analysis. Prior permission of the ABA Program Director is required to count this course as an elective.

CONCENTRATION IN OCCUPATIONAL THERAPY (11)

The minimal entry-level degree for practice as an Occupational Therapist is a clinical master's degree in Occupational Therapy. The Concentration in Occupational Therapy is designed to prepare students for graduate study in Occupational Therapy. The concentration is not a major, and all students completing the concentration must also complete the requirements of a major prior to graduation. A student may complete any major while also completing the concentration. Many students interested in Occupational Therapy have majored in Biology, Human Services and Rehabilitation Studies, or Psychology, and many of the courses required for the concentration are also required for completion of these majors.

Required Courses

HRS 125	Professional Orientation to Physical and Occupational Therapy (Spring)
HRS 345	Occupational Therapy: Occupation, Theory, Intervention and Assessment Across the Lifespan (Fall)
BIO 160	Concepts in Biology (Fall/Spring)
BIO 240	Mammalian Anatomy (Fall)
BIO 370	General Physiology (Spring)
PSY 101	General Psychology (Fall/Spring)
PSY 216	Abnormal Psychology (Fall/Spring)
HRS 121	Human Development and Disability (Fall/Spring)
OR	
SOC 121	Principles of Sociology
ANT 131	Cultural Anthropology
PSY 224	Statistics (Fall/Spring)

One of the two HRS courses listed below:

HRS 490	Internship in Human Services and Rehabilitation Studies (if HSRS Major–12 Credits)
HRS 400	Human Services and Rehabilitation Studies (if Non HSRS Major–3 credits)

Recommended (but not required): Some programs may require a course in Neuroscience, Kinesiology and/or Neuroanatomy with a focus on the Central and Peripheral Nervous System.

First semester freshman who want to complete the concentration should enroll in BIO 160 and HRS 125. First-year students should also consult with the Health Professions Advisor, Dr. Steven Theroux, or Human Services and Rehabilitation Studies Advisor, Dr. Robert Caron at the beginning of the fall semester to plan out the remainder of their course of study.

A significant number of hours (as many as 1,000) in fieldwork related to health care may be required for admission to some OT programs. The internship experience required for our program may not provide all of the hours needed to satisfy this requirement. Additional experience can be gained by volunteer work or by acquiring a paid position as a rehabilitation aide. It may also be possible to obtain additional fieldwork experience by completing additional internships within the major.

It is also important to note that some graduate programs have atypical course requirements. Students who are considering applying to graduate school for Occupational Therapy should review the admission requirements of the schools they plan to apply to by the beginning of their junior year in order to be certain they will have time to complete all of the necessary coursework before graduation.

CONCENTRATION IN PHYSICAL THERAPY (16)

The minimal entry-level degree for practice as a Physical Therapist is a clinical doctoral degree in the Physical Therapy. The Concentration in Physical Therapy is designed to prepare students for graduate study in Physical Therapy. The concentration is not a major, and all students completing the concentration must also complete the requirements of a major prior to graduation. A student may complete any major while also completing the concentration. Many students interested in Physical Therapy have majored in Biology, Human Services and Rehabilitation Studies, or Psychology, and many of the courses required for the concentration are also required for completion of these majors.

Required Courses:

HRS 125	Professional Orientation to Physical and Occupational Therapy (Spring)
BIO 160	Concepts in Biology (Fall/Spring)
BIO 240	Anatomy (Fall)
BIO 370	General Physiology (Spring)
CHE 131	General Chemistry I (Fall)
CHE 132	General Chemistry II (Spring)
PHY 201	General Physics (Fall)
PHY 202	General Physics (Spring)
BIO/HRS 390	Exercise Physiology (Fall)
PSY 101	General Psychology (Fall/Spring)
PSY 216	Abnormal Psychology (Fall/Spring)
PSY 290	Psychology of Development (Fall/Spring)
SOC 121	Principles of Sociology (Fall/Spring)

One of the two HRS courses listed below:

HRS 490	Internship in Human Services and Rehabilitation Studies (if HSRS Major–12 Credits)
HRS 400	Human Services and Rehabilitation Studies (if Non-HSRS Major–3 credits)

One of the following statistics courses:

PSY 224	Statistics
ECO 115	Statistics

One of the following math courses:

MAT 114	Elementary Functions
MAT 117	Calculus I

Recommended (but not required)

BIO 415	Principles of Neuroscience
PSY 251	Introduction to Brain and Behavior

First semester freshman who want to complete the concentration should enroll in BIO 160, CHE 131, HRS 125, and the appropriate math course (i.e., MAT 114 or MAT 117). First-year students should also consult with the Health Professions Advisor, Dr. Steven Theroux, or Human Services and Rehabilitation Studies Advisor, Dr. Robert Caron at the beginning of the fall semester to plan out the remainder of their course of study.

A significant number of hours (as many as 1,000) in fieldwork related to health care may be required for admission to some PT programs. The internship experience required for our program may not provide all of the hours needed to satisfy this requirement. Additional experience can be gained by volunteer work or by acquiring a paid position as a rehabilitation aide. It may also be possible to obtain additional fieldwork experience by completing additional internships within the major.

It is also important to note that some graduate programs have atypical course requirements. Students who are considering applying to graduate school for Physical Therapy should review the admission requirements of the schools they plan to apply to by the beginning of their junior year in order to be certain they will have time to complete all of the necessary coursework before graduation.

A NOTE ON PRE-LAW: The American Bar Association confirms that majors and minors across the curriculum, combined with a strong liberal education, provide excellent preparation for law school. Assumption's Pre-Law Program provides personalized advising, co-curricular activities, and development opportunities for all students considering law school. See the "Pre-Law" section under "Pre-Professional Programs of Study." Above all, students considering law school should choose a major that interests them, pursue academic excellence in that field, and contact the pre-law advising coordinator, Prof. Carl Keyes at ckeyes@assumption.edu.

COURSE DESCRIPTIONS

PSYCHOLOGY (PSY)

PSY 101 GENERAL PSYCHOLOGY

In this introduction to psychology, students learn the language, methods, theoretical perspectives, and research of the discipline. This course introduces students to a range of topics within psychology, such as the biological and social bases of behavior, as well as basic principles of perception, learning, and motivation. This course counts as a social science in the Core Curriculum requirements. (Fall, Spring) Staff/Three credits

PSY 210 SOCIAL PSYCHOLOGY

This course will examine theoretical and empirical contributions in the field of social psychology. Specific topics to be covered include social perception; social cognition; attitudes; theories of self; interpersonal relations; group processes; aggression; pro-social behavior; and how social psychology can be applied to everyday life. This course counts as a social science in the Core Curriculum requirements. (Fall, Spring) Parmley/Three credits

PSY 216 ABNORMAL PSYCHOLOGY

This course provides students with a detailed description and analysis of the forms of behavior seen as abnormal in our contemporary culture. Research relevant to and theoretical perspectives on these disorders are presented. Throughout the course students are asked to consider the implications of being labeled abnormal and to apply their knowledge to individual cases. (Fall, Spring) Cirillo, Volungis/Three credits

PSY 217 PSYCHOLOGY OF WOMEN

This course will acquaint students with the unique experiences and challenges faced by women and girls as they move through the complex process of psychological development. Questions of gender identity, socialization, sex-role stereotyping, and self-image will be among the topics discussed. In addition, many of the important roles filled by women throughout the lifespan will be addressed, along with circumstances, such as poverty and domestic violence that undermine the well-being of women in American society. Primary source material as well as textbook readings will be required along with class presentations, reflective essays, and a biography analysis project, among other assignments. (Spring) Staff / Three credits

PSY 220 INTERPERSONAL COMMUNICATION

This course introduces students to basic theoretical issues, research findings, and practical strategies in the field of

interpersonal communication. The course examines the processes through which people collaboratively construct shared understandings in conversation, including discussion of how ideas about the self are shaped and expressed in dialogue with others. Through readings, discussion, and exercises, the class will work toward an understanding of how effective communication patterns, as well as problematic patterns, arise in the course of person-to-person interaction. (Fall, Spring)

Parmley/*Three credits*

PSY 224 STATISTICS

This course is an introduction to statistical methods used in behavioral research. The course will cover both inferential and descriptive statistics, with an emphasis on the conceptual understanding of how to use statistics to summarize and evaluate information. This course counts as a second Math course in the Core curriculum. (Fall, Spring)

Parmley, Zhang/*Three credits*

PSY 225W RESEARCH METHODS IN PSYCHOLOGY

The purpose of this course is to explore the logic and methods used in psychological research (e.g., control, measurement, correlation, and experimental design) as well as the practical (e.g., developing hypotheses, presenting findings in a written format) and ethical concerns involved in conducting empirical studies. Prerequisite: PSY 101 and PSY224 Statistics. (Fall, Spring)

Gordon, Fitzpatrick/*Three credits*

PSY 240 PSYCHOLOGY OF PERSONALITY

The course surveys several important theories of personality with the goal of helping students explain human behavior from a variety of perspectives. Historically significant theories, as well as recent interpretations of personality formation and dynamics, will be presented. (Fall, Spring)

Zhang/*Three credits*

PSY 250 PERCEPTION

The main purpose of this course is to gain an appreciation of the importance of our sensory and perceptual systems in making us uniquely psychological beings. Throughout the semester, we will explore what it means to gain a scientific understanding of these systems. We will consider a number of different perspectives for addressing these issues regarding perceptual processes, as well as different methods and procedures for testing sensory responses and perceptual experiences. Students will actively be involved in participating in computer-based experiments, perceptual simulations, and internet assignments. In addition, time will be spent reading and discussing articles to illustrate the everyday importance of our perceptual systems. Sensory disorders and deficits such as hearing loss, loss of proprioception, phantom limbs, and visual agnosia will be discussed. Prerequisite: PSY 101. (Fall)

Fitzpatrick/*Three credits*

PSY 251 INTRODUCTION TO BRAIN AND BEHAVIOR

In this course, stress is placed on determining the contributions and limitations of Introduction to Brain and Behavior in understanding behaviors, such as perception and thinking, psychosomatic disorders, learning, and emotion. Prerequisite: PSY 101. This course fulfills the Core Requirement for a science without a lab. (Fall)

Cavanagh/*Three*

PSY 252 COGNITIVE PSYCHOLOGY

The purpose of this course is to give each student an opportunity to consider what it means to have knowledge and to explore how it is possible to have a scientific understanding of what it means to think. We will discuss a number of historical and contemporary theories of how we acquire, store, and use information about the world. The importance and relevance of these ideas will be explored by studying their application in diverse fields, such as artificial intelligence, law, neuroscience, health, and aging. Prerequisite: PSY 101. (Spring)

Gordon/*Three credits*

PSY 253 PSYCHOLOGY OF LEARNING

The purpose of this course is to provide students with a grounding in important principles of learning, such as conditioning, extinction, generalization, and discrimination. The behavioral approach of B.F. Skinner is predominant throughout the course, although the concepts of important learning theorists such as Thorndike, Tolman, and Hull are also presented. In addition, the philosophical underpinnings of a learning-based model of human behavior and the complex questions of freedom and determinism raised by modern behaviorism are addressed in the course. Prerequisite: PSY 101. (Fall, Spring)

Lionello-Denolf/*Three credits*

PSY 281 PSYCHOLOGY OF ADOLESCENCE AND MATURITY

The course will examine a wide range of issues in adolescence, such as historical perspectives on adolescence; biological changes; cognitive development; parenting styles and family dynamics; moral development; drug abuse; and psychological disorders of adolescence. The issues will be illustrated and further developed through the use of several case studies. (Fall, Spring)

Staff/*Three credits*

PSY 285 WOMEN'S STUDIES I: IMAGES

This course is an introduction to the study of women. The course will develop a coherent, integrated view of women and their roles; emphasize the full range of contributions of and the limited opportunities for women; examine and appraise the experiences of women; and critically examine the thinking about women at various times and from various perspectives. The basic approach is

interdisciplinary, and the concentration of the course is on women in North America from the 19th century to the present. This is the same course as HIS 285, and SOC 285. This course counts as a social science in the Core Curriculum requirements. (Fall, Spring)
Staff/Three credits

PSY 286 ORGANIZATIONAL AND INDUSTRIAL PSYCHOLOGY

This course undertakes a survey of current theory and practice in the field of industrial psychology. Topics covered include personnel issues, leadership, motivation and satisfaction, and communications. Emphasis will be placed on the person in the work environment at all levels. (Spring)
Staff/Three credits

PSY 290 PSYCHOLOGY OF DEVELOPMENT: INFANCY AND CHILDHOOD

This course examines human growth and development during infancy and childhood. Emphasis is placed on the relationship between theory, research, and the application of knowledge in child development. Different theoretical perspectives (psychoanalytic, behavioral, cognitive-developmental); current research on selected topics (e.g., day care, cross-cultural differences in child rearing); and ways to encourage optimal growth in children at home, with friends, and at school are reviewed. This course counts as a social science in the Core Curriculum requirements. (Fall, Spring)
Kalpidou/Three credits

PSY 295 PSYCHOLOGY OF DEVIANCE

This course is concerned with a critical analysis of the meaning of deviance. It examines socially undesirable deviance; for example, mental disorder, white-collar crime, crime in the streets, and juvenile delinquency, as well as social innovation. The theories and research considered will focus on the process whereby an individual in our culture acquires and adjusts to a deviant status, as well as how society defines and reacts to deviance. (Fall, Spring)
Staff/Three credits

PSY 301 INTERNSHIP IN PSYCHOLOGY

This course is designed to give students exposure to the many roles psychologists currently play in the community. Students are expected to spend 8 to 10 hours per week working in a clinical or research setting off-campus for 13 weeks. This translates into 100 hours of placement time. It is important to have one full day or two half days available to complete the field-based component of the course. In addition, students are required to attend a weekly seminar. Students have to secure their own internships prior to the start of the semester. Prerequisites: Limited to Junior and Senior Psychology majors and minors. Prerequisite: PSY 101. (Spring)
Kuersten-Hogan/Three credits

PSY 330 POSITIVE PSYCHOLOGY: PSYCHOLOGY OF WELL-BEING

This course explores contemporary research in positive psychology, neuroscience, and psychology of religion on how spirituality (mindfulness, meditation, religion), and positive emotions, activities, and traits impact well-being. This course invites students to understand factors that allow an individual to thrive and lead a meaningful and fulfilling life. Students will read both science and non-science sources to understand the neuroscience that lends empirical validation to our understanding of what constitutes a "good life". Students will also participate in experiential exercises to apply course concepts to their own lives, develop knowledge to live well, and contribute to their communities. This course helps students integrate knowledge across specializations in psychology (positive psychology, psychology of religion, neuroscience) as well as across disciplines (e.g., philosophy and theology). Students will be challenged to think about how the claims of faith can be integrated with and/or compared to science as they explore the complementarity of faith and reason. (Spring)
Fitzpatrick/Three credits

PSY 335 MOTIVATION AND EMOTION

This course will examine theoretical and empirical contributions to the understanding of human motivation and emotion. Specific topics to be covered include the psychological bases of motivation and emotion; the motivational-emotional bases of sex and aggression; the development of emotion regulation; the communication of emotion; and the social and cognitive influences on motivation and emotion. Prerequisite: PSY 101. (Fall, Spring)
Cavanagh/Three credits

PSY 386 PSYCHOLOGY OF AGING

This course is aimed at giving undergraduate students an exposure to the multiple facets of the aging experience within a lifespan developmental perspective. While an overview of the basic research on biological, psychological, and social aspects of aging will be presented, this course will attempt an integration of the material through an exploration of the salient issues faced by the individual elderly person and a society dealing with an increasingly aged population. (Spring)
Staff/Three credits

PSY 390 RESEARCH SEMINAR

This seminar is a continuation of PSY 225 focusing on more advanced problems of research design and analysis. Students are required to design and conduct a research project during the course of the semester. (Senior and Junior Psychology majors) Prerequisite: PSY 225, 265. (Fall, Spring)
Fitzpatrick, Kalpidou, Parmley, Zhang/Three credits

PSY 399 INDEPENDENT STUDY

Open to qualified Junior and Senior Psychology majors with permission of the instructor, the Chairperson, and the Dean of Studies. (Fall, Spring)
Staff/One to Three credits

PSY 401 SENIOR SEMINAR (Seminar course)

This course is designed to offer the student an opportunity to integrate concepts introduced in previous psychology courses and to examine one psychological issue in depth. The course format will vary with instructors. Prerequisite: Senior and Junior Psychology majors. (Spring)
Staff/Three credits

PSY 402 SOCIAL, COGNITIVE, AND AFFECTIVE NEUROSCIENCE (Seminar Course)

This upper-level seminar course will lead students to understand and critique contemporary peer-reviewed research in the fields of social, cognitive, and affective neuroscience. After a brief review of brain anatomy and technologies used to study the live human brain, we will critically examine a number of representative research articles in the aforementioned domains. Topics of interest will include the neural substrates of consciousness, prejudice, language, emotion, and psychopathology. Prerequisite: PSY351 Introduction to Brain and Behavior, or permission of instructor. (Spring)
Cavanagh/T

PSY 408 FAMILY PSYCHOLOGY (Seminar Course)

This course will provide students with an understanding of normal family functioning including family interaction and communication patterns and normative family life cycle transitions. Students are introduced to various theoretical frameworks used to conceptualize family functioning, including family systems theory. Furthermore, the role of gender, culture, and ethnicity in families is examined. Students are familiarized with research methods and coding systems utilized in family research and will have the opportunity practice analyzing family interaction patterns portrayed in case examples. Students are also guided through interpretations of research reports published in family psychology journals. While the main focus in this class is on characteristics of normative family functioning, students will receive a brief introduction to the dynamics of families afflicted with mental illness and receive an overview of different family therapy models. This seminar-style course heavily emphasizes class discussions of theoretical and empirical literature in family psychology as well as discussions of videotaped examples of family interaction patterns. In addition, classes involve student presentations, lectures, and hands-on learning activities designed to illustrate principles of family dynamics. Prerequisites: PSY 190, PSY 116 (Fall, Alternate Years)
Kuersten-Hogan/Three credits

PSY 409 COMMON PROBLEMS IN CHILDHOOD (Seminar Course)

Parents and child practitioners often encounter children's problems that may not necessarily reflect psychopathology. This course is an in-depth study of the challenges that children face, the guidelines for determining when a behavior is a cause of concern, and how problems can be addressed. Students will explore the psychological, biological, and social roots of difficult phases of development such as difficulty to grow, bed-wetting, problems with sleeping and eating, common anxiety problems and fears, bad habits, and problems in self-regulation and social behavior. Prerequisite: PSY 190 (Spring)
Kalpidou/Three credits

PSY 410 STEREOTYPES AND PREJUDICE (Seminar Course)

This course will examine the current theories and methodologies focused on understanding stereotyping, prejudice, and discrimination. The origins of stereotypes and prejudicial attitudes, and how affective, motivational, and cognitive processes might be involved will be discussed. To explore these issues, the course will examine how stereotypes are assessed, discuss the strengths and weaknesses of different approaches, and present a multi-method approach for assessing stereotypes and prejudice. Topics in the course include: reasons for the persistence and prevalence of stereotypes and prejudice, understanding psychological processes underlying prejudice directed toward a variety of social groups, and possible ways to change group stereotypes or reduce prejudice. Finally, psychology's current understanding of why people use and apply stereotypes in their everyday behavior and thinking will be investigated. Prerequisite: PSY 210 (Spring)
Parmley/Three credits

PSY 416 ABNORMAL CHILD AND ADOLESCENT PSYCHOLOGY (Seminar Course)

This course will provide an understanding of various forms of psychopathology in children and adolescents. It is intended as an overview of the taxonomy of childhood disorders with many videotaped examples of different disorders to help apply knowledge to actual cases. Different theoretical models used to explain how psychopathology develops in children will be presented and the role of home and school environment, child gender, ethnicity, culture, and socioeconomic status will be explored. In addition to learning about the characteristics of various psychological disorders in youngsters, a review of the research into the causes and outcomes of mental disorders in children and adolescents will be explored. Finally, special challenges in diagnosis, assessment, and treatment of psychological disorders in children are highlighted. This seminar-style course includes lectures but heavily emphasizes class

discussions, student presentations, and case studies. Prerequisites: PSY 116, PSY 190 (Fall, Alternate Years) Kuersten-Hogan/*Three credits*

PSY 425 CLINICAL PSYCHOLOGY (Seminar Course)

This course is a consideration of the history, problems, and techniques of clinical psychology. Research and theoretical issues related to clinical assessment and different methods of psychotherapy are examined. Prerequisite: PSY 101, PSY 116. (Fall, Spring)
Cirillo/*Three credits*

APPLIED BEHAVIOR ANALYSIS (ABA)

ABA 340 APPLIED BEHAVIOR ANALYSIS: SKILL ACQUISITION

This is an advanced course in applied behavior analysis for students interested in learning fundamental skill acquisition procedures. The course focuses on assessment of behavioral deficits and procedures for increasing a variety of self-care, communication, academic, and social skills. There will be a focus on identifying pivotal skills to teach and prioritizing teaching goals. Students will learn to identify and implement behavioral interventions to promote positive behaviors related to reinforcement, motivation, and stimulus control. In addition, interventions based on token economies, behavioral contracts, and group contingencies will be examined. There will be an emphasis on application of behavioral interventions across multiple domains, including autism and other developmental disorders, intellectual disability, education, health, and other areas. Value: 3 credits. Prerequisites: HRS 331 or PSY 353 or permission of the ABA Program Director.

ABA 350 APPLIED BEHAVIOR ANALYSIS: EVIDENCE-BASED INTERVENTIONS

This is an advanced course intended for students pursuing a minor in applied behavior analysis. The course focuses on the delivery of evidence-based behavior-analytic procedures. Students will explore what it means to say that an intervention is “behavior analytic” and “evidence based.” There will be an emphasis on application of interventions based on behavioral principles across multiple domains, including autism and other developmental disorders, intellectual disability, education, health, and other areas. Students will learn to identify and implement behavioral interventions related to reinforcement, motivation, stimulus control, extinction, punishment, and verbal behavior. In addition, students will learn how to evaluate the effectiveness of an intervention

based on visual data analysis and experimental design. Value: 3 credits. Prerequisites: HRS 331 or PSY 353 or permission of the ABA Program Director.

ABA 360 APPLIED BEHAVIOR ANALYSIS: THE PROFESSIONAL COMPLIANCE CODE

This is a one-credit course intended for students pursuing a minor in applied behavior analysis. In this course, students will be introduced to the BACB Compliance Code. This course will provide students with an understanding of legal, professional, and ethical issues in the delivery of behavior-analytic services and the practice of behavior-analytic research. A variety of common dilemmas involving assessing behavior, selecting treatment protocols, evaluating behavior change, collaborating with other professionals, and relationships with clients will be presented and students will learn to identify the relevant aspects of the compliance code. Students will learn how to develop solutions to dilemmas and will practice implementing their solutions in interactive exercises. Finally, professional behavior related to behavior-analytic service delivery will be discussed. Value: 1 credits. Prerequisites: ABA 340 or ABA 350 or permission of the ABA Program Director.

ABA 450 APPLIED BEHAVIOR ANALYSIS: IMPLICATIONS FOR PRACTICE

This is an advanced course intended for students pursuing a minor in applied behavior analysis and includes a required community service learning component. In this course, students will focus on the implementation, management, and supervision of behavioral services across a variety of settings. Students will learn methods of case management, monitoring program efficiency, and staff training. In addition, students will explore the Professional and Ethical Compliance Code for Behavior Analysts and will practice solving common ethical problems that occur during service delivery. Students will learn of current certification and licensure standards as well as graduate training and career options. Finally, students will gain real-world experience with behavior-analytic service delivery via the community service learning component. This experience will enable students to integrate knowledge learned across the applied behavior analysis curriculum and give them the opportunity see first-hand the positive effect behavioral intervention can have in the lives of clients. Value: 3 credits. Prerequisites: ABA 350 or permission of the ABA Program Director.

Associate Professors: Alison Cares (chairperson), Steven Farough; *Assistant Professors:* Robert Biggert, Angela Kaufman-Parks, Francis Prior; *Lecturers:* Richard Gendron, Rachael Pesta.

MISSION STATEMENT

The Department of Sociology and Criminology seeks to educate students about the richness and diversity of social life and prepare them for professional careers.

Department faculty offer students opportunities to cultivate the development of sociological and criminological perspectives, which link the individual to history, society and culture. We accomplish this through a variety of pedagogical practices both inside and outside of the classroom, enhancing critical intelligence (independent thinking), fostering compassionate service, and encouraging students to become informed, deliberative and engaged citizens.

Drawing on the theoretical and analytical tools of sociology and criminology, students are taught to use the results of empirical investigation to look under the surface of social phenomena and to probe the taken-for-granted social world in which they live. Developing the requisite skills to accomplish this also prepares students to compete successfully in the 21st century global economy where critical thinking, writing, and oral communication are at a premium.

The Department of Sociology and Criminology contributes to a liberal arts education within the context of Catholic intellectual traditions by encouraging self-discovery and promoting social justice. The department educates students to understand their world and encourages them to work for social change.

LEARNING GOALS:

The Department of Sociology and Criminology has identified the following specific learning goals for our students:

- 1) To develop an understanding of sociological and criminological approaches to analyzing and addressing the complex interactions between individuals and societal, historical and cultural forces;
- 2) To appreciate the diverse ways of being human and understand the need for multicultural awareness;
- 3) To better understand how social inequality is based upon divisions of class, race, ethnicity, gender, age and sexual orientation;
- 4) To gain awareness of how concerns for social justice guide movements and policies for social change;
- 5) To develop critical thinking skills, and to acquire the written and oral communication skills necessary for successful careers and post-graduate education;

6) To gain specific competencies in theory, research methodology and analysis;

7) To engage in learning outside the classroom through community service learning and internship opportunities and extracurricular activities such as lectures, workshops, and “teach-ins.”

MAJOR IN SOCIOLOGY (12)

The Major in Sociology engages students in critical analyses of social structures, social interactions, and the linkages between the two. Through courses and extracurricular activities, department faculty provide students with ways to think critically about their world, their society, and themselves. Students acquire new and different ways of looking at the human community, including: an appreciation of the social patterning of behavior; an understanding of the development of communities; an awareness of the functions and dysfunctions of societal institutions; and a deeper comprehension of the diverse ways of being human. Building off of the foundations of the discipline, the Major emphasizes what is known as “public sociology,” the use of sociological analysis to contribute to the greater public good. The emphasis of public sociology links sociological analysis to change agents in society, whether that be in social policy, social service organizations, or work in the nonprofit world and private enterprise. Public sociology demonstrates how sociology leads to meaningful careers and active participation in our social order.

The emphasis on public sociology seeks to contribute to the liberal arts experience by encouraging the discovery of one’s self and one’s relationship to others. The program is designed to allow students to explore sociological contributions to understanding social change and to solving social problems. A wide variety of internships opportunities are available to students. Through these internship placements and the department’s course offerings, students may discover a variety of options for future careers. A major in Sociology prepares students for graduate study in the field of Sociology, as well as for graduate study in related fields such as social work, urban planning and policy analysis, gerontology, education, law, journalism, and criminal justice. The Sociology major also provides an important background for a wide range of occupations in which knowledge of human behavior, social relationships, and institutional practices is important.

In acquiring competencies in the methodological and theoretical approaches of Sociology, students have the opportunity to explore human relations in their most fundamental as well as their broadest scope, from the dynamic intimacy of small groups to the structures of entire societies.

Required Courses (6)

- SOC 121 Principles of Sociology
- SOC 250 Public Sociology
- SOC 300 Statistics
- SOC 350 Sociological Theory
- SOC 465 Sociological Research Methods
- SOC 475 Senior Seminar

Elective Courses (6)

Six elective courses in Sociology. These six courses must include three courses from the Structural and Cultural Factors area, two from the Deviance/Law & Society area, and one elective of the student's choosing from either content area. CRM 365 Internship I may count as one elective toward the Sociology major.

Structural and Cultural Factors

- ANT 131 Cultural Anthropology
- SOC 108 World Population Issues
- SOC 122 Social Problems
- SOC 206 The Sociology of Urban Life
- SOC 216 Racial and Ethnic Relations
- SOC 218 Social Movements
- SOC 223 The Family in Society
- SOC 224 Gender Issues in Society
- SOC 225 Literature of Social Responsibility
- SOC 232 Social Inequality in Society
- SOC 234 Social Policy
- WMS 285 Women's Studies I: Images
- SOC 315 Masculinities
- CRM 365 Internship Seminar I
- WMS 385 Women of the World

Deviance/Law & Society

- CRM 130 Introduction to the Criminal Justice System
- CRM 242 Criminology
- CRM 243 Juvenile Delinquency
- CRM 272 Deviant Behavior
- CRM 275 Sociology of Law
- CRM 325 Victimology
- CRM 333 Prisoner Rehabilitation and Reentry

Suggested Sequence:

- First Year Fall, Principles of Sociology
- First Year Spring, Elective or Public Sociology
- Sophomore Fall, elective
- Sophomore Spring, Public Sociology or elective
- Junior Fall, Sociological Theory and two electives
- Junior Spring, Sociological Research Methods and one elective
- Senior Year Fall, Senior Seminar and Statistics
- Senior Year Spring, elective

ADVISING

Upon selecting Sociology as a major program of study, the student will review her or his academic progress with the Departmental Chairperson. At this time, the student will select an advisor from the department who will help the student develop a program in the major. Because the electives must be taken from different content areas within the discipline, we strongly recommend a departmental advisor who can help guide the student. Departmental advisors can also help students who wish to concentrate within the discipline of sociology.

MAJOR IN CRIMINOLOGY (13)

The major in Criminology is anchored in the discipline of sociology. Consequently, it provides students with a theoretically sophisticated understanding of crime as a social phenomenon, both regarding its causes and its consequences for society. Coursework in the major encompasses the study of how laws are made (the sociology of law), why some people break those laws (theories of crime), and the societal reaction to law-breaking behavior by the criminal justice system (the field of penology). Students who major in Criminology gain both a broad and deep understanding of the history of the field of criminology as an academic discipline; exposure to the theories of legal creation; knowledge of the sociological, biological, and psychological theories that offer explanations for why people engage in criminal behavior; and an appreciation of how the criminal justice system operates — from the time of arrest by the police, through formal processing by the courts, and extending to sanctioning (incarceration and supervision).

As a social science with its roots in sociology, the Criminology major is based on the same core requirements as the sociology major. As a result of this disciplinary grounding in sociology, the Criminology major emphasizes the central importance of students gaining proficiency in social science research methods and sociological theories. Students who major in Criminology design, execute, and present a senior research project relevant to the field in the required two-semester Internship Seminar, taken in the senior year. In addition, the required Internship Seminar provides opportunities for experiential learning in agencies and organizations within the criminal justice system or closely allied professions (e.g., victim services agencies).

Students who complete the major in Criminology are prepared for graduate study in criminology, criminal justice, related social sciences, and the law. Should graduates aspire to more immediate employment opportunities, the Criminology major prepares them for careers in law enforcement, institutional corrections, probation and parole, in social and human service agencies that deal with crime victims, or in a number of diversion

and treatment programs that are designed to provide alternatives to incarceration, especially for juvenile offenders.

Required Courses (8)

SOC 121 Principles of Sociology
CRM 130 Introduction to the Criminal Justice System
CRM 242 Criminology
CRM 272 Deviant Behavior
SOC 300 Statistics
CRM 365 Internship I
CRM 366 Internship II
SOC 465 Sociological Research Methods

Elective Courses (5)

Choose two from Law and Society and three from Structural Factors.

Law and Society (2)

CRM 243 Juvenile Delinquency
CRM 275 Sociology of Law
CRM 325 Victimology
CRM 333 Prisoner Rehabilitation and Reentry
POL 316 Constitutional Law

Structural Factors (3)

SOC 206 The Sociology of Urban Life
SOC 216 Racial and Ethnic Relations
SOC 224 Gender Issues in Society
SOC 232 Social Inequality in Society
SOC 234 Social Policy
SOC 315 Masculinities

Suggested Sequence:

Freshman and Sophomore Years

Principles of Sociology
Criminology
Introduction to Criminal Justice System
Elective

Junior Year, Fall, two electives

Junior Year, Spring, Sociological Research Methods, Deviance, and elective

Senior Year, Fall, Statistics and Internship I

Senior Year, Spring, Internship II, and elective

Students may double major in Sociology and Criminology. Students interested in a double major should consult with a departmental advisor, or the Department Chair about the requirements.

MINOR IN SOCIOLOGY (6)

Students who wish to minor in Sociology will be required to take 18 credits in the field. These must include Principles of Sociology (SOC 121) and Sociological Theory (SOC 350). Cultural Anthropology (ANT 131) is the only Anthropology course that may be counted toward the Sociology Minor. Students majoring in Psychology, Human Services and Rehabilitation Studies, History, Political Science, Economics, Spanish, pre-medicine, and Global Studies may find such a minor particularly useful.

A NOTE ON PRE-LAW The American Bar Association confirms that majors and minors across the curriculum, combined with a strong liberal education, provide excellent preparation for law school. Assumption's Pre-Law Program provides personalized advising, co-curricular activities, and development opportunities for all students considering law school. See the "Pre-Law" section under "Pre-Professional Programs of Study." Above all, students considering law school should choose a major that interests them, pursue academic excellence in that field, and contact the pre-law advising coordinator, Prof. Carl Keyes, Department of History, ckeyes@assumption.edu or 508 767-7324.

COURSE DESCRIPTIONS

CRIMINOLOGY (CRM)

CRM 130 INTRODUCTION TO THE CRIMINAL JUSTICE SYSTEM

This survey level course introduces students to the purpose, structure, and function of the criminal justice system, which represents the government's official response to crime. Students will learn about the role of the various aspects of the criminal justice system (i.e., law enforcement, courts, and corrections) in responding to and controlling crime. A significant focus of the class will be on critical analysis of criminal justice policy and programs, such as mandatory minimum sentences for drug offenses, New York City's stop and frisk campaign, sex offender residency restrictions, mandatory arrest laws for domestic violence, day reporting centers for probationers and parolees, and victimless prosecution of domestic violence cases. The course will also force students to consider the challenges facing the criminal justice system, including an aging prison population, the impact of incarceration on families and communities, the pressure to efficiently process high caseloads, and protecting personal liberties while keeping citizens safe. Kaufman-Parks/Three credits

CRM 242 CRIMINOLOGY

The course examines the patterns, causes, and consequences of crime, and the ways in which the criminal justice system attempts to deal with the crime problem in

the United States. Specific substantive topics will include analyses of how laws are created; theories of crime causation; penology; the relationship between crime/criminal justice and social class, race/ethnicity and gender; fear of crime; the social construction of crime in the media; the growth of the prison system; and an assessment of the efficacy of alternative “crime-fighting” strategies, such as community policing. Required for the Criminology major. Cares, Prior/*Three credits*

CRM 243 JUVENILE DELINQUENCY

This course examines the history of “juvenile delinquency” as a societal category and as a social problem. While the main focus is on competing theories of delinquent behavior and the relative effectiveness of various policy responses to juvenile crime, the course will also focus extensively on media portrayals of juvenile criminals and the broader topic of the social construction of the juvenile crime problem. Specific topics include: decriminalization; deinstitutionalization; court diversion; radical nonintervention; community arbitration; and community-based corrections.

Kaufman-Parks/*Three credits*

CRM 255 SELECTED TOPICS IN CRIMINOLOGY

This course will permit the study of a selected topic within Criminology. The topic may change each time the course is offered.

Staff/*Three credits*

CRM 272 DEVIANT BEHAVIOR

This course examines how particular acts, beliefs, and conditions come to be defined as deviant; who confers the label of “deviant” upon whom; and how a deviant identity is managed by those persons successfully labeled “deviant.” The main theoretical approach employed in this course, social constructionism, argues that deviant behavior cannot be understood in isolation from differentials in social power that permit some groups in society to define their lifestyles, beliefs, and status as superior and preferred. Specific topics to be covered include crime and delinquency; mental illness; drug and alcohol addiction; “alternative” lifestyles; the social organization of deviant subcultures; and elite deviance (white-collar crime). Required for the Criminology major.

Gendron/*Three credits*

CRM 275 SOCIOLOGY OF LAW

This course examines the interrelationship between law and society by focusing on the “law in action” versus the law “on the books.” It will offer a broad introduction to the law as a social institution, and it will analyze how the law shapes the form and function of other key social institutions such as the family, the economy, and the state (politics). Specific substantive topics to be covered include: theories of legal creation; types of legal systems; theories of social control

and punishment; how laws are used to effect social change (the controversy over “judicial activism”); how racial and class inequalities in society affect the creation and administration of law; and how the work of key theorists in the discipline of sociology (primarily Marx, Weber, and Durkheim) have contributed to the field. There will be less emphasis on the content of law (i.e., legal doctrine and case law) than on the study of how laws represent and shape core societal values.

Gendron/*Three credits*

CRM 325 VICTIMOLOGY

This course is designed to provide students with an understanding of the complexity of criminal victimization from multiple perspectives: the victim’s, society’s, and the criminal justice and other response system’s. The course begins by exploring the nature and extent of the problem. Then, it moves on to explore theoretical frameworks used to explain criminal victimization. Next, it examines the consequences of victimization for victims, their loved ones, and society at large. The course concludes with a selection of special topics.

Cares/*Three credits*

CRM 333 PRISONER REHABILITATION AND REENTRY

This course combines classroom and experiential community learning to examine prisoner rehabilitation and reentry programs in the United States. Students will gain an understanding of the reasons for and against prisoner rehabilitation, the various types of rehabilitation services which may be offered, and how rehabilitation and reentry programs have an effect on continuing crime rates in the country. This course also entails a critical analysis of how the availability of rehabilitation programs impacts families, communities, and the safety of society overall. Students should be at least sophomore standing.

Kaufman-Parks/*Three credits*

CRM 365 INTERNSHIP SEMINAR I: CRIMINOLOGISTS AT WORK

This seminar provides interns with the opportunity to examine the internship experience along with other student interns. Students also examine related issues: social policy development; program planning, evaluation, and research; the social scientist’s responsibilities for the use of her or his research; the political role of the social scientist; the “value-free” debate among social scientists; applied versus pure sociology; the role of the social scientist within private and public organizations; management of human service agencies; and career options for social scientists. (Fall)

Prior/*Three credits*

CRM 366 INTERNSHIP SEMINAR II: CRIMINOLOGISTS AT WORK

This seminar provides interns with the opportunity to examine the internship experience along with other student

interns. Students also examine related issues: social policy development; program planning, evaluation, and research; the social scientist's responsibilities for the use of her or his research; the political role of the social scientist; the "value-free" debate among social scientists; applied versus pure sociology; the role of the social scientist within private and public organizations; management of human service agencies; and career options for social scientists. Prerequisite: CRM365. (Spring)

Cares/Three credits

SOCIOLOGY (SOC)

SOC 108 WORLD POPULATION ISSUES

Lecture and open discussion of population problems throughout the world today. Topics will include statistical processes, world food production and standards, medical assistance, economic issues, and physical/human responses to population pressures and changes. Same as GEO 108.

Hickey/Three credits

SOC 121 PRINCIPLES OF SOCIOLOGY

This course consists of an introduction to how the academic discipline of sociology studies the social world and how it can be used outside of higher education to raise awareness about public issues, inform social policy, and be used in a range of occupations. The student will become acquainted with the approaches, methods, and findings of contemporary sociology and the ongoing process of understanding social interaction, groups, problems, and sociocultural systems. Topics covered may include socialization, social inequality, deviance, the corporation and occupational roles, the community, interrelationships, change of institutions, and other related subjects. This course counts in the Core Curriculum as a social science in either Scientific and Quantitative Reasoning or Person and Society.

Staff/Three credits

SOC 122 SOCIAL PROBLEMS

This course is an introduction to the discipline of sociology, the study of social interaction and institutions as it relates to contemporary American social problems. The course will focus on several sociological perspectives that are used to analyze such problems as poverty, homelessness, racism, sexism, addiction, crime, delinquency, ageism, and health care. This course counts in the Core Curriculum requirements as a social science.

Biggert, Pesta/Three credits

SOC 206 THE SOCIOLOGY OF URBAN LIFE

This course examines the patterns, causes, and consequences of urbanization and suburbanization. While the major focus will be on the development of cities,

metropolitan areas, and megalopolitan regions within the United States, a major goal of the course is to understand the increasingly critical role that economic globalization plays in creating uneven development and decline within and among cities and metropolitan regions throughout the world. Specific topics to be investigated include: urban renewal and redevelopment; residential segregation; gentrification; conflicts over land use; urban planning; and the problems of concentrated poverty and crime in central cities.

Gendron, Prior/Three credits

SOC 216 RACIAL AND ETHNIC RELATIONS

This course explores how race and ethnicity structure social relations and identities in the United States. Students will become familiar with the history of race and ethnicity in the U.S. and why it continues to be a central aspect of social life. The course will also focus on a variety of debates regarding the persistence of institutionalized racism and white privilege in the post-Civil Rights era. The process of how class, gender, and sexuality structure various racial and ethnic groups will be explored as well. Current issues on race and ethnicity addressed in this class include: racial profiling, immigration, increasing diversity in the U.S., affirmative action, Ebonics, reverse discrimination, post-September 11th forms of discrimination, and unequal access to employment, housing, and mortgages by race.

Farough/Three credits

SOC 218 SOCIAL MOVEMENTS

The course will analyze the internal dynamics and external environments of social movements as mechanisms of social change. It will examine several case studies of American social movements, focusing on their rise and fall and their impact on institutions.

Biggert/Three credits

SOC 223 THE FAMILY IN SOCIETY

A study of the institution of the family from historical and cross-cultural perspectives that focuses on the relationship between other social developments and changes in family structure. A comparative view will be conjoined with a problems approach in order to examine contemporary family patterns and their alternatives.

Staff/Three credits

SOC 224 GENDER ISSUES IN SOCIETY

This course addresses gender inequalities, practices, and identities from a sociological perspective. This means that gender differences and inequalities are socially produced and vary across history and cultures. In this course, students will become familiar with more recent sociological research that argues gender is a central institution in social life, organizing "men" and "women" into specific social practices and positions within the social structure. This course will also explore how gender inequality and

differences interact with race, class, and sexuality. Specific areas of study include the changing roles of masculinity and femininity in work, family, sexuality, health, religion, education, and marriage.

Farough/Three credits

SOC 225 LITERATURE OF SOCIAL RESPONSIBILITY:

COMMUNITY SERVICE LEARNING

An interdisciplinary course that offers students a combination of academic classroom learning and experiential learning in the community. Students will read contemporary American fiction and sociological monographs and cultural analyses, using these ideas to think critically about political, economic, and social issues in the community. Same as ENG 225.

Land/Three credits

SOC 232 SOCIAL INEQUALITY IN SOCIETY

The purpose of this course is to focus on social inequality in the United States. Topics to be covered include the dimensions of stratification, theories of social stratification, social class, social mobility, occupational prestige, status attainment, poverty, wealth, and racial and sexual inequality in the United States.

Biggert/Three credits

SOC 234 SOCIAL POLICY

This course examines the nature, purposes, and effectiveness of social policy in America. It looks at the relationship of society and politics, as well as the processes of creation and implementation of social reforms. The role of government, the corporate sector, social science, the media, and the public in shaping social policy is examined. The course presents an assessment of the successes and failures of American social programs having to do with children and their families, income support, the elderly, health care, education, energy, and the environment. The skills and topics provided centrally address one of the major tenets of public sociology: how it informs the public about social policy outcomes and how the discipline can shape social policy for the greater good.

Biggert/Three credits

SOC 250 PUBLIC SOCIOLOGY

This course introduces students to how the discipline of sociology can be used in the real world for the purpose of contributing to the greater good. Public Sociology therefore links the formal study of sociological phenomena conducted in higher education and professional social science research to various audiences in the public. Student will learn (1) how sociologists raise awareness about sociological research; (2) how sociological studies can help people engage in social activism and responsible citizenship; (3) how sociological analysis can inform social and public policy; and (4) how sociology can be used in nonprofit, social service, and private enterprise work.

Public sociology demonstrates how sociology leads to meaningful careers and participation in our social order.

All work will take place on campus. (Spring)

Farough/Three credits

SOC 255 SELECTED TOPICS IN SOCIOLOGY

This course will permit the study of a selected topic within Sociology. The topic may change each time the course is offered.

Staff/Three credits

SOC 300 STATISTICS

An introduction to the logic and techniques of statistical analysis in sociology. The focus of the course is on exploratory analysis, including measures of central tendency, dispersion, and hypothesis testing using linear regression including both bivariate and multivariate. The Statistical Package for the Social Sciences (SPSS) will be used. This course counts as a second Mathematics course in the Core Curriculum.

Biggert/Three credits (Fall)

SOC 315 MASCULINITIES

This course explores the lives of men in the United States from a broader social and historical context. It also examines the extent to which masculinity is rooted in biology and culture. Masculinities will also survey contemporary issues facing men such as the relationship between masculinity and the Great Recession; the significant change of gender roles in family and work; the influences of class, race and sexuality on masculinity; the development of social movements centered on men's issues; the relationship between masculinity and major social institutions such as education, government, and military; the interdependent connection between masculinities and femininities; the question of power, privilege and masculinity; and violence against women and bullying.

Farough/Three credits.

SOC 350 SOCIOLOGICAL THEORY

This course will examine the works of the three major classical theorists in sociology (i.e., Durkheim, Marx, and Weber), the theoretical contributions of symbolic interactionists such as Goffman and Geertz, and several major contemporary social theories, including post-structuralism and feminism. Prerequisite: SOC121. (Fall)

Farough /Three credits.

SOC 385 INDEPENDENT STUDY

Individually supervised study of a sociologically relevant topic. Offered only to Senior Sociology majors who have demonstrated an ability for independent research.

Staff/Three credits

SOC 465 SOCIOLOGICAL RESEARCH METHODS

This course is designed to introduce students to the analysis of sociological and anthropological data using the three main methods in the discipline: qualitative, comparative-historical, and quantitative. Specific topics will include: how to select research methods appropriate to the problem under investigation; the relationship between theory and research; how to conduct a literature review; ethical issues involved in conducting social research. Students will get “hand-on” experience using each of the three main research methods by designing and conducting small-scale research projects. Prerequisite: SOC121. (Spring)

Cares/Three credits

SOC 475 SENIOR SEMINAR

In this seminar, students will work closely with the instructor – and with each other – to review and synthesize

the content of their previous sociology courses to create a major research paper in the tradition of public sociology: taking the disciplinary skills of sociology outside of higher education into the public for the purpose of contributing to the greater good. The course will also incorporate professional development skills, such as resume building, recommended interview etiquette, and how students might present their sociological research to potential employers or graduate programs. This course is a capstone for and required for sociology majors. Prerequisites: SOC121 and SOC 465. (Fall)
Farough/Three credits

Department of Theology

Professor: J. Brian Benestad, Marc D. Guerra (Chairperson);
Associate Professors: Kathleen M. Fisher, Christopher Klofft;
Assistant Professor: Matthew Briel; *Visiting Assistant Professor:* Fr. Roger Corriveau, A.A.; *Lecturers:* Fr. Chi Ai, A.A., Fr. Jerome Lively, A.A.

MISSION STATEMENT

Theology is the intellectual exercise of faith seeking understanding. As an academic discipline, theology seeks to understand God and God's relation to human beings and the world human beings inhabit. Informed by an understanding of theology that traces its roots back to St. Augustine, the Department of Theology invites students and faculty to engage in a dialectical investigation of the Catholic theological tradition and to reflect on this tradition's ongoing engagement with other theological traditions and other disciplines' distinctive claims to human knowledge. As part of its mission, the Department of Theology is deeply committed to bringing contemporary theological reflections into genuine dialogue with the various intellectual, political, and spiritual currents of thought that have shaped, and continue to shape, our modern world.

LEARNING OUTCOMES

- Understanding the relation of Catholic theology to fundamental enduring human concerns
- Understanding Catholic theology's basic theological relation to other theological traditions
- Reading theological texts closely and carefully in context
- Writing clearly, insightfully, and in a well-ordered manner
- Communicating persuasively in discussion and in writing

MAJOR IN THEOLOGY (11)

The Major in Theology introduces students to the rich, variegated, and continuing tradition of Christian and Catholic theological reflection. Examining the enduring and irreducible theological questions that human beings are inescapably led to ask about their origins and end, the Major in Theology systematically introduces students to the Biblical and theoretical foundations of theology's distinctive exercise in faith seeking understanding. The Major prepares students for graduate work in academic theology and provides students with the educational background and foundation needed to pursue a career as a director of religious education or an elementary or high school teacher of religion.

Required Courses (11)

The requirements for the major consist of eleven courses, distributed as follows from among the offerings of the Theology Department:

- THE 100 Introduction to Theology. This course is required of all students as the first theology course in the core curriculum.
- One 150-level theology course. This course is required by all students as part of the core curriculum.
- One of the following second-level theology courses:
THE 202 Moral Theology
THE 203 The Early Church
THE 204 Catholicism Today
THE 207 Christ, Yesterday and Today
- Six courses selected from the department's upper-level course offerings
- Two additional courses from any of the Theology Department's offerings.

MINOR IN THEOLOGY (6)

The Minor in Theology is designed to broaden the student's educational and theoretical background and enable a student to see how his/her major field of study relates to the universal claims made by reason and revelation.

Required Courses (6)

The requirements for the minor consist of six courses, distributed as follows from among the offerings of the Theology Department:

- THE 100 Introduction to Theology. This course is required of all students as the first theology course in the core curriculum.
- One 150-level theology course. This course is required by all students as part of the core curriculum.
- Two of the following second-level theology courses:
THE 201 The Problem of God
THE 202 Moral Theology
THE 203 The Early Church
THE 204 Catholicism Today
THE 207 Christ, Yesterday and Today
- Two courses selected from the department's upper-level course offerings

COURSE DESCRIPTIONS

THEOLOGY (THE)

THE 100 INTRODUCTION TO THEOLOGY

This course introduces students to the intellectual challenge posed by the academic study of Catholic theology. Through the study of selected classic and

contemporary texts, the course familiarizes students with the nature, foundations, history, methods, and ends of Catholic theology. Students will become familiar with some of the distinctive movements and thinkers of the Catholic theological tradition, as well as the dialogue between Catholicism and other theological traditions. Each section of this course examines a book from the Old and a book from the New Testament, St. Augustine's *Confessions*, the thought of a medieval and the thought of a modern Catholic theologian, and the thought of a non-Catholic theologian. (Fall, Spring)
Staff/Three credits

THE 150 THE PROBLEM OF GOD

This course uses a variety of theological, philosophical, and literary works, including Augustine's *The City of God*, to examine what the twentieth-century American theologian John Courtney Murray called "the problem of God." That problem focuses on the challenge that the idea of God, in general, and the Christian understanding of God, in particular, poses to the human mind. This course fulfills the second theology requirement in the core curriculum program. Staff/Three credits

THE 151 FAITH AND REASON

Catholic theology both presupposes the compatibility of faith and reason and argues in defense of this compatibility. This course introduces students to Catholic theology's traditional understanding of: 1) the nature of faith and reason; 2) their basic relation to each other; and 3) some of the various ways that theologians have historically approached the question of faith and reason. The course also introduces students to some contemporary debates involving the question of faith and reason. Each section of this course includes some readings taken from Augustine's *The City of God*. Prerequisite: THE 100. This course fulfills the second theology requirement in the core curriculum program. Staff/Three credits

THE 153 REVELATION ANCIENT AND MODERN

This course introduces students to the major distinctions that typically differentiate ancient and modern theological understandings of the nature, status, and import of divine revelation. Through close readings of a series of classic, primary texts written by Jewish, Catholic, Islamic, and Protestant thinkers, this course familiarizes students with the fundamental questions and concerns that have traditionally animated the theological debates that modern religious thinkers have carried out with premodern religious thinkers. Prerequisite: THE 100. This course fulfills the second theology requirement in the core curriculum program. Staff/Three credits

THE 202 MORAL THEOLOGY

No one can live a genuinely human life without asking the question "How should I live and what kind of life will make

me happy?" This course introduces students to the unique way in which theology goes about answering the question of human flourishing. Moral theology is not so much preoccupied with drafting ethical and legal codes, but rather with shedding light on those actions that respond to the deepest aspirations of the human heart. Beginning with the premise that human beings need to be related to God if they are to be truly happy, this class invites students to think about what it would mean to live a morally serious human life. Prerequisite: THE 100 and one THE150s course.
Staff/Three credits

THE 203 THE EARLY CHURCH

We examine how the Christians of the first five centuries worked out the implications of their original profession of faith in Jesus Christ. What was the relationship between Christian discipleship and Judaism? How did the early Christians envision their role within their social, cultural, and political surroundings? We look back to the earliest Christian writings in order to see how the Christian Church came into existence and to grapple with issues that continue to be important today: the nature of God and Christ, grace and salvation, the use and interpretation of the Bible, and the practice of faith and the sacraments. Prerequisite: THE 100 and one THE150s course.
Staff/Three credits

THE 204 CATHOLICISM TODAY

Catholics do not live their lives within a Catholic bubble, a hermetically sealed world in which everyone and everything is shaped by the teachings of Catholicism. Christ himself said this would not be the case, informing his disciples that in this world they would have to render to Caesar the things that are Caesar's and to God that things that are God's. As a result, the Catholic Church has always had to find some way of engaging the world in which it currently finds itself. This course introduces students to Catholicism's ongoing engagement with the world today, paying particular attention to both the main currents in contemporary thought and the representative social movements that shape the modern world. Prerequisite: THE 100 and one THE 150s course.
Staff/Three credits

THE 207 CHRIST, YESTERDAY AND TODAY

We study the different theological interpretations of Jesus of Nazareth. The course focuses on the significance of Jesus, the Christ, asking such questions as: whether he is only a man, only God, or both; what the original experiences of men and women were in the presence of Jesus, before his Resurrection and afterward; what the subsequent experience of his presence is within the Church; and what difference the identity of Jesus makes for the idea of salvation. Prerequisite: THE 100 and one THE150s course.
Staff/Three credits

THE 285 SAINT AUGUSTINE'S CITY OF GOD

Christians have long struggled with Christ's injunction to "render to Caesar the things that are Caesar's, and to God the things that are God's." For it is not immediately clear what things legitimately are Caesar's and what things legitimately are God's. It is also not clear what Christians are supposed to do when Caesar's things come into conflict with God's things. St. Augustine's *The City of God* takes these kinds of problems as its point of departure, as it goes on to outline the origins, natures, and ends of what Augustine calls the earthly city and the City of God. This course helps students learn to read Augustine's rich text, engage critically the enduring questions and tensions it raises, and reflect on the ways that Augustine's classic work can still speak to us today. Prerequisites: THE 100 and one THE 150s course.

Staff/Three credits

THE 305 CATHOLICISM AND THE WORLD'S RELIGIONS

This course explores the theology, practice, and current status of interreligious dialogue between Catholicism and the world's major religions. It examines the Church's response to religious diversity and its teachings about Judaism, Islam, Hinduism, and Buddhism. Using the methods of comparative theology, students examine the Church's participation in interfaith dialogue on fundamental theological questions and its work with other religions on problems of global peace and social justice. Prerequisites: THE 100 and one THE 150s course.

Staff/Three credits

THE 333 THE MYSTERY OF THE CHURCH

This course examines Catholics' understanding of themselves as the Church and the difference that makes in their fundamental interpretation of human existence. Is the Church more than a social phenomenon? How is its mission part of God's plan for humanity? How is it the channel of God's relationship to humanity? In addition to exploring such questions, this course will examine Vatican Council II's concept of the Church as "the universal sacrament of salvation." Prerequisites: THE 100 and one THE150s course. (Spring)

Staff/Three credits

THE 341 MORAL ISSUES IN MEDICINE

An introduction to medical and health care ethics. Assisted by the writings of health care professionals, moral thinkers, and theologians, and in the distinctive light of Catholic morality, the course includes a study of the significance of conscience, prudence, and moral character, as well as competence in the health care professions, and an exploration of the many biomedical issues that have arisen as a result of the impact of modern science and technology. Prerequisites: THE 100 and one THE 150s course.

Staff/Three credits

THE 342 A THEOLOGY OF HUMAN SEXUALITY

This course seeks to clarify what God has revealed about the nature and the purposes of human sexuality. Beginning with a study of Christian moral principles and moving to an examination of biblical teachings on the subject of sexuality, the course will then address the topics of masturbation, premarital sex, homosexuality, and birth control from the perspective of a theology of marriage. Prerequisites: THE 100 and one THE 150s course.

Staff/Three credits

THE 343 THE SOCIAL TEACHINGS OF THE CHURCH

A study of the social teachings of the Church, based on the writings of early Christian, medieval, and modern authors. The aim of the course is to discover and understand the distinctive principles of Catholic social teaching and to reflect on current critical issues in the light of those principles. Prerequisites: THE 100 and one THE 150s course.

Staff/Three credits

THE 371 RELIGION AND MODERNITY

This course invites students to think dialectically about the fundamental relationship between religion and modernity's original account of itself. It examines the fundamental claims that Christianity, in general, and Catholicism, in particular, make about human beings, human life, and the world that human beings inhabit. Prerequisites: THE 100 and one THE150s course.

Staff/ Three credits

THE 383 ASIAN TRADITIONS

An introduction to the major themes of the Muslim, Indian, Chinese, and Japanese traditions through background lectures and class discussions of selected sacred texts and works of art and of imaginative literature. Emphasis on the classical expressions of the Asian civilizations and their more recent encounter with modernity. Prerequisites: THE 100 and one THE 150s course. (Fall)

Staff/Three credits

THE 391 SPECIAL TOPICS IN THEOLOGY

This course offers a study at an advanced level of theological issues, themes, and/or theologians not covered by other thematic courses. The subject matter changes according to the interests of the professor and the needs of students. Prerequisites: THE 100 and one THE 150s course.

Staff/Three credits

THE 499 INDEPENDENT STUDY

Available only to highly qualified students who wish to develop a special interest but cannot find a suitable course among the regular offerings. Prerequisites: THE 100 and one THE 150s course. (Offered when warranted.)

Staff/Three credits

What's New in Advising

This section offers an overview of the changes reflected in this new edition of the academic catalog.

New Catalog Format

The College is discontinuing hard copies of the Academic Catalog for all but faculty advisors and a few offices on campus. Each new edition of the catalog will be posted in electronic form to the College's website, the advising portal page, and each class's portal Team Site. The Catalog will remain the authoritative word on academic policies, program requirements and course descriptions. But we plan to begin moving it toward serving also as a full-service advising guide, offering guidance on advising in general, and advising special populations like at-risk students, first generation students, transfer students, student athletes, commuters, undecided or "exploratory" students. We plan a document that will link to other places on our website and to other relevant websites, to make finding information easier. Your response and suggestions as this process unfolds are welcome.

The New Core

The new core applies to all students, including transfer students, who matriculated in Fall 2016 or later. The "Progress" report in WebAdvisor reflects the new core for the new class, and all new core advising folders are BLUE. Here are some highlights of the differences for advising first years completing the new core:

Students are asked to complete three fall/spring seminar sequences in English, Theology, and Philosophy by the end of their second year. This means they'll be making an early decision: two in the first year and one in the second, or one in the first year and two in the second?

Their COMPASS linkage (fall only) will always begin ONE sequence. That will already be on the schedule when you see it. Will they take a second? Science majors need to take two courses in the fall: CHE131 and its lab, and BIO160, and its lab. Carrying right on with the mathematics is a good idea for everyone, and most especially for SCI majors. That adds up to four courses. So for Science students, ONE sequence in the first year (preferably PHI or THE) and TWO in the second, makes sense. The Business Studies department expects its potential majors to take two business-related courses (ACC125, ECO110, MGT100, MKT101) in the fall, so there is that to work around as well. Note: Rome now offers the PHI/THE seminar fall/spring sequences, so either can be taken in Rome in the sophomore year. Rome students should take care of the ENG130/LTE140 sequence in the first year.

The Triad Is Gone

Students in the new core must take math, science, and a foreign language: all three of the triad areas. All students take Math 114 or higher with placements binding, and one BIO, CHE, ENV, or PHY course, either one of the traditional 4-credit courses with a separate lab, or one of the new 3-credit, lab-infused courses, such as BIO105 Human Heredity or BIO110 Nutrition or BIO115 Matters and Mysteries of Your Brain. ENV 120: Environmental History of New England has been redesigned as a 3-credit lab-infused course and is also a good choice for non-majors. (Please note: ENV120 no longer counts in the ENV major: guide majors to ENV150.)

Please note that students completing the new core may not complete by taking the lecture of a traditional lecture/lab course. They are permitted to complete using a science with a lab, or a 3-credit lab-infused course, but NOT the lecture part of a traditional lecture/lab course alone.

New core completers must also take a foreign language: one semester if they placed anywhere past the first semester, and two semesters if they are beginning a new language. American Sign Language I and II, now regularly on offer, fulfill this requirement. Education majors can fulfill it by taking EDU302 Teaching English Language Learners. Finally, all students must take a course designated by SCOG as a Global Awareness course, meaning a course in which at least half the course material addresses the non-Western world. Double counting is permitted, the ONLY place in the core where it is permitted.

New Major In Health Sciences

Health care is a growing field, and there are many roles in it. The new Health Sciences major, a joint project between Natural Sciences and HSRS, offers students preparation for a wide array of careers across health care. The five concentrations are: Pre-Physical Therapy (existing program, requires chemistry), Pre-Occupational Therapy (existing program, does not require chemistry), Communication Sciences and Disorders (existing program), Pre-Clinical Health Professions (new track for pre-med, dental, vet, or physician's assistant, requires chemistry) and Patient Advocacy (new).

Health Sciences Major, 13 required courses + 6-credit internship

HRS 119 Introduction to Health, Human, and Rehabilitation Services

HRS 121 Human Development and Disability Across the Lifespan

HSC 100	Systems Approach to Delivering Health Care in America, new course
HSC 150	Introduction to Public Health, new course
HRS 210	Medical Aspects of Chronic Illness and Disability
HRS/HSC 220	Psychosocial Aspects of Chronic Illness and Disability, new course
BIO 160	Concepts in Biology (4 credits)
PSY 224 or SOC 300 or ECO 115	Statistics (consult with advisor)
HSC 310	Evidence-based Health Care, new course
HSC 360	Legal and Ethical Aspects of Health Care, new course
HRS 330	Interviewing Techniques
HSC 450	Internship in Health Sciences (6 credits), new course

Biology Electives – choose 2

BIO 102	Human Biology in Health Disease (4 credits)
BIO 105	Human Heredity
BIO 110	Nutrition
BIO 210	Genetics (4 credits)
BIO 240	Mammalian Anatomy (4 credits)
BIO 250	Microbiology (4 credits)
BIO/HSC 300	Epidemiology
BIO 340	Molecular and Cellular Biology (4 credits)
BIO 370	General Physiology (4 credits)

New Minor In Applied Behavior Analysis (ABA)

Applied behavior analysis (ABA) is the science of learning and behavior used in order to solve socially significant problems (to influence changes in behavior that are meaningful to individuals and those around them). ABA has been applied in a variety of settings, including developmental and intellectual disabilities, autism spectrum disorder, regular and special education, clinical psychology, medicine, counseling, job effectiveness, business, animal training, sports training, environmental protection, exercise and health, criminology, and other areas. The Minor in ABA is a multi-disciplinary program that complements coursework in the Education, Human Services and Rehabilitation Studies, and Psychology majors. Students who complete the minor meet the coursework requirements to sit for the Board Certified Assistant Behavior Analyst exam and to become licensed as an Assistant Applied Behavior Analyst in Massachusetts. Students will need to meet other requirements to qualify. Required Courses (7)

PSY 253:	Psychology of Learning
HRS 331:	Basic Concepts and Principles in Applied Behavior Analysis

ABA 340:	Applied Behavior Analysis: Skill Acquisition (pending approval)
ABA 350:	Applied Behavior Analysis: Evidence-based Interventions
ABA 360:	Applied Behavior Analysis: The Professional Compliance Code
ABA 450:	Applied Behavior Analysis: Implications for Practice

Elective (1)

Students choose one elective from either the Foundations or Interventions group. Students are encouraged to choose an elective outside of their major field of study.

Foundations:

EDU 101:	Schools in American Society
HRS 119:	Introduction to Human Services and Rehabilitation Studies
HRS 121:	Human Development and Disability across the Lifespan
HRS 225:	Introduction to Human Communication and Its Disorders
HRS 420:	Family Aspects of Disability
PSY 101:	General Psychology
PSY 216:	Abnormal Psychology
PSY 290:	Psychology of Development: Infancy and Childhood
PSY 225:	Research Methods in Psychology
Interventions:	
EDU 260:	Teaching Students with Special Needs
EDU 265:	Effective Classroom Management
HRS 241:	Prevention and Intervention Models and Approaches with Youth
HRS 321:	Social Skills Development Strategies for Youth
HRS 330:	Interviewing Techniques and Human and Rehabilitation Services
PSY 301:	Internship in Psychology, if in relevant site
PSY 409:	Common Problems in Childhood
PSY 416:	Abnormal Child and Adolescent Psychology

New Minor In Engineering

This minor is for students who are interested in gaining a foundation in engineering, but do not wish to transfer to one our 3-2 engineering partner schools (Notre Dame or more recently, Washington University). Students who do transfer to a partner school and graduate with an engineering degree are not eligible for the minor. The minor is a good option for those considering obtaining a graduate degree in engineering. The minor consists of 6 courses:

PHY213	Introduction to Engineering Problem Solving
MAT 355	Differential Equations
CSC 117	Introduction to Programming

PHY 301 Statics

2 electives (electives need to be from two different disciplines)

MAT 356 Numerical Analysis

CSC 317 Java Programming

PHY 275 Applied Optics

PHY 302 Dynamics

CHE 311 Physical Chemistry I (or equivalent Thermodynamics course)

Approved engineering courses (transfer credit or consortium)

New Stem Concentration Within The Education Major

This new concentration gives teachers-in-the-making a concentration in STEM to be infused across the curriculum.

Required Courses (6)

BIO 140 Inquiry Biology for Educators (counts in core as science)

MAT150 Numbers and Operations for Educators (counts in core as math)

MAT 151 Algebra, Geometry, and Data Analysis for Educators (counts in core as math)

EDU 221 Science in the Elementary Curriculum

EDU 222 Technology Integration Across the Curriculum

EDU 324 Mathematics in the Elementary Curriculum

Changes To Existing Programs

Psychology

In response to Program Review, Psychology got a real makeover this year, in both its major and its minor. It also re-numbered courses. The major is now 12 courses, bigger by one. Group I and Group II are gone: students now take one course from each of four Cornerstone Areas: Social and Developmental, Biological, Mental Health, and Cognition and Learning. The number of electives remains three, but now one of the electives must be 300 level or higher. Statistics is now a pre-requisite for PSY 225 Research Methods. Students are required to take PSY 390 – Research Seminar in the junior year rather than the senior year.

The new numbers more clearly tell the progression of learning. The only 100-level course left is the introductory course, PSY 101. Cornerstone Courses and Statistics and Research Methods are 200-level. The Research Seminar is now at the 300-level, indicating it is a junior-year course. Seminars are taught at the 400-level. Electives may be at the 200 or 300-level. The Capstone experience for the major will now be a 400-level seminar course taken in the senior year.

The minor is different, too. It's still six courses but students are now required to take one course from each of the four newly created Cornerstone Areas rather than one Group I and one Group II, and they must choose one elective chosen from any content area, rather than three electives as currently required. Course numbers have changed:

<i>Title</i>	<i>Old</i>	<i>New</i>
Psychology of Adolescence	PSY 181	PSY 281
Psychology of Development	PSY 190	PSY 290
Infancy and Childhood Perception	PSY 350	PSY 250
Introduction to Brain and Behavior	PSY 351	PSY 251
Abnormal Psychology	PSY 116	PSY 216
Psychology of Personality	PSY 140	PSY 240
Cognitive Psychology	PSY 352	PSY 252
Statistics	PSY 265	PSY 224
Psychology of Learning	PSY 353	PSY 253
Positive Psychology	PSY 230	PSY 330
Psychology of Aging	PSY 186	PSY 386
Research Seminar	PSY 400	PSY 390
Family Psychology	PSY 308	PSY 408
Common Problems in Childhood	PSY 309	PSY 409
Stereotypes and Prejudice	PSY 310	PSY 410
Abnormal Child and Adolescent Psychology	PSY 316	PSY 416
Clinical Psychology	PSY 325	PSY 425

Business

Business changed its majors a lot last year. A few reminders: MAT117 Calculus I and CSC113 are no longer required in the business majors, and MGT100 has split into a two-course sequence: MGT100 Introduction to Management, and MGT102 Introduction to Organizational Behavior. Majors must demonstrate competence in Excel before they can take ECO115, still required. They can do this by means of an exam, or by taking CSC110 Excel, a one-credit course.

Management Major has eliminated MGT210 Quantitative Methods and MGT220 Production and Operations Management, and added two new courses, MGT230 Decision Analytics for Managers and MGT330 Organizational Innovation. It now requires MGT300 Human Resources.

The International Business major has also eliminated MGT210 and added MGT230 Decision Analytics.

The Marketing major has also eliminated MGT210 and added MGT230 Decision Analytics.

Sociology

ANT131 Cultural Anthropology is no longer a required course in the Sociology major; it's now an option for a major elective. A new course, SOC 250 Public Sociology, is now

required in the major, and is an elective for both the Sociology minor and Criminology major.

The Honors Program

Honors program students are no longer required to take HON 200 Life Stories, but rather an honors elective instead. HON 200 will still be on offer regularly, and would count as such an elective. The provisional changes from last year have been made permanent, so Honors looks like this now
First Year: Honors COMPASS linkage in fall, recommended continued in spring (4 courses)

Sophomore Year: Any Honors Elective (might be HON 200, or some other HON elective.)

Junior Year: HON 300 Honors Seminar

Senior Year: HON 444 Senior Thesis

Anytime: If the first year fall COMPASS linkage was not continued into spring, then two more honors electives, chosen from honors offerings.

New Courses

ARH140R. Art in Rome. Offered only in Rome. Fulfills Fine Arts requirement in the core.

ARH160 Art Ancient and Modern: The Question of Beauty. Counts as Fine Art in the New and Old Core Curriculum.

BIO115 Matters and Mysteries of Your Brain. Three-credit lab-infused neuroscience for non-majors. Counts a science in the new core, and as a science WITHOUT a lab in the old core (option B).

CSC 110 Excel (1 credit) Familiarizes students with selected features of the Microsoft Excel spreadsheet program. This course is now a pre-requisite to ECO115 Statistics, which is (still) required in all the business majors. There is a test-out option. Otherwise, they need to take this course prior to ECO115. No extra charge for this 1-credit course.

CSC120 Statistics Programming. Covers Python and R coding.

CSC233 Introduction to Data Analysis

CSC333 Machine Learning

CSC422 Capstone in Data Analytics

ECO216 Sports Data Analysis. Is now an elective option in the ECO major and in the Sports Management Minor. Econometrics I and II are pre-requisites.

EDU222 Technology Integration Across the Curriculum. Part of the new STEM concentration in EDU.

ENG261R The Grand Tour. This new course expands the offering in Rome to six courses, lending some much-needed flexibility for those students who need it. In fall 2017, it counts as a second literature in the core curriculum "Great Conversations." Expect to see it under other departmental designations as each semester different faculty adapt it to their teaching in Rome.

HIS340 Hitler's Vienna. Counts in the history major and minor, and as a free elective.

HSC 100 Systems Approach to Delivering Health Care in America

HSC 150 Introduction to Public Health

HRS/HSC 220 Psychosocial Aspects of Chronic Illness and Disability

HSC 310 Evidence-based Health Care

HSC 360 Legal and Ethical Aspects of Health Care

HSC 450 Internship in Health Sciences (6 credits)

MGT 230 Decision Analytics for Managers, a new requirement in the Management major, which no longer requires MGT210 Quantitative Methods or MGT 220 Production and Operations.

MGT 330 Organizational Innovation, new requirement for the Management major, which no longer requires MGT210 Quantitative Methods or MGT 220 Production and Operations.

PHI 245 Reason: Ancient and Modern. Counts as third philosophy in "The Great Conversation" of the new core; humanities third PHI in the old.

PHI 351 Plato's Republic. Counts as third philosophy in "The Great Conversation," in the NEW core. Also as an elective in the philosophy major or minor.

POL 350 Republicanism Ancient and Modern, counts in the NEW core in "The Great Conversation."

POL 358 Tocqueville's Democracy in America. Not considered by Great Conversation.

THE 153 Revelation Ancient and Modern. Counts in the core as a second Theology seminar.

THE 283 St. Augustine's City of God. Fulfills a third theology in the "Great Conversation" section of the core curriculum. May be taken as an elective in the theology major and minor.

Changes To Existing Courses

New course numbers in Psychology.

EDU 221 Science and Technology in Elementary Curriculum has changed its name to EDU221 Science in Elementary Curriculum. Course description is the same.

FRE200 Special Topics in French is now FRE250 Special Topics in French.

New names and course descriptions for HRS119, HRS121, and HRS 210. Numbers remain the same.

MUS491 Music Theatre Workshop, replaces Theatre workshop. Credit for participating in the spring musical production at the Hanover Theatre.

PHI 190 Logic has been changed to PHI 210 Logic. With this change, all 100-level PHI courses are part of the fall/spring core seminar sequence, and all other PHI courses are numbered 200 or higher, and can be taken to satisfy the 3rd Philosophy or 3rd Theology option in the new core's "Great Conversations."

SOC 295 Masculinities is now SOC 315 Masculinities.

SPA200 Special Topics in Spanish is now SPA250 Special Topics in Spanish.

New Graduate Program

The College now offers a Certificate in Addiction Counseling through the Clinical Counseling Psychology program. Contact Len Doerfler for more information.

The College has added a new graduate program in Resiliency for the Helping Professions. Contact Lea Christo for more information.

Other New Things

Anthropology is now offered by the department of Economics and Global Studies. The Department of Sociology, Criminology, and Anthropology is now called the Department of Sociology and Criminology.

Patrick Corrigan is the new Rome Program Director, serving for 2017-18 and 2018-19.

Tom Wheatland is the new Post-Baccalaureate Scholarship Advisor. If you have strong candidates for the Fulbright or other honors, please send him names.

Molly McGrath-Flynn is the new Law, Ethics, and Constitutional Studies Director.

Carl Keyes is the new Pre-Law Advisor.

Admissions

Admission to Assumption College is limited to men and women of character, intelligence, and motivation selected from applicants who have completed the prescribed secondary school requirements. Assumption College supports the efforts of secondary school officials and governing bodies to have their schools achieve regional accredited status to provide reliable assurance of the quality of the educational preparation of its applicants for admission. Matriculation is offered on a full- and part-time basis.

Requirements For Full-Time Matriculation

All applicants for admission must graduate from an accredited secondary school with 18 or more academic units. Ordinarily, these 18 units should include four years of English, three years of mathematics, two years of a foreign language, two years of history, two years of science, and five additional academic units.

The Admissions Committee will also consider the quality of work, general promise, and seriousness of purpose of the student when reviewing a high school transcript.

Submission of test scores is optional for Assumption College; students decide whether they want their test scores included as part of their application. SAT-II tests are

not required but if submitted may be used for placement purposes. All information on testing dates and centers for the SAT-I may be obtained on the web at www.collegeboard.com, or by calling (866) 756-7346. Information for the ACT may be obtained on the web at www.act.org, or by calling (319) 337-1270.

Application Procedure

All applicants must:

1. Complete a First-year Common Application. Students can access application forms at www.commonapp.org
2. Submit the \$50.00 application fee.
3. Request that the Guidance Counselor forward the official high school transcript (including first-quarter senior grades) and recommendation to the Office of Admissions, Assumption College, 500 Salisbury Street, Worcester, MA 01609. Other recommendations are not required but are welcomed by the Admissions Committee. When deemed advisable, the Admissions Committee may request such additional recommendations.
4. Submission of standardized test scores (SAT-1 or ACT) is optional for all students applying for admission. This policy allows each student to decide whether they wish to have their test results considered as part of their application. Applicants who choose not to submit SAT or ACT test scores will not be penalized in the review for admission. If a student decides they do want to submit their test scores as part of their application, the SAT-1 code number for Assumption College is 3009. The ACT code number for Assumption College is 1782.
5. An appointment for an interview and tour may be arranged by calling toll free (866) 477-7776. A personal interview is not required, but it is recommended that the applicant visit the campus.

All applications for regular admission for the first-year class, as well as all supporting credentials, must be filed in the Office of Admissions by February 15 for fall admission and December 15 for spring admission.

Early Action Program

Assumption offers an Early Action Program for those students who have determined that Assumption is one of their top choices. Candidates for Early Action should submit an application, including a transcript of the first three years of high school and first-quarter senior grades. All applications for Early Action must be received by November 1 and will receive a decision by December 15. Applications for Early Action II must be received by December 15, and will receive a decision by January 25.

Candidates who are accepted under the Early Action Program will be offered admission for the upcoming Fall semester, contingent on their successful completion of their senior year. The candidate will have until May 1 to choose to enroll at Assumption College.

When an early action applicant is deferred, their application will be reviewed in the context of the entire applicant pool, taking into account the student's mid-term grades and any other new information they may submit.

The standards used for the admission review, the merit scholarship review, and the need-based financial aid review are the same for both Early Action and Regular Admission.

Early Decision Program

Students who have identified Assumption College as their first choice school may choose to apply under our Early Decision Program. Early Decision is a binding agreement and if accepted to Assumption, you agree to enroll, submit a non-refundable deposit by January 15th and withdraw all other applications. Financial aid candidates should file the FAFSA (Free Application for Federal Student Aid) by November 1st. Any applicants not admitted and not denied under the Early Decision Plan will be deferred to the Regular Decision Plan and their application will be reviewed in the context of the entire applicant pool. Students should file their Early Decision application by November 1st and will receive an answer by December 1st.

Admission Of Transfer Students

A student wishing to transfer from an accredited college or university to Assumption College should follow the procedure outlined below:

1. Complete a Common Application. Students can access application forms at www.commonapp.org.
2. Submit the \$50.00 application fee.
3. Have a final official high school transcript forwarded to Assumption College.
4. Have a final, official transcript of the courses taken at each collegiate institution attended mailed directly to the Office of Admissions (only courses in which the student has earned a grade of C or better are considered for transfer. The Dean of Undergraduate Studies reserves the right to make the final decision on all transfer credits).
5. A recommendation from a current college professor may be helpful in the review of the application.

6. To be considered for fall admission, all required documents must be submitted before the *July 1st* deadline. For spring semester admission, all required documents must be submitted before the *December 15th* deadline.
7. At least 20 of the 40 semester courses must be taken in the undergraduate day college or through the Colleges of Worcester Consortium as an Assumption College student.

Admission Of International Students

Assumption College is pleased to receive applications from qualified international students. A candidate for First year or Transfer admission should follow the procedure outlined below:

1. Complete a Common Application and Assumption College Supplement. Students can access application forms at www.commonapp.org.
2. Official educational records, both secondary and post-secondary transcripts, including subjects studied by year, grades, and examination marks, must be submitted directly from the appropriate institutions. Applicants may also submit copies of diplomas, titles, degrees and certificates;
3. Submit the \$50.00 application fee.
4. Submit scores earned on the Test of English as a Foreign Language (TOEFL) when English is not the native language.
5. Submit a recommendation from a teacher or counselor.
6. Submit financial documentation (bank statement), which must be officially certified or notarized, indicating that the candidate has adequate funds for study at Assumption College. Students seeking financial assistance should realize that aid is very limited.
7. File all of the required documents by *February 15* for Fall admission and *October 1* for Spring admission.

Any educational or financial documents not in English must be accompanied by certified English translations.

Admission As A Special Or Non-Matriculating Student

A non-matriculating student is defined as a student who is not a candidate for a degree. The number of courses or

credits taken per semester does not affect this status. To be admitted as a non-matriculating student, an applicant must meet the regular entrance requirements and prove himself/herself qualified to pursue the studies concerned. A non-matriculating student is subject to the same academic regulations and discipline as a regular student. However, he/she is given no class rating and is not eligible for academic honors. The College reserves the right to limit the number of courses to be taken. A non-matriculating student is charged at a per-credit rate, plus additional fees as determined by the Business Manager. Special student applications are available in the Office of Admissions. Financial Aid is not available for special students.

READMISSION POLICY (SEE ACADEMIC REGULATIONS)

Student Success

The percentage of students who remain at a college or university from the first-year to the second year helps demonstrate the level of success those students have in transitioning to their college of choice. At Assumption, over the past four years, this figure has averaged 83 percent, compared to a national average of 79 percent. In recent years, of those students who begin their college careers at Assumption, 72.7 percent complete their degree in six years or less. The national average for graduating in six years is 58.9 percent. The vast majority (typically 96 percent or more) of Assumption graduates complete their degree in four years.

Financial Aid

Each year Assumption College awards a number of scholarships, grants, loans, and student employment to incoming first-year students. The scholarships are competitive and are made on the basis of both need and scholastic achievement. The amount of additional aid for first-year, transfer, and upper-class students is determined by financial need and academic performance.

Most awards are renewable each year provided that the student maintains a satisfactory academic record and files the proper financial aid documents by the deadline each year. Degree of need is also reviewed annually and may impact the renewal of awards. Merit scholarships are renewable for eight (8) semesters of full time undergraduate studies. Students must maintain the cumulative grade point average required for the scholarship. Merit Scholarships are not applied to summer or intersession course work.

To apply for financial aid, applicants must submit:

1. An application for admission to the College (all first-year and transfer students)
2. A Free Application for Federal Student Aid (FAFSA) www.FAFSA.gov

3. The priority filing deadline for first year students is *February 15*, and for transfer and upper-class students is March 31st

Satisfactory Academic Progress – Federal Guidelines

In order to retain financial aid eligibility, all undergraduate students enrolled on either a full-time or part-time basis must maintain Satisfactory Academic Progress (SAP). SAP is defined by the regulations of the U.S. Department of Education as “proceeding in a positive manner toward fulfilling degree requirements.” Please note that these standards differ from the academic standing standards as stated in the “Academic Regulations” section of this catalog. Students are evaluated every spring. SAP review includes the following qualitative and quantitative standards of measurement: cumulative GPA, credit hour completion, and maximum time frame limitation.

Qualitative

All degree-seeking, undergraduate students must meet the following minimum cumulative GPA requirements based on the number of attempted credits:

Attempted Credits	GPA
0–30	1.6
31–54	1.8
55–114	2.0

Please refer to the Academic Regulations section for more information on which credits are counted as attempted credits.

Quantitative

All degree-seeking, undergraduate students must earn at least 67% of the credits they attempt. A student must earn this minimum percentage of credits each year to ensure they are on pace to complete their educational program within the allotted Maximum Time Frame. The Maximum Time Frame for completing a program cannot be longer than 150% of the published length of the program or the required number of credits of the student’s degree program. For a full-time student pursuing a 4-year degree, the student is allowed up to 6 years or 180 attempted credits of financial aid eligibility to earn the 120 credits required for degree completion. All semesters the student is enrolled will count towards the maximum time frame, even if the student did not receive aid for each of those semesters. If it becomes apparent that the student will be unable to meet SAP standards within the maximum time frame, the student will become ineligible for financial aid.

Academic Elements

When calculating cumulative GPA and attempted and earned credits, the following conditions apply:

- Incomplete – will not count until an official grade has been posted, after which SAP will be re-evaluated.
- Withdrawals – will be counted as attempted for those classes dropped after the end of the College’s add/drop period.
- Repeated Courses – will be counted as attempted and the higher earned grade will be used to calculate the GPA.
- Transfer Credits – will be counted as attempted and earned credits, but will not be used towards the cumulative GPA.

Regaining Financial Aid Eligibility

Students not meeting the minimum standards for SAP will be notified in June by the Office of Financial Aid. Ineligible students will have 10 days from the date of the letter to submit a letter of appeal. The basis on which a student may file an appeal includes the following: the death of a relative, an injury or illness of the student, or other extenuating circumstance that prevented the student from making SAP. The appeal needs to address what has changed in the student’s situation that will allow the student to demonstrate SAP at the next evaluation.

Appeals will be reviewed by the Financial Aid Appeals Committee. The Appeals Committee will respond in writing to each student regarding the outcome of their appeal. If the appeal is approved by the committee, the student will be eligible to enroll and receive financial assistance either on a Financial Aid Probation Status or an Academic Education Plan for their next semester of enrollment. The committee will not consider subsequent appeals unless there is an extenuating circumstance.

Financial Aid Probation: If a student’s appeal is approved, they may be placed on Financial Aid Probation. The student is allowed to enroll in classes and receive financial aid for one semester. At the end of the semester, the student will be re-evaluated for SAP. If the student has still not met SAP standards, the student will become ineligible for financial aid for all subsequent semesters until they comply with SAP standards.

Academic Education Plan: A student’s appeal may be approved with the condition they follow an Academic Education Plan, standards of which will be set forth by the Financial Aid Appeals Committee. The student is allowed to enroll in classes and receive financial aid for one semester. At the end of the semester, the student will be reviewed to ensure they are meeting the terms of their Plan. Progress of the Plan will continued to be monitored annually after the end of each spring semester.

If the student chooses not to appeal or the appeal is denied, the student may continue to enroll in classes (without the assistance of financial aid) if they are still academically eligible to do so. Payment plans and alternative loans are available to assist the student during the semester(s) in which the student remains ineligible for aid. A student may regain eligibility by meeting SAP standards in future semesters.

Scholarships

Merit Scholarships

The Assumption College Merit Scholarship Program was established to reflect the College’s commitment to upholding a campus culture that champions academic excellence and student leadership. Scholarships are awarded to entering freshman students whose high school records demonstrate strong academic achievement, leadership, and potential for success at Assumption College. Merit scholarships are renewed annually, and are in effect for as long as students maintain the required GPA while enrolled at Assumption. Merit Scholars may also qualify for need-based financial aid to supplement their merit awards.

The College has programs for other students as well. Full-time Assumption students who graduated from Catholic high schools in the Worcester Diocese and who do not qualify for a Merit Scholarship are eligible for a Diocesan Tuition Incentive Grant of \$2,500. These grants are renewable for four years. In addition to Merit and Diocesan grants, Assumption has a generous, need-based financial aid program. Recipients of Merit Scholarships and recipients of Diocesan Tuition Incentive Grants may qualify for need-based awards from the College.

Augustine Scholars Program

The Augustine Scholars program was established in 1996. These merit scholarships are awarded to juniors and seniors who have been nominated by faculty, staff, and administrators on the basis of their high academic achievement, who have demonstrated initiative and creativity in academic and co-curricular endeavors, and who are of good character. The founding donors of the program are:

- Mr. John J. Barnosky ‘64
- Mr. Raymond W. Belair ‘70 in honor of
Dr. Mary A. and Raymond F. Belair
- Mrs. Winifred E. Brough
- Mr. Louis Y. Chartier ‘34
- Mr. Richard Cohen
- Mr. John B. Connolly
- Dr. Donald D’Amour ‘64
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 Stratford Foundation
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 Miss Connie C. Turner
 Mr. Eric J. Hirvonen Jr. '65
 Mr. Michael P. Tsotsis '71
 Mr. Stephen A. Tuttle '62

Dr. Angela G. Dorenkamp Scholarship
 Mary M. Doyle G'77 Scholarship
 Dufault Family Scholarship
 Saint Marie Eugénie Scholarship
 Fallon Health Scholarship
 Reverend Joseph S. Fortin Scholarship Fund
 Fuller Family Fund
 Robert '65 and Maureen G'67 Gray Scholarship Fund
 Thomas and Bernadette Goulet Grenier Scholarship
 Roland Gregoire '34 Scholarship Fund
 Fr. Paul Goudreau G'65 Scholarship
 Joseph H. Hagan Scholarship Fund
 Raymond P. and Myrtle S. Harold Memorial Fund
 William Randolph Hearst Foundation Scholarship
 The John J. Hynes, Sr. Family Scholarship
 The Jean L. Hynes Family Scholarship
 Docithe E. Jette and Diana Savaria Jette Memorial
 Scholarship Fund

Endowed Scholarships

The following is a list of the endowed scholarships that are available on a limited basis through the Financial Aid office. All applicants filing the Free Application for Federal Student Aid (FAFSA) form will be considered for all scholarships for which they may be eligible. The College does not require a separate application for each fund. Assumption College is committed to supporting our students with endowed scholarships through the generosity of our alumni and special benefactors.

William and Jean Alberga Scholarship
 Pierre B. Aucoin, M.D. '25 Scholarship
 Authier-Vallée Scholarship Fund
 John J. Barnosky, Esq. '64 Endowed Scholarship
 Bro. Robert Francis Beaulac, A.A. Memorial Scholarship
 Henry Beauvais Scholarship Fund
 Robert W. Blanchette Scholarship Fund
 John L. Bresciani '72 Memorial Scholarship
 Winifred Brough Scholarship
 Dr. Eugene W. Byrnes Scholarship
 Angeline C. Carocari Scholarship Fund
 Christopher R. Caron Scholarship
 Dorothy and Normand '34 Cartier Endowed Scholarship
 Fund
 Centennial Scholarship Fund
 Reverend Gilbert Chabot, A.A. Scholarship in memory of
 Ellen M. Amaral
 Paul N. Chaput Fund
 David L. Christianson Scholarship Fund
 John and Elena Clancy Endowed Scholarship Fund
 Class of 1975 Endowed Scholarship
 Paul '38 and Georgette Coderre Scholarship Fund
 Jeanne Y. Curtis Endowed Scholarship
 George E. And Sarah Denommé Memorial Scholarship
 Fr. Louis F. Dion, A.A. '35 Scholarship
 Harry Doehla Memorial Scholarship Fund

J. Michael Keefe '93 Memorial Scholarship Fund
 Gregory A. Keil '94 Endowed Scholarship
 Brian Kelly '83 Family Endowed Scholarship
 Susan '80 and Jeffrey '76 Lagarce Endowed Scholarship
 Fr. Raymond Lambert '50 Endowed Scholarship
 The Cynthia Courtney and Adelar F. Landry '42
 Scholarship
 The Dr. Joseph Alfred '56 and Jacquelyn Mary Leblanc
 Scholarship
 Bro. Armand Lemaire, A.A. '48 Scholarship
 James G. Lucchese Scholarship
 Lynch Scholarship Award
 Raymond J. Marion Scholarship Award
 Christine Cannon Marcks '77 Endowed Scholarship
 Prof. James McCarthy Memorial Scholarship
 Nancy E. McGovern Endowed Scholarship
 Milleret-Barnes Scholarship
 Colonel Francis R. Moulin Scholarship
 Albert G. Nault, Sr. Scholarships
 Agnes (Murphy) and Edward Neafsey, Jr.
 and Marion (Kelliher) and Lawrence Picard Scholarship
 Stephen '69 and Cynthia O'Brien Scholarship
 Matteo A. Pagano '59 Scholarship
 Amelia Peabody Charitable Fund Endowed Scholarship
 J. Romeo Pelletier '52 Endowed Scholarship Fund
 George '47 and Jacqueline Picard Scholarship
 Dr. Maurice B. Plasse Memorial Scholarship
 Tom and Monty Plough Scholarship Fund
 Clara Racine Reardon Scholarship
 Hilaire J. Racine Scholarship
 Joseph Racine Scholarship for Medical Students
 G. Rainville and N. Rainville Family Scholarships
 Joseph Riley '11 Scholarship Fund
 Colleen Ritzer '11 Memorial Scholarship
 Leo and Madeline Remillard Scholarship Prize
 Maria E. Robert Scholarship
 Mabel C. Ryan Scholarship

Alice L. Sabean Scholarship
 Santander Bank Scholarship
 John Enrico Scola Scholarship
 Bertha M. and Elzeard J. Senecal Prize
 Erika and Geoff Smith '66 Scholarship Fund
 Stanley and Mary Ann Snider Scholarship
 The Spillane Family Endowed Scholarship Fund
 Sullivan Family Scholarship
 Mrs. Nellie E. Surprenant Scholarship Fund
 Rev. Arthur A. Sylvestre Scholarship
 Richard Testa '59 Scholarship
 The Chester Thompson Scholarship in the Natural Sciences
 The Shirley Thompson Scholarship in the Visual Arts
 John and Helen Tinsley Scholarship Fund
 Michael and Dorothy Tsotsis Scholarship Fund
 Msgr. Roger Viau '38 Scholarship
 The Nita and Charles Volkavitch Scholarship

Federal Student Aid Programs

Federal Pell Grant

The Federal Pell Grant Program is an entitlement award designed to provide financial assistance to undergraduate students who qualify on the basis of financial need. These are grant funds which do not need to be repaid. The amount of the Pell Grant is determined on the basis of the expected family contribution, the cost of education, the number of courses taken, and the number of semesters in attendance per academic year. All undergraduate students who request financial aid are reviewed for the Federal Pell Grant by filing the Free Application for Federal Student Aid.

Federal Supplemental Educational Opportunity Grant (Seog)

This is a federally funded grant program. Recipients are selected by Assumption College, and funds are generally reserved for undergraduate students with exceptional financial need.

Federal Direct Perkins Loan

This is a long-term, low-interest (5%) loan program designed to assist students in paying for their college education. The loan is made to students by Assumption College through the federally sponsored Federal Direct Perkins Loan Program. Students must demonstrate exceptional need as determined by filing the Free Application for Federal Student Aid. The loan is interest-free while the student is enrolled and working toward a degree. Once the student either graduates or withdraws from Assumption College, the repayment of the loan commences after a short "grace period." Deferment and cancellation benefits are available under certain conditions. The borrower generally is allowed 10 years to repay the loan.

Federal Work-Study Program

The Federal Work-Study Program provides employment for students in need of financial assistance to help pay for their college education. Funds for this program are provided by the federal government and in part by Assumption College. Students are selected for these self-help funds based upon their financial need, and it is offered as part of the financial aid package. Funds must be earned, and will be paid weekly on an as-worked basis. All student employees are encouraged to sign up for direct deposit with a local bank.

William D. Ford Direct Loan Program

The William D. Ford Direct Loan Program is a low-interest, long-term educational loan available to students to assist them in meeting their educational expenses. Funds are provided by the federal government. Students must complete the Free Application for Federal Student Aid. Students who show need based upon this form will be eligible for a William D. Ford Direct Subsidized Loan. The William D. Ford Direct Unsubsidized Loan is for students who do not demonstrate need as determined by the Federal government. Limits for this program are set by the federal government depending upon the student's year in college.

Verification Policy

The federal government selects random Financial Aid applicants for a process called "verification." The Financial Aid Office will notify applicants if they have been selected, and what documents will be needed from them. Failure to respond to any verification request may result in the loss of financial aid. Additional information concerning the College's specific verification procedures may be obtained from the Financial Aid Office.

Expenses 2017-18

Tuition	38,848.00
Board	4,476.00
Room (Standard)	7,720.00
Student Activities Fee	250.00
Student Health Services Fee	150.00
Technology Fee	350.00
Medical Insurance	2,240.00

Required Deposits Freshman:

Qualification Deposit (all)	400.00
Dormitory Damage Deposit (residents)	350.00
Orientation Fee	400.00

Upperclassman:

Housing Lottery Room Deposit	400.00
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Specific Fees:

Sixth Course 3 Credits	3,885.00
Art Studio Supplies Fee	40.00 To 250.00
Foreign Language Media Fee	15.00
Photography Fee	250.00
*Studio Photography Fee	175.00
Natural Science Course Fee	400.00
Education Practicum Fee	500.00
Graduation Fee	100.00
International Student Fee	1,000.00
Late Fee (per semester)	100.00
Freshman Application Fee	50.00
Transfer Student Application Fee	50.00
Leave Of Absence Fee (per semester)	250.00
Study Abroad Fee (per semester)	1,000.00
Transcript	4.00
Disciplinary Program Fee	300.00
Recruiting Process Fee	15.00
Key Replacement	60.00
ID Replacement Fee	25.00
Audit (per credit)	1,295.00
Rome Visa Application Fee	\$55.10 (subject to change)

Parking:

Resident	150.00
Nonresident	85.00

All charges are subject to review and change at any time by the Board of Trustees.

**Course may require security deposit.*

Payment Of Bills

Assumption College follows a policy of billing students directly. Bills for each semester are available prior to the beginning of each semester. Students receive their billing statements electronically through their student portal. For your convenience, payments may be made electronically through the student account center or through the payment gateway www.assumption.afford.com.

Students will not be considered officially registered and, therefore, will not be issued class schedules or officially listed in the class roster until their bill is paid. Payments are applied to a student's bill in the order of past due balance, fines, interest, fees including room and board, miscellaneous charges, and finally tuition. Specific fees are often assessed after the student's class schedule is fixed.

The college does not offer deferred payment plan. Students wishing to use an installment plan must make private arrangements with Tuition Management Services, a payment plan provider which offers this type of plan on a fee basis. Information on this plan is available through the Student Account Center, from the Student Accounts office, or online at <http://assumption.afford.com>.

Financial aid, loans, payments from deferred payment plans, etc., must be received by the payment due date each semester. Payments received after the due date will be assessed a \$100 late fee. A late application for financial aid by a student does not excuse late fees charged by the College.

Refunds

No consideration will be given to applications for refunds from an individual course or the College unless the student has filed an official withdrawal notice with the Office of the Dean of Studies. The date of withdrawal is the last day of attendance. No amount paid is returnable upon a student's voluntary withdrawal from the College as a matter of right. Also, no refund is made for delay in attending class at the beginning of a term or for withdrawal or dismissal beyond the eighth week of a semester. Refunds made on tuition will be made in accordance with the following schedule:

1. Tuition—100% refund if withdrawal is on or before the first day of classes;
2. Tuition—90% refund if withdrawal is after the first day of the week that classes begin and before the end of the second week;
3. Tuition—50% refund if withdrawal is on the first day of the third week of classes and before the end of the fourth week of classes;
4. Tuition—25% refund if withdrawal is on the first day of the fifth week of classes and before the end of the eighth week of classes.

Refunds on board charges will be calculated on a daily pro-rata basis. Refunds on room charges will be calculated on a daily pro-rata basis. No refunds are granted on fees at any time. Refund checks are issued by the Student Accounts once per week and mailed to the student's address on record with the Registrars' office. Any refunds due to the student will first be offset against any other amounts owed to the College. Refunds related to the Student Accident and Sickness insurance plan are determined by the insurance carrier. Please refer to their pamphlet.

Second Family Member Discount

A \$1,000 reduction is granted if more than one dependent member of a family is in full-time attendance. This credit is applied to the account of the older student.

Course Overload

Students taking more than 15 credits per semester will be billed per credit hour accordingly. The exception would be for Dean's List students who have the option of taking an

additional course at no expense only for the following fall or spring semester. Students will normally be charged for a sixth course consisting of three credits. Students taking a Natural Science course will be charged an additional \$400.00 per four-credit course.

Failure To Pay College Financial Obligations

Enrolled students may be suspended from the College for past due obligations, an action which includes removal of courses and prevention from course enrollment and campus housing for future terms. Students whose accounts are not in good standing may not be allowed to participate in the housing lottery. Current and former students will have a financial hold placed on their “official” academic transcript. Past due obligations may be referred to a collection agency at the discretion of the College. In such cases, the student will be liable for any collection and legal fees which may total 50% of the outstanding bill.

Tuition Remission / Staff Courtesy

The tuition remission form must be completed for each semester before tuition credit will be given. Tuition remission only applies to tuition, with payment for all other fees being the responsibility of the student by the specified due date.

Graduation Clearance

Diplomas and official transcripts are released only upon full payment of all bills. All tuition, service charges, graduation fee, and miscellaneous fees, including library fees, must be paid in full by the announced graduation clearance deadline. Student accounts that are not fully paid by graduation clearance day are turned over to a collection agency if the account continues to be delinquent.

Campus Life

The Student Body

Assumption College is an institution born out of and standing within the Roman Catholic tradition. The student body, like the faculty, includes persons of many creeds, races, religious traditions, and nationalities. Ninety percent of the undergraduates are resident students. The remaining ten percent of students commute from Worcester and its suburbs. Of the resident students, approximately two-thirds are from New England. The other one-third come principally from the Middle Atlantic states, as well as from other parts of the United States and from abroad.

Campus Ministry

Inspired by the Assumption College motto “Until Christ be formed in you,” The Office of Campus Ministry encourages students to “live a life that matters” through a life of prayer

and worship, a life of service and justice, and a life of spiritual growth and development. These opportunities are open to students of all religious traditions as well as those who are not connected with a church, synagogue, temple or mosque community.

Prayer and Worship: Students are invited to participate in a variety of prayer and worship opportunities including Sunday and weekday Masses, daily Morning and Evening Prayer, the Sacrament of Reconciliation, Adoration of the Blessed Sacrament, and occasional Protestant worship services, as well as the student-led Candlelight Prayer and Charismatic Praise. Many students serve at campus liturgies as Greeters, Altar Servers, Lectors, Communion Ministers, Chapel Choir, Cantors, and Instrumentalists. Bible study groups, including some just for athletes, meet weekly. Spaces for quiet prayer and meditation include the Chapel of the Holy Spirit and an Interfaith Prayer Room in the Tinsley Campus Ministry Center which offers prayer rugs, meditation cushions and books from a variety of religious and spiritual traditions. The campus ministers can also connect students who are not Catholic with a worshiping community from their faith community in the Worcester area.

Service and Justice: Students have numerous opportunities to serve and develop solidarity with those who are poor both locally and beyond Worcester. Campus Ministry’s Reach Out Center (ROC) seeks to enhance the liberal arts education and faith lives of Assumption students by connecting them with meaningful, pro-active volunteer service. Through their experience in a variety of Worcester area programs, ROC participants build relationships with community partners, acknowledge responsibility to help meet the needs of our neighbors, and gain insight into how to effect positive change in our world. Students identify times that fit their schedule and pick their area of volunteer interest from options that include housing assistance, youth mentoring, pre-school assistance, empowerment programs, in-school tutoring, after-school programs, parish outreach, and adults in transition/hunger. College vans provide transportation to service sites for students who do not have a car.

Campus Ministry’s SEND service/immersion trips offer students an opportunity to serve others, to experience the reality of poverty, and to gain insight into their personal spiritual lives. SEND participants develop strong bonds with other Assumption students, staff, faculty and alumni through a combination of shared service experiences, prayer activities, immersion opportunities, and critical reflection rooted in the Assumptionist tradition and Catholic Social Teaching. Week-long SEND trips take place during winter, spring and summer breaks, and current sites include Baltimore MD (Habitat For Humanity), Camden NJ

(Romero Center Ministries), Duran, Ecuador (Rostro De Cristo), Florida (Immokalee Friendship House), Pennsylvania (Habitat For Humanity), Pine Ridge SD (Re-Member), Tuscaloosa AL (Habitat For Humanity), and Washington, DC (Bethlehem House and L'Arche).

Students have the opportunity to serve parishes in the Worcester area through the SEARCH retreat program for high school Confirmation candidates and through the Foundations in Faith program in which Assumption students teach religious education classes for children. AC Allies, Assumption's gay-straight alliance, provides support to LGBTQ students and a safe place to discuss issues connected to the LGBTQ community. Advocates for Life offers students the opportunity to discuss and educate the College community about a variety of life issues including euthanasia, abortion, death penalty and human trafficking. Catholic Relief Services Social Justice Ambassadors raise awareness, educate and foster dialogue about issues of inequality, justice and social change.

Spiritual Growth and Development: Assumption's popular retreat program invites students to get to know themselves and one another in an off-campus setting while exploring topics of identity, community, commitment, faith and service. A one day on-campus retreat known as Genesis is offered for first year students in September. Agape Latte is a series of evening programs in Charlie's featuring desserts, coffee, and reflections by members of the Assumption community on how they have integrated faith in their life. Topics such as friendship, hope, forgiveness, prayer, dating, discernment and growth in character are typical topics. Discernment groups for male and female students provide a place to reflect on how to discern God's will for their lives including the possibility of a life of service to the Church as religious brothers or sisters, priests, or lay ministers.

Seven campus ministers serve the Assumption community: an Assumptionist priest, a Catholic deacon, three Catholic lay ministers and two Protestant members of InterVarsity Christian Fellowship. Campus ministers are available in the Tinsley Campus Ministry Center (adjacent to the Chapel of the Holy Spirit) and in the Campus Ministry and Reach Out Center offices in the Hagan Campus Center for pastoral care and spiritual direction with students, and these conversations are protected by confidentiality. Students can also speak with several Assumptionist priests and campus ministers who live among the students in the residence halls as Ministers in Residence. The Luring Community Room in Tinsley is a comfortable space for students to study, hang out, grab a free cup of Fair Trade coffee, or chat with a campus minister. Tinsley is open every day until 11 PM during the academic year.

Student Affairs

The mission of Assumption College is clear. Assumption, a Catholic institution sponsored by the Augustinians of the Assumption and rooted in the Catholic intellectual tradition, strives to form graduates known for critical intelligence, thoughtful citizenship and compassionate service.

Student Affairs staff support that mission throughout the residential and co-curricular aspects of student life on campus. We plan and implement programs around a core set of principles to help Assumption students achieve their full personal and academic potential.

The bell tower in front of the Chapel of the Holy Spirit has five bells that ring clearly across campus. Our five principles do the same. As a Catholic college, we are very clear about our identity. We are catholic in our approach, and believe that each student should be encouraged to explore and understand his or her personal faith tradition.

- **Principle 1 – Community** - Assumption College seeks to foster friendships among students that help individuals grow, and become better family members, thoughtful citizens, participants in communities of faith, and stewards of the earth.
- **Principle 2 – Contemplation** - Assumption College provides opportunities for students to open their minds, reflect thoughtfully on their experiences, and grow in the spirit of gratitude and generosity.
- **Principle 3 - Longing for God** - Assumption College encourages the development of a more fully formed conscience that will enable our graduates to lead a virtuous life, recognizing that conscience formation and the pursuit of truth occur over the course of a lifetime.
- **Principle 4 – Vocation** - Assumption College works with students to help them identify their personal vocations and make thoughtful life choices.
- **Principle 5 – Mission to Serve** - Assumption College encourages students to take bold action that reflects a generous heart and compassion for others.

Health Services

Health Services (HS), located in The Wellness Center (Armanet House), provides holistic, high-quality, confidential, episodic and urgent care, as well as health education for full-time undergraduate students currently enrolled at Assumption College. Our highly qualified staff encourages and educates students to make healthy lifestyle choices and become advocates for their own healthcare. Clinic services are provided by Nurse Practitioners who work in collaboration with a consulting Physician. Health Education for the campus community is provided by a Certified Health Promotion Specialist and PAWS (a student

peer health education program). Nutrition counseling is provided in collaboration with dining services. Services offered by HS are covered by tuition and the Student Health Services fee. There are no office fees or co-pays for visits to HS and the school health insurance plan does not need to be purchased in order to receive care at HS. However, health insurance is mandatory and a low cost student health insurance plan is available through the Finance Office. A student's insurance plan may incur charges for additional medical services, including (but not limited to) lab tests, radiology tests, prescription medications, and ambulance transportation. Clinic services are available Monday-Friday, 8:30AM-4:30PM when classes are in session.w

Alcohol And Drug Education

Assumption College provides appropriate support and response to alcohol and other drug-related concerns of students by providing education, consultation, assessment, and referral to other constituents when necessary. Through educational workshops and programs, the College facilitates campus-wide awareness of alcohol and other drug related issues. Assumption students are invited to participate in a bystander assistance program called Code Red. Additionally, AlcoholEdu, a two part on-line alcohol class, is required of all first year and transfer students. Other initiatives include but are not limited to weekly Alcoholics Anonymous meetings held on Friday evenings at 8:00 in La Maison and our student peer education group PAWS (Peers Advocating Wellness for Students), who provide wellness programs for students that address alcohol/drug concerns as well as a myriad of other health and wellness topics.

Counseling Center

The Assumption College Counseling Center, located in The Wellness Center (Armanet House), offers a broad range of services to assist students with their personal, social, and mental health concerns. These services are available on both an individual and group basis. Counseling can be helpful in addressing many mental health concerns such as anxiety, depression, alcohol and drug issues, and eating disorders. Counseling can also be helpful for personal growth, issues of development and adjustment, as well as relationship concerns for students at all stages of their college years. Services (included in tuition and the Health Services fee) are available to all fulltime undergraduate students. Based on Massachusetts law and our professional code of ethics, information shared in counseling is kept confidential. The staff of the Counseling Center are also available to provide consultation, referral for psychiatric medication evaluation, as well as

psychoeducational programming on topics related to mental health and wellness.

Career Development And Internship Center

The Career Development and Internship Center (CDIC) assists full-time undergraduate students in identifying their strengths, skills and gifts for the purpose of preparing for success after graduation. CDIC supports students through the process of obtaining and applying for:

- Internships
- Full-time Jobs
- Graduate School
- Post-graduate Service Programs

Support is provided through:

- Workshops, Events & Programs
- Individual Advising through walk-ins and scheduled appointments
- Assumption Career Connection online job, internship & career resource center
- Interviews with recruiters

Email us at careerdevelopment@assumption.edu to schedule an appointment with a career advisor. Visit the CDIC website at <http://career.assumption.edu> for more information about the CDIC and resources to assist you as you explore academic and career options, set goals, and work towards post-graduate success. The CDIC is located on the lower level of Alumni Hall in Alumni 026.

Cross-Cultural Center

The Cross-Cultural Center (CCC) promotes multicultural awareness and educational programming for the Assumption community to support and complement the College's commitment to diversity. The Center serves as a resource for students, staff, and faculty. It is an inclusive and safe space for students to come and explore their identities and also learn about other races, cultures, and religions. The Cross-Cultural Center staff support, advise, and advocate for Assumption's ALANA (African, Latino/Hispanic, Asian, and Native-American) student population and serve as a resource for international students as they transition to college and throughout their college experience.

In collaboration with other departments, the College sponsors clubs and organizations, cross-cultural programming and cross-cultural education through a variety of outreach and awareness programs, lectures, workshops, retreats, and performances that explore both the shared and unique experiences of our community. The Center staff work in partnership with faculty to develop programs that enhance cross-cultural understanding and emphasize human dignity, solidarity, and the importance of working for justice for all people.

Residential Life

The Office of Residential Life is responsible for overseeing the daily operations and activities within the residential areas, which houses more than 1900 students in eighteen residence halls, suites, apartments, and townhouse complexes. The staff is comprised of the Director of Residential Life, an Associate Director of Residential Life, an Assistant Director of Residential Life, seven Resident Directors (full time professionals responsible for the supervision of the area), and fifty-six Resident Assistants (students who assist the resident directors in their responsibilities). Together they work to ensure that on-campus living will be an enjoyable, safe, inclusive, and educational experience. The Office provides a variety of administrative, referral, and programming functions. Residential Life works to create a community-oriented environment that maximizes a person's potential for academic and co-curricular development. The Office looks to students to provide the enthusiasm and commitment to help us achieve a positive learning atmosphere within our College community.

In collaboration with Campus Ministry, the Office of Residential Life administers the Peer Ministry program, which provides an opportunity for student leaders to participate in the work of faith development among our students and to grow in their own faith. Peer Ministers work in collaboration with the Resident Assistants in each hall on campus to plan and implement prayer opportunities with the residence halls each week. Additionally, Peer Ministers encourage one-on-one conversations about faith with residents within the halls. Peer Ministers also meet each week as a group to develop their own faith and establish leadership skills. The office is located on the first floor of Salisbury Hall. Housing options include:

Honors Housing

This alternate housing option provides students with a community that fully supports the attainment of academic excellence. The mission of the Honors Housing is to provide students with a seamless educational environment in a smaller residential setting.

Substance-free Housing

The College offers substance-free housing in Nault Hall. Residents who choose to live in this hall also choose to live a substance free life, and not to use or possess alcohol, tobacco or illegal drugs, and ensure that their guests abide by these same guidelines.

Living Learning Center

The Living Learning Center (LLC) is a living learning community for students who are intellectually engaged and want to strengthen their capacity to critically analyze differing viewpoints, to speak clearly and persuasively, to

develop an awareness of current events bearing on our global society, and to gain a better understanding of Catholic intellectual tradition. This model provides opportunities for students to enhance their undergraduate experience through involvement with faculty and staff Through Interest Circle discussion groups, residents of the Living Learning Center have structured opportunities to learn about current events and social issues in this unique residential community.

Campus Policies

In any academic community, policies are necessary to maintain order and an atmosphere conducive to academic and co-curricular success. They are based on the premise of responsible freedom, a principle that helps to shape the mature citizen of tomorrow. Assumption College expects the members of this voluntary community to conduct themselves in a manner that reflects the values that are the foundation of our Catholic institution. Written policies serve as guidelines toward reasoned action. These policies are recorded and described in detail in the Student Handbook and supplemental bulletins. Attendance at Assumption College represents acceptance of these policies and a commitment to abide by them. The Vice President for Student Affairs is responsible for most areas of student life outside of the classroom. Various advisory boards, which include student representatives, serve to recommend, formulate, and update policy.

Office Of Student Conduct

The Office of Student Conduct enforces the College Conduct Code and administers the student conduct process. The overall goal of the department is to establish a safe educational environment that fosters individual responsibility, integrity, and respect. The Office of Student Conduct strives to attain that goal by promoting responsible decision-making, educating students about College policies, holding students accountable for their actions, and helping them learn from their mistakes. The conduct process is designed to be transparent, fair, expedient, and respectful of students' rights.

Intercollegiate Athletics

The Intercollegiate Athletics Program is directly related to the education of the students. It is designed to enhance the athletic skills and competitive instincts of all participants. In addition, intercollegiate athletics assists in the development of the personal characteristics of fairness, cooperation, self-control, and good sportsmanship, and to extend the student's physical and social capacities. The College is a member of the National Collegiate Athletic Association (NCAA), and competes at the Division II level. Assumption is also a member of the Northeast-10 Conference (NE-10).

Assumption College offers the following 24 varsity athletic programs in NCAA Division II and the Northeast-10 Conference: Baseball (Men's), Basketball (Men's and Women's), Cross Country (Men's and Women's), Field Hockey (Women's), Football (Men's), Golf (Men's and Women's), Ice Hockey (Men's), Lacrosse (Men's and Women's), Rowing (Women's)/Independent Conference Membership, Softball (Women's), Soccer (Men's and Women's), Swimming (Women's), Tennis (Men's and Women's) Track and Field (Men's and Women's), Volleyball (Women's). If you are interested in participating in an Intercollegiate Athletic program, please contact the respective athletic program's coach.

Intercollegiate Athletic Eligibility

Students who desire to participate in the intercollegiate athletic program must register with the NCAA Eligibility Center prior to participation. Members of Intercollegiate Athletic teams must comply with the NCAA rules on eligibility and meet the academic standards of Assumption College. Assumption College chooses to adhere to a higher academic standard for its student athletes than the NCAA minimum requirement. For further details regarding academic eligibility, please refer to the Student-Athlete Handbook or contact the Department of Athletics.

Campus Recreation

The Department of Campus Recreation and the Plourde Recreation Center are committed to a student centered approach for recreation programs and facilities. A large variety of intramural sports, club sports, fitness classes, and special events are offered to allow every participant maximum enjoyment, regardless of previous playing experience and/or ability. The Plourde Recreation Center is fully equipped with cardio equipment, free weights, machines, & stretching/meditation areas. The facility also includes a pool, racquetball courts and multipurpose courts for a variety of open recreation opportunities. There are numerous opportunities for employment and leadership positions in Recreation such as facility supervisor, facility monitor, intramural official, lifeguard, or fitness instructor.

The Recreation programs are designed to enrich the college experience for all participants and through these programs we provide diverse opportunities that promote a sense of community, support student development through leadership/employment opportunities, and encourage the pursuit of a healthy, active lifestyle for the entire campus community. The Recreation programs are designed to help students meet new friends, develop new interests, make worthy use of their leisure time, and have a more rewarding academic year through a balanced lifestyle that includes physical exercise. Assumption College is an institutional

member of the National Intramural Recreational Sports Association (NIRSA).

Office Of Student Activities

Student involvement in various clubs and organizations on campus is overseen by the Office of Student Activities. The department supports student development and a vibrant campus life program, with an array of social, recreational, academic and cultural activities to develop the co-curricular student experience. The Office of Student Activities is comprised of a director, assistant director and a graduate assistant. The department goals of the staff in Student Activities are:

- Provide an environment conducive to leadership and growth.
- Empower students to enhance their community through programming, service and engagement.
- Encourage positive learning through mentorship.
- Embrace ethical and social responsibility while valuing diversity.

The Office of Student Activities works closely with students to organize, publicize and implement co-curricular activities. Getting involved on campus is part of the culture at Assumption. Students can choose among more than 60 clubs and organizations, finding a group that piques their interest and utilizes their talents. It's fun, and it builds confidence, friendships and leadership skills, and a sense of community within student life on campus. The Office of Student Activities is also responsible for Student Leadership Development, First Year Student Orientation, and campus programming.

Student Government Association

The elected representatives of the student body constitute the Student Senate of the SGA. This group is responsible for the recognition and the financing of student clubs and activities and for serving as the official means of communication between the student body, administration, and faculty.

Campus Activities Board

This organization sponsors a major portion of the social, entertainment, cultural, and educational activities at Assumption. Some annual activities include Family Weekend, the Spring Concert, Siblings' Weekend, Fall Fever, late night weekend programming, and the Holiday and Spring Balls. Participation in CAB gives students valuable experiences in leadership development, group process, and event planning.

Clubs And Organizations

There are many opportunities for students to get involved on campus. The Office of Student Activities hosts a Club Fair

during the first week of school, giving all students the opportunity to meet students involved in organizations and to see all that Assumption has to offer.

Eligibility Rule On Co-Curricular Involvement

A student failing to make reasonable progress toward graduation risks curtailment of his/her right to participate in co-curricular activities. The Dean of Campus Life and the Dean of Undergraduate Studies will address academic issues with elected and selected leaders who do not maintain a 2.5 GPA. General membership in clubs and organizations does not require a 2.5 GPA.

Student Publications

Le Provocateur, the student newspaper, covers campus news as well as student opinion. *The Heights* yearbook captures the spirit of college life in pictures and words. *The Muse* is Assumption College's magazine for the

creative arts. Primarily dealing with literary endeavors of undergraduates, the magazine also publishes photographs, especially of paintings and sculpture, and touches on nearly all art forms. *The Student Handbook*, prepared by the Dean of Students, summarizes the basic policies and services of the College. It also includes information pertinent to living in on-campus housing and outlines the policies and services attendant to residence at the College. It is distributed annually to all students at the beginning of the academic year.

Notary Public Services

The following persons are public notaries: Michael Rubino, General Counsel, Robin Pellegrino and Patricia Flynn, Office of Human Resources, Lorrie McCarty, Office of the Provost.

Directory

BOARD OF TRUSTEES

Officers of the College

Chairman of the Board: **Francis J. Bedard**, Esq. '81, Primm Springs, TN.

Vice Chairman of the Board: Rev. **Peter R. Precourt**, A.A., M.Div., '70, Fiskdale, MA.

President of the College: **Francesco C. Cesareo**, Ph.D., Worcester, MA.

Treasurer: **Peter D. Wells**, M.B.A., CPA, Spencer, MA.

Vice President for Mission: Very Rev. Richard Lamoureux, A.A., '64, Worcester, MA.

Provost: **Louise Carroll Keeley**, Ph.D., Worcester, MA.

Vice President for Enrollment Management: **Evan E. Lipp**, M.A., Shrewsbury, MA.

Vice President for Student Affairs: **Catherine M. WoodBrooks**, Ph.D., Worcester, MA.

Vice President for Institutional Advancement: **Timothy R. Stanton**, J.D., Worcester, MA.

Secretary of the Board: **Michael H. Rubino**, J.D., Marblehead, MA.

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Michele D'Amour, Somers, CT.

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Robert E. Gray, Jr. '65, Worcester, MA.

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Normand R. Marois '57, Sutton, MA.

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ADMINISTRATION

OFFICE OF THE PRESIDENT

President: **Francesco C. Cesareo**, B.A., Cathedral College of the Immaculate Conception; M.A., Ph.D., Fordham University.

Vice President for Mission: Very Rev. **Richard Lamoureux**, A.A., B.A., Assumption College; M. Div., Weston School of Theology; M. Th., Boston College.

General Counsel: **Michael H. Rubino**, B.A., Clark University; A.P.C., J.D., Suffolk University; Ed.D., Northeastern University.

Director of Strategic Initiatives: **Mary R. Bresnahan**, B.A., Dickinson College; M.A., Assumption College.

Executive Assistant for Government and Community Relations: **Daniel F. DiTullio**, B.A., Saint Michael's College.

Executive Assistant for Planning and Programming: **Janet C. Lambert**, A.L.S., Assumption College.

Executive Administrative Assistant: **Sharon A. Mahoney**.

Campus Ministry

Director of Campus Ministry: **Deacon Paul Covino**, B.A., Georgetown University; M.A., University of Notre Dame.

Associate Director of Campus Ministry: **Stephanie McCaffrey**, B.A., Washington and Lee University; M.A., Teachers College, Columbia University; M.Div., Weston Jesuit School of Theology.

Assistant Director of Campus Ministry/Director of Volunteer Outreach and Community Engagement: **Vincent Sullivan-Jacques**, B.A., Boston College; M.Ed., Boston College School of Theology and Ministry.

Campus Minister: **Fr. Ronald Sibugan, A.A.**, B.S., Polytechnic University of the Philippines; B.A., St. John Seminary; M.Div. and Th.M., Boston College School of Theology and Ministry.

Music Ministry Director: **Margaret M. Tartaglia**, B.A., Anna Maria College.

InterVarsity Representative: **Scott Brill**, B.S. Purdue University.

Athletes InterVarsity Representative: **Rachel Dean**, B.A., Smith College.

Graduate Assistant for Campus Ministry: **Sarah Mombourquette**, B.A., Assumption College.

Administrative Assistant: **Sandy Bousquet**.

Public Affairs

Executive Director of Communications: **Michael K. Guilfoyle**, B.A. St. Anselm College.

Director of Public Affairs: **Kimberly Dunbar**, B.A., Clark University, M.A., DePaul University.

ADMINISTRATION AND FINANCE

Vice President for Finance and Administration/Treasurer:

Peter D. Wells, CPA, B.S., Worcester State University, M.B.A., Nichols College.

Executive Assistant to the Vice President for Finance and Administration/Treasurer:

Jennifer White, A.B., Boston College.

Business Services

Director of Business Services: **Todd Derderian**, B.A., Fitchburg State University.

Post Office Supervisor: **Sabine Prizio**, B.S., University of Maine – Orono; B.A. Industrie und Handelskammer, (Wuerzburg, Germany).

Finance

Director of Finance: **Cathleen Cullen**, B.A., M.B.A., Assumption College.

Controller: **Linda Ducharme**, B.S., Nichols College, M.B.A., Assumption College.

Financial Reporting Accountant: **Kathleen Ducharme**, B.S., Bryant University

Human Resources

Director of Human Resources / EEO Officer: **Robin L. Pellegrino**, S.P.H.R., B.A., Worcester State College.

Payroll Administrator: **Debra Daly**, A.L.S., Assumption College.

Payroll Administrator: **Amanda Blinn**, B.A., Anna Maria College.

Human Resources Coordinator: **Betsy Dunbar**.

Information Technology and Media Services

Director of User Support: **Elizabeth Hamblett**, B.F.A., Rivier University; M.S., Southern New Hampshire University.

Information Technology Support Center Manager: **Tom St. John**, B.F.A., Massachusetts College of Art; M.A., C.A.G.S., Assumption College.

Information Technology Support Center

Coordinator: **Samantha Herren**, B.S., Northeastern University.

Desktop Support Manager: **Mark Brooks**, B.S.E.E., University of Maine.

Computer Classroom and Lab Manager: **Joseph Horgos**.

Instructional Technology Manager: **Ross Petrain**, B.A., Assumption College.

Director of Applications: **Dana Giampa**, B.S., University of Massachusetts-Amherst.

Manager of Database Systems: **John Flynn**, B.S.M.E., Worcester Polytechnic Institute; M.B.A., Nichols College.

Web System Programmer: **Ming Sun**, B.S., Jilin University; M.S., University of Massachusetts-Dartmouth.

Web Developer: **Christopher Murray**, B.S., University of Phoenix.

Applications Analyst: **Allen Wilkins**, B.S., University of Massachusetts-Amherst.

Applications Analyst: **Beth Goven**, B.S., Assumption College.

Report Writer: **John Gillis**, B.A., Goddard College.

Report Writer: **Shawn Conway**, B.S., Anna Maria College.

Director of Network and Server Operations: **Thomas Haley**, B.S., University of Massachusetts-Amherst.

Network Administrator and Data Security Officer: **Robert Lavner**, B.S., Bridgewater State University.

Network Infrastructure Administrator: **Thomas Brindamour**, B.S., New England Institute of Technology.

Systems Manager: **Benjamin Goodwin**, A.S., Vermont Technical College.

Associate Systems Manager: **Christopher Naples**, B.A., Assumption College.

Director of Media Services: **Ted H. Haley**, B.A., University of Massachusetts-Amherst; M.B.A., Assumption College.

Media Services Supervisor: **Thomas E. Burke**, B.A., Franklin Pierce College; M.A., Assumption College.

Public Safety

Director of Public Safety: **Steven B. Carl**, M.S., Westfield State College; B.S., Framingham State College; A.S., Massasoit Community College.

Deputy Chief/Operations Lieutenant: **Keith Hough**, A.S., B.S., Unity College.

Executive Officer/Administrative Lieutenant: **Steven Mackay**, Municipal Police Training Council.

Administrative Lieutenant, **Anthony Krow**, B.S.

Framingham State College; A.S., Massachusetts Bay Community College.

Administrator: **Laurie Handscome-Voedisch**, A.S., Mt. Wachusett Community College.

ENROLLMENT MANAGEMENT

Vice President for Enrollment Management: **Evan E. Lipp**, B.A., Marietta College; M.A., Western Michigan University.

Director of Marketing for Enrollment Management:

Christine Mackenzie, B.S., Nichols College.

Assistant Director of Marketing for Enrollment Management: **Jessica McCaughey**, B.A. Immaculata University.

Director of Technology for Enrollment Management: **Karen K. Amaral**, B.A., Assumption College.

Graduate Admissions

Director of Recruitment for Graduate Enrollment: **Karen M. Stoyanoff**, B.A., Assumption College; M.B.A., Clark University.

Assistant Director of Recruitment for Graduate Enrollment: **Susan M. Cahill**, A.S., Becker College; B.S., Fitchburg State College.

Undergraduate Admissions

Director of Admissions: Michael DiPiazza, B.A., M.B.A. Iona College.

Assistant Director of Admissions: Michel Perron, B.A., M.A., Assumption College; C.A.G.S., Worcester State College.

Assistant Director of Admissions: Allyson Martin, B.A., M.B.A. Assumption College.

Assistant Director of Admissions: Ryan J. O'Keefe, B.S., Johnson and Wales University.

Assistant Director of Admissions: **Andrew J. Kupec**, B.A., M.B.A., Assumption College.

Assistant Director of Admissions and Coordinator of Multicultural Recruitment: **Beatriz Patiño**, B.A., Connecticut College; M.A. Assumption.

Admissions Counselor: Brother **Richard Gagnon, A.A.**, B.A., St. Francis College; M.Ed., Boston College.

Admissions Counselor: **Shanell Cartagena**, B.A., M.B.A., Assumption College.

Admissions Counselor: **Christopher J. Miemiec**, B.A., Central Connecticut State University.

Admissions Counselor: **Erik A. Abramson**, B.A., Assumption College.

Regional Admissions Representative: **Susan E. Wynne**, B.A., M.B.A., Assumption College.

Regional Admissions Representative: **Brion J. Morro**, B.A., Moravian College and Theological Seminary.

Athletics

Director of Athletics: **Nicholas Smith**, B.S., Southern New Hampshire University; M.B.A., Bryant University.

Senior Associate Director of Athletics: **Peter J. Gardula**, B.A., University of Maine; M.Ed., Springfield College, M.B.A., Assumption College.

Associate Director of Athletics: **Christine Lowthert**, B.A., B.S. Indiana University of Pennsylvania; M.B.A., Duquesne University.

Assistant Director of Athletics for Communications: **Benjamin D. Stockwell**, B.S. Ithaca College, M.A. Castleton University.

Coordinator of Athletic Communications: **Chelsea Pitvorec**, B.A., University of West Florida; M.S. in Communication, Central Connecticut State.

Athletic Equipment and Events Manager: **Benjamin Ilg**, B.S., Nichols College.

Assistant Director of Athletics and Recreation for Sports Medicine: **Gwen Chiaranda**, B.S., University of Vermont; M.S., Bridgewater State, L.A.T.C.

Associate Athletic Trainer/Strength and Conditioning Coordinator: **Krystle Robleski**, M.S., A.T.C., B.S. University of Vermont.

Assistant Athletic Trainer: **Adam J Lucassian**, B.S., Central Michigan University; M.S. University of Cincinnati.

Head Men's Baseball Coach: **Mike Rocco**, B.S., Bryant University; M.S., Endicott College.

Head Men's Basketball Coach: **Mike Harding**, B. A. Bowdoin College; M. Ed., Tufts University.

Assistant Men's Basketball Coach: **Mike Hauser**, B. A. Bowdoin College; M. B. A. Clarkson University.

Head Women's Basketball Coach: **Kerry Phayre**, B.A., Providence College.

Assistant Women's Basketball Coach: **Sue Cahill**, B.S., Saint Michael's College.

Head Men and Women's Cross Country Coach: **Stacie Wentz**, B.S., Salisbury University; M.S. West Virginia University.

Head Women's Field Hockey Coach: **Annie Lahey**, B.A., College of the Holy Cross; M.T.S., Vanderbilt Divinity School.

Head Football Coach: **Robert Chesney**, B.A., Dickinson College.

Assistant Football Coach: **Paul McGonagle**, B.A., University of Kentucky.

Assistant Football Coach: **Anthony Barese**, B.A., Saint Anselm College.

Head Men's Golf Coach: TBA

Head Women's Golf Coach: TBA

Head Men's Lacrosse Coach: **Keith Loftis**, B.A., State University of New York – Potsdam.

Head Women's Lacrosse Coach: **Abbey Capobianco**, B.A., University of Massachusetts, Amherst.

Head Women's Rowing Coach: **Aline Seekins**, B.S, M.S., Florida Institute of Technology.

Head Men's Soccer Coach: **D.J. Corrao**, B.A. Fordham University; M.B.A., Molloy College.

Head Women's Soccer Coach: **Grace Barnard**, B.A. The College of Williams and Mary, M Ed., Le Moyn College

Head Women's Softball Coach: **Katie Bettencourt**, B.S., University of Massachusetts Amherst; M.S., Southern New Hampshire University.

Head Women's Swimming and Diving Coach: **Stuart Cromarty**, B.A., Boston University; M.Sc., Ph.D., University of Rhode Island.

Head Men and Women's Tennis Coach: **Adam Williamson**, B.S., Criminal Justice, Anna Maria College; M.S., Criminal Justice, Anna Maria College.

Head Women's Volleyball Coach: **Elyse M Rowland**, B.A., Pace University; M.A., Christian Brothers University.

Faculty Athletic Representative to the National Collegiate Athletic Association: **Lisa D'Souza**, Associate Professor of Education (2009), B.A., M. Ed. Wake Forest University; Ph.D. Boston College, 2009. Chairperson of the Department of Education.

FINANCIAL AID

Director of Financial Aid: **Lori A. Moore**, B.S. Plymouth State University.

Associate Director of Financial Aid: **Robin M. Montalvo**, B.A., Worcester State College.

Financial Aid Counselor: **Suellen Lazarek Dean**, B.A., Assumption College; M.A., Boston College.

Financial Aid Office Administrator: **Elise Audette**, B.A., Providence College.

INSTITUTIONAL ADVANCEMENT

Vice President for Institutional Advancement: **Timothy R. Stanton**, B.A., Amherst College; J.D. University of Connecticut School of Law.

Assistant to the Vice President for Institutional Advancement: **Nicki Lazaros**, B.A., UMASS Dartmouth; A.A., Champlain College.

Executive Director for Institutional Advancement: **Melanie Demarais**, B.A., Saint Michael's College.

Advancement Officer: **Emily P. Murray**, B.A., Assumption College.

Director of Alumni Engagement: **Linda B. Rosenlund**, B.A., Assumption College.

Director of Assumption Fund: **Timothy R. Martin**, B.S., Fairfield University.

Assistant Director of Assumption Fund: **Sarah C. Kupec**, B.A., Assumption College.

Director of Advancement Services: **Christina N. Nathan**, B.S., Stella Maris College, India; M.S., Loyola College, India; M.Phil, Loyola College, India; M.S., UMASS Lowell.

Gift Processor: **Joanna G. Toscano**, B.A., Worcester State University.

Data Management Specialist: **Diana L. Judge**, B.S., Worcester State University.

Director of Research: **Amy H. Sacco**, B.A., Assumption College.

Associate Director of Alumni Relations: **Amy E. Logue**, B.A., M.B.A. Assumption College.

STUDENT AFFAIRS

Vice President for Student Affairs: **Catherine M. WoodBrooks**, B.S., University of Maine–Farmington; M.Ed., University of Maine–Orono; Ph.D., Ohio State University.

Dean of Campus Life: **Conway C. S. Campbell Sr.**, B.A., University of Connecticut; M.Ed., University of Massachusetts–Lowell.

Dean of Students: **Robert G. Ravenelle**, B.A., M.B.A., Assumption College.

Campus Recreation

Director of Recreation: **Mike Rodier**, B.S., Assumption College; M.B.A., Assumption College.

Assistant Director of Recreation: **Jason Ryan, B.S., American International College; M.Ed., Salisbury University**

Program and Events Coordinator: Aline Seekins, B.S, M.S., Florida Institute of Technology
Career Development & Internship Center
Director: **Shannon Curtis**, B.S., M.B.A., Nichols College.
Career Advisor: **Kelly Stairs**, B.S., Worcester State University; M.A., Assumption College.

Residential Life

Director of Residential Life: **Joseph T. Zito**, B.A., M.A., Assumption College.

Associate Director of Residential Life: **Benjamin Kadamus**, B.A., M.A., Boston College.

Assistant Director of Residential Life: **Caitlin MacNeil**, B.A., The College of the Holy Cross, M.Ed. Springfield College.

Director, Living Learning Center/ Wachusett: **Judy Heersink**, B.A., Wheelock College.

Resident Director, The Village (Plough, South, West Halls): **Kristina Latorre**, B.A. Lesley University.

Resident Director, The Hill (Aubuchon, Bissonette, Hanrahan, Nault, Young Halls): TBA

Resident Director, Worcester Hall: **Carly Granville**, B.A., Framingham State University.

Resident Director, Salisbury Hall: **Matthew Levins**, B.S., Castleton University.

Resident Director, The Quad (Alumni, Desautels Halls): **Victoria Bryant**, B.A., Saint Anselm College.

Resident Director, The Valley (Authier, Dufault, Dion, Moquin Halls): **Margaret Keach**, B. A, Rhode Island College.

Student Activities

Interim Director of Student Activities and Student Leadership Development: **Kaitlin Bevins**, B.A., Assumption College; M.Ed., Springfield College.

Wellness Center

Wellness Center Office Manager: Patricia Flynn, B.A. Becker College, M.B.A. Assumption College.

Director of Counseling Services: Marta L. Carlson, B.A., Providence College, M.A., Lesley University, Ph.D., Syracuse University.

Personal Counselor: Kevin Murphy, B.A., M.A., C.A.G.S., Assumption College.

Director of Student Health Services: Elizabeth Drexler-Hines, B.S., Slippery Rock University; M.P.H., University of Massachusetts, Amherst; M.C.H.E.S., National Center for Health Education Credentialing.

Assistant Director of Student Health Services / Nurse Practitioner: Lisa Boucher, A.P.R.N., A.N.P.-B.C., American Nurses Credentialing Center; B.S.N., University of

Massachusetts–Dartmouth, M.S., University of Massachusetts–Worcester.

Collaborating Physician: Nancy Berube, B.S., Worcester Polytechnic Institute; M.D., University of Massachusetts Medical School.

Nurse Practitioner: Susan Marcoulier, A.P.R.N., A.G.N.P.-B.C., American Nurses Credentialing Center; B.S., Boston College; M.S., MGH Institute of Health Professions.

Student Conduct

Director of Student Conduct: **Chad Laliberte**, B.S., M.S., Elmira College.

ACADEMIC ADMINISTRATION AND FACULTY

Academic Affairs

Provost and Academic Vice President: **Louise Carroll Keeley**, B.A., Marquette University; M.A., Ph.D., Boston College.

Associate Provost: **Kimberly A. Schandel**, B.S., Pennsylvania State University; Ph.D., Duke University.

Dean of Undergraduate Studies: **Eloise Knowlton**, B.A., William Jewell College; M.A., Wake Forest University; Ph.D., Syracuse University.

Associate Dean for the First Year: **Jennifer Klein Morrison**, B.A., University of Pennsylvania; M.A., Pennsylvania State University; Ph.D. Yale University.

Director of Institutional Research and Academic Assessment: **Stuart J. Munro**, B.A., M.A., University of Alberta.

ESL / Director of Academic Support of International Students: **Abigail Nolan**, B.A., Union College (NY); M.A., University of Queensland (Australia).

Instructional Designer: **Mark Lonergan**, B.S., Bentley University; M.Ed., Framingham State University.

Academic Support Center

Director of the Academic Support Center: **Allen A. Bruehl**, B.A., Franklin and Marshall College; M.A., Antioch University; A.B.D., Northeastern University.

Associate Director for Student Success: **Amy Hurley**, B.A., M.A., Assumption College, LMHC.

Director of Student Accessibility Services: **Sharon de Klerk**, B.S., University of Massachusetts-Amherst; M.P.A., Clark University.

Assistant Director of Student Accessibility Services: **Amy Borggaard**, B.A., M.Ed., Framingham State College.

Community Service Learning

Director, Community Service Learning Program: **Michael Land**, B.A., University of Alabama; M.A., Ph.D., University of Missouri-Columbia, 1999.

Community Service Learning Community Placement Coordinator: **Susan Hayes**, B.A., University of Rhode Island.

Continuing and Career Education

Director of Continuing and Career Education: **Dennis Braun**, B.S., Bridgewater State College, M.B.A. Babson College.

Academic Counselor for Continuing Education: **Theresa A. Coolberth**, B.S.L.S., Assumption College

Library Services

Director of Library Services: **Doris Ann Sweet**, B.A., M.A., M.S.L.S., Columbia University.

Head of Research Support Services: **Phillip Waterman**, B.A., University of New Hampshire, M.S., Simmons College.

Head of Access Services and Collection Management: **Robin Maddalena**, B.A. Binghamton University; M.S., Simmons College.

Research Services/Scholarly Communications Librarian: **Mary LaBombard**, B.A., St. Lawrence University; M.A., M.S., Simmons College.

Research and Instruction Librarian: **Kate Bejune**, B.S., Cornell University; M.S.L.I.S., Syracuse University.

Head of Technical Services: **Elizabeth Maisey**, B.A., Bridgewater State College; J.D., New England School of Law; M.S., Simmons College.

Head of Library Systems and Technology: **Mary Brunelle**, B.A., Assumption College, M.S. Simmons College.

Research and Instruction Librarian: **Nancy O'Sullivan**, B.A., Mt. Holyoke College, M.L.I.S. University of Rhode Island.

Registrar

Registrar: **David W. Aalto**, B.S., Boston University.

Assistant to the Registrar, Undergraduate Division: **Mary Malone**, B.S.L.S., Assumption College.

Assistant to the Registrar, Graduate and Continuing & Career Education Divisions: **Deirdre Comeau**, A.S., Becker College.

Records Registration Clerk: **John Wild**, M.A., Assumption College.

Academic Department Chairs

- Art, Music and Theatre – **Toby Norris**
- Business Studies – **Jennifer Niece**
- Economics and Global Studies – **Colleen Fahy**
- Education – **Lisa D'Souza**
- English – **David Thoreen**
- History – **Irina Mukhina**
- Human Services and Rehabilitation Studies – **Susan Scully-Hill**
- Mathematics and Computer Science – **Joseph Alfano**
- Modern and Classical Languages and Cultures – **Arlene Guerrero-Watanabe**
- Natural Sciences – **Edward Dix**
- Philosophy – **Daniel Maher**
- Political Science – **Bernard J. Dobski**
- Psychology – **Maria Kalpidou**
- Sociology and Criminology – **Alison Cares**
- Theology – **Marc Guerra**

Institutes / Centers

Aaron T. Beck Institute for Cognitive Studies:

Director: **Leonard A. Doerfler**, Ph.D.

Ecumenical Institute:

Director: **Daniel Maher**, Ph. D.

French Institute:

Director: **Leslie P. Choquette**, Ph.D.

Worcester Institute for Senior Education (WISE):

Director: **Susan Perschbacher**, Ph.D.

WISE Office Manager: **Jill Lagana**

THE FACULTY

Paul Ady, Associate Professor of English (1987), B.A., M.A., Florida State University; M.A., Ph.D., University of Toronto, 1984.

Joseph A. Alfano, Assistant Professor of Mathematics (1994), B.S., Massachusetts Institute of Technology; M.A., Ph.D., University of California at San Diego, 1994, Chairperson of the Department of Mathematics and Computer Science.

Brooke M. Andersen, Associate Professor of Mathematics (2009), B.S., Centre College; A.M., Ph.D., Dartmouth College, 2008.

Paul R. Bailey, Visiting Assistant Professor of Marketing (2015), B.S., Suffolk University; M.B.A., Suffolk University, 1992.

J. Brian Benestad, D'Amour Professor of Catholic Thought (2013), B.A., Assumption College; S.T.L., Gregorian University; Ph.D., Boston College, 1979.

Christopher T. Beyers, Professor of English (1999), B.A., Western Maryland College; M.A., Ph.D., University of Kentucky, 1996.

Robert Biggert, Assistant Professor of Sociology (1998), B.A., Denison University; M.A., University of Michigan; Ph.D., University of Wisconsin, 1992. Sabbatical Spring 2018.

Winston Black, Assistant Professor of History (2014), B.A., Lawrence University; M.A., University of Toronto; Ph.D., University of Toronto, 2008.

Laura Blake, Assistant Professor of Management & Marketing (2013), B.B.A., Pace University; M.S. Rensselaer Polytechnic Institute, 2003.

Susan Boafo-Arthur, Assistant Professor of Human Services and Rehabilitation Studies (2017), B.A., University of Ghana; M.Phil., Norwegian University of Science and Technology; M.S., Ph.D., Mississippi State University, 2014.

Richard Bonanno, Associate Professor of Italian (2002), B.A., University of Massachusetts; M.A., Ph.D., Rutgers University, 2000.

Stuart J. Borsch, Associate Professor of History (2002), B.S., United States Naval Academy; M. Ph. (History), Ph.D., Columbia University, 2002.

Matthew Briel, Assistant Professor of Theology (2016), B.A., University of Notre Dame; M.A., University of Minnesota; Ph.D., Fordham University (2016).

Joyce E. Brown, Associate Professor of Mathematics and Computer Science (1982), B.S., University of New Hampshire; Ph.D., Johns Hopkins University (1970).

Kristen Carella, Associate Professor of English (2007), B.A., University of North Carolina; M.A., Indiana University; Ph.D., University of North Carolina, 2006.

Alison Cares, Associate Professor of Sociology and Criminology (2011), B.A., Dartmouth College; M.A., Pennsylvania State University; Ph.D., Pennsylvania State University, 2005. Chairperson of the Department of Sociology and Criminology.

Kevin J. Carlin, Associate Professor of Mathematics (1988), B.S., Fordham University; Ph.D., Yale University, 1983. Sabbatical Fall 2017.

Robert Caron, Assistant Professor of Human Services and Rehabilitation Studies (2012), B.A. Assumption College; M.A. Assumption College; Sc.D., Boston University, 2012.

Bonnie A. Catto, Professor of Classics (1989), A.B., Mount Holyoke; M.A., Ph.D., University of Pennsylvania, 1981. Sabbatical Spring 2018.

Sarah Cavanagh, Associate Professor of Psychology (2009), B.A., Boston University; M.S., Ph.D., Tufts University, 2007. Associate Director of the Center for Teaching Excellence (CTE).

Leslie P. Choquette, Professor of History, Cote Professor of French Studies, and Director of the French Institute (1989), B.A., Radcliffe College; M.A., Ph.D., Harvard University, 1988.

Mark Z. Christensen, Associate Professor of History (2010), B.A., Brigham Young University; M.A. University of Utah; Ph.D. Pennsylvania State University, 2010.

Lea Christo, Visiting Assistant Professor, Co-Director of the MBA in Health Care Management, Coordinator of the Resiliency in Helping Professions Certificate Program and Director of the Health Care Advocacy program in HSRS. (2014), B.A., Saint Anselm College; M.S.W., Boston College Graduate School of Social Work.

Nicholas J. Cioe, Assistant Professor of Rehabilitation Counseling and Director of the Rehabilitation Counseling Program (2016), B.A., College of the Holy Cross; M.S., Southern Illinois University; Ph.D., Southern Illinois University.

Amy Cirillo, Assistant Professor of Psychology (2002), B.A., Clark University; M.A., Ph.D., University of Rochester, 1998.

Peter Clemente, Visiting Assistant Professor of Music (1988), B.M., The Hartt School, University of Hartford; M.M., New England Conservatory; DMA, The Hartt School, University of Hartford, 2012. Director of the HumanArts Program.

Elizabeth A. Colby Davie, Associate Professor of Chemistry (2007), B.A., Macalester College; Ph.D., Massachusetts Institute of Technology, 2005.

Bryan J. Coleman, Visiting Assistant Professor of Accounting (2015), B.A., Assumption College; M.B.A., Nichols College, 2012. Certified Public Accountant, 2011 (Massachusetts). Certified Valuation Analyst, 2012.

J. Patrick Corrigan, Associate Professor of Philosophy (1989), B.A., The Catholic University of America; M.A., The University of Texas at Austin; Ph.D., The Catholic University of America, 1995. Director of the Rome Campus, 2017-18, 2018-19.

Roger R. Corriveau, A.A., Visiting Assistant Professor of Theology (1992), A.B., Assumption College; M.Div., Weston Jesuit School of Theology; M.A. Boston College; S.T.L., Diploma, *Institutum Patristicum Augustinianum*, 1992.

Matthew C. Creek, Assistant Professor of Mathematics (2017), B.E., M.S., Georgia Institute of Technology; B.S., University of Minnesota; M.A., University of Montana; M.A., Ph.D., University of Rochester, 2014.

Stuart I. Cromarty, Professor of Biology (2000), B.A., Boston University; M.Sc., Ph.D., University of Rhode Island, 1995.

David Crowley, Associate Professor of Biology (2004), A.B., College of the Holy Cross; Ph.D., Stanford University, 1999.

Lisa D'Souza, Associate Professor of Education (2009), B.A., M. Ed. Wake Forest University; Ph.D. Boston College, 2009. Chairperson of the Department of Education and Faculty Representative to the National Collegiate Athletic Association.

Zachary Daniels, Visiting Instructor of Marketing (2016), B.A., University of Massachusetts; M.A., Assumption College.

Jessica de la Cruz, Associate Professor of Education (2008), B.A., Union College; M.S., Ph.D., University of Virginia.

Arlene O. DeWitt, Assistant Professor of Marketing and Organizational Communication (2005), B.A., Elmira College; M.B.A., Clark University, 1987.

Becky L. DiBiasio, Associate Professor of English (1985), B.A., Purdue University; M.A., George Peabody College, Nashville; Ph.D., Purdue University, 1985. Rome, Fall 2017.

Mary Di Domenico, Lecturer in English. (2007), B.A., University of Massachusetts; M.A. University of Massachusetts/Boston, 1995.

Edward J. Dix, Professor of Chemistry (1994), B.S., Clarkson University; M.S., Ph.D., University of Rochester, 1994. Chairperson of the Department of Natural Sciences.

Bernard J. Dobski, Jr., Associate Professor of Political Science (2003), B.A., Boston College; M.A., Ph.D., Michigan State University, 2003. Chairperson of the Department of Political Science.

Leonard A. Doerfler, Professor of Psychology (1989), B.S., University of Pittsburgh; M.A., Ph.D., University of Missouri-Columbia, 1982. Director of the Clinical Counseling Psychology Program/Beck Institute. Sabbatical 2017.

Shahara Drew, Visiting Assistant Professor of English. (2007), B.A., University of Pennsylvania; M.A., Ph.D. Brown University, 2001.

Eric Drouart, Visiting Assistant Professor of Management and Marketing (2011), B.B.A., I.P.A.G., Paris, France; B.B.A., M.S.B.A., University of Massachusetts, Amherst (1976).

Paul Dufault, Visiting Instructor of School Counseling Program (2006), B.A., M.A., Worcester State College; M.A., Assumption College.

Aisling S. Dugan, Associate Professor of Biology (2010), B.A., Smith College; Ph.D., Brown University, 2007.

Colleen A. Fahy, Professor of Economics (1992), B.A., St. John Fisher College; M.A., Ph.D., State University of New York at Binghamton, 1989. Chairperson of the Department of Economics & Global Studies.

Steven Farough, Associate Professor of Sociology (2001), B.A., Western Michigan University; M.S.W., University of Michigan; Ph.D., Boston College, 2001.

Kathleen M. Fisher, Associate Professor of Theology (2002), B.A., University of Scranton; M.T.S., Ph.D., Boston University, 1999. Sabbatical 2017.

Paula Fitzpatrick, Professor of Psychology (1996), B.A., Ph.D., University of Connecticut, 1993. Sabbatical 2017.

Joseph T. Foley, Associate Professor of Accounting (1979), A.B., College of the Holy Cross; M.S./M.B.A. Northeastern University Graduate School of Professional Accounting, 1973. Certified Public Accountant, 1975 (Massachusetts), Chartered Global Management Accountant, 2014.

Robin Frkal, Assistant Professor of Management and Director of the MBA Program (2017), B.A. Assumption College; M.S. Clark University, 2010, Ph.D., Fielding Graduate University, 2016.

Robert M. Fry, Associate Professor of Mathematics and Computer Science (1979), B.A., Miami University; M.S., Ph.D., University of Illinois-Urbana Champaign, 1979. On leave 2017-18.

Karolina Fucikova, Assistant Professor of Biology (2016), B.S., University of South Bohemia; M.S., John Carroll University; Ph.D., University of Connecticut, 2011.

Travis M. Gagen, Visiting Instructor of Health Sciences (2017), B.S., M.P.H., University of Massachusetts Amherst; Ph.D., Candidate, University of Massachusetts Amherst, 2017.

Paul J. Gallagher, Associate Professor of Philosophy (1989), B.A., Duquesne University; M.A., Ph.D., The Pennsylvania State University, 1991. Sabbatical 2017.

Heidi Gearhart, Assistant Professor of Art History (2013), B.A. Pomona College; M.A. Tufts University; Ph.D. University of Michigan, 2010.

Jeremy Geddert, Assistant Professor of Political Science (2012), B.A., M.A. University of Saskatchewan; Ph.D., Catholic University of America, 2012.

Georgi Georgiev, Associate Professor of Physics (2007), B.S., M.S., Sofia University, Sofia, Bulgaria; M.S., Ph.D., Tufts University, 1998.

Christopher J. Gilbert, Assistant Professor of English (2016), B.A., University of Massachusetts; M.A., Ph.D., Indiana University, 2015.

Scott J. Glushien, Assistant Professor of Art (2000), B.A., Hampshire College; M.F.A., Yale University School of Art.

Christian Göbel, Associate Professor of Philosophy (2008), B.A. Munich School of Philosophy; Ph.L., Pontifical University of St. Anselmo; M.Phil., University of Cambridge; Ph.D. (Philosophy), Pontifical University of St. Anselmo, 2001; Ph.D. (Theology), Leiden University, 2012.

Samantha Goldman, Assistant Professor of Education (2016), B.A., Williams College; M.Ed., Ph.D., Vanderbilt University, Peabody College, 2016.

Leamarie Gordon, Assistant Professor of Psychology (2015), B.A., M.A. University of Massachusetts-Dartmouth; Ph.D., Tufts University, 2015.

Thomas Grady, Visiting Assistant Professor of Art (2007), B.A., Rhode Island School of Design; M.F.A. Art Institute of Boston at Lesley University. OSHA Safety Standards Coordinator.

Michelle Graveline, Professor of Music (1984), B.Mus., M.S.M., Boston University; D.M.A., University of Michigan, 1982. Sabbatical 2017.

Juan Carlos Grijalva, Associate Professor of Spanish (2008), B.A., Pontificia Universidad Católica del Ecuador (Quito, Ecuador); M.A., Universidad Andina Simón Bolívar (Quito); Ph.D., University of Pittsburgh, 2004. Sabbatical 2017.

Marc D. Guerra, Professor of Theology (2012), B.A., M.A., Assumption College; Ph.D., Ave Maria University, 2007. Chairperson of the Department of Theology and Director of Core Texts and Enduring Questions.

Arlene Guerrero-Watanabe, Associate Professor of Spanish (1999). B.A., Amherst College; M.A., Ph.D., Brown University, 2000. Chairperson of the Department of Modern and Classical Languages and Cultures.

James F. Hauri, Jr., Associate Professor of Chemistry (2001). Director of the Notre Dame 3:2 Engineering Program. B.A., University of Texas at Austin; M.S., Indiana University; Ph.D., University of California at Berkeley, 2001. Sabbatical Fall 2017.

Kevin L. Hickey, Associate Professor of Geography (1972), A.B., M.A., Boston University; M.A., Harvard University, 1976.

Eric M. Howe, Associate Professor of Education (2004), B.S., University of Colorado; M.B.A., Indiana University; M.A.T., Colgate University; Ph.D., Western Michigan University, 2004.

Daniel Jones, Associate Professor of Accounting (2005), B.A., B.S., University of Notre Dame; M.B.A., Harvard University; M.S., Bentley College, 1977.

Maria D. Kalpidou, Associate Professor of Psychology (1998), B.A., Aristotle University, Thessaloniki, Greece; M.A., Tufts University; Ph.D., Louisiana State University, 1997. Chairperson of the Department of Psychology.

Demetrius Kantarelis, Professor of Economics (1983), B.A., University of Athens, Greece; M.A., Fordham University; Ph.D., Clark University, 1983.

William Katcher, Assistant Professor of Computer Science (1984), B.S., New Jersey Institute of Technology; M.B.A., Rutgers University, 1978.

Angela Kaufman-Parks, Assistant Professor of Criminology (2014), B.S., M.A., Ph.D., Bowling Green State University, 2014. Sabbatical Fall 2017.

Louise Carroll Keeley, Professor of Philosophy (1983) and Provost (2015). B.A., Marquette University; M.A., Ph.D., Boston College, 1983.

Suzanne Kelton, Associate Professor of Mathematics (2002), B.S., Virginia Polytechnic Institute and State University; M.S., Ph.D., University of Virginia, 2001. Sabbatical 2017.

Dona M. Kercher, Professor of Spanish & Film (1990), B.A., University of Michigan – Ann Arbor; M.A., Ph.D., Johns Hopkins University, 1980. Director of the Latin American Studies Program.

Carl Robert Keyes, Associate Professor of History (2008), B.A., University of Michigan; M.A., American University; Ph.D., Johns Hopkins University, 2007. Director of Women's Studies Program and Pre-Law Advisor.

Mary E. Kielbasa, Assistant Professor of Education (1987), B.A., Assumption College; M.Ed., Boston University; M.A., Simmons College; Ed.M., Ed.D., Harvard University, 1993.

Deborah Kisatsky, Associate Professor of History (2001), B.A., M.A., Ph.D., University of Connecticut, 2001. Director of the Peace and Conflict Studies Program.

Christopher Klofft, Associate Professor of Theology (2001), B.A., Assumption College; S.T.B., S.T.L., S.T.D., Catholic University, 2000.

Lucia Z. Knoles, Professor of English (1984), B.A., Saint Mary's College; M.A., Ph.D., Rutgers University, 1979.

Benjamin J. Knurr, Assistant Professor of Chemistry (2015), B.A. Macalester College; Ph.D., University of Colorado, 2014.

Suzanne L. Kozak, Visiting Instructor of Mathematics (1999), B.A., Nazareth College; M.A., Binghamton University, 1999.

Elissa M. Kraus, Visiting Instructor of Biology (1990), B.S., Fairleigh Dickinson University; M.S., Sarah Lawrence College, 1981.

Regina Kuersten-Hogan, Associate Professor of Psychology (2007), B.A., University of Massachusetts-Boston; M.A., Ph.D., Clark University, 1998.

Michael Land, Associate Professor of English (2000), B.A., University of Alabama; M.A., Ph.D., University of Missouri-Columbia, 1999. Director of the Community Service Learning Program.

James M. Lang, Professor of English (2000), B.A., University of Notre Dame; M.A., St. Louis University; Ph.D., Northwestern University, 1997. Director of the Center for Teaching Excellence (CTE).

Lance G. Lazar, Associate Professor of History (2005), A.B., Dartmouth College; Ph.D., Harvard University, 1998. Director of the Medieval and Early Modern Studies Program.

Cary LeBlanc, Assistant Professor of Management and Marketing (2006), B.A., Boston College; M.Ed., Northeastern University; Ph.D. Union Institute and University, 2008. Rome Spring 2018.

Michele L. Lemons, Associate Professor of Biology (2007), B.S., College of William and Mary; Ph.D., University of Florida, 1999.

Bridget L. Leonard, Assistant Professor of Marketing (2017), H.B.Com, M.B.A, Laurentian University; Ph.D., University of Colorado Boulder, 2014.

Maryanne Leone, Associate Professor of Spanish (2005), B.S., University of Connecticut; M.A., Middlebury College; Ph.D., University of Kansas, 2003.

Michael Lewis, Assistant Professor of Management (2007), B.S., Central New England College; M.B.A., Assumption College; M.A., Ph.D., Fielding Graduate University, 2016.

Karen Lionello-DeNolf, Visiting Assistant Professor of Psychology and Director of the Applied Behavior Analysis Program (2015), B.A. Illinois Wesleyan University; M.S., Ph.D. Purdue University, 2001.

Esteban Loustaunau, Associate Professor of Spanish (2008), B.A., Carleton College; M.A., Ph.D., Ohio State University, 1998. Director of the SOPHIA Program.

Daniel P. Maher, Associate Professor of Philosophy (2008), B.A., Ph.L., Catholic University of America; Ph.D., Boston College, 1997. Chairperson of the Department of Philosophy and Director of the Ecumenical Institute.

Daniel J. Mahoney, Professor of Political Science (1986), Augustine Chair in Distinguished Scholarship, B.A., College of the Holy Cross; M.A., Ph.D., The Catholic University of America, 1989.

Laura Marcotte, Assistant Professor of Chemistry (2014), B.A., Sweet Briar College; Ph.D., Harvard University, 2007.

Francis A. Marino, Associate Professor of Accounting (1981), A.B., College of the Holy Cross; M.B.A., Northeastern University, Graduate School of Business Administration, 1975; M.S.T., Bentley College, 1982; Certified Public Accountant, 1975 (Massachusetts).

John F. McClymer, Professor of History (1970), A.B., Fordham College; M.A., Ph.D., State University of New York at Stony Brook, 1973.

Jessica McCready, Assistant Professor of Biology (2012), B.S., Cornell University; Ph.D., Virginia Commonwealth University, 2006.

Molly McGrath, Associate Professor of Philosophy (2006), B.A., Mount Saint Mary's College; M.A. 2003; Ph.D., The Catholic University of America, 2007. Director of the Honors Program.

Thomas Miles, Visiting Assistant Professor of Philosophy (2016), B.A., Yale University; M.A., Cambridge University; Ph.D., University of Texas at Austin, 2006.

J. Bart Morrison, Associate Professor of Management (2011), B.A., Fordham University; M.Ed., Harvard University; D.M., Case Western Reserve University (2002). On leave 2017-18.

Irina Mukhina, Associate Professor of History (2007), B.A., University of Massachusetts-Dartmouth; M.A., Ph.D. Boston College, 2006. Chairperson of the Department of History.

Alison Myette, Visiting Instructor of Human Services and Rehabilitation Studies (2000), B.S., M.A., University of Rhode Island, 1995.

Brian K. Niece, Professor of Chemistry (1997), B.S., Georgia Institute of Technology; Ph.D., University of Illinois at Urbana-Champaign, 1997.

Jennifer M. Niece, Associate Professor of Accounting (2001), B.A., College of the Holy Cross; M.B.A., Boston College Carroll Graduate School of Management, 1998; Certified Public Accountant, 1998 (Massachusetts). Chairperson of the Department of Business Studies.

Carrie Nixon, Associate Professor of Art (2008), B.A., Yale University; M.F.A., Wayne State University.

Toby Norris, Associate Professor of Art History (2006), B.A., Magdalen College, Oxford University; M.Phil., Glasgow University; Ph.D., Northwestern University. Chairperson of the Department of Art, Music & Theatre.

Elizabeth M. O'Hara, Visiting Assistant Professor of Management (2014), B.S., Elms College; M.B.A., University of Massachusetts, Amherst, 1999.

Maria Parmley, Associate Professor of Psychology (2008), B.A., University of Massachusetts; M.A., Ph.D., Brandeis University, 2004.

Catherine L. Pastille, Assistant Professor of Management (2012), B.S., Rhode Island College, 1986; M.A., Rhode Island College; M.B.A., Bryant University; Ph.D., University of Rhode Island, 2007.

Cinzia Pica-Smith, Associate Professor of Human Services and Rehabilitation Studies (2008), B.A., M.S.Ed., The College of St. Rose; Ed.M., Harvard Graduate School of Education; Ed.D., University of Massachusetts, Amherst. Sabbatical 2017.

Mary Pickering, Visiting Assistant Professor in Biology (2014), B.A./B.S., Providence College; Ph.D., University of Massachusetts Medical School, 2006.

Paul Piwko, Visiting Assistant Professor of Accounting (2017), B.B.A., University of Massachusetts, Amherst; M.B.A., Nichols College, 1992; Certified Management Accountant 2010 (Massachusetts).

Francis Bruce Prior, Assistant Professor of Sociology and Criminology, B.A.; Villanova University; M.A., Ph.D., University of Pennsylvania.

Rachel Ramsey, Associate Professor of English (2001), B.A., West Virginia Wesleyan College; M.A., Ph.D., West Virginia University, 2001.

Nalin Ranasinghe, Professor of Philosophy (2001), M.A., University of Dallas; Ph.D., Pennsylvania State University, 1989.

Smriti Rao, Associate Professor of Economics (2006), B.A., Birla Institute of Technology; M.A., Ph.D., University of Massachusetts-Amherst, 2005.

Sarai Rivera, Visiting Instructor of Human Services and Rehabilitation Studies (2011), B.A. Worcester State University; M.S.W., University of Connecticut; Ph.D. Gordon-Conwell Theological Seminary, 2007.

Veronica Roberts, Assistant Professor of Philosophy (2017), B.A., M.A., Boston College; M.A., Ph.D., University of Notre Dame, 2014.

Leo Rodriguez, Assistant Professor of Physics (2014), B.S., New Mexico Institute for Mining and Technology; M.S. and Ph.D., University of Iowa, 2011.

Anthony Sacino, Visiting Instructor of Biology (2017), B.A., Assumption College; M.S., University of Hartford, 2014.

Kimberly A. Schandel, Associate Professor of Biology and Chemistry (1995) and Associate Provost. B.S., Pennsylvania State University; Ph.D., Duke University, 1990.

Susan M. Scully-Hill, Associate Professor of Human Services and Rehabilitation Studies (1998), B.A., M.A., Ph.D., Michigan State University, 1996. Chairperson of the Department of Human Services and Rehabilitation Studies and Director of the School Counseling Program.

Paul Shields, Associate Professor of English (2005), B.A., Mercer University; M.A., Ph.D., Florida State University, 2005.

Owen D.V. Sholes, Professor of Biology (1978), A.B., Carleton College; Ph.D., Cornell University, 1980.

Lynn Simmons, Visiting Assistant Professor of Art and Design (2008), B.F.A., Maine College of Art; M.F.A., Vermont College of Fine Arts, 2007.

Alison M. Stoner, Assistant Professor of Psychology (2017), B.A., University of Notre Dame; M.A., Ph.D., Loyola University Chicago, 2014.

Samuel A. Stoner, Assistant Professor of Philosophy (2016), B.A., University of Notre Dame; M.A., Ph.D., Tulane University, 2014.

Cathleen K. Stutz, Assistant Professor of Education (1995), B.A., M.S., University of Pennsylvania; Ed.D. Boston University, 1995.

Steven J. Theroux, Professor of Biology (1992), B.A., Rhode Island College; Ph.D., University of Massachusetts at Amherst, 1989. Pre-Health Science Program Coordinator.

David Thoreen, Professor of English (1995), B.A., St. John's University; M.F.A., Bowling Green State University; Ph.D., State University of New York at Stony Brook, 1994. Chairperson of the Department of English.

Anthony D. Traylor, Associate Professor of Philosophy (1998), B.A., George Mason University; M.A., Villanova University; Ph.D., Emory University, 1998.

Nanho S. Vander Hart, Associate Professor of Special Education (1999), B.A., Ewha Woman's University, Seoul, Korea; M.A., University of Northern Colorado; Ph.D., University of Iowa, 1998. Director of the Special Education Program.

Geoffrey Vaughan, Associate Professor of Political Science (2008) B.A., University of Toronto; M.A., Boston College; D.Phil., University of Oxford.

Adam M. Volungis, Assistant Professor of Psychology (2011), B.A., Saint Anselm College; M.A., Assumption College; Ph.D., Indiana University, 2011.

Brian Volz, Associate Professor of Economics (2010), B.S., Carnegie Mellon University; M.A., Johns Hopkins University; Ph.D., University of Connecticut, 2009.

Elizabeth Walsh, Visiting Instructor of Education and Field Placement Coordinator (2012) B.A., Stonehill College; M.A., Worcester State College, 2007.

Gregory S. Weiner, Associate Professor of Political Science (2011), B.A. University of Texas; M.A., Georgetown University; Ph.D., Georgetown University, 2010.

Thomas Wheatland, Associate Professor of History (2006), B.A., Brown University; Ph.D., Boston College, 2002. Fulbright and Post-Baccalaureate Scholarship Program Advisor.

Thomas J. White, Professor of Economics (1994), B.S., Iowa State University; M.A., Ph.D., State University of New York, Binghamton, 1989.

Fang Zhang, Associate Professor of Psychology (2003), B.S., Peking University; M.A., Ph.D., Cornell University, 2001.

Anthony S. Zielonka, Associate Professor of French (1998), B.A., Ph.D., University of Birmingham (England), 1984.

Adjunct Faculty

Leslie Adams, Lecturer in Psychology (2007), B.S., Fitchburg State College; M.S., Ph.D., Tufts University, 2005.

Frances Arena, Lecturer in Education (2010), B.S., M.Ed., Worcester State College, 1974.

Meltem C. Arikan, Lecturer in Biology (2014), B.S., M.S., Ph.D., Hacettepe University (Ankara, Turkey), 1989.

Philip Benvenuti, Lecturer in Accounting (2013), B.A., Assumption College; M.B.A., Assumption College, 2012. Certified Fraud Examiner, 1998, Certified Internal Auditor, 1996.

Soraya Betancourt-Calle, Lecturer in Biology (2014), B.S., M.S., University of Puerto Rico; M.S., University of Michigan, Ph.D., The Medical College of Georgia, 1998.

Thomas E. Burke, Lecturer in Theatre Arts (1998), B.A., Franklin Pierce College; M.A., Assumption College, 1997.

Charles E. Brusard, Lecturer in Mathematics (1968), Professor Emeritus of Mathematics. A.B., M.A., Boston College, 1962.

Elissa Chase, Lecturer in Art History (2011), B.A. Beloit College; M.A. University of Glasgow, 1996.

David A. Cohen, Lecturer in History (2013), B.A., M.A., Yale University.

Christina Danko, Lecturer in Philosophy (2016), B.A., Clark University; M.A. (Teaching), Clark University; M.A. (Philosophy), Claremont Graduate University; Ph.D., Claremont Graduate University, 2015.

Egidio Diodati, Associate Professor of Marketing and Management (ret.), B.S., Boston State College; M.B.A., Suffolk University, 1977.

Kathleen Dion, Lecturer in Education (2008), B.S., Worcester State College; M.A. Worcester State College; M.A. Fitchburg State College, 1989.

Terrence T. Dougherty, O.C.D., Lecturer in Human Services and Rehabilitation Studies, Professor Emeritus of Human Services and Rehabilitation Studies (1977), A.B., Mount Carmel College; M.Ed., C.A.G.S., Boston University.

Paul R. Douillard, Lecturer in Philosophy (1972), A.B., Assumption College; B.Ph., M.Ph., Laval University; Ph.D. Boston College, 1981.

Kate Egnaczak, Lecturer in Art (2012), B.F.A., University of Massachusetts; Master of Professional Studies, Pratt Institute.

Jeffrey J. Fisher, Lecturer in Philosophy (2017), B.A., University of Michigan; M.A., University of Notre Dame; Ph.D., University of Notre Dame, 2016.

Thomas L. Fitzpatrick, Lecturer in Business Law (1984), B.A., University of Massachusetts-Amherst; J.D., Catholic University of America, 1978.

Bruce Hopkins, Lecturer in Music (1987), B.M., Boston Conservatory of Music; M.M., New England Conservatory of Music, 1975.

David Hoyle, Visiting Assistant Professor of Marketing (2010), B.S.B.A., Boston College; M.B.A. Babson College, 1978.

David Jost, Lecturer in Music (2010), B.M. University of Lowell; M.M. University of Lowell, 1988.

Mary F. Kingsley, Lecturer in Business Law (1983), B.A., Manhattanville College; J.D., Suffolk University Law School, 1978.

Barry Knowlton, Lecturer in History (2013), B.A., Assumption College; M.A., English, Syracuse University; M.A., Classics, Syracuse University; Ph.D., History, Boston College, 1998.

Ellen Koretz, Lecturer in Education (2005), Field Placement Coordinator. B.S., M.S.E., Lesley College; Ed.D., University of Massachusetts-Lowell, 2003.

Keith A. Lahikainen, Lecturer in Human Services & Rehabilitation Studies (2008), A.B., Assumption College; M.S., Fitchburg State College; Psy.D., Massachusetts School of Professional Psychology (2001).

Arthur LaPlante, Lecturer in Chemistry (2013), B.S., Worcester State College, M.S., Ph.D., University of Massachusetts – Amherst, 2010.

Justin Lundberg, Lecturer, Business Studies 2016, B.A., College of the Holy Cross; M.S., Suffolk University School of Law; J.D., Worcester Polytechnic Institute, 2012.

Michael McKay, Lecturer in Economics (2009), B.A., University of Massachusetts, Dartmouth; Clark University, 2013.

Ingrid Matos-Nin, Lecturer in Spanish (2005), A. Pontifica Universidad Catolica de Puerto Rico, M.A., Pontifica Universidad Catolica de Puerto Rico, Ph.D. Boston University, 2004.

Michael Matraia, Lecturer of Business Studies, B.A., Assumption College, M.A., University of Connecticut; Certified Public Accountant (Massachusetts).

Hubert G. Meunier, Lecturer in Chemistry (1970), Professor Emeritus of Chemistry, B.S., Providence College; M.S., Rutgers University; Ph.D., University of Rhode Island, 1967.

Thomas P. Miles, Visiting Assistant Professor (2016), B.A. Yale University; M.Phil., Cambridge University; Ph.D., University of Texas at Austin, 2006.

John E. Moore, Lecturer in Economics (2003), B.A., Villanova University; M.B.A., Assumption College; Ph.D., Clark University, 2007.

Ann Murphy, Professor of English (ret.), B.A. Hollins College, M.A., Ph.D., University of Massachusetts-Amherst, 1986.

Tammy Murray, Lecturer in Human Services and Rehabilitation Studies (2008), B.S., Utica College of Syracuse University; M.Ed., Cambridge College (2005).

Gary Orlinsky, Lecturer in Art (2000), B.A., University of Illinois; M.F.A., University of Massachusetts.

Michele Perla, Lecturer in Art (2012), B.F.A., College of the Holy Cross; M.F.A., Rochester Institute of Technology.

Michael Polito, Lecturer in Psychology (2014), B.A., SUNY at Fredonia; Ph.D., Brandeis University, 2014.

Susan R. Sabelli, Lecturer in Human Services and Rehabilitation Studies, Coordinator of Human Services and Rehabilitation Studies Undergraduate Internships (1979), A.B., Merrimack College; M.A., C.A.G.S., Assumption College, 1978.

Paul D. Sanderson, Lecturer in Psychology (1993), B.A., University of Massachusetts; M.Div., D.Min., Andover Newton Theological School; Ph.D., Boston University, 1977.

Gary Senecal, Lecturer in Psychology (2014), B.A., St. Anselm College, 2007; M.A., The Katholieke Universiteit of Leuven, Belgium, 2009; Ph.D., University of West Georgia, 2014.

Colleen Smith, Lecturer in Psychology (2008) B.A. The University at Albany; M.A., Ph.D. Syracuse University.

Elisabeth Solbakken, Lecturer in German (1996), Ex. Phil., Oslo University; M.A., D. Phil., Universität Tübingen, Germany, 1992.

Peter Sulski, Lecturer in Music (2004), B.M., Eastmann School of Music, 1990.

Margaret Tartaglia, Lecturer in Music (2012), B.A., Anna Maria College.

Alain Thomasset, A.A., Lecturer in Theology (2010), Ph.D., Université Catholique de Louvain, 2005.

Tyler Vance, Lecturer in Art (2013), B.F.A., University of Utah; M.F.A., Utah State University, 2009.

William Warnken, Lecturer in Psychology (2000), B.A., Eisenhower College; M.A., Anna Maria College; Psy.D., Antioch University of New England, 1992.

Maria Cevallos Warren, Lecturer in Spanish (2003), B.A., University of Puerto Rico; M.S., University of Massachusetts, 1976.

Wei-Chu (Brian) Xu, Lecturer in Chemistry (2014), B.S., Suzhou University (China); M.S., Ph.D., Shanghai Institute of Organic Chemistry (China), 1995.

Emeriti

Linda Ammons, Professor Emerita of Anthropology (1984), A.B., Phillips University; Ph.D., Harvard University, 1978.

Mary Lou Anderson, Dean Emerita of the College (2010), B.A., Anna Maria College; M.A., Assumption College; Ed.D. University of Massachusetts-Amherst, (1992).

George F. Aubin, Professor Emeritus of French and Linguistics (1963), A.B., M.A., Assumption College; Ph.D., Brown University, 1972.

Allan E. Barnitt, Jr., Professor Emeritus of Biology (1976) A.B., William Paterson College of New Jersey; M.S., Ph.D., University of Rhode Island, 1972.

Barbara Beall-Fofana, Professor Emerita of Art (2000) B.A. Bard College; M.Ed, Clark University,; M.A. University of Massachusetts-Amherst; Ph.D., Brown University.

Duane Berquist, Professor Emeritus of Philosophy (2009), Ph.D., Laval University, 1954.

Herbert Bromberg, Professor Emeritus of Management (1984), B.S., University of Pennsylvania; M.B.A., New York University, 1959.

Charles Brusard, Professor Emeritus of Mathematics (1968), A.B., M.A., Boston College, 1962.

Eugene W. Byrnes, Professor Emeritus of Chemistry (1968), B.S., Rensselaer Polytechnic Institute; Ph.D., University of New Hampshire, 1964.

Corazon C. Castaldi, Professor Emerita of English (1981), A.B., B.S., Holy Spirit College; M.A., Ateneo University (Manila); Ph.D., Cornell University, 1979.

Magda C. deMoor, Professor Emerita of Spanish (1969), Prof. de Lit., Universidad Nacional de Cuyo (Argentina); M.A., Harvard University; Ph.D., University of Massachusetts-Amherst, 1979.

Terrence T. Dougherty, O.C.D., Professor Emeritus of Social and Rehabilitation Services (1977), A.B., Mount Carmel College; M.Ed., C.A.G.S., Boston University.

Regina M. Edmonds, Professor of Psychology (1976), A.B., Elmira College; M.S., Ph.D., University of Pittsburgh, 1974.

Joseph H. Hagan, President Emeritus of Assumption College (1978), A.B., Providence College; Ed.M., Boston University; M.B.A., Bryant College; D.Min., Ed.D., Graduate Theological Foundation, 2001.

Carol Harvey, Professor Emerita of Management (1990), A.B., Anna Maria College; M.A., Assumption College; M.B.A., C.A.S., Northeastern University; Ed.D., University of Massachusetts-Amherst, 1991.

Elisabeth A. Howe, Professor of French (1991), B.A., University College, London; M.A., Ph.D., Harvard University, 1987.

Jeffrey Hunter, Professor Emeritus of Management (1987), A.B. College of the Holy Cross; M.B.A., Western New England University; M.S. Bentley College, 1977.

Donat R. Lamothe, A.A., Professor of Music (1963), Archivist, Ph.D., University of Ottawa; M.A., St. John's University; M.M., Boston University; Ph.D., University of Strasbourg.

Andrew Laska, Director of Athletics Emeritus. B.S., College of the Holy Cross; M.A., Worcester State College.

Stuart R. Lynn, Professor Emeritus of Economics (1987), A.B., College of William and Mary; Ph.D., University of North Carolina.

Paul J. Mahon, Professor Emeritus of Biology (1971), A.B., Assumption College; Ph.D., Clark University, 1973.

Jeanne McNett, Professor Emerita of Management (1997), B.A., M.A., Ph.D., University of Massachusetts-Amherst, 1980; M.B.A. City University Business School, London, 1983.

Hubert G. Meunier, Professor Emeritus of Chemistry (1970), B.S., Providence College; M.S., Rutgers University; Ph.D., University of Rhode Island, 1967.

John G. Moline, Professor Emeritus of Social and Rehabilitation Services (1972), A.B., Hardin-Simmons University; M.A., Texas Tech University; Ph.D., University of Connecticut, 1975.

Susan Perschbacher, Professor Emerita of Sociology and Anthropology (1990), B.A., Denison University; M.A., Ph.D., University of Chicago, 1981.

Thomas R. Plough, President Emeritus of Assumption College (1998), B.A., Michigan State University; M.A., Student Personnel Administration; Ph.D., Higher Education Administration, Michigan State University.

Claire Quintal, Professor Emerita of French and Founding Director Emerita of the French Institute (1968), A.B., Anna Maria College; M.A., Université de Montreal; Docteur de l'Université de Paris, 1961.

Patricia S. Reisert, Professor Emerita of Biology (1975), A.B., Manhattanville College; M.A., Ph.D., Brown University, 1965.

Wayne G. Rollins, Professor Emeritus of Theology (1974), A.B., Capital University; B.D., Yale Divinity School; M.A., Ph.D., Yale University, 1960.

David St. John, Professor Emeritus of Human Services and Rehabilitation Studies (1987), B.A. St. Anselm College; M.Ed, Boston University; Ed.D, Clark University, 1973.

Charles K. Stuart, Professor Emeritus of Social and Rehabilitation Services (1985), B.A., Michigan State University; M.A., Ed.D., University of Northern Colorado, 1968.

William N. Sullivan, Professor Emeritus of Accounting (1980), B.S., Boston College; M.B.A., Babson College, 1975; C.P.A. (Massachusetts) 1975.

Roger R. Trahan, Emeritus Director of the Media Center (1967), A.B., St. Mary's Seminary and University; M.Ed., University of Hartford, 1962.

Michael D. True, Professor Emeritus of English (1965), A.B., University of Oklahoma; M.A., University of Minnesota; Ph.D., Duke University, 1964.

Arlene C. Vadum, Professor Emerita of Psychology (1971) A.B., McMaster University, Ph.D., University of California (Berkeley), 1969.

Academic Calendar

FALL SEMESTER

Fri	Aug. 25	New students arrive / Check-In
Sun	Aug. 27	Returning students arrive / Check-In
Mon	Aug. 28	Undergraduate, CCE & Graduate classes begin
Fri	Sept. 1	Undergraduates last day to drop/add
Mon	Sept. 4	Labor Day – NO CLASSES (No Graduate Classes on Sat. 9/2)
Mon-Tues	Oct. 9-10	Columbus Day – NO CLASSES
Wed	Oct. 11	Undergraduate, CCE & Graduate classes resume
Mon	Oct. 16	MID-TERM
Mon	Nov. 6-17	Undergraduate course selection for Spring 2018 semester
Fri	Nov. 17	Undergraduates last day to withdraw from a course: Pass/No Credit deadline
Wed	Nov. 22	THANKSGIVING RECESS BEGINS
Mon	Nov. 27	Undergraduate, CCE & Graduate classes resume
Wed	Dec. 6	Last day of classes
Thurs	Dec. 7	Undergraduate study day / Last day of CCE & Graduate classes
Fri-Wed	Dec. 8-9, 11-13	Undergraduate final exam period
Sun, p.m.	Dec. 10	Snow period for final exams
Thurs	Dec. 14	Snow period for final exams
Mon	Dec. 18	Final grades due by noon

INTERSESSION

January 2-12 CCE Online Courses

SPRING SEMESTER

Mon	Jan. 15	Check-In for students; Martin Luther King, Jr. Day
Tues	Jan. 16	Undergraduate classes begin
Wed	Jan. 17	CCE & Graduate classes begin
Tues	Jan. 23	Undergraduates' last day to drop/add
Mon	Feb. 19	Presidents' Day – Undergraduate, CCE & Graduate classes held
Fri	Feb. 23	Undergraduates last day to declare majors prior to fall 2018 course selection
Mon-Sun	Mar. 5-11	SPRING BREAK
Mon	Mar. 12	Undergraduate, CCE & Graduate classes resume /MID-TERM
Wed	Mar. 28	No CCE & Graduate classes
Thurs	Mar. 29	EASTER RECESS BEGINS
Tues	Apr. 3	Undergraduate, CCE and Graduate classes resume
Mon	Apr. 9-20	Undergraduate course selection for Fall 2018
Fri	Apr. 20	Undergraduates' last day to withdraw from a course. Pass/No credit deadline
Mon	Apr. 30	Last day of Undergraduate classes
Tues	May 1	Undergraduate study day
Wed-Fri	May 2–5	Undergraduate final exams
Mon-Tues	May 7-8	Undergraduate final exams
Thurs	May 3	Last day of Graduate & CCE classes
Thurs	May 10	Senior final grades due by noon
Sat	May 12	Baccalaureate Mass
Sun	May 13	Commencement
Tues	May 14	Final grades due by noon

SUMMER SEMESTER

May 21 - June 29	Session I
July 2	Session I Grades due by 4:00PM
July 2 - August 10	Session II
August 13	Session II Grades due by 4:00PM

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ACADEMIC DEPARTMENTS

Art, Music and Theatre
Business Studies
Economic and Global Studies
Education
English
History
Human Services and Rehabilitation Studies
Mathematics and Computer Science
Modern and Classical Languages and Cultures
Natural Sciences
Philosophy
Political Science
Psychology
Sociology and Criminology
Theology

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