

undergraduate
C A T A L O G
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ASSUMPTION COLLEGE





ASSUMPTION COLLEGE

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NOTICE OF NON-DISCRIMINATION

Assumption College was founded in 1904 by the Augustinians of the Assumption (Assumptionists). The College strives to form graduates known for critical intelligence, thoughtful citizenship and compassionate service through its educational model grounded in the liberal arts and the Catholic intellectual tradition. Assumption favors diversity and welcomes all who share its goals and respect the College's mission and heritage.

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, Title IX, 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

The Director of Human Resources oversees compliance with Title IX and the efforts of Athletics Title IX Coordinator, the Senior Women's Administrator, reachable at 508-767-7086. In addition, 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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BACHELOR OF ARTS DEGREE IS GRANTED IN THE FOLLOWING PROGRAMS:

Accounting
 Art History
 Biology
 Biology with a Concentration in Neuroscience and Behavior
 Biotechnology and Molecular Biology
 Chemistry
 Classics
 Computer Science
 Economics
 Economics with Business Concentration
 Economics with International Concentration
 Education Concentration
 (accompanying an appropriate major)
 English
 English with Concentration in Writing and Mass Communications
 Environmental Science
 Environmental Science with a Concentration in Environmental Policy
 Foreign Languages
 French
 French with Concentration in Francophone Culture and Civilization
 Global Studies
 Global Studies with Business Concentration
 Graphic Design
 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 Cognitive and Brain Science
 Sociology
 Sociology with Concentration in Criminology
 Spanish
 Spanish with Concentration in Hispanic Culture and Civilization
 Studio Art
 Theology



Welcome To ASSUMPTION COLLEGE

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



MISSION

Assumption College, 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. It stresses the acquisition of personal values. 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 half-century 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 the completion of new buildings such as 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, and, most recently the Campus Ministry Center adjacent to the Chapel of the Holy Spirit.

ALUMNI ASSOCIATION

The Assumption College Alumni Association includes more than 19,000 men and women who have graduated from the College, including graduate and Continuing and Career Education alumni. Of the 13,500 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 and winter homecomings, summer reunion activities, and networking programs. Alumni also play an active role in identifying qualified candidates for admission to the College, and assisting graduates in researching employment opportunities.

GRADUATE STUDIES

Assumption College offers five graduate programs leading to a master's degree: Business Administration, Counseling Psychology, Rehabilitation Counseling, School Counseling, and Special Education.

The Master of Business Administration program's primary goal is to provide students the opportunity to develop the knowledge, skills, abilities and competencies which will provide a foundation for career growth and development in business, government or other organizations. Optional concentrations are available for students and include Accounting, Finance, Marketing, Human Resources, and Nonprofit Leadership among others. The program offers a combined BA/MBA that enables qualified Assumption

undergraduate accounting majors to begin their graduate studies during their senior year.

The premier graduate level counseling psychology program in the nation, specializing in Cognitive Behavioral Therapy, the Master of Arts in Counseling Psychology program prepares students for a career as a mental health counselor. Optional concentrations are available in Cognitive-Behavioral Therapies and Child and Family Interventions. Up to ten Graduate Fellowships are offered annually to students who have strong academic records.

The Master of Arts degree in Rehabilitation Counseling can lead to a variety of careers in human services and allied health. The program prepares students to provide professional rehabilitation counseling services to individuals with special needs and disabilities. An online program is available in Rehabilitation Counseling. A Six-in-Five BA/MA in Rehabilitation Counseling program is available for qualified Assumption undergraduate students to begin taking graduate courses in their senior year and complete their Master of Arts degree in their fifth year of study.

The Master of Arts in School Counseling is designed to prepare students for a career as a school guidance counselor. Assumption's program meets the highest national and state standards and prepares students to become professionals who are exemplary leaders in public and private schools. Graduate students also have the opportunity to combine the M.A. and C.A.G.S. in School Counseling and includes coursework and an Advanced Clinical Practicum leading to Initial License as a School Social Worker/Adjustment Counselor, All Levels. All courses in the M.A. in School Counseling program leading to licensure as a school guidance counselor PreK-8, 5-12 meet the Subject Matter Knowledge (SMK) for the Social Worker/Adjustment Counselor Initial License (all levels). The program is approved by the Massachusetts Department of Elementary and Secondary Education. A Six-in-Five program is available for qualified Assumption undergraduate students to begin taking graduate courses in their senior year.

The Master of Arts in Special Education program primarily prepares candidates for a career as teacher of students with mild to moderate disabilities. The program is a state-approved program leading to eligibility for Massachusetts Licensure as Teacher of Students with Mild to Moderate Disabilities (Pre K-8 or 5-12). The competency-based program is founded upon the principles of effective 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 child in a variety of settings. Accordingly, the 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 is available for qualified Assumption undergraduate students to complete requirements for both the Bachelor of Arts degree in an area of the liberal arts and sciences and the Master of Arts in Special Education.

Juniors and seniors may enroll in graduate courses numbered 500 or above that are in their declared major and/or minor fields. The student must have an overall GPA of 2.75, a GPA of 3.0 in the relevant major or minor, and written permission of the sponsoring department chairperson and the relevant Program Director.

Graduate classes are offered in the Fall, Spring, and Summer sessions. Further information and application materials are available in the Graduate Studies Office in La Maison Francaise. Graduate program information can also be found at www.assumption.edu/graduate.

CONTINUING AND CAREER EDUCATION

The Assumption College Continuing and Career Education 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, Management, Graphic and Multimedia Design, Marketing, Project Management, and Designer), 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 Bachelors Degree in Human Services and Rehabilitation Studies. Students may also earn certificates in Accounting, Communications, Criminal Justice, Graphic Design and Multimedia, Human Resources Management, Management, Project Management, Medical Assisting, and Paralegal Studies.

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.

The Continuing and Career Education division also conducts non-credit seminars in areas such as medical coding and billing, human resources management (SHRM), and an Online Pharmacy Technician Certification Training Program for personal or professional development. It 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 Education office in La Maison Française, or online at www.assumption.edu/cce.

LOCATION AND CAMPUS BUILDINGS

Assumption College is situated on 185 acres in the West Side of Worcester. This location enables Assumption to offer the opportunities of a large city while providing the comfort of a secure neighborhood. Assumption College's facilities support students' academic, social, recreational, and spiritual needs. Some of our most prominent buildings are described on the following pages.

Admissions House (2008) The Assumption College Admissions House was built about 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 the 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 is now called 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 the bleachers accommodate 1,500 spectators. On the lower level are offices for the athletics staff, showers, and locker rooms. Assumption's Intercollegiate Athletic Program emphasizes 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 (2001) provides space for Student Health Services as well as common space for campus-wide use. Student Health Services has three rooms for exam and treatment, plus space for day treatment and observation.

Tinsley Family Campus Ministry Center (2012) is the new home of the many activities of Campus Ministry. The facility, adjacent to the Chapel of the Holy Spirit, opened in January 2012 and a grand opening reception was held in April of 2012. The space has offices for staff, conference space, an interfaith prayer room, and kitchen facilities.

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, which extends to its outdoor patio. Charlie's offers extensive hours and a variety of meal options including stir-fry, salad, and coffee bars. It is also a hotspot for live music and campus activities. The offices of Student Activities, Student Government Association, the ReachOut Center, and the Multicultural Center 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, which is utilized 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 more than 200,000 volumes, and subscribes to about 1,150 periodicals. Full-text of more than 27,000 journals and 8,000 books is available through the Library's Web site.

The library also houses videos, DVDs, audio CDs, and microforms. Nearly 80 online databases of articles, images and other resources are offered through the Library's Web site, as well as approximately 100 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. Reference librarians provide assistance in finding and using library resources at the Reference 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 (art exhibitions and poetry readings), as well as a variety of lectures. The Academic Support Center, the Assumption College Archives, and the French Institute are also located here.

Emmanuel House (1985) is home to the Assumptionist Community. 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, and it is the home for nine academic departments. It was renovated in the summer of 2008.

Fuller Information Technology Center (2002) houses three public access 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 and slide scanners, laser printers, and color printers for graphic design and digital photography. 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. The campus also has a high-performance connection to Internet2s research and educational network. 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, personal mailboxes, and package pick-up and delivery 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 the Honors Program suite, Campus Police, Copy Center, 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, The Office of Graduate Studies, offices and classrooms. The multi-purpose Salle Saint Jean-Baptiste Auditorium is used for small theatre productions, meetings, symposiums, lectures, and dinners.

Living/Learning Center (1998) is a residence hall with a particular 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, a press box, and a president's 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, four 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 10 sports including basketball, flag football, ice hockey, floor hockey, racquetball, soccer, softball, co-ed volleyball, and wiffleball. Approximately 50 percent of 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, approximately ninety percent of whom reside on campus. While most first year students are typically assigned "traditional" two, three or four person dormitory rooms, upper class students have a variety of options including doubles, triples, quads and suites, as well as four and five or six person apartments. Hanrahan Hall serves as the Honors students' residence hall, Nault Hall for students wishing to be in a substance-free hall. Since 1998, the College has built four new, air-conditioned 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 Assumption's newest academic building.

Taylor Dining Hall (1956) serves as the primary resident dining facility on campus. It is served by Sodexo, which caters to the entire Assumption Community by offering an extensive assortment of menu choices. It also houses meeting facilities including the Marriott Room and the Presidential Dining Room.

Student Development and Counseling Center (1993) provides a number of counseling services for full-time undergraduate Assumption students. The SDCC staff helps students make the most of their college years. Career, personal, and alcohol and

drug counseling are all 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.

ACADEMIC REGULATIONS

CATALOG POLICIES

Students are expected to inform themselves regarding all academic policies by referring to the catalog, consulting with their academic advisors, and making use of other resources such as the academic advising website.

The 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 administrative officers 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 Studies if they have questions about the application of any policy.

Each new edition of the Catalog becomes effective at the opening of the fall semester following its publication. To receive a degree, an undergraduate student must complete satisfactorily all requirements described in the Catalog in effect at the time of the first 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 higher 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 a 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 with a D+, D, or D- 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.

- Fulfillment of all Core and major requirements;
- A cumulative Grade Point Average (GPA) of at least 2.0 and a GPA of at least 2.0 in the student's major course 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 must be taken in the undergraduate day college during the fall and/or spring semester or through the Colleges of Worcester Consortium.

The ultimate responsibility for fulfilling graduation requirements rests with the individual student. In consultation with his/her academic advisor at each registration period, each student should review his/her course work to ensure that all requirements for the degree are being met, particularly in the areas of the Core curriculum and the major.

THE CURRICULUM

The undergraduate curriculum is composed of three kinds of course: courses in the Core Curriculum, courses in the Major, 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.

COURSES IN THE CORE

The College's Core Curriculum is the foundation for its Catholic liberal arts education. It introduces students to the richly diverse ways in which truth is pursued and achieved. Offering a wide range of choice, the Core Curriculum ensures that all students actively participate in the inquiry of many disciplines. This breadth helps students develop writing, problem-solving, reading, and quantitative skills. Core courses connect particular disciplines to wider human concerns to show how each contributes to the common human endeavor to understand and to improve the world. In this way, the Core Curriculum encourages and enables students to form themselves into thoughtful and responsible persons and involved citizens.

• **Writing**

Effective writing is highly valued throughout the curriculum; two elements of the Core are more particularly devoted to the cultivation of it. All students are required to pass ENG130 English Composition as a first step to stronger written communication. Later in their studies, all students must pass a Writing Emphasis (WE) course in a subject of their own choosing, preferably in their major field of study. Successful completion of ENG 130 is a prerequisite for enrollment in any WE course.

The WE attribution is associated with courses through approval of the Writing Emphasis Committee. It is an attribute attached to a departmental offering, and such attributions change semester by semester. For instance, a history course may be taught in a Writing Emphasis format one semester, but not the next.

Writing Emphasis courses understand writing as a process, and are characterized by free-writing as a means to help students articulate their basic reactions to texts and topics, thoughtful attention to the use of sources and proper forms of citation, and drafting. In all WE courses, at least one paper must be significantly revised. The typical Writing Emphasis course involves 20–25 pages of formal writing.

• **Philosophy**

All students are required to pass PHI 100 Introduction to Philosophy and one additional course from among the following:

| | |
|---------|---------------------------------------|
| PHI 200 | Philosophy of Nature |
| PHI 201 | Philosophical Psychology |
| PHI 202 | Ethics |
| PHI 204 | God and the Philosophers |
| PHI 205 | Foundations: Philosophy & Religion I |
| PHI 206 | Foundations: Philosophy & Religion II |

• **Theology**

All students are required to pass THE 100 The Bible and one course from among the following:

| | |
|---------|---|
| THE 201 | The Problem of God |
| THE 202 | Moral Theology |
| THE 203 | The Early Church |
| THE 204 | Catholicism Today |
| THE 205 | Foundations: Philosophy and Religion I |
| THE 206 | Foundations: Philosophy and Religion II |
| THE 207 | Christ, Yesterday and Today |
| THE 220 | Approaches in Theology |

• **Literature**

All students are required to pass one of the following Introduction to Literature courses:

LTE 140 (Classical); LTE 140 (Comparative Literature); LTE 140 (English); FRE 140 (French); ITA 140 (Italian); or SPA 140 (Spanish).

- **History**

All students are required to pass one course selected from one of the following two-course sequences:

| | |
|-------------|--|
| HIS 114–115 | The West and the World I and II |
| HIS 116–117 | History of Western Civilization I and II |
| HIS 118–119 | History of Modern Europe and the U.S. I and II |

- **Humanities**

All students must pass one additional course in two of the following four areas:

1. Philosophy or Theology: one additional course in either discipline
2. Literature: one course in literature from the following areas:
Comparative Literature taught in English (CLT), other than LTE 140; French, Italian, or Spanish Literature taught in the native language (FRE, ITA, SPA), other than 140; Greek or Latin Literature with readings in the original language (GRE, LAT); or English Literature (ENG). Any literature courses numbered ENG 221–295 or ENG 320–395 may be taken to satisfy this second Literature requirement. Students wishing to take 400-level Literature courses must seek the permission of instructor.
3. History: the other half of the two-course sequence in History taken to satisfy the History requirement listed above.

- **Art, Music, and Theatre Arts**

All students are required to pass one course in Art, Music, or Theatre Arts from among the following:

| | |
|---------|-------------------------------------|
| ART 101 | Drawing I |
| ART 106 | Sculpture I (Intro to 3-D Design) |
| ART 111 | Painting I |
| ART 115 | Intro to Design with Computers |
| ART 121 | Introduction to the Study of Art |
| ART 122 | History of Western Art I |
| ART 123 | History of Western Art II |
| ART 124 | Art History Survey I (museum-based) |
| ART 130 | Introduction to Architecture |
| ART 150 | Foundations: Art and Politics I |
| ART 151 | Foundations: Art and Politics II |
| ART 221 | Ancient Art |
| ART 223 | Renaissance Art and Architecture |
| ART 224 | Baroque to 19th-Century Art |
| ART 231 | Islamic Art and Architecture |

| | |
|---------|--|
| ART 232 | African Art and Architecture |
| MUS 101 | Fundamentals of Music and Musicianship |
| MUS 120 | Introduction to the Study of Music |
| MUS 122 | History of Music I |
| MUS 124 | History of Music II |
| MUS 125 | World Music |
| MUS 193 | Chorale (if taken for three semesters) |
| MUS 195 | Band (if taken for three semesters) |
| MUS 196 | Jazz Ensemble (if taken for three semesters) |
| MUS 197 | String Camerata (if taken for three semesters) |
| MUS 229 | Music and Worship |
| MUS 233 | Music in the United States |
| THA 286 | Theatre Experience |
| THA 387 | Acting |

- **Mathematics, Natural Science, and Foreign Language**

All students must pass a total of three courses to fulfill this requirement: two courses in one area, and one course in another. In the area where the student chooses only one course, only the first course option (A) can be used to fulfill the requirement.

1. Mathematics
 - A. One course at the level of Mathematics 114 or higher
 - B. Second course in Mathematics numbered above the first, or Statistics, or any course in Computer Science
2. Natural Science
 - A. One laboratory Natural Science course
 - B. Second course in Natural Science with or without a laboratory; or Anthropology 130, Geography 100, 101, or 103; or Psychology 351
3. Foreign Language
 - A. One course in Foreign Language at level III or above
 - B. If two courses in Foreign Language are taken to fulfill this requirement, one of the two can be at the level II.

- **Social Sciences**

All students are required to pass three courses selected from three different disciplines on the following list. Only the courses within each list can fulfill the social science requirement from that discipline:

Anthropology

| | |
|---------|-----------------------------|
| ANT 131 | Cultural Anthropology |
| ANT 132 | Introduction to Archaeology |

Economics

| | |
|---------|------------------------------|
| ECO 110 | Principles of Microeconomics |
|---------|------------------------------|

Education

EDU 201 Schools in American Society

Geography

GEO Any Geography course

Human Services and Rehabilitation Studies

HRS 119 Introduction to Human Services
and Rehabilitation Studies
HRS 121 Psychological, Social, and
Developmental Aspects of
Disability

Latin American Studies

LAS 200 Introduction to Latin American
Studies

Linguistics

LIN 101 Introduction to Linguistics
LIN 221 Sociolinguistics

Political Science

First-year students and Sophomores:

POL 110 Political Issues: The Quest for
Justice
POL 150 Foundations: Art and Politics I
POL 151 Foundations: Art and Politics II
POL 201 American Government
POL 203 Modern States
POL 205 Political Philosophy
POL 207 Peace and War

Juniors and Seniors: Any Political Science course

Psychology

PSY 101 General Psychology
PSY 190 Psychology of Development:
Infancy and Childhood
PSY 210 Social Psychology

Sociology

SOC 121 Principles of Sociology
SOC 122 Social Problems

Interdisciplinary

CLT/HIS/
PSY/SOC 285 Women's Studies: Images
ANT/HIS 254 The North American Indian
ANT/HIS 255 From Contact to Casinos:
Interactions with Indians in
North America
HON 100 Global Perspectives

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.

DEPARTMENTAL MAJORS

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. Further, there is a limitation on how many courses in a single discipline will be permitted. 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. Students are expected officially 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 will be barred from registering for spring courses.

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 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 a double major might ask themselves these questions:

- 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

In order to assure that the integrity of majors and minors is maintained, while allowing for a degree of flexibility for the student, the following is the policy

for double-counting courses for minor and major programs and double major programs:

- No double counting is permitted within the general education requirements.
- For a minor program, a minimum of three courses must be taken beyond the student's major requirements.
- For a second major program, a minimum of six courses must be taken beyond the student's first major.

THE BACHELOR OF ARTS DEGREE IS GRANTED IN THE FOLLOWING PROGRAMS:

Accounting
 Art History
 Biology
 Biology with a Concentration in Neuroscience and Behavior
 Biotechnology and Molecular Biology
 Chemistry
 Classics
 Computer Science
 Economics
 Economics with Business Concentration
 Economics with International Concentration
 Education Concentration
 (accompanying an appropriate major)
 English
 English with Concentration in Writing and Mass Communications
 Environmental Science
 Environmental Science with a Concentration in Environmental Policy
 Foreign Languages
 French
 French with Concentration in Francophone Culture and Civilization
 Global Studies
 Global Studies with Business Concentration
 Graphic Design
 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 Cognitive and Brain Science
 Sociology
 Sociology with Concentration in Criminology

Spanish
 Spanish with Concentration in Hispanic Culture and Civilization
 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 to discuss what they wish to do and why. A form outlining the proposed course of study must be completed by the student and approved by the relevant Department chair and the Dean of Undergraduate Studies. These plans must be made no later than by the completion of the junior year.

DEPARTMENTAL MINORS

A minor may be earned in most academic disciplines, although a student is not obliged to select a minor program. A minor shall consist of at least 18 credits in a program of studies planned in consultation with a departmental advisor. Special minor programs of study are available. See the procedure for Special Majors above. Minor programs are available in most majors, as well as in Anthropology, Art History, Community Service Learning, Comparative Literature, English Writing, Environmental Studies, Finance, Foundations of the West, French Studies, Geography, German Studies, Law and Economics, Medieval and Early Modern Studies, Music, Peace Studies, Physics, Studio Art, Theatre and Television Arts, U.S. Issues and Policy, and Women's Studies. Minors are not available in Global Studies or Organizational Communication.

ELECTIVES

Electives, perhaps better than any other element in the curriculum, 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 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 the 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 studies 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 long-standing academic advising system for its students. At Assumption College, only full-time faculty serve as academic advisors. Advisors are available to assist in course selection, to discuss possible majors, to consult when the student is experiencing difficulties with his or her program of studies, and to help the student to take full advantage of the academic opportunities offered by the college experience. In the first year, each student is assigned a faculty advisor. After that, students may opt to select another advisor, perhaps at the point of choosing 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.

REGISTRATION FOR COURSES

Students register in March/April for the following fall semester and in November for the following spring semester. Confirmed course schedules are available prior to the beginning of each semester. Full payment

of all tuition and fees is required before a registration is considered to be complete. A student not enrolled in a degree program must consult with the Registrar prior to registering.

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, which adds 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. 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 return 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. The regulations currently in effect restricting students with academic difficulty from taking more than the normal course load will in no way be altered.

COURSE ADJUSTMENT

After course registration, students may adjust their course selection using add/drop in the first week of classes. After that point, 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 the course withdrawal form available in the Registrar's office. The specific date for withdrawal is published in the Academic Calendar. After that date, a student can only withdraw with permission of the Dean of Undergraduate Studies. 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. Subsequent to the change of course deadline, the status of auditor cannot be officially recorded without special authorization from the Registrar.

TRANSFER CREDIT

To transfer courses and credits taken at another institution the student must earn a grade of C or better. It is the student's responsibility to arrange to have an official transcript sent to the Office of the Registrar at Assumption College. Grades taken at these institutions are not included in the calculation of the student's grade point average. Once the student has enrolled in the undergraduate day college, a maximum of four courses taken at another accredited institution, or through Assumption's Division of Continuing and Career Education may be used to satisfy degree requirements. While the college expects that all general education courses will be taken at the college, two of the four permitted transfer courses can, with department approval, be counted in the general education requirements. Transfer courses are not approved to count as Writing Emphasis or Capstone courses.

The College will approve the taking of certain courses off-campus or through the Continuing and Career Education Division to be credited toward the major, if the course is not regularly offered in the undergraduate day college and provided the course (and the college at which it is taken) is approved by both the Department Chair and the Office of the Registrar.

Continuing and Career Education Credit

A student who wishes to take a course in Assumption's Continuing and Career Education during the regular academic year, intersession, or during the summer must present a course description and particulars to the Chairperson of the relevant Department and the Office of the Registrar for authorization. This must be done prior to registering for the course. During any six-week summer session, a student is ordinarily authorized to earn credit for no more than two courses (i.e., not more than six semester hours).

All grades received through Assumption's Continuing Education Division by a matriculating undergraduate student are automatically included in the student's transcript and are included in the calculation of the student's grade point average. All other transfer credit is applied without the grade point average.

UNDERGRADUATE REGISTRATION IN GRADUATE COURSES

Juniors and Seniors may enroll in a graduate course numbered 500 and above if the course is in their

declared major or minor field. Undergraduate students who enroll in graduate courses must have an overall grade point average of 2.75, a grade point average of 3.00 in the relevant major or minor, and have written permission from the relevant Chairperson and the Interim Dean of Graduate Studies.

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 be fully informed of class assignments, special activities, examinations of all types, and to meet the requirements of the course.

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. 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. 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 examination period.

CREDIT BY EXAMINATION

Assumption College participates in the following:

1. *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

ADVANCED PLACEMENT CREDIT

| AP EXAM | SCORE | COURSE CREDIT |
|-------------------------------|----------------------|-------------------------------|
| Art History | 4 | ART 122 & ART 123 |
| Studio Art | 4 & portfolio review | ART 101 & elective |
| Music Theory | 4 | MUS 201 |
| Statistics | 3 | ECO 115 |
| Micro Economics | 3 | ECO 110 |
| Macro Economics | 3 | ECO 111 |
| Language & Comp | 4 | ENG 130 & elective |
| Literature & Comp | 4 | ENG 130 & LTE 140 |
| Language | 3 | 103A & 104A |
| Literature | 3 | 104A & 120 |
| Language | 4 or 5 | 104A & 120 |
| Literature | 4 or 5 | 120 & 140 |
| Human Geography | 3 | GEO elective (social science) |
| U.S. History | 4 | 6 credits: elective |
| European History | 4 | HIS 116 & HIS 117 |
| World History | 4 | HIS 114 & HIS 115 |
| Calculus | 3 | MAT 117 & 118 |
| Calculus | 4 | MAT 131 & 132 |
| Environmental Science | 4 | 4 credits: ENV 150 |
| Biology | 4 | 4 credits: BIO 160 |
| Chemistry | 4 | 8 credits: CHE 131 & 132 |
| Physics B or C | 4 | 8 credits: PHY 201 |
| Gov't & Politics: Comparative | 4 | POL 203 |
| Gov't & Politics: American | 4 | POL 201 |
| Psychology | 3 | 3 elective credits |
| Psychology | 4 | PSY 1 |

in any discipline. The Registrar receives AP scores for incoming first year students in July;

2. *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;

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

ACADEMIC HONESTY 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 judgement 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**—The submission of substantial portions of the same academic work (including oral reports) for credit more than once without authorization. Collaboration in any assignment requires prior faculty approval.

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 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. Course grades are issued to the student at the end of each semester. In addition, the student 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 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); B+ (3.3); B (3.0); B- (2.7); C+ (2.3); C (2.0); C- (1.7); D+ (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, has not been able 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. 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), is posted and 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 cumulative average 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 C- or higher and NC (No Credit) for performance at an unsatisfactory level (i.e., below C-). 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 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 may only be used for elective courses and may not be used for any courses taken to satisfy either Core or Major requirements. Only two courses may be taken for Pass/No Credit, 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 the 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 get back on track. Conditionally enrolled students will be required to take 5 courses, are not permitted to withdraw from a course, and must achieve a GPA of at least 2.00 in the next semester or be required to withdraw.

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 who must pay for these credits. 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, and 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, we offer Withdrawal with Intent to Return. Applications for WWIR are processed by the Dean of Undergraduate Studies, 026 Alumni Hall. 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, loans repayment, grace periods, and other information. When the student wishes to return, the student will write a letter to the Dean of Undergraduate Studies, requesting re-admission. 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. The Dean of Undergraduate Studies will inform students on WWIR when registration for the subsequent semester's courses is imminent. 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 summer sessions or intersession in Continuing Education. 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 returning semester.

TRANSCRIPTS OF ACADEMIC RECORD

Transcripts are issued by the Office of the Registrar only 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. Currently enrolled students may request their unofficial transcript at no charge. 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. The fee is \$4.00.

RELEASE OF INFORMATION

The Family Educational Rights and Privacy Act of 1974 (FERPA) affords students certain rights with respect to their education 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 20202-5920

The items listed in the following paragraph may be released at the discretion of the College. Under the provisions of the Family Educational Rights and Privacy Act of 1974 (As Amended), students have the right to withhold the disclosure of any or all of the items. Written notification to withhold any or all items must be directed to the Registrar's Office by the publicized deadline. Items: The student's name, address, telephone listing, campus e-mail address, date and place of birth, major field of study, 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 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 OPTIONS

THE TAGASTE PROJECT

Assumption College offers a new First Year Experience called, "The Tagaste Project." Named for the town in North Africa where St. Augustine lived, studied, and did service with a group of his friends, Tagaste offers first-year students the opportunity to join a learning community animated by a shared experience of living and learning with a small group of peers. Tagaste Project members choose a learning community from among a variety of topics and themes offered annually. These themes link first-year course offerings from different disciplines, two in the fall, and two in the spring, integrating the students' experience throughout the first year. Tagaste students share a team of faculty who serve as their academic advisors. They share a living environment, and co-curricular activities related to the chosen linkage.

THE FIRST YEAR PROGRAM

The First Year Program is a program designed to aid students in their transition from high school to college. Students are invited to participate in this program in June prior to the First Year Orientation. The program consists of three Core courses which are intrinsically connected. Consequently, students cannot withdraw from a course within the program. First Year Program Faculty serve as academic advisors to its students and are aided by teaching and tutorial assistants, upper-class majors trained as peer tutors.

THE COLLEGE HONORS PROGRAM

Assumption has a long-standing tradition of academic excellence. In keeping with that tradition, the College offers the College Honors Program, which is designed to foster academic engagement inside and outside the classroom. The program promotes intellectual friendship and discourse while providing a common, intensive learning experience in small seminar classes, without isolating Honors students from other students. This program allows the student to earn an "Honors Program Certificate." Interested students should contact the Director of the Honors Program. To earn an "Honors Program Certificate" a student must complete five courses as part of the Honors Program, with a minimum GPA in those courses of 3.25 and a minimum cumulative GPA of 3.25. During the Freshman year, they will take HON100, Life Stories. This course will satisfy one Humanities Depth requirement. They will take two Honors electives from among Honors-designated courses outside the Honors Program. It is recommended that these electives be taken during the Sophomore year. Enrollment in Honors elective courses will not be limited to students in the Honors Program. During the Junior and Senior years, students will take HON300, Honors Seminar, and HON444, Honors Capstone.

Outstanding high school students who have demonstrated academic excellence in standardized test scores, rank in class, engagement inside and/or outside the classroom, and a passion for learning will be invited to apply to the program. Students with an outstanding first semester may also apply to join the program at the beginning of their 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 a required essay. Students who join the program after the freshman year will take Life Stories along with two Honors Electives during their sophomore or junior years. In addition, some students may pursue "Departmental Honors." Interested students should contact the department chairperson.

STUDY ABROAD

Assumption College encourages qualified students to spend a semester or a year abroad as a part of their undergraduate education. Students from Assumption College study in Australia, Austria, Chile, Costa Rica, England, France, Germany, Ireland, Italy, Northern Ireland, Scotland, South Africa, Spain, Switzerland, and Semester at Sea. Stateside, students have participated in the Washington Center for Internships and Seminars, and the New York Media Experience. Assumption regularly places students in semester or year-long experiences at Oxford

and Cambridge University. Some study abroad programs permit a student to begin language study; other programs offer language immersion for those students who are familiar with the language and wish to achieve fluency.

Students interested in studying abroad must meet with the Dean of Undergraduate Studies, who serves as the director of the Study Abroad Program, who determines eligibility. A 3.0 cumulative GPA is required at the time of application, and students must be in good judicial standing, and be healthy, mature, and resourceful enough to adapt to a foreign environment. Students work with the Dean's office to select a program, submit an application, and secure transfer course approvals. Students should consult with their academic advisors regarding appropriate choices for study abroad courses. The most popular time to study abroad is in the junior year; however, travel is permitted for sophomores and seniors. Second semester senior students abroad should be aware that official transcripts from abroad take time to be completed and to be received, and must be received prior to the awarding of a degree. A fee of \$1,000 per semester is charged for study abroad. All financial aid a student would normally receive at Assumption College, including Assumption College Merit scholarship funds, will be awarded for study abroad. For more information about Study Abroad, call x7486 to make an appointment with the Dean.

INTERNSHIPS FOR CREDIT

Assumption College recognizes the wisdom and utility of encouraging internships in a variety of fields. Non-credit bearing internships are organized and approved through the Career Service Center, and may be paid or unpaid. Internships for credit add to the work experience a substantive academic component and are not paid. In recent years, students have undertaken internships for credit with state representatives; in museum and archival work; in radio, television, and newspapers; in banking, public relations, personnel work, and labor-management relations; and with dentists and physicians. Recent placements include the University of Massachusetts Medical School, the John F. Kennedy Library, Old Sturbridge Village, and many other sites. Opportunities also exist for students to do internships in Washington, D.C., New York City, as well as in a number of international settings. Interested students should contact the Dean of Undergraduate Studies.

Students design internships for credit by collaborating with a site supervisor and a supervising faculty member, who will award a grade for internship. The student should approach a faculty member with the internship's description. Once the faculty member agrees to act as sponsor, a proposal, which specifies both the proposed site experience and the academic

assignments integrated into it, is submitted to the Dean of Undergraduate Studies. The student must be in good academic standing (2.8 GPA) and must have the academic background and talent to work effectively on the internship. An internship project, 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.

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. 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 scholarship 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 Smriti Rao, Post-Baccalaureate Scholarship Advisor, x7565.

COOPERATIVE PROGRAMS OF STUDY AND AGREEMENTS

COLLEGES OF WORCESTER CONSORTIUM, INC.

In 1968, Assumption College joined with other institutions of higher learning in the Worcester area to organize the Worcester Consortium for Higher Education, more recently named the Colleges of Worcester Consortium, Inc. Students of Assumption College may participate in the educational, cultural, and social programs provided by the Consortium. 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, Nichols College, Quinsigamond Community College, University of Massachusetts Medical School, Worcester State College, and Worcester Polytechnic Institute.

In addition to these colleges and universities, a group of associated organizations participate with the Consortium in providing further enrichment to college curricula. They include the American Antiquarian Society, Dynamy, the EcoTarium, the International Center of Worcester, the John Woodman Higgins Armory Museum, Mechanics Hall Association, Old Sturbridge Village, WICN Radio, Worcester Art Museum, Worcester Center for Crafts, Worcester County Horticultural Society, Worcester County Music Association, and Worcester Historical Museum.

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, in some cases, students are registered on a space-available basis. Course information can be obtained through the Office of the Registrar. All cross-registration procedures for Assumption College students should start at the Office of the Registrar at Assumption College. Free Shuttle Bus service connecting some of the institutions facilitates cross-registration.

The Consortium recently launched a new comprehensive online internship database. Powered by College Central Network (CCN), the site allows area employers to post internship opportunities targeting students at Consortium institutions. Students have the capability to search the internship postings, post resumes, review their search history, and receive e-mails about programs, services, and internship-related topics. This service is free of charge to both students and employers. The site can be accessed by visiting the Consortium Web site (at <http://www.cowc.org>).

American Studies Seminar, 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 College. 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.

AGREEMENTS

MARINE STUDIES AGREEMENT

Assumption College/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.

LAW AGREEMENTS

Assumption College/ 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 Core Curriculum 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, please contact Prof. Bernard J. Dobski at 508 767-7369 or by e-mail at bdobski@assumption.edu.

Assumption College/ 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 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 Core Curriculum 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, 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, please contact Prof. Bernard J. Dobski at 508 767-7369 or by e-mail at bdobski@assumption.edu.

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

The Vermont Law School has an exceptionally strong program in Environmental Law, and 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 prepares students for the practice of other areas of law, so admission to this institution is not limited to those interested in Environmental Law. For more information, contact Prof. Bernard J. Dobski at 508 767-7369 or by e-mail at bdobski@assumption.edu.

ENGINEERING AGREEMENT

Assumption College/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 on 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 or 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. Students planning to participate in this 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 and science or 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. Joseph Alfano at 508 767-7468.

ENVIRONMENTAL SCIENCE OR FORESTRY MANAGEMENT AGREEMENT

Assumption College/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 (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.

SCIENCE AND HEALTH PROFESSIONS AGREEMENTS

Assumption College/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 about this program, please contact Professor Steven Theroux.

Assumption College/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.

Assumption College/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. This 16-month program is designed primarily for students who have decided that they want to earn a second bachelors degree 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.

Assumption College/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. Please see the Health Professions Advisor for additional details and requirements.

Assumption College/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. Please see the Health Professions Advisor for additional details and requirements.

Assumption College Chiropractic/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, 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. 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 in six years of study instead of the typical seven. Students interested in this option should contact Professor Theroux for more information.

Assumption College/ 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 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 3.2 in the required prerequisites, 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.

Assumption College/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.

Assumption College/ Northeastern University 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 for acceptance include a cumulative GPA of 3.2, satisfactory completion of all prerequisites, and a completed application. The GRE and application fee will be waived for these students. For additional

information, please see Professor Steven Theroux. 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. For more information please see 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 wide 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 also 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. 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 from Joanne Colacchio by calling 508.767.7295, 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, Gavin Colvert, at gcolvert@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

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.

PRE-LAW PREPARATION

The legal profession is complex, rigorous, and it 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. Student are not restricted to a rigid course trace, but have the freedom to choose the appropriate courses themselves, under the assumption that a challenging liberal arts education is the best preparation for a professional career. Whether it be 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 Assumption College Alumni who are in law school and in the legal profession, and with representatives from law schools. 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, Catholic University of America-Columbus School of Law, New England School of Law, Suffolk University School of Law, and the University of Notre Dame, and have continued to succeed in the profession.

For more information contact Prof. Bernard J. Dobski at 508 767-7369 or by e-mail at bdobski@assumption.edu, or Prof. Patrick Corrigan at 508 767-7581 or by e-mail at corrigan@assumption.edu.

HONOR SOCIETIES

- **Alpha Kappa Delta**—Founded in 1920, Alpha Kappa Delta (AKD) is an international honor society in sociology that recognizes outstanding academic achievement in the discipline. To be eligible for membership, students must be a junior or senior; have an overall GPA of at least 3.0; have taken at least four courses in sociology, with an average GPA of 3.0 or higher in those four courses; and rank in the top 35 percent of their class. In addition to providing opportunities for students to submit papers and to receive funding for travel to regional sociological meetings, membership in AKD confers a two-step boost in pay grade for civil service employees.
- **Delta Epsilon Sigma**—A national scholastic honor society for students, faculty, and alumni of colleges and universities with a Catholic tradition. The Gamma Beta chapter at Assumption College was initiated in 1956 and has now been reactivated. The purpose of Delta Epsilon Sigma is to recognize academic accomplishments, to foster scholarly activities, and to encourage a sense of intellectual community among its members.
- **Eta Sigma Phi**—A national honor collegiate society for students of Latin and/or Greek.
- **Kappa Mu Epsilon**—A national honor society that provides a means for the recognition of outstanding achievement in the study of Mathematics at the undergraduate level.
- **Omicron Delta Epsilon**—An international honor society in Economics that provides recognition for outstanding scholastic achievement in Economics. To be eligible for membership, a student must be a Junior or Senior with at least 12 hours of Economics. The student's average both in Economics and overall must be at least a B. Members will receive a subscription to *The American Economist*, a journal published by ODE. Potential opportunities for members include participation in annual conferences and publication of scholarly papers in *The American Economist*.
- **Omicron Delta Kappa**—A national leadership honor society which brings together students (Juniors, Seniors, and Graduate students), faculty, staff, and administration by recognizing past leadership and academic achievement. This organization goes beyond mere recognition; it inspires continued campus and community involvement. ODK recognizes achievement in five major areas of campus commitment: 1) scholarship; 2) athletics; 3) campus or community service, social and religious activities, and campus governance; 4) journalism, speech, and the mass media; and 5) the creative and performing arts. On Sunday, May 10, 1998, the Circle at Assumption College became the first and only one recognized in Massachusetts.
- **Phi Alpha Theta**—An international honor society in History that provides recognition for outstanding achievement in the study of history. Membership also provides opportunities for participation in a variety of co-curricular activities related to historical studies.
- **Pi Delta Phi**—A national honor society that provides recognition for distinction and achievement in the study of the French language, literature, and culture. Members are inducted in a special ceremony each spring.
- **Phi Sigma Tau**—An international honor society in philosophy for students, faculty, and alumni that recognizes outstanding achievement in philosophy, promotes academic research and publication, and encourages philosophical friendship and professional cooperation. Phi Sigma Tau publishes an official journal, *Dialogue*, with original articles in philosophy from undergraduate and graduate students.
- **Psi Chi**—A national honor society that provides recognition for students with high levels of academic achievement and an interest in psychology. Students' averages must be above 3.0 both overall and within psychology courses and the student must be in the upper 35% of their class. Additionally, students must have taken at least three courses in psychology and have completed at least three semesters worth of college credit. Finally, students must have shown a direct interest in psychology as demonstrated through participation in the Psychology Club. Members of Psi Chi have access to a whole range of opportunities, ranging from national conferences to research grants to a subscription to the journal *Eye on Psi Chi*.
- **Sigma Delta Pi**—A national collegiate Hispanic honor society to honor those who seek and achieve excellence in the study of the Spanish language and in the study of the literature and culture of the Spanish-speaking peoples. To be eligible for membership, students' averages must be 3.0 or above in Spanish courses. They must rank in the upper 35% of their class. They must have completed at least three semesters' worth of college credit and have taken at least one third-year course in Hispanic literature and/or civilization. Members of Sigma Delta Pi have access to scholarship opportunities, participation in conferences, and publication in the journal *Entre Nosotros*.
- **Sigma Tau Delta**—An international honor society for English majors that confers distinction for high achievement in language and literature.

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, *summa cum laude*. The selection committee consists of the Dean of Undergraduate Studies, the Senior Class President and Vice President, the Chairperson 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

Students who have met the degree requirements are eligible to participate in Commencement exercises.

In addition, 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 under the following conditions:

- The student must formally petition the Dean of Undergraduate Studies and the Registrar no later than the last Friday in March. The petition must detail the deficiency and must include a plan to complete the course work before the beginning of the subsequent Fall semester.
- The student must have a 2.0 cumulative GPA and a 2.0 GPA in the major at the time of the petition since both of these are graduation requirements. Students who find themselves with a shortage of not more than two courses (maximum of eight credits) because of Spring semester grade results will be permitted to participate if the required GPAs have been achieved through the Spring semester and if they submit to the committee an acknowledgement that the course work can be made up before the beginning of the Fall semester.
- The committee 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 from 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 notice of their remaining requirements. Their names will be footnoted "Degree in Progress" in the Commencement program. Diplomas and transcripts will reflect an August 31 graduation date.

Professors: Michelle Graveline, Rev. Donat Lamothe, A.A.; *Associate Professors:* Patrick Corrigan (Chairperson), Carrie Nixon, Toby Norris; *Assistant Professors:* Scott Glushien; *Visiting Assistant Professors:* Thomas Grady, Peter Clemente; *Visiting Instructors:* Brian Tivnan, Lynn Simmons; *Lecturers:* Elissa Chase, Kathryn Egnaczak, Bruce Hopkins, David Jost, Rita Lombardi, Mary Mudge, Gary Orlinsky, Peter Sulski,.

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)

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 independent research project and presentation.

- ART 122 History of Western Art I
- ART 123 History of Western Art II
- Six (6) additional Art History courses, at least two of which are 300-level or above.
 - Including one each from the following four areas :Ancient-Medieval, Renaissance-Baroque, 18th Century-Modern, and Non-Western Art.
- Art 400 Senior Art History Seminar: Research Project and Presentation
- ART 101 Drawing I
- One additional studio art course

MAJOR IN GRAPHIC DESIGN

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
- ART 115 Graphic Design I
- ART 215 Graphic Design II
- ART 315 Graphic Design III
- ART 175 Introduction to Digital Photography
- ART 225 The Meaning of Modern Art or ART 229 Art since 1945
- ART 216 Illustration
- ART 217 Typography
- ART 218 Graphic Design for the Web
- MKT 101 Principles of Marketing
- ART 300 Internship in Visual Arts
- ART 401 Senior Art Studio Seminar

Electives (Select Two)

- ART 111 Painting I
- ART 106 Sculpture I
- ART 201 Drawing II
- ART 275 Digital Photography II
- MKT 310 Advertising
- MKT 326 Marketing on the Internet
- ENG 219 Introduction to Media Analysis

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.

- ART 101 Drawing I
- ART 106 Sculpture I
- ART 111 Painting I
- ART 115 Graphic Design I
- Three (3) additional studio art courses, two of which are 300 level or above. This program of study should include one three-course sequence in drawing or painting.
- ART 401: Senior Art Studio Seminar
- ART 122 History of Western Art I
- ART 123 History of Western Art II
- One additional Art History course

EDUCATION CONCENTRATION IN VISUAL ARTS

Assumption College offers a state-approved teacher preparation program for students interested in teaching visual arts in grades PreK–8 or 5–12. The major in Visual Arts provides students with course

work that directly addresses the subject matter knowledge requirements for teacher licensure by the Commonwealth of Massachusetts. Students who are interested in teaching art at the elementary or secondary level should meet with the Education Program Coordinator early in their academic career for information about applying to the Education Concentration and for specific information on the subject matter requirements for visual arts licensure.

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. The requirements include the following:

- MUS 122 History of Music I
- MUS 124 History of Music II
- MUS 201 Music Theory I
- MUS 301 Music Theory II
- MUS 401 Music Theory III
- MUS 330 Conducting
- MUS 193 Chorale or MUS 195 Band or MUS 196 Jazz Ensemble or MUS 197 String Camerata (6 semesters)
- Three additional courses from among department offerings (not to include MUS101 Fundamentals of Music or MUS120 Introduction to the Study 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.

MAJOR IN MUSIC WITH A CONCENTRATION IN LITURGICAL MUSIC

The concentration in liturgical music prepares students to serve as music ministers in churches and similar venues. The curriculum provides students with a comprehensive foundation in music theory, music history, conducting, and aural skills, along with an emphasis in either vocal or keyboard training.

The Major in Music with a concentration in Liturgical Music consists of a minimum of 45 credit hours. The requirements include:

Music Theory

- MUS 201 Music Theory I
- MUS 210 Aural Skills I (1 credit)
- MUS 301 Music Theory II
- MUS 310 Aural Skills II (1 credit)
- MUS 401 Music Theory III
- MUS 410 Aural Skills III (1 credit)

Music History

- MUS 122 History of Music I
- MUS 124 History of Music II
- MUS 229 Music and Worship

Conducting

- MUS 330 Conducting

Applied Music

- MUS 141 Applied Vocal Instruction (3 semesters)
- MUS 151 Applied Piano Instruction (3 semesters)
- MUS 193 Chorale (3 semesters)

Applied Music

- MUS 171 Applied Organ Instruction (3 semesters) or MUS 141 Applied Vocal Instruction (3 further semesters)
- MUS 193 Chorale (3 further semesters) or MUS 195 Band (3 semesters) or MUS 196 Jazz Ensemble or MUS 197 String Camerata

Chapel Choir

- Chapel Choir (four semesters no credit)

Theology & Music

- THE 391 Theology of Liturgy

Art History

- ART 222 Medieval Art and Architecture or ART 223 Renaissance Art and Architecture or ART 350 Special Topics (when the topic is suitable)

MINORS IN THE DEPARTMENT

A student may elect to pursue a minor in Art History, Studio Art, Graphic Design, Music, or Theatre. 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. Each minor requires a minimum of 6 courses.

MINOR IN ART HISTORY

- ART 101 Drawing I or ART 115 Graphic Design I
- ART 122 History of Western Art I
- ART 123 History of Western Art II
- Two other upper-level courses from among Art History offerings
- ART 400 Senior Art History Seminar

MINOR IN STUDIO ART

- ART 101 Drawing I
- ART 201 Drawing II
- ART 122 History of Western Art I
- ART 111 Painting I
- ART 211 Painting II

- ART 123 History of Western Art II
- One other upper-level studio art course or ART 401 Senior Art Studio Seminar

MINOR IN GRAPHIC DESIGN

- ART 101 Drawing I
- ART 115 Graphic Design I
- ART 215 Graphic Design II
- ART 315 Graphic Design III
- ART 175 Introduction to Digital Photography
- ART 225 Meaning of Modern Art or ART229 Art Since 1945

MINOR IN MUSIC

- MUS 122 History of Music I
- MUS 124 History of Music II
- MUS 201 Music Theory I
- MUS 193 Chorale or MUS 195 Band or MUS 196 Jazz Ensemble or MUS 197 String Camerata (3 semesters)
- Two additional courses from among department offerings (not to include MUS101 Fundamentals of Music or MUS 120 Introduction to the Study 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.

MINOR IN THEATRE

- THA 286 The Theatre Experience
- THA 387 Acting
- ENG 235 Introduction to Theatre
- Three additional courses from the following:
 - One course in dramatic Literature
 - THA 491 Theatre Workshop
 - THA 401 Performing Shakespeare
 - ENG 308 Writing and Editing
 - THA 395 Television Production I
 - THA 496 TV Production II
 - THA 388 TV Communication Skills
 - ART 101 Drawing I
 - MUS 140 Beginning Class Voice

All departmental majors and minors in Art, Music & Theatre must complete a minimum of one-half of the course requirements at Assumption College.

COURSE descriptions

ART (ART)

ART 101 DRAWING I

This introductory course will focus 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 a Studio Fee of \$40.00. This course satisfies the Core requirement in Art, Music & Theatre.

Nixon, Grady/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 a Studio Fee of \$75.00. This course satisfies the Core requirement in Art, Music & Theatre.

Orlinsky/Three credits

ART 111 PAINTING I

This course is an intensive introductory investigation of basic painting problems. 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. Prerequisite: ART 101 or permission of the instructor. Students will be responsible for purchasing a supply kit and a Studio Fee of \$75.00. This course satisfies the Core requirement in Art, Music & Theatre.

Nixon, Grady /Three credits

ART 115 GRAPHIC DESIGN I

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. This course satisfies the Core requirement in Art, Music & Theatre.

Simmons/*Three credits*

ART 122 HISTORY OF WESTERN ART I

A survey of the development of Western art from Prehistoric times to the end of the Middle Ages. A broad historical and stylistic approach frames the course, but the students will learn a select number of works in closer detail. This course acquaints the students through lectures, discussions, and visits to local collections with the tools to decode visual images from the past and present. Close studies acquaint the students with the elements of visual language and help them to develop critical skills which can be used to further their understanding of the visual arts. This course satisfies the Core requirement in Art, Music & Theatre.

Norris, Mudge/*Three credits*

ART 123 HISTORY OF WESTERN ART II

The class will survey the development of Western art from the 14th to the 21st century. Through lectures and discussion in class, we will consider the ways in which artistic change is linked to political and social developments in each period. At the same time, by looking closely at individual works of art—both in class and on a visit to the Worcester Art Museum—we will learn how to analyze and decode visual images from the past and present. This course satisfies the Core requirement in Art, Music & Theatre.

Chase, Norris, Mudge/*Three credits*

ART 130 INTRODUCTION TO ARCHITECTURE

An introduction to the principles, methods, and meaning of architecture. Students will reflect on the nature of architecture (as well as city planning and landscape architecture) to acquire a method for the study of architecture by a close analysis of selected major works in the art form: the Parthenon, Hagia Sophia, St. Peter's (Rome), University of Virginia (Charlottesville), the city of Brasilia, the Seagram Building (New York City), and others. This course satisfies the Core requirement in Art, Music & Theatre.

Staff/*Three credits*

ART 150–151H FOUNDATIONS OF WESTERN CIVILIZATION: ART AND POLITICS

A two-semester interdisciplinary course in politics and art. The two semesters concentrate on the study of the worlds of politics and art in multiple periods of Western Civilization. The first semester studies Ancient Greece through the Renaissance. The second semester studies Modern Europe through 21st-century Europe and the United States. Both semesters emphasize the reading and interpretation of texts about the major political and artistic principles in each historical period as well as the viewing and analysis of major artistic works. Students earn *three credits* in Politics and three

credits in Art. (Same as POL 150–151.) This course satisfies the Core requirement in Art, Music & Theatre.

Norris/*Three credits each semester*

ART 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.

Glushien/*Three credits*

ART 201 DRAWING II

The course will concentrate 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 206 SCULPTURE II

This course is an examination of the art of assemblage: the current practice in sculpture in which collaged objects are made from debris of the contemporary world. Questions of memory, history, fragmentation, association, ecology, and language will be explored through the making of Assemblages from found, recycled, harvested, and created images and objects. Studio work will be supplemented by art historical presentations, museum visits, and readings. Studio Fee: \$60. Prerequisite: ART 101, ART 106, ART 111 or ART 115.

Orlinsky/*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 215 GRAPHIC DESIGN II

This class offers a continuation of the study of graphic design with computers. 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 in 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: ART 115.

Glushien, Simmons /*Three credits*

ART 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: ART101 Drawing 1.

Grady/*Three credits*

ART 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.

ART 218 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 html5, 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.

ART 221 ANCIENT ART

This course examines the art and architecture of the ancient world, beginning with the prehistoric cultures of the Aegean (c.3000–1200 B.C.) and concluding with Constantine the Great's recognition of Christianity in the 4th century A.D. Greek, Etruscan, and Roman art will be placed in historical context through a study of not only the monuments of

antiquity, but also the religion, literature, and archaeological record of the ancients. The material includes religious and secular architecture, sculpture, ceramics, painting, mosaics, and decorative arts in both private and public realms. Lectures, discussions, and readings will focus on issues such as the role of archaeology and its dating methods, the use of art and architecture as imperial propaganda, and the effects of urbanization on ancient societies. There will be at least one trip to the Worcester Art Museum.

Mudge, Staff/*Three credits*

ART 223 RENAISSANCE ART AND ARCHITECTURE

This course introduces students to the art and architecture of the Italian Renaissance from the 14th through the 16th centuries as well as theories used since the late 19th century to study these works. Proceeding chronologically, the course emphasizes the artistic, cultural, and historic context in which this art was created. The primary materials studied include religious and secular painting, architecture, as well as manuscripts and printed books created for public and private use. Lectures, discussions, readings and visits to the Worcester Art Museum stimulate discussion on issues such as the changing role of the artist, shifts in patronage, the use of art to express secular and ecclesiastic aspirations, experimentation with visual systems, innovations in print-making and printing, and the legacy of art of the Italian Renaissance. This course satisfies the Core requirement in Art, Music & Theatre.

Staff/*Three credits*

ART 225 THE MEANING OF MODERN ART

This course will examine the development of modern art in Europe and the United States, focusing on the period between 1880 and 1950. Starting with Post-Impressionism, we will 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 will 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*

ART 227 REALISM TO POST IMPRESSIONISM

The course explores the major movements in European Art in the second half of the nineteenth century: Realism, Impressionism, Post-Impressionism and Art Nouveau. We will think about how technological and economic modernization, and the social conditions they generated, affected artists and the work they produced. In particular, we will seek to understand the range of effects that the invention of photography had on the practice of painting. We will also examine the gulf between 'modern' and 'traditional' forms of art that grew up during this period and structured the European and American art worlds through the middle of the following century.

Norris/*Three credits*

ART 229 ART SINCE 1945

The course will examine 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 will also have to try and 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*

ART 232 AFRICAN ART AND ARCHITECTURE: AN INTRODUCTION

This course focuses on the art and architecture of the vast African continent from prehistory to the present day. It addresses the wide range of arts created by the many diverse African peoples and includes the development of the art due to the complex historical, cultural, and religious overlay resulting from the introduction of Judaism, Christianity, Islam, and colonial rule. Particular aspects of African art featured will include visual abstraction, innovation of form and assemblage of materials, the primacy of sculpture and adornment of the human body, and the linkage of art to ritual and performance. Students will also critically evaluate the changing perceptions and discrepant interpretations of African art and the art of the global African diaspora. This course satisfies the Core requirement in Art, Music & Theatre.

Staff/*Three credits*

ART 245 LANDSCAPE PAINTING

This course deals with the landscape as subject matter in painting. Through studio work, class trips to paint on location and work outside of class, students will develop a body of work focusing on landscape. Using oil paint, students will be directed in more advanced painting theory and techniques related to the unique challenges presented by the landscape. Questions of the composition, color, light, and issues of deep and flat space will be explored in reference to contemporary and historical examples of landscape painters. Prerequisite: ART 111. Studio Fee: \$75.

Nixon, Staff/*Three credits*

ART 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: ART 175

Glushien/*Three credits*

ART 299, 399 OR 499 INDEPENDENT STUDY IN THE VISUAL ARTS

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 art history or studio art. Permission of Chair required.

Staff/*Three credits*

ART 300 INTERNSHIP IN THE VISUAL ARTS

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 and/or studio art. Permission of Chair required.

Staff/*Three credits*

ART 301 DRAWING III

This course will focus on the issue of personal expression in drawing. It will include a reevaluation of the elements of drawing from that point of view. Working problems will 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 101 and ART 201, or permission of the instructor.

Nixon, Grady, Staff/*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 teaching it. Prerequisite: ART 111 and ART 211, or permission of the instructor. Studio Fee: \$75.

Staff/*Three credits*

ART 315 GRAPHIC DESIGN III

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: ART 215.

Staff/*Three credits*

ART 350 SPECIAL TOPICS IN ART HISTORY

Special topics in art history, architecture, and criticism are offered occasionally. These courses respond to special interests evidenced 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.

Staff/Three credits

ART 351 SPECIAL TOPICS IN STUDIO ART

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

Staff/Three credits

ART 352 SPECIAL TOPICS IN GRAPHIC DESIGN

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

Staff/Three credits

ART 400 SENIOR ART HISTORY SEMINAR

This course serves as a culminating experience for students who are majors or minors in art history. Using some of the foundational texts of art history, we will investigate the different methodologies employed in the discipline. The format for the class combines short introductory lectures by the professor with detailed discussion of assigned readings. During the semester, students will undertake a project that involves matching a work or group of works with a specific methodological approach or approaches. As part of the project, students will learn how to write, critique and edit an abstract; they will produce an annotated bibliography, and they will give a formal oral presentation of their work that incorporates visual media.

Staff/Three credits

ART 401 SENIOR ART STUDIO SEMINAR

The seminar is devoted to an advanced project in Studio Art as a culmination of a program of study for the Major or Minor in Studio Art. This project is completed by an exhibition of student work mounted in the spring. Permission of the chairperson required. Students are responsible for materials related to their senior project and a Studio Fee of \$75.00

Grady/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 the 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. This course satisfies the Core requirement in Art, Music & Theatre.

Graveline, Clemente/Three credits

MUS 120 INTRODUCTION TO THE STUDY OF MUSIC

A conceptual approach to developing the critical faculties necessary to listen to, and appreciate, music. This course is designed to teach how to listen to music and how to respond to it on sensual, aesthetic, and intellectual levels. The class will study three categories of music: music with words, program music, and absolute music. All types of music, such as Western art music, jazz, popular, and non-Western music, will be given equal consideration and respect. This course satisfies the Core requirement in Art, Music & Theatre.

Clemente, Graveline/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. This course satisfies the Core requirement in Art, Music & Theatre.

Lamothe/Three credits

MUS 124 HISTORY OF MUSIC II

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. This course satisfies the Core requirement in Art, Music & Theatre.

Lamothe/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. This course satisfies the Core requirement in Art, Music & Theatre.

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 210 AURAL SKILLS LAB I

This course presents the tonal concept and practices of the Common Practice period (18th and 19th Century music) in conjunction with MUS 201. The student will develop fluency in applying these concepts in written and aural form through a multi-faceted approach including sight singing, harmonic and melodic dictation, and rhythmic drills based on I) basic rhythmic patterns and subdivisions in simple meter, intervals, and triads; II) dots, ties, and compound meter, primary and secondary triads and dominant seventh chords in major and minor modes; III) irregular meters and complex subdivisions of the beat, non-dominant seventh chords, chromatic inflexions, augmented sixth chords, and modulation.

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.

Lamothe/*Three credits*

MUS 225 MUSIC 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.

Lamothe/*Three credits*

MUS 229 MUSIC AND WORSHIP

The phenomenon of music in worship from the earliest extant examples (3000 B.C.) to the digital age, in Western and non-Western traditions (Islam, Buddhism, etc.). This course satisfies the Core requirement in Art, Music & Theatre.

Lamothe/*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.

Lamothe/*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. This course satisfies the Core requirement in Art, Music & Theatre.

Lamothe/*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 continuation of MUS 201. More advanced harmony will be covered, such as harmonic progression, the dominant seventh chord, nondominant seventh chords, modulation, secondary dominants, and binary and ternary forms.

Clemente, Graveline/*Three credits*

MUS 310 AURAL SKILLS LAB II

This course presents the tonal concept and practices of the Common Practice period (18th and 19th Century music)

in conjunction with MUS 301. The student will develop fluency in applying these concepts in written and aural form through a multi-faceted approach including sight singing, harmonic and melodic dictation, and rhythmic drills based on I) basic rhythmic patterns and subdivisions in simple meter, intervals, and triads; II) dots, ties, and compound meter, primary and secondary triads and dominant seventh chords in major and minor modes; III) irregular meters and complex subdivisions of the beat, non-dominant seventh chords, chromatic inflexions, augmented sixth chords, and modulation.

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 evidenced by 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 MUSIC THEORY III

Continuation of Music Theory II. A study of more advanced aspects of harmony (augmented sixth chords, the Neapolitan sixth chord, altered dominants, diminished seventh chords, chromatic third-relation harmony, modulation to foreign keys, ninth, 11th, and 13th chords), as well as the more complex formal structures of the common practice period in relation to harmony and tonality (sonata-allegro, rondo, and fugue).

Clemente, Graveline/*Three credits*

MUS 410 AURAL SKILLS LAB III

This course presents the tonal concept and practices of the Common Practice period (18th and 19th Century music) in conjunction with MUS 401. The student will develop fluency in applying these concepts in written and aural form through a multi-faceted approach including sight singing, harmonic and melodic dictation, and rhythmic drills based on I) basic rhythmic patterns and subdivisions in simple meter, intervals, and triads; II) dots, ties, and compound meter, primary and secondary triads and dominant seventh chords in major and minor modes; III) irregular meters and complex subdivisions of the beat, non-dominant seventh chords, chromatic inflexions, augmented sixth chords, and modulation.

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: \$500.

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: \$500.

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. Prerequisite: MUS 150, or comparable background in piano. Tutorial fee per semester: \$500.

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: \$500.

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: \$500.

Graveline/One credit

MUS 181 APPLIED STRINGS (ONE HOUR)

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: \$500.

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. This course satisfies the Core requirement in Art, Music & Theatre if taken three times.

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. This course satisfies the Core requirement in Art, Music & Theatre if taken three times.

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 winds, 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. This course satisfies the Core requirement in Art, Music & Theatre if taken three times.

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. This course satisfies the Core requirement in Art, Music & Theatre if taken three times.

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

MUS 240 INTERMEDIATE CLASS VOICE

A continuation of the skills developed in Beginning Voice Class. Topics include lectures, discussion, and individual and group coaching related to vocal technique and production. In addition to the discussion of reading materials concerning aspects of basic vocal technique, class time will be devoted to group lessons and master classes, with an increased emphasis on interpretation and practical performance issues. Students will be expected to give a final jury at the end of the semester as well as successfully complete written exams based on readings and class discussions. Prerequisite: MUS 140.

Tartaglia/Three credits

MUS 250 INTERMEDIATE CLASS PIANO

A continuation of Beginning Class Piano. Topics will include major and minor scales in three octaves and chord arpeggios in inversion, accompanying primary and secondary chords, transposition, and repertoire of greater difficulty than that encompassing only five-finger positions. Prerequisite: MUS 150.

Staff/Three credits

MUS 260 INTERMEDIATE CLASS GUITAR

Group guitar instruction in acoustic guitar techniques and styles. Topics include reading music (first position and beyond), scales, theory, bar chords, strumming and finger picking patterns, alternate tunings, exercises, and solos. Students will also be exposed to ensemble playing, as well as audio and video material for analysis. The student must provide an acoustic guitar, preferably of classical design.

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 \$500 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 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 requirements in Art, Music, Theatre. Students may also participate in these ensembles for no credit. There is no charge for participating in these groups.

THEATRE ARTS (THA)

THA 286 THE THEATRE EXPERIENCE

This course is a critical approach to the theatre as a personal art form. Students also engage in the analysis and

technique of theatre production. Students will create their own theatrical pieces, using their own life experiences as their muse. Classes will also choreograph an entire dance together. Classes in theory and in practicum cover specific aspects of theatre, including acting, make-up, lighting, costuming, and set design. \$20 materials fee. (Spring) This course satisfies the Core requirement in Art, Music & Theatre.

Tivnan/Three credits

THA 387 ACTING

This course addresses the theory and practice of basic acting techniques. Students explore physical, psychological, and theatrical approaches aimed at developing the potential of

the actor. Emphasis is placed on voice, movement, script analysis, characterization, improvisation, and especially scene presentations. \$20 materials fee. (Fall) This course satisfies the Core requirement in Art, Music & Theatre.

Tivnan/Three credits

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. (Fall and Spring)

Tivnan/Three credits

Associate Professors: Egidio A. Diodati, Joseph T. Foley (*Chairperson*), Francis A. Marino, Saeed Mohaghegh, J. Bart Morrison, Jennifer M. Niece; *Assistant Professors:* Arlene DeWitt, Irene Houle, Daniel Jones, Cary LeBlanc, Catherine L. Pastille; *Visiting Assistant Professors:* Eric Drouart, David Hoyle, Michael Lewis, Frances Skypeck; *Lecturers:* Michael Donnelly, Thomas L. Fitzpatrick, Mary Kingsley, Elaine Walker.

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

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.

CPA 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 CPA Examination or to become certified as a CPA. In Massachusetts, the 150 hours is a requirement for certification. The requirement to take the exam in Massachusetts is 120 semester hours of college education.

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 BA/MBA program to enable our CPA candidate majors to begin their graduate studies during their senior year, satisfy the additional hours requirement, and receive both a BA and MBA degree.

In addition to receiving written permission to take MBA courses during the senior year, BA/MBA candidates must submit a formal application for acceptance into the MBA 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 MBA courses.

Complete details of the BA/MBA program can be obtained from the MBA Director and are explained in depth in the MBA catalog.

Students planning to sit for the Uniform CPA 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

The following courses, both the accounting courses and those from other disciplines, comprise the accounting major. Please note that three of these courses (MAT 117 or its prerequisite MAT 114, ECO 110, and CSC 113 or ECO 115) also fulfill Core Curriculum requirements.

Freshman/Sophomore

- Accounting Courses
 - ACC 125 Principles of Accounting I
 - ACC 126 Principles of Accounting II

- Other Disciplines
 - ECO 110 Microeconomics
 - ECO 111 Macroeconomics
 - MAT 117 Calculus I
 - CSC 113 Introduction to Computer Science
 - MGT 100 Management and Organizational Behavior
 - MKT 101 Principles of Marketing
 - ECO 115 Statistics

Upper Level

- 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 316 | Business Law II |
| ACC/MGT 331 | Fraud Examination |
| ACC 332 | Forensic Accounting |
| ACC 350 | Personal Financial Management |
| ACC 399 | Internship in Business |
| ACC 430 | Ethics and Professional Responsibilities for Accountants |
| OR other Business Studies Courses | |

In addition, any Accounting major may take:

| | |
|---------|----------------------------------|
| IDS 250 | Individual Income 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 CPA 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 CPA Examination should take the following courses to fulfill the specific education requirements for certification:

At least one course in each area:

| | | |
|---------|---------|--|
| Area 1: | ACC 331 | Fraud Examination |
| | ACC 332 | Forensic Accounting |
| | IDS 250 | Individual Income Tax Assistance |
| Area 2: | BUS 316 | Business Law II |
| | ACC 350 | Personal Financial Management |
| | ACC 430 | Ethics and Professional Responsibilities for Accountants |
| | PHI 320 | Business Ethics |
| | | Any business or economics course not required for the accounting major |

MAJOR IN MANAGEMENT

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

The following courses (both the management courses and those from other disciplines) comprise the management major. Please note that three of these courses (MAT 117 or its prerequisite MAT 114, ECO 110, and CSC 113 or ECO 115) also fulfill Core Curriculum requirements.

Freshman/Sophomore

- Management
 - MGT 100 Management and Organizational Behavior

- Other Disciplines
 - ACC 125 Principles of Accounting I
 - ACC 126 Principles of Accounting II
 - CSC 113 Introduction to Computer Science
 - ECO 110 Microeconomics
 - ECO 111 Macroeconomics
 - ECO 115 Statistics
 - MAT 117 Calculus
 - MKT 101 Principles of Marketing

Upper Level

- Management Courses
 - MGT 210 Quantitative Methods
 - MGT 220 Production and Operations Management
 - MGT 400 Business Strategy (Capstone: Seniors only)
- Other Disciplines
 - ECO 325 Corporate Finance
 - BUS 215 Business Law I

MANAGEMENT MAJORS MUST SELECT FOUR ELECTIVES FROM THE FOLLOWING LIST:

- MGT 300 Human Resources Management
- MGT 301 Environments of Business
- MGT 302 Management Information Systems
- MGT 303 Purchasing and Supply Management
- BUS 304 Business Research
- MGT 305 Strategic Leadership
- INB 307 International Management
- MKT 309 Marketing Management
- MGT 311 Diversity in the Work Force
- MGT 315 Services Management
- INB 318 Asian Business Practices
- INB 320 European Business Practices
- MGT 325 Small Business and Entrepreneurship
- MGT 331 Fraud Examination
- BUS 399 Internship in Business

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

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

The following courses (both the marketing courses and those from other disciplines) comprise the marketing major. Please note that three of these courses (MAT 117 or its prerequisite MAT 114, ECO 110, and CSC 113 or ECO 115) also fulfill Core Curriculum requirements.

Freshman/Sophomore

- Marketing
 - MKT 101 Principles of Marketing
- Other Disciplines
 - ECO 110 Microeconomics
 - ECO 111 Macroeconomics
 - MAT 117 Calculus
 - CSC 113 Introduction to Computer Science
 - ACC 125 Principles of Accounting I
 - ACC 126 Principles of Accounting II
 - ECO 115 Statistics
 - MGT 100 Management and Organizational Behavior

Upper Level

- Marketing
 - MKT 309 Marketing Management
- Other Disciplines
 - MGT 210 Quantitative Methods
 - BUS 215 Business Law I
 - ECO 325 Corporate Finance
 - MGT 400 Business Strategy (Capstone: Seniors only)

Marketing majors must select four electives from the following list:

- MGT 301 Environments of Business
- MKT 302 Management Information Systems
- BUS 304 Business Research
- MGT 305 Strategic Leadership
- INB 306 International Marketing
- 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
- INB 318 Asian Business Practices
- INB 320 European Business Practices
- MKT 322 Business-to-Business Marketing
- MGT 325 Small Business and Entrepreneurship
- MKT 326 Marketing on the Internet
- MKT 344 Sports Marketing
- BUS 399 Internship in Business

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

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, 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.

Requirements

The courses in the International Business Major are divided into three areas:

Area I: Business Knowledge Core (9 courses)

| | |
|---------|--|
| ACC 125 | Principles of Accounting I |
| ACC 126 | Principles of Accounting II |
| ECO 110 | Principles of Microeconomics |
| ECO 111 | Principles of Macroeconomics |
| ECO 115 | Statistics |
| ECO 325 | Corporate Finance |
| MGT 100 | Management and Organizational Behavior |
| MKT 101 | Principles of Marketing |
| MGT 210 | Quantitative Methods |

Area II: International Business Core (6 courses)

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

One Foreign Language course at level 3. International business majors are encouraged to satisfy their Core requirement by selecting the language option. Language competency may also be satisfied through AP level 4.

One additional foreign language or linguistics course at any level. This foreign language will be other than that used to satisfy the level 3 requirement.

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

| | |
|---------|-----------------------------|
| INB 318 | Asian Business Practices |
| INB 320 | European Business Practices |

| | |
|---------|--|
| INB 334 | International Communication: Organizational Perspectives |
| ECO 353 | International Trade OR |
| ECO 354 | International Finance |
| BUS 399 | Internship in Business |

Area III: International Business Cultural Literacy Depth (3 courses, one in each of 3 areas)

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.

GEOGRAPHY

| | |
|---------|-------------------------------------|
| GEO 108 | World Population Issues |
| GEO 222 | Regional Geography of South America |
| GEO 224 | Regional Geography of Asia |
| GEO 232 | Regional Geography of Africa |
| GEO 251 | Economic Geography |

HISTORY

| | |
|---------|--|
| HIS 204 | Early Modern Europe |
| HIS 210 | Diplomatic History of Europe in the 20th Century |
| HIS 222 | Great Britain after 1760 |
| HIS 242 | Russia since 1917 |
| HIS 251 | Modern Latin America since 1821 |
| HIS 267 | United States Foreign Relations Since 1898 |
| HIS 272 | Germany since 1890 |
| HIS 281 | Asian History since 1800 |
| HIS 282 | Japan From 1868 to Present |
| HIS 283 | Modern China: War and Revolution |
| HIS 291 | Islamic Middle East II |

PHILOSOPHY

| | |
|---------|------------------------|
| PHI 365 | Late Modern Philosophy |
|---------|------------------------|

POLITICAL SCIENCE

| | |
|---------|--------------------------------------|
| POL 207 | Peace and War |
| POL 332 | Russian and Post-Soviet Politics |
| POL 333 | Asian Politics |
| POL 371 | Foreign Policy and Diplomacy |
| POL 375 | The Study of International Relations |

ANTHROPOLOGY

| | |
|---------|------------------------------|
| ANT 131 | Cultural Anthropology |
| ANT 230 | Special Topics |
| ANT 235 | Ethnography of Latin America |

THEOLOGY

| | |
|---------|------------------|
| THE 383 | Asian Traditions |
|---------|------------------|

MAJOR IN ORGANIZATIONAL COMMUNICATION

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 16-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

Area I: Business Knowledge Core (six courses)

| | |
|---------|--|
| ACC 125 | Principles of Accounting I |
| CSC 113 | Introduction to Computer Science |
| ECO 110 | Principles of Microeconomics |
| ECO 115 | Statistics |
| MGT 100 | Management and Organizational Behavior |
| MKT 101 | Principles of Marketing |

Area II: Writing Course (1 Required)

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

Area III: Core Communication Courses (3 Required)

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

Area IV: Internship Capstone Experience (1 Required)

| | |
|---------|------------------------|
| OCM 398 | Portfolio Management |
| | or |
| OCM 399 | Internship in Business |

Area V: Major Electives (5 required, limit 2 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 |

| | |
|---------|--|
| ACC 350 | Personal Financial Management |
| LIN 221 | Sociolinguistics |
| BUS 304 | Business Research |
| INB 306 | International Marketing |
| INB 307 | International Management |
| MKT 308 | Consumer Marketing Behavior |
| MKT 310 | Advertising |
| MGT 311 | Diversity in the Work Force |
| MKT 312 | Sales Management |
| MKT 316 | Public Relations |
| MKT 326 | Marketing on the Internet |
| INB 334 | International Communication: Organizational Perspectives (if not taken to meet Area III requirement) |
| MKT 344 | Sports Marketing |

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, or management. Coupling a minor with a liberal arts major creates an attractive program. Minors must be specified in writing and approved by the department chair. All minors in the Business Studies Department require the completion of 21 credits.

MINOR IN ACCOUNTING

Required Courses

| | |
|---------|---|
| ACC 125 | Principles of Accounting I |
| ACC 126 | Principles of Accounting II |
| MGT 100 | Management and Organizational Behavior OR |
| MKT 101 | Principles of Marketing |

Electives

Four electives chosen from the following:

| | |
|---------|--|
| ACC 200 | Intermediate Accounting I |
| ACC 201 | Intermediate Accounting II |
| ACC 210 | Cost Accounting |
| ACC 211 | Accounting Information Systems |
| IDS 250 | Individual Income Tax Assistance |
| ACC 310 | Federal Income Taxes |
| ACC 320 | Advanced Accounting |
| ACC 330 | Fraud Examination |
| ACC 350 | Personal Financial Management |
| ACC 420 | Auditing |
| ACC 430 | Ethics and Professional Responsibilities for Accountants |

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

MINOR IN MARKETING**Required Courses**

| | |
|---------|--|
| MGT 100 | Management and Organizational Behavior |
| MKT 101 | Principles of Marketing |
| ACC 125 | Principles of Accounting I |

Electives

Four electives chosen from the following:

| | |
|---------|-----------------------------|
| BUS 304 | Business Research |
| 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 |
| INB 318 | Asian Business Practices or |
| INB 320 | European Business Practices |

(Only one of INB 318 or INB 320 may count).

| | |
|---------|-------------------------------------|
| MKT 322 | Business-to-Business Marketing |
| MGT 325 | Small Business and Entrepreneurship |
| MKT 326 | Marketing on the Internet |
| MKT 344 | Sports Marketing |

MINOR IN INTERNATIONAL BUSINESS**Required Courses**

| | |
|---------|--|
| ACC 125 | Principles of Accounting I |
| MGT 100 | Management and Organizational Behavior |
| MKT 101 | Principles of Marketing |

Electives

Choose four from the following:

| | |
|---------|--|
| INB 306 | International Marketing |
| INB 307 | International Management |
| MGT 311 | Diversity in the Workforce |
| INB 318 | Asian Business Practices |
| INB 320 | European Business Practices |
| INB 334 | International Communication: Organizational Perspectives |
| ECO 353 | International Trade |
| ECO 354 | International Finance |

(Only one of ECO 353 or ECO 354 may count)

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**Required Courses**

| | |
|---------|--|
| MGT 100 | Management and Organizational Behavior |
|---------|--|

| | |
|---------|----------------------------|
| MKT 101 | Principles of Marketing |
| ACC 125 | Principles of Accounting I |

Electives

Four electives chosen from the following:

| | |
|---------|---------------------------------------|
| MGT 210 | Quantitative Methods |
| MGT 220 | Production and Operations Management. |
| MGT 300 | Human Resources Management |
| MGT 301 | Environments of Business |
| MGT 302 | Management Information Systems |
| MGT 303 | Purchasing and Supply Management |
| BUS 304 | Business Research |
| INB 307 | International Management |
| MGT 305 | Strategic Leadership |
| MGT 311 | Diversity in the Work Force |
| MGT 315 | Services Management |
| INB 318 | Asian Business Practices or |
| INB 320 | European Business Practices |

(Only one of INB 318 or INB 320 may count).

| | |
|---------|-------------------------------------|
| MGT 325 | Small Business and Entrepreneurship |
| MGT 331 | Fraud Examination |

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, Skypeck/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, Skypeck /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/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/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)

Skypeck/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.

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)

Staff/Three credits

ACC 350 PERSONAL FINANCIAL MANAGEMENT

This course will examine personal choices and their impact on the realization of an individual's financial objectives. The overall personal financial plan is the focus of the course and, accordingly, the course will include discussion of investment selection, housing, inflation, transportation, consumer credit, insurance, and record keeping. It will provide students with a solid grounding in personal financial management principles. Prerequisite: Senior standing or instructor's permission. (Spring)

Foley, Jones, Skypeck/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*

ACC 430 ETHICS AND PROFESSIONAL RESPONSIBILITIES FOR ACCOUNTANTS

This course examines ethical decision-making and other professional responsibilities in the context of situations confronted by professional accountants. The AICPA Code of Professional Conduct is examined in depth, along with legal responsibilities. Cases are used to acquaint students with various types of ethically challenging situations, and the components of an ethical decision-making model are examined and emphasized. Pre-requisite: ACC201.

Marino, Niece/*Three credits*

IDS 250 (CSL) INDIVIDUAL INCOME 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.

Donnelly, Fitzpatrick, Kingsley/*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, Mohaghegh/*Three credits*

BUS 316 BUSINESS LAW II

Intended for students preparing to sit for the CPA exams. Business Law II will examine the law of contracts, corporations, partnerships, negotiable instruments, agency, and other topics. Special emphasis will be placed on the Uniform Commercial Code. Prerequisite: senior accounting majors. (Spring)

Fitzpatrick/*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*

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.

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.

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.

Morrison /*Three credits*

MANAGEMENT (MGT)

MGT 100 MANAGEMENT AND ORGANIZATIONAL BEHAVIOR

This course introduces and emphasizes the systems approach to investigating organizational structures, processes, functions, and dynamics. It applies selected theories and principles to such organizational phenomena as power, authority, conflict, motivation, communication, and managerial/leadership style to explore individual, interpersonal, and group behavior in the organization. The course builds an understanding of key managerial skills and the interpersonal, informational, and decision-making roles of managers that support effective performance. The course examines the planning, organizing, staffing, leading, communicating, and controlling functions. MGT 100 should not be taken in same semester as MKT 101.

DeWitt, Diodati, Drouart, LeBlanc, Lewis, Mohaghegh, Pastille /*Three credits*

MGT 210 QUANTITATIVE METHODS

Focuses on problems and issues of management and administration relevant to the process of problem identification, problem-solving, decision making, and coping with environment uncertainties. Covers introduction to deterministic and stochastic models and linear programming, optimization algorithms, variations of the simplex model, network models, queuing models. Examines computer solutions to appropriate problems in business, economics, and management. Prerequisites: CSC 113, ECO 115, MGT 100. Not open to Freshmen.

Mohaghegh /*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. Prerequisite: MGT 210. (Spring)

Mohaghegh /*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/*Three credits*

MGT 301 THE ENVIRONMENTS OF BUSINESS

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)

Pastille/*Three credits*

MGT302/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: CSC 113, MGT 100, and Junior/Senior standing. (Spring)

Mohaghegh/*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)

Mohaghegh/*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.

Morrison, 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.

Mohaghegh/*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.

Foley, Hoyle, Skypeck /*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.

Marino/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, Morrison, 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. DeWitt, Diodati, Drouart, Houle, Hoyle, LeBlanc, Lewis, Mohaghegh/Three credits

MKT302/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: CSC 113, MGT 100, and Junior/Senior standing. (Spring)

Mohaghegh/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.

DeWitt, Diodati, Houle, Hoyle /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.

DeWitt, Diodati, Houle, Hoyle, 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.

DeWitt, Diodati, Houle/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.

DeWitt, Diodati, Houle, Lewis/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.

DeWitt, 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.
DeWitt, Diodati, Houle/*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.
Houle/*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: CSC 113, MKT 101.
Hoyle, LeBlanc/*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/*Three credits*

ORGANIZATIONAL COMMUNICATION

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 only)
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.
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*

Professor: Colleen A. Fahy, Demetrius Kantarelis;
Associate Professor: Kevin L. Hickey, Christopher Dylan McGee, Smriti Rao, Thomas J. White (Chairperson);
Assistant Professor: Brian Volz; *Lecturers:* Landy Johnson, 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 researchers, analysts, 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

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 three possible majors: Economics, Economics with Business Concentration, and Economics with International Concentration. Students in all three majors are required to complete the six courses that make up the economics core, plus five to ten additional courses.

Economics Core (6):

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

Plus five economics electives (5)

Total 11 Courses

Note: Calculus is recommended for all economics students. Additional mathematics courses beyond calculus are especially important for students considering graduate school in economics or business.

A student who chooses to major in economics while minoring in finance will need to take a total of 14 ECO courses.

MAJOR IN ECONOMICS WITH BUSINESS CONCENTRATION

Economics Core (6):

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

Business Concentration (9):

ECO 325 Corporate Finance
 ECO 353 International Trade
 ECO 329 Monetary and Financial Institutions

OR

ECO 354 International Finance
 ECO 323 Labor Economics

OR

ECO 331 Industrial Organization
 ACC 125 Principles of Accounting I
 ACC 126 Principles of Accounting II
 MGT 100 Management and Organizational Behavior

OR

MKT 101 Principles of Marketing
 CSC 113 Introduction to Computer Science
 MAT 117 Calculus I

Total 15 Courses

Note: Students majoring in Economics with Business Concentration may find it difficult to minor in Finance due to course sequencing. Math beyond MAT 117 is strongly encouraged for any student considering graduate school in economics or business.

MAJOR IN ECONOMICS WITH INTERNATIONAL CONCENTRATION**Economics Core (6):**

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

International Concentration (5):

Five of the following (maximum of 1 geography course):

ECO 120 Intro to Global Studies
 ECO 252 Economic Development
 ECO 264 Comparative Economic Systems
 ECO 353 International Trade
 ECO 354 International Finance
 GEO 108 World Population or GEO 251 (Economic Geography) or any Regional Geography course.

Total 11 Courses

Note: A minor in a foreign language, geography, business, or political Science is a useful complement to this major. Math beyond MAT 117 is strongly encouraged for any student considering graduate school in economics or business.

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 110–111 are considered one course.

MINOR IN ECONOMICS (7)

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

OR

ECO 311 Macroeconomic Theory

Plus three Economics Electives at the 200 level or above selected in consultation with a department member to achieve a particular objective.

MINOR IN FINANCE (7)

Students who intend to seek employment in business after graduation might consider completing a minor in Finance.

ECO 110 Principles of Microeconomics
 ECO 111 Principles of Macroeconomics
 ECO 115 Statistics I
 ECO 325 Corporate Finance

Plus three (3) of the following:

ECO 212 Economics of the Public Sector
 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.

MINOR IN U.S. ISSUES AND POLICY (6)

ECO 110 Principles of Microeconomics
 ECO 111 Principles of Macroeconomics
 ECO 210 Economics of Women, Men, and Work
 ECO 323 Labor Economics OR
 ECO 331 Industrial Organization

Plus one (1) of the following:

ECO 212 Economics of the Public Sector
 ECO 329 Monetary and Financial Institutions

And one (1) of the following:

GEO 134 Conservation of Natural Resources
 GEO 251 Economic Geography
 GEO 252 Land Use Geography and Planning Law
 ECO 120 Introduction to Global Studies
 ECO 235 Environmental Economics
 POL 321 Public Policy

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 320 Business Ethics

Plus 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

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.

- One (1) Environmental Science with lab
- One (1) course from Section A
- Four (4) courses from Section B

Environmental Science w/Lab choose (1) one of the following:

- ENV 120 Environmental History of New England with ENV 120L

OR

- ENV 150 Introduction to Environmental Science with ENV 150L

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

- ENV 120 Environmental History of New England (if not taken above)
- ENV 150 Introduction to Environmental Science (if not taken above)
- 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 GLOBAL STUDIES (12 COURSES)

The main purpose of the major in Global Studies is to prepare students for careers in private business, international organizations, international business, banks, government, and non-profit organizations,

as well as preparation for graduate school. For those desiring a specialization which includes business, refer to the Major in Global Studies with Business Concentration.

Through carefully selected and coordinated courses in social science and related fields, the major provides a solid foundation for specialized work. Such a foundation is essential if knowledge and understanding of the culture and customs of various peoples are to be acquired. Because of the interdisciplinary nature of this major, some courses double-count within the College's Core, thus allowing for electives to be taken which can be used for a minor, a double major, or enrichment courses.

Within the Global Studies major, several options are available. Students may also work with the department chair to create a special option tailored to meet the needs of the individual. To obtain maximum benefit from a major in Global Studies, students are encouraged to consider a semester abroad and/or in Washington, D.C. Courses taken during a study abroad or in The Washington Center for Internships and Seminars can be credited to the major.

Requirement of a Minor

The student majoring in Global Studies is expected to complete a minor in a related field. In accordance with College rules regarding minors, some double-counting of courses in the major and minor is permitted. Minors in disciplines such as Foreign Languages, Geography, Economics, Business, Anthropology, and Political Science meet this requirement and are a useful complement to the major. No minor is required for those majoring in Global Studies with Business Concentration.

ALL GLOBAL STUDIES

Global Studies Core (4)

- GEO 100 Introduction to Physical and Human Geography
- ECO/GEO120 Introduction to Global Studies
- ANT 131 Cultural Anthropology

One (1) Cultural Traditions course from the following:

- THE 383 Asian Traditions
- FRE Any French Culture/Civilization
- SPA Any Spanish Culture/Civilization
- ANT 230 Special Topics in Cultural Anthropology

NOTE: ECO 110 is a prerequisite for all economics courses within the Global Studies major and therefore must be taken. Additionally, ECO 111 is also a prerequisite for some economics courses within the Global Studies major and may need to be taken. As prerequisites, neither is included in the course totals for the major.

Students then select one of the following Global Studies majors . . .

MAJOR IN GLOBAL STUDIES WITH SOCIAL SCIENCE CONCENTRATION

Global Studies Core (4) and:

Any two (2) International Politics courses

Any three (3) Geography courses

Plus three (3) from the following:

| | |
|---------|------------------------------|
| ECO 233 | Urban Economics |
| ECO 252 | Economic Development |
| ECO 264 | Comparative Economic Systems |
| ECO 353 | International Trade |
| ECO 354 | International Finance |

Total 12 Courses

MAJOR IN GLOBAL STUDIES WITH BUSINESS CONCENTRATION

A Global Studies major has the opportunity to prepare for a career in business or graduate work by adding 12 courses to the Global Studies Core (4). No minor is required of this major.

Global Studies Core (4) and:

Any one (1) International Politics course

Any two (2) Geography courses

Any two (2) courses from:

| | |
|---------|------------------------------|
| GEO 251 | Economic Geography |
| ECO 252 | Economic Development |
| ECO 264 | Comparative Economic Systems |
| ECO 353 | International Trade |
| ECO 354 | International Finance |

Courses: 5

Plus the Business Concentration:

| | |
|---------|----------------------------------|
| ACC 125 | Accounting I |
| ACC 126 | Accounting II |
| CSC 113 | Introduction to Computer Science |
| ECO 115 | Statistics I |
| ECO 325 | Corporate Finance |

Either one (1) of the following:

| | |
|-----------|------------------------------------|
| MGT 100 | Management/Organizational Behavior |
| OR | |
| MKT 101 | Principles of Marketing |

Any one (1) of the following:

| | |
|---------|-------------------------------------|
| ECO 329 | Monetary and Financial Institutions |
| MGT 306 | International Marketing |
| MGT 307 | International Management |

NOTE: Economics Courses require ECO 110–111

Courses: 7

Total 16 Courses

For those contemplating graduate school, MAT 117 or higher must be taken, and additional mathematics courses are strongly encouraged.

MAJOR IN GLOBAL STUDIES WITH WORLD ENVIRONMENTAL CONCENTRATION

Global Studies Core (4)

Plus three (3) Geography courses from:

| | |
|---------|-----------------------------------|
| GEO 101 | Physical Oceanography |
| GEO 103 | Introduction to Meteorology |
| GEO 108 | World Population Issues |
| GEO 134 | Conservation of Natural Resources |

Two (2) Science courses related to environmental studies, with one (1) having a lab.

Three (3) courses from the following:

| | |
|---|-------------------------|
| ECO 235 | Environmental Economics |
| Any one (1) International Politics course | |
| Any one (1) Elective in International Economics | |

Total 12 Courses

MAJOR IN GLOBAL STUDIES WITH CULTURAL AFFAIRS CONCENTRATION

Global Studies Core (4)

Intercultural communication is a concern in today's world. In consultation with the Department of Art and Music, a student may group up to five (5) courses in art, literature, and music, plus one (1) course in international politics, one (1) in geography, and one (1) in international economics, to complete the major in Global Studies. See department chair for details. Total 12 Courses

MAJOR IN GLOBAL STUDIES WITH AREA STUDIES OPTION

Global Studies Core (4) plus:

Some students may want to focus on a particular region of the world. In consultation with the department chair, a student may choose courses in social science, business studies, and the humanities that address the circumstances of either a specific region (Africa, Asia, Europe, or Latin America), or of developing countries as a group. Total 12 Courses

Note: Because of the interrelation and double-counting of courses that occur in such a program, a student completing this major still has many free electives available, even after satisfying the College's Core requirements.

MAJOR OR MINOR IN GEOGRAPHY

A Geography minor will be approved for a student who successfully completes six (6) courses (18 credits) in geography. These courses normally are a mixture of physical and human geography courses as selected in consultation with the Department. Internships with

local firms, social agencies, or government offices are recommended whenever possible as part of a minor program. A major in Geography is available through a petition process and is an excellent preparation for teaching opportunities. See department chair for details.

MAJOR IN ENVIRONMENTAL SCIENCE

(see Natural Sciences)

COURSE descriptions

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 Social Science. Prerequisite: MAT 111. (Fall, Spring)

Staff/Three credits

ECO 111 PRINCIPLES OF MACROECONOMICS

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 I

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) Prerequisite: MAT 111. (Fall, Spring)

Fahy, Kantarelis, Moore, Volz/Three credits

ECO 120 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 global conflict, security and peace, including weapons proliferation; global economics, including trade and capital flows; development; and the natural environment. Attention is devoted to the debate over globalization and the development of international institutions. (Fall) (Same as GEO 120). Available to freshmen/sophomores or by permission.

Kantarelis/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 110–111. (Spring, Alternate years)

Fahy/Three Credits

ECO 212 ECONOMICS OF THE PUBLIC SECTOR

Micro-economic and macro-economic theory are 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. (Fall, Alternate Years)

Fahy, Volz/Three credits

ECO 215 STATISTICS II

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 and, 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, dummy variables, logit and probit analysis, simultaneous-equation models, and time series forecasting. Prerequisites: ECO 115. (Fall, Alternate Years)

Kantarelis, 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. (Spring, Alternate Years)

Kantarelis/*Three credits*

ECO 233 URBAN ECONOMICS

The course introduces students to the major economic issues facing metropolitan areas. Topics that will be discussed include how and why cities are formed; urban housing markets and land-use patterns; the impact that local public finance and zoning decisions have on urban development; economic causes of the concentration of poverty in inner cities; and the causes and consequences of urban sprawl. Prerequisite: ECO 110–111. (Alternate Years)

White/*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. (Spring, 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. (Spring, 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. (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 levels 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)

McGee, White/*Three credits*

ECO 315 ECONOMETRICS

Through the provision of tools for testing economic and business hypotheses, the aim of this course is to assist the student in better understanding the formulation of econometric models, the use of actual data, and the interpretation of the results. Specifically, the course is concerned with the statistical measurement and testing of theoretical relationships. It begins with a review of hypothesis testing and correlation, and it covers simple and multiple linear and non-linear regression, parametric estimation with time series and cross section data, and simultaneous models. Applications to economics and business are emphasized. Prerequisite: ECO 115 or permission of instructor. (Offered as needed.)

Fahy, 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. (Fall, 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, McGee, 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. (Fall)

McGee, 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. (Offered as needed.)

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) (Spring, 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. (Fall)

Kantarelis, McGee, 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. (Spring)

Kantarelis, McGee, Rao/Three credits

ECO 357 INVESTMENT THEORY

An examination of investing 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. (Spring)

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 offers options of interdisciplinary courses, mostly in the social sciences and humanities, for 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 or computer-related skill to complement the major program. A minor is required.

NOTE: The Internship Program at The Washington Center (TWC) and study abroad are encouraged and can be included as part of the major.

OPTIONS: See preceding pages for Global Studies Program choices.

GEOGRAPHY (GEO)

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. Course counts in Core as science without a lab. (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 science without a lab. (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 science without a lab (Spring, Alternate Years)

Hickey/Three credits

GEO 106 HISTORICAL GEOGRAPHY OF THE UNITED STATES AND CANADA

A study of social and physical geographic motivations and restraints that helped to develop the United States. Emphasis will be mainly post-1800, with particular attention to: settlement patterns, ethnicity, city growth, slave agriculture, economic development, transportation, life styles, economics, and westward expansion. Stress will be on geographic implications in historical fact. Counts in Core as 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 Core as Social Science. (Fall, Alternate Years)

Hickey/Three credits

GEO 120 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 global conflict; security and peace, including weapons proliferation; global economics, including trade and capital flows; development; and the natural environment. Attention is devoted to the debate over globalization and the development of international institutions. Same as ECO 120. Available to freshmen/sophomores or by permission. Counts in Core as Social Science. (Fall)

Kantarelis/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 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 Core as Social Science. (Fall, Alternate Years)

Hickey/Three credits

GEO 224 REGIONAL GEOGRAPHY OF ASIA

A geographic survey stressing physical and cultural features. India, S.E. Asia, China, and Japan are discussed regarding their populations, resources, development problems and potentials. Current policy and changes regarding South Asia and the Pacific Rim's future economic and political role are discussed. Open to all students. Counts in Core as Social Science. (Spring, as needed)

Hickey/Three Credits

GEO 226 REGIONAL GEOGRAPHY OF ANGLO AMERICA

A study of the major physical, cultural, and current economic components of the U.S. and Canada. Relationships between the physical environment and current economic activity will be stressed. Some time will be spent reviewing current trends in population, urban growth, and

natural resources. Open to all students. Counts in Core as Social Science. (Fall, as needed)

Hickey/Three credits

GEO 232 REGIONAL GEOGRAPHY OF AFRICA

The object of this course is to attain a fundamental economic/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 in Core as Social Science. (Fall, as needed)

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 Social Science.

GEO 251 ECONOMIC GEOGRAPHY

A theoretical look at what creates economies and how they interrelate with physical and human environments. The

course has no prerequisites although some knowledge of basic economics is helpful. It begins with an introduction to world economic systems and ranges through economic location theory, retail site analysis, and industrial location, as well as transportation, urban economics and housing. Open to all students. Counts in Core as Social Science. (Spring, Alternate Years)

Hickey/Three credits

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 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 Social Science. (Fall/Spring)

Hickey/Three credits

Associate Professor: Eric M. Howe (Chairperson), Nanho S. Vander Hart; *Assistant Professors:* Jessica de la Cruz, Lisa D'Souza, Mary E. Kielbasa, Diane M. Myers, Cathleen K. Stutz; *Lecturers:* Frances Arena, Anita Danker, Kathleen Dion, Helen Estaphan, Michele Fournier, Ruth Freeman, Christine Keating, Ellen Koretz (Field Placement Coordinator), Anthony Lea, Cynthia Lawrence, John Mulry, Elizabeth Walsh, Karen Weilbrenner (Licensure Program Coordinator).

CONCENTRATION IN EDUCATION

Mission Statement of the Education Department

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

Learning Goals of the Concentration in Education

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

- an ability to communicate effectively in written and oral form;
- an ability to articulate various social and civic contexts of schooling;
- a competent knowledge of the content within the field(s) of licensure in line with respective Massachusetts and national standards;
- practices of effective teaching, guided by an expressed understanding of sound instruction and research-derived methods;
- the ability to improve practice based upon self-evaluation of teaching;
- a commitment to professional obligations and responsibilities.

General Information/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 concentrators 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]
- Art [grades PreK-8 or 5–12]

- 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* (See below)

**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].*

Students interested in teacher licensure generally apply during their sophomore year to the Education program. Once accepted, Education students are required to complete a major in the liberal arts or sciences appropriate to the license sought as well as successfully complete an Education Concentration. Assumption students declare their concentration in elementary (1–6), elementary/ middle (PreK-8), middle (5–8), middle/secondary (5–12), or secondary (8–12) education. Although students are generally accepted into the Education Concentration during their sophomore year, the Education Department strongly recommends that students meet with the Licensure Program Coordinator 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.

To earn licensure, students must successfully complete the appropriate Education Concentration program including the successful completion of practicum. Students must pass the required Massachusetts Tests for Educator Licensure (MTEL), including the Communication and Literacy Skills Test prior to the first day of the senior year and the subject test(s) required for the field of licensure before enrollment in the practicum in the spring of their senior year (see Criteria for Retention).

As part of the requirements for the successful practicum completion, students must demonstrate their teaching competencies through a performance assessment for the Initial license. Student performance is assessed using guidelines provided by the Massachusetts Department of Elementary and Secondary Education (known as the Massachusetts Pre-service Performance Assessment, or PPA).

Individuals who complete approved programs 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, 2010–2015.

(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 Concentration in Education programs accordingly. All Assumption students are alerted to changes in the education program as is appropriate.)

Policies and Procedures for the Concentration in Education Program

Application Procedure

Students interested in the Concentration 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 also receive the necessary materials for application to the program and an outline of the specific undergraduate program of study that leads to Initial licensure.

Because of the demands of the licensure programs, students should meet with the Licensure Program Coordinator for advising as early in their college studies as possible. The Education Department strongly recommends that students apply to the Education Concentration during their sophomore year.

Students submit completed applications to the Licensure Program Coordinator during the spring semester of sophomore year. Applications include the following: a program application; a personal statement; two letters of recommendation (at least one from a professional referee); and a signed acknowledgement of understanding department policies. Students must also schedule an appointment with the Licensure Program Coordinator before a file is considered complete. It is the student's responsibility to schedule the interview and ensure that the application file is complete. No incomplete files will be reviewed.

Criteria for Admission

Admission to the Concentration in Education program 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 program. 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 Concentration in Education programs. Applicants are informed of their status for the fall semester by July 1st.

Criteria for Retention

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 earn a GPA of 3.0 in their major field of study, demonstrate exemplary behavior, and maintain a strong record in the professional sequence of study to continue in the Education Concentration. Because a strong record in the professional sequence of studies is required, students in the Education Concentration must take each Education course for a letter grade with the exception of pre-practicum.

As stated earlier, all Education Concentrators must pass the Communication and Literacy Skills Test of the MTEL by the first day of the fall semester of their senior year to continue in the Concentration. 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.

In addition to achieving passing scores on all required Massachusetts licensure tests (MTEL), students are required to have an overall GPA of 3.0 and a GPA of 3.0 in their major field of study to qualify for entrance into the practicum. Those students who have passed required Massachusetts licensure tests but whose overall 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 Concentration and are encouraged to meet with the Licensure Program Coordinator or Department Chairperson for further advising.

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 program during their sophomore year. Part of the application includes meeting with the Licensure Program Coordinator. Prior to formal admission into the Concentration, students may enroll in introductory Education courses 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 program, students must meet

with the Licensure Program Coordinator each semester for advising about course selection, program requirements, and their progress in the Education Concentration. 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 an academic discipline appropriate to the licensure field, students intending to complete the Elementary Concentration may declare their major from the following: biology, chemistry, classics (Latin and Greek), English, environmental science, French, history, Italian, mathematics, modern languages (French and Spanish), and Spanish.

Requisite Courses for the Concentration in Elementary Education

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.

Written Composition

- ENG 130 English Composition

Literature

- Introduction to Literature course [LIT 140 (including comparative literature or classical emphasis); FRE 140; ITA 140; or SPA 140]
- 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.
 - 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: two history courses from among the following: HIS 114 West and the World I AND HIS 115 West and the World II OR HIS 116 History of Western Civilization I AND HIS 117

History of Western Civilization II OR HIS 118 History of Modern Europe and the United States I AND HIS 119 History of Modern Europe and the United States II

- (Recommended) HIS 120: United States History to 1877 and HIS 121: United States History Since 1877

Psychology

- PSY 190 Psychology of Development: Infancy and Childhood

Art, Music and Theater

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

7.05 (1) Route One is for teacher candidates who receive their preparation in approved undergraduate programs.

7.03 (2) (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. [603 CMR 7.00 Regulations for Educator Licensure and Preparation Program Approval (December 19, 2011)]

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

Required Education Courses for the Concentration in Elementary Education

- EDU 201 Schools in American Society
- EDU 220 Teaching and Learning in the Elementary School
- EDU 321 Science and Technology in the Elementary Curriculum
- EDU 323* History and Social Science in the Elementary Curriculum
- EDU 324* Mathematics in the Elementary Curriculum
- EDU 325* Literacy Development and Instruction
- EDU 365 Teaching Students with Special Needs
- EDU 420** Practicum and Seminar in Elementary Education

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

** indicates field-based course

LICENSURE AS SUBJECT-SPECIFIC ELEMENTARY/MIDDLE SCHOOL TEACHER (PREK-8)

Assumption College offers students a state-approved program for teacher of visual art (PreK-8). Students who seek licensure as a PreK-8 Art teacher should meet with the Licensure Program Coordinator during their first-year for advising, and they should apply to the program during their sophomore year. Students must meet with the Licensure Program Coordinator as part of their application to the Concentration. Students may enroll in introductory Education courses during the first year and sophomore year without being formally admitted to the Education Concentration. 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 Concentration.

Required Liberal Arts Courses for the Concentration in Elementary/ Middle School Education

Both courses must be taken prior to the practicum.

- PSY 190 Psychology of Development: Infancy and Childhood (also satisfies a Core requirement)
- PSY 181 Psychology of Adolescence and Maturity

Required Education Courses for the Concentration in Elementary/Middle School Education: Teacher of Visual Art (Prek-8)

- EDU 201 Schools in American Society
- EDU 220 Teaching and Learning in the Elementary School
- EDU 330* The Middle School: Concept and Curriculum
- EDU 347* Curriculum and Methods in Visual Art

Please note that EDU 347 is currently scheduled in *alternate years* (see course description).

- EDU 365 Teaching Students with Special Needs
- EDU 420** Practicum and Seminar in Elementary Education

OR

- EDU 440** Practicum and Seminar in Middle/Secondary Education (depending on practicum site)

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

** indicates field-based course

Recommended Liberal Arts Course for the Concentration in Elementary/Middle School Education

- EDU 265 Effective Classroom Management
- ENG 263 Children's Literature

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 Concentration 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 Concentration.

Required Liberal Arts Course for the Concentration in Middle School Education

- PSY 181 Psychology of Adolescence and Maturity (must be taken prior to the practicum)

Required Education Courses for the Concentration in Middle School Education

- EDU 201 Schools in American Society
- EDU 240 Teaching and Learning in the Middle/Secondary School
- EDU 330* The Middle School: Concept and Curriculum
- 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).

- EDU 365 Teaching Students with Special Needs
- EDU 440** Practicum and Seminar in Middle/Secondary Education

Recommended Courses for the Concentration in Middle School Education

- EDU 265 Effective Classroom Management
- EDU 301 Multicultural Education: Approaches and Issues
- EDU 325 Literacy Development and Instruction*
- EDU 341 Reading and Writing Across the Curriculum (5–12)
- ENG 263 Children's Literature

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

** indicates field-based course

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, Latin and classical humanities, and visual art. Students planning to seek middle/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 Concentration 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 Concentration.

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 Concentration 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 Liberal Arts Course for the Concentration in Middle/Secondary Education

- PSY 181 Psychology of Adolescence and Maturity (must be taken prior to the practicum)

Required Education Courses for the Concentration in Middle/Secondary Education

- EDU 201 Schools in American Society
- EDU 240 Teaching and Learning in the Middle/Secondary School

- EDU 330* The Middle School: Concept and Curriculum

One subject-specific methods course from the following:

- EDU 343* Curriculum and Methods in Foreign Languages (5–12)
- EDU 347* Curriculum and Methods in Visual Art

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

- EDU 365 Teaching Students with Special Needs
- EDU 440** Practicum and Seminar in Middle/Secondary Education

Recommended Education Course for the Concentration in Middle/Secondary Education

- EDU 265 Effective Classroom Management
- EDU 301 Multicultural Education: Approaches and Issues
- EDU 341 Reading and Writing Across the Curriculum* (5–12)

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

** indicates field-based course

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, 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 Concentration in Secondary 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 Concentration. 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 Liberal Arts Course for the Concentration in Secondary Education

- PSY 181 Psychology of Adolescence and Maturity (must be taken prior to the practicum)

Required Education Courses for the Concentration in Secondary Education

- EDU 201 Schools in American Society
- EDU 240 Teaching and Learning in the Middle/Secondary School

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).

- EDU 365 Teaching Students with Special Needs
- EDU 440** Practicum and Seminar in Middle/Secondary Education

Recommended Education Courses for the Concentration in Secondary Education

- EDU 265 Effective Classroom Management
- EDU 301 Multicultural Education: Approaches and Issues
- EDU 330* The Middle School: Concept and Curriculum
- EDU 341 Reading and Writing Across the Curriculum (5–12)

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

** indicates field-based course

MINOR IN EDUCATION

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 Courses for the Minor In Education

- EDU 201 Schools in American Society

One of the following sets of courses:

- EDU 220 Teaching and Learning in the Elementary School

AND

- PSY 190 Psychology of Development: Infancy and Childhood

OR

- EDU 240 Teaching and Learning in Middle/Secondary School

AND

- PSY 181 Psychology of Adolescence and Maturity
- EDU 365 Teaching Students with Special Needs

Electives may include the following education courses:

- EDU 265 Effective Classroom Management
- EDU 301 Multicultural Education: Approaches and Issues
- EDU 330 The Middle School: Concept and Curriculum
- EDU 341 Reading and Writing Across the Curriculum (5–12)

BA/MA 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 BA/MA 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 BA/MA 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 Studies.

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 Concentration 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 Concentration 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 School, 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 2008–2009

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 on May 17, 2012, for program year 2010–2011.

In academic year 2010–2011, there were 129 students enrolled in the teacher preparation program, all specializations. There were 62 students in student teaching supervised by a total of 25 faculty members from the Education department as well as liberal arts and sciences departments. The student teacher/faculty ratio was 2:1. The average number of supervised student teaching hours required per student per week was 30; the average number of weeks of supervised student teaching required was 13. The average total number of hours of supervised student teaching required was 390.

In program year 2010–2011, Assumption College had 62 program completers. The aggregate pass rate of the 62 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 or the Teacher of Students with Moderate Disabilities, PreK-8 Initial license resulting in an aggregate pass rate of 100%. Twenty of 20 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 2010–2011 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

EDUCATION (EDU)

EDU 201 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/*Three credits*

EDU 220 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. Prerequisite: EDU 201 or taken concurrently. (Fall, Spring)

Howe, Kielbasa/*Three credits*

EDU 240 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. Prerequisite: EDU 201 or taken concurrently. (Fall, Spring)

Stutz/*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. Prerequisite: EDU 201. (Fall, Spring)

Myers/*Three credits*

EDU 301 MULTICULTURAL EDUCATION: APPROACHES AND ISSUES

This course provides an in-depth study of the concept of multicultural education as it has evolved since the 1960s and explores the various approaches to teaching and learning in a diverse society. Issues and controversies related to class, ethnicity, exceptionality, gender, language, race, and religion in the classroom are discussed. Students will reflect on their

own cultural heritages; they also will be required to conduct a field study of multicultural education at a school site. Prerequisite: EDU 201. (Fall)

Danker/*Three credits*

EDU 321 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. (Fall, Spring)

Howe, Staff/*Three credits*

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 Concentrators. Must take with EDU 323F. (Fall)

D'Souza/*Three credits*

EDU 323F PRE-PRACTICUM: HISTORY AND SOCIAL SCIENCE IN THE ELEMENTARY CURRICULUM

This is the supervised field-based component of EDU 323. Students spend at least 25 hours at the field site and complete pre-practicum tasks required. Students must be enrolled in EDU 323 concurrently. (Fall)

Staff/*One credit*

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 Concentrators. Must take with 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 concurrently. (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 Concentrators. Must take with 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 concurrently. (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. There is a field-based component to this course for education concentrators. Prerequisite: EDU

201. Preferred to Education Concentrators. Concentrators must take with EDU 330F. (Spring)

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 concurrently. (Spring)

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 201. Preferred to Education Concentrators. (Fall 2013, Fall 2015)

Staff/*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 2013, Fall 2015)

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 Concentrators. Must take with EDU 342F. (Fall 2012, Fall 2014)

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 40 hours at the field site and complete pre-practicum tasks required. Students must be enrolled in EDU 342 concurrently. (Fall 2012, Fall 2014)

Staff/*One credit*

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

This course is designed to help students examine the theoretical and research bases of the teaching of foreign 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 Concentrators. Must take with EDU 343F. (Fall 2013)

Staff/Three credits

EDU 343 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 concurrently. (Fall 2013)

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 Concentrators. Must take with EDU 344. (Fall 2012, Fall 2014)

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 40 hours at the field site and complete pre-practicum tasks required. Students must be enrolled in EDU 344 concurrently. (Fall 2012, Fall 2014)

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 Concentrators. Must take with EDU 345F. (Fall 2012, Fall 2014)

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 40 hours at the field site and complete pre-practicum tasks required. Students must be enrolled in EDU 345 concurrently. (Fall 2012, Fall 2014)

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 Concentrators. Must take with EDU 346F. (Fall 2012, Fall 2014)

Howe, Staff/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 40 hours at the field site and complete pre-practicum tasks required. Students must be enrolled in EDU 346 concurrently. (Fall 2012, Fall 2014)

Staff/One credit

EDU 347 CURRICULUM AND METHODS IN VISUAL ART

This course focuses on the visual art curriculum, instructional models, teaching strategies, and assessment practices. It affords students the opportunity to study the philosophical,

historical, and practical foundations of visual art education, especially as they serve to contextualize the current standards-based initiatives at the national, state, and local levels. Students also systematically acquire and refine the teaching skills necessary to design and present effective instruction in visual art. Topics include selected models of instruction and assessment in visual art, multiculturalism as reflected through visual art, and the connections among visual art and other disciplines. Students will examine the Massachusetts Arts Curriculum Framework and employ it in lesson and unit preparation. There is a field-based component to this course. Limited to Education Concentrators. Must take with EDU 347F. (Fall 2012, Fall 2014)
Staff/Three credits

EDU 347F PRE-PRACTICUM: CURRICULUM AND METHODS IN VISUAL ART

This is the supervised field-based component of EDU 347. Students spend at least 40 hours at the field site and complete pre-practicum tasks required. Students must be enrolled in EDU 347 concurrently. (Fall 2012, Fall 2014)
Staff/One credit

EDU 365 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. Prerequisite: EDU 201. (Fall, Spring)
Koretz, Myers, Vander Hart/Three credits

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 AND SEMINAR 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. Students are required to attend a weekly seminar. 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 Education 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 concentrators who have passed all required Massachusetts Tests for Educator Licensure (MTEL) by December 31 of the senior year. Education Practicum Fee: \$100. (Spring)

Arena, Dion, D'Souza, Lawrence, Mulry/Twelve credits

EDU 440 PRACTICUM AND SEMINAR 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. Students are required to attend a weekly seminar. Practicum students follow the middle or secondary school calendar during their practicum and therefore are expected to be at the 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 Education 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 concentrators who have passed all required Massachusetts Tests for Educator Licensure (MTEL) by December 31 of the senior year. Education Practicum Fee: \$100. (Spring)

de la Cruz, Lea, Howe, Keating, Stutz/Twelve 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 concentration. Prerequisite: HON 300; membership in Honors Program
Staff/Three credits

EDU 499 INDEPENDENT STUDY

Open to all qualified junior and senior education concentrators with permission of the instructor, the Chairperson of the Education Department, and the Dean of Studies.
Staff/One to Three credits

Graduate courses in Special Education are open to qualified seniors in the Concentration in Education with official approval by the Chairperson of the Education Department and the Provost. Registration forms for graduate courses are available in the Office of the Registrar. Students interested in taking a graduate course for undergraduate credit may obtain a list of courses available each semester in the Office of the Education Department.

GRADUATE COURSE DESCRIPTIONS

EDU 512 INTRODUCTION TO RESEARCH IN EDUCATION

This course is designed to enable students to become critical readers of research in education. It also helps them to design and conduct research in an educational setting. Both quantitative and qualitative methodologies are addressed. Students are expected to analyze research reports and to design potential research projects. (Summer)

Myers/Three credits

EDU 552 FOUNDATIONS OF TEACHING READING

This course introduces students to the theoretical and philosophical bases underlying reading development. Using the stages of reading development as a frame, students explore the role of phonemic awareness, phonics, vocabulary development, and reading comprehension at stages from emergent literacy to mature reading. Students also investigate the relationship of reading to writing, language and cultural influences on reading development, instructional models of reading, methods and materials for reading instruction, and the assessment and evaluation of reading development. There is a focus throughout the course on connecting theory and research to current practice and policy, with specific focus on the Massachusetts English Language Arts Curriculum Framework. (Summer)

Maynard/Three credits

SED 560 FOUNDATIONS OF SPECIAL EDUCATION

This course focuses on the overview of special education, various categories of disabilities, and educational issues and strategies for teaching and accommodating pupils with special needs. This course serves to familiarize graduate students with the historical, theoretical, and philosophical bases underlying special education including the current laws, landmark decisions, and educational mandates that govern the education for all children and adolescents with disabilities. It also encourages proper understanding of critical issues with regard to individuals with disabilities. Services provided by other agencies are also discussed. This course provides an essential foundation for further study in special education.

(Fall, Spring) Koretz, Vander Hart/Three credits

SED 561 INDIVIDUALIZED EDUCATION PLANNING: A COLLABORATIVE APPROACH

Responding to IDEA 2004, professional standards, theory, and contemporary research, this course frames the special education process as a collaborative, tiered problem solving approach to individualized educational planning. Through evidence-based tools, best practices, application, and interactive discussions, students investigate learning and behavior struggles to construct quality IEPs and documents. The course concludes with formulating a proactive action plan to promote a culture of professional support and cooperation in school settings. Prerequisite: SED 560 or taken concurrently. (Fall)

Koretz/Three credits

PSY/SED 563 DEVELOPMENTAL PATHWAYS AND CHALLENGES

This course provides a comprehensive examination of human growth and development of children and adolescents in the physical, cognitive, language, social, and emotional domains with an emphasis on both typical and atypical development. This course assists graduate students to better understand the relationships between developmental challenges and their effects on learning, thereby enabling them to examine and implement effective instructional approaches and interventions with critical appreciation for children and adolescents with special needs. (Fall)

Vandergrift/Three credits

PSY/SED 566 ASSESSMENT OF SPECIAL LEARNING NEEDS OF CHILDREN AND ADOLESCENTS

In this course, students gain knowledge of both formal and informal assessment of students with special learning needs using a systematic and comprehensive approach. They examine frequently used diagnostic assessment tools in areas of physical, cognitive, language, social, and emotional development. Emphasis is placed on those assessment strategies that yield objective data regarding individual skill repertoires and learning characteristics, thereby providing a basis for educational decision making and the preparation and evaluation of IEPs. Topics such as portfolio assessment, alternative assessment, interpretation of results of assessment, report writing, IEP preparation, and communication with families and other professionals are also included. Prerequisite or concurrent course: PSY/SED 563 or taken concurrently. (Spring)

Vandergrift/Three credits

PSY/SED 568 BEHAVIORAL ASSESSMENT AND INTERVENTIONS

This course is designed to provide students with principles for the effective use of behavioral assessment and interventions in inclusive and special education classrooms. Students learn to use a cognitive-behavioral approach within a developmental context to identify, analyze, implement, and evaluate interventions that both prepare children and

adolescents with special needs for and maintain them in general education classrooms. A team approach with a focus on consultation and collaboration skills necessary for special educators is emphasized. Research-based strategies to enhance classroom management, organization, and the learning environment are considered. (Fall, Spring)

Myers/*Three credits*

SED 570 INCLUSION: THEORY AND CLASSROOM PRACTICE

This course is designed to enable students to practice inclusive education for children and adolescents with special learning needs. Students learn ways to design and modify curriculum, instructional materials, and teaching strategies for children and adolescents with moderate disabilities in general education settings. Emphasis is placed on the teacher's role in the preparation, implementation, and ongoing evaluation of the Individualized Education Plan (IEP), consultation and collaboration skills, as well as on the Massachusetts curriculum frameworks that govern content and instruction in the state's public schools. Prerequisite: SED 560 (Spring)

Vander Hart/*Three credits*

EDU 572 TEACHING READING TO DIVERSE LEARNERS

Drawing from seminal research in reading and reading disabilities, students explore the theoretical and philosophical bases underlying reading development, including the relationship between reading and writing. They investigate etiology of reading difficulties, principles and tools of assessment, models of reading and instructional strategies

that have proved successful with learners who have reading problems. Issues such as cultural and linguistic diversity, the influence of legislation regarding children with reading/learning disabilities, prevention vs. intervention vs. remediation of reading difficulties, implementation of the Massachusetts English Language Arts Curriculum Framework, and the critical role of the teacher are also considered. Prerequisite: EDU 325, EDU 552 or equivalent course in foundations of reading OR evidence of passing score on the Foundations of Reading Test of the Massachusetts Tests for Educator Licensure (MTEL). (Summer)

Maynard/*Three credits*

EDU 574 TEACHING MATHEMATICS TO DIVERSE LEARNERS

This course serves to familiarize students with the theoretical and philosophical bases underlying acquisition of numeracy, with particular emphasis on the identification and prevention of children's difficulty in mathematics. Drawing from seminal research in mathematics instruction and mathematics disabilities, students explore the acquisition of mathematics concepts and skills, etiology of difficulties in mathematics, principles of assessment, and instructional strategies that have proved successful with learners who have problems in mathematics. Issues such as cultural and linguistic diversity, the influence of legislation concerning children with learning disabilities, prevention vs. intervention vs. remediation of problems in mathematics, implementation of the Massachusetts Mathematics Curriculum Framework and the critical role of the teacher are also considered. (Summer)

de la Cruz/*Three credits*

Professors: Christopher T. Beyers, Lucia Z. Knoles, Ann B. Murphy, David Thoreen; *Associate Professors:* Paul Ady, Bryan Carella, Becky L. DiBiasio (Chairperson), Michael Land, James Lang, Rachel Ramsey, Paul Shields; *Assistant Professors:* Allison Meyer; *Visiting Instructors:* Mary DiDomenico, Shahara Drew, John Hodgen, Christine Keating, Lisa Kleman.

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
7. To become lifelong active and engaged learners

The English Department offers majors and minors in English: Literature, and English: Writing and Mass Communication.

MAJOR IN ENGLISH: LITERATURE

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 requirements below apply to the classes of 2015 and 2016, but may be adopted by members of the classes of 2013 and 2014. Members of the classes of 2013 and 2014 will follow the curriculum as defined in the catalog of 2009–2010.

The Major in English: Literature consists of twelve courses. These do not include ENG 130 English Composition or LTE 140 Introduction to Literature. Students should note that at least four of these courses must be at the 300–400 level. The Senior Seminar is included among the four. Students may take a total of 14 courses designated ENG for the Literature major.

REQUIRED COURSES (12)

GATEWAY TO THE MAJOR (2)

- ENG 219 (WE) Gateway: Approaches to Media Analysis
 ENG 220 (WE) Gateway: 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
 ENG 222 Survey of British Literature II: 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 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

MAJOR ELECTIVES (5)

- At least one 300-level class in literature written before 1800
- At least one course in writing by historically under-represented groups, such as

African-American, Latino or post-colonial writers, 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

- Three additional courses from among department Offerings

These elective courses cannot double-count.

CAPSTONE SENIOR SEMINAR ENG411–414 (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 twelve courses required for the major, at least four 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/Junior year

- ENG 219
 ENG 220
 ENG 221 or 222
 ENG 223
 200–300 level writing class

Junior/Senior year Four electives, including one 300 level class in literature written before 1800 and one course in writing by historically under-represented groups

Senior year: Capstone seminar

MAJOR IN ENGLISH: WRITING AND MASS COMMUNICATIONS

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 in time 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.

THE CURRICULUM

The requirements below apply to the class of 2015 and 2016, but may be adopted by members of the classes of 2013 and 2014. Members of the class of 2013 and 2014 who do not choose this version of the major will follow the curriculum as defined in the catalog of 2008–2009.

REQUIRED COURSES (12)

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 219(WE) Approaches to Media Analysis
- ENG 220(WE) Approaches to Reading and Interpretation
- ENG 202 Introduction to Journalism

HISTORICAL PERSPECTIVE (2)

- ENG 223 Survey of American Literature: Beginnings to the Present (required of all majors)
- And either:
- ENG 221: Survey of British Literature I: Beginnings to the 18th Century
- Or
- ENG 222: Survey of British Literature II: The 19th Century to the Present

LITERATURE (2)

Two additional literature classes, one at the 300 level

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 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
- ENG 212 Professional and Academic Writing

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

Media Studies and Production

- ENG 211 Speech
- ENG 217 Introduction to Film Studies
- ENG 218 Film and Literature
- ENG 301 Special Topics in Writing and Mass Communications
- ENG 396 American Film
- ART 115 Graphic Design I
- ART 116 Graphic Design II
- ART 175 Introduction to Digital Photography
- CSC 181 Electronic Communication and Multimedia
- THA 387 Acting
- THA 388 TV Communications Skills
- THA 395 TV Production I
- THA 496 TV Production II

Note: 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 is not available, students may, in consultation with their advisor and approval of the Chair, make appropriate substitutions.

RECOMMENDED SEQUENCE OF COURSES

Freshman/Sophomore/Junior year

- ENG 202
- ENG 219
- ENG 220
- ENG 221 or 222
- ENG 223
- 200–300 level writing class

Junior/Senior year: four electives, including one 300 level class in literature written before 1800 and one

course in writing by historically under-represented groups

Senior Year: ENG 415 Capstone seminar and ENG 420 Internship*

**Students are expected to complete their internship during their Junior or Senior years. Students who intend to complete an off-campus 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 under the supervision of the Practicum instructor and will participate in the Practicum seminar. Internship material may be found on the English Department HomePage*

- Students are strongly encouraged to take CSC 181 and ART 115 as part of their major and to consider a minor in subjects that could contribute to their careers as writers, including Graphic Arts, a modern language, 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.

EDUCATION CONCENTRATION IN ENGLISH

The Department of English works closely with Assumption's Department of Education to prepare students for the teaching of English. Such students should consider a major in English and a concentration in elementary or secondary education. The major in English provides students with 36 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 concentration 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.

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. (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. (Fall/Spring)

Staff/Three credits

ENG 201 ARGUMENT AND PERSUASION

A course in exposition and argument dealing with the development of effective means of persuasion appropriate to specific audiences, the use of different styles of presentation, and the making of choices in language, arrangement, and style. Emphasis is on written argument, with some attention to reading, listening, and speaking. (Fall/Spring)

Staff/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. (Fall/Spring) Prerequisite: ENG 130 and any Introduction to Literature.

Land/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. (Fall) Prerequisite: ENG 130 and any Introduction to Literature.

Hodgen/*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, DiDomenico/*Three credits*

ENG 218 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. (Spring)

Meyer/*Three credits*

ENG 219 INTRODUCTION 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. (Fall/Spring) Prerequisite: ENG 130.

Ady, DiBiasio/*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. (Fall/Spring) Prerequisite: Complete ENG 130 and any Introduction to Literature. Ady, Meyer, 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. (Fall) Prerequisite: Complete ENG 130 and any Introduction to Literature.

Staff/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. (Fall/Spring) Prerequisite: Complete ENG 130 and any Introduction to Literature.

Staff/Lang, Murphy/*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) Prerequisite: Complete ENG 130 and any Introduction to Literature.

Thoreen/*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. (Fall) Prerequisite: Complete ENG 130. Hodgen/*Three credits* (Area 4)

ENG 231 INTRODUCTION TO POETRY

This course is designed to introduce students to poetry and poetics. A wide variety of poems are to be used to address such issues as diction, imagery, rhythm, form, and genre. (Fall) Prerequisite: Complete ENG 130. Beyers/*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. (Spring) Prerequisite: Complete ENG 130 and any Introduction to Literature. 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. (Fall) Shields/*three credits*

ENG 252 THE MYTHIC IMAGINATION

The great stories that still startle us—the ones about marvels and transformations—come from mythology, but what exactly is myth? What it *isn't* is an outmoded way of explaining natural phenomena. At the end of one of his famous sonnets, Wordsworth laments the modern, commercial way of seeing the world in terms of "getting and spending." We no longer experience nature as ours in a kind of communion; we are "out of tune" in ways that the ancients were not. He longs for a glimpse of the personified world of myth that would let him "Have sight of Proteus rising from the sea;/Or hear old Triton blow his wreathèd horn." As James Hillman puts it, "Where imagination reigns, personifying happens"—and myth is the reign of imagination. In this course, we will enter the mythic consciousness through the Greek myths in Hesiod's *Theogony*, the *Homeric Hymns*, and the tragedies of Euripides. We will delve into Hindu mythology in the *Ramayana*, and we will examine various theories of myth. The primary emphasis will be on the mythic imagination and what it brings us now, not as an outdated mode of thinking but as a way into a deeper, more psychologically satisfying experience of the world. (Fall) Arbery/*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. (Fall/Spring) Prerequisite: Complete ENG 130 and any Introduction to Literature. 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) (Fall/Spring). Murphy,Gobel/*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) Murphy/*Three credits* (Area 4)

ENG 301 SPECIAL TOPICS: 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. (Spring) Complete ENG 130, ENG 202, and THA 395.

Lacombe/*Three credits*

ENG 302 SPECIAL TOPICS IN JOURNALISM: SPORTSWRITING

This course will prepare students to understand the importance of sportswriting 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. (Spring)

Nordman/*Three credits*. Complete ENG 130 and ENG 202.

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. (Fall/Spring)

Staff/DiDomenico/*Three credits* Prerequisites: Complete ENG 130.

ENG 305 WRITING WORKSHOP: FICTION

Ideally suited for but by no means limited to students who have taken ENG 209 Creative Writing, this course will extend the discussion of craft begun there. The goal is to learn to tell a story in writing in such a way that the writer disappears, so that what is left, for the reader, is a shimmering, three-dimensional reality that in no way betrays itself as an illusion. Through the study of story structure, the discussion of published and student stories, and the writing of exercises and complete stories, students labor to produce fiction that has the look, texture, and flavor of professionals. (Spring)

Thoreen/*Three credits*

ENG 306 WRITING WORKSHOP: POETRY

Ideally suited for, but by no means limited to, students who have completed ENG 209 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. (Spring)

Hodgen/*Three credits* Complete ENG 130

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. (Fall/Spring)

Complete any ENG 130. Staff, 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. (Spring) Prerequisite: Complete ENG 130 and any Introduction to Literature.

Staff/Land/*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. (Spring)

Staff/*Three credits* (Area 1)

ENG 322 BEOWULF

This course will provide an opportunity for students to translate the only epic poem in Anglo-Saxon. Students will translate all of the poem and study the Christian, Anglo-Saxon, and Germanic traditions that culminated in this great story. ENG 130 and any Introduction to Literature. (Spring)

Carella/*Three credits* (Area 1)

ENG 329 SPECIAL TOPICS: VIKINGS IN BRITAIN, IRELAND AND BEYOND

Beginning in the eighth century A.D., for reasons that are not entirely clear, bands of seafaring warriors from Norway, Sweden, and Denmark began raiding all over Europe. These pagan warriors – the Vikings – became the terror of the western world and beyond, spreading fear and horror throughout Northern Europe and as far away as Constantinople, Sicily, and the New World. Eventually, what began as small-time pirating turned into full-fledged invasions aimed at conquest and permanent settlement. Then, suddenly, after their Christianization around the year 1000 AD, their raiding ceased. Who were these Norsemen, and what heritage did they leave behind? In this course, we will read a selection of the extensive corpus of Old Norse and Old Icelandic literature, focusing on those sagas that describe their adventures outside Scandinavia, particularly in Britain, Ireland, and North America. We will also read texts from the English, Carolingian, and the Celtic realms that deal with these Scandinavian

adventurers. Finally, we will study their mythology, their culture, and unique version of storytelling. (Fall)
Carella/Three credits (Area 1)

ENG 330 RENAISSANCE LITERATURE

This course surveys important English Renaissance literature and culture from 1485–1642. Texts will include a representative sampling of poetry, prose, and drama from writers such as Philip Sidney, Edmund Spenser, John Donne, Mary Wroth, Thomas More, William Shakespeare, and Christopher Marlowe. We will place these texts and their genres in historical and cultural context, particularly through examining Renaissance ideas about authorship, “self-fashioning,” gender, sex, love, religious identity, monarchical power, and the commercial stage. Prerequisite: ENG 130. (Spring)
Meyer/Three credits (Area 2)

ENG 331 SHAKESPEARE’S TRAGEDIES

This course focuses on the bloodiest of William Shakespeare’s tragedies, including *Titus Andronicus*, *Hamlet*, *Othello*, *King Lear*, and *Coriolanus*. We will attend to Shakespeare’s structure and language, discuss the conventions of the genre, and examine the plays in the context of the social, political, and religious tensions of the Renaissance. To accomplish these goals, we will use historical materials, modern performance, in-class productions of short scenes, and film adaptations. Students will gain experience close reading Shakespeare’s language, critically analyzing key issues raised in the plays, situating Shakespearean tragedy in its historical moment, and exploring its relevance to our own. Assignments include frequent short written responses, two essays, and two exams. (Fall)
Meyer/Three credits (Area 2)

ENG 343 MILTON

This course focuses on the literary and political writings of John Milton (1608–1674), one of the most influential poets in the English language and one of the most controversial public figures in the seventeenth century. We will read his masterwork *Paradise Lost*, as well as many of his other poems and his political writings. We will examine his works within the context of the political and religious debates fueling the English Civil Wars. (Spring)
Ramsey/Three credits (Area 2)

ENG 360 ROMANTICISM

A survey of major writers in the Romantic tradition, with primary emphasis upon English fiction and poetry. English authors include Blake, Wordsworth, Coleridge, Shelley, Byron and Keats. The class will also spend some time differentiating between Romanticism and the literary periods that precede and follow it: Neoclassicism and Realism (Spring)
Ady/Three credits (Area 3)

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 (Area 3)

ENG 379 POST-COLONIAL LITERATURE

This course introduces and explores theoretical debates concerning colonial and post-colonial cultures as they apply to literature in English. Particular emphasis will be placed on literature from India, Africa, Canada, and the Caribbean. Students will be introduced to representative post-colonial writers such as Gordimer, Dinesen, Achebe, Wolcott, Rushdie, Naipaul, and Ondaatje. The course also introduces students to basic ideas in the writings of such post-colonial theorists as Bhabha, Said, Spivak, Mahonty, Mernissi and others. (Spring) Prerequisite: Complete ENG 130 and any Introduction to Literature.
Staff/Three Credits (Area 3)

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. (Fall) Complete ENG 130.
Staff/Beyers/Three credits (Area 4)

ENG 389 SPECIAL TOPICS: DAVID MAMET, AMERICAN PLAYWRIGHT

David Mamet is one of America’s premier playwrights. He is also a screenwriter for film and television, an essayist, and a director. This course will focus on Mamet’s plays, the questions that are central to his work, and his impact on contemporary theatre and film. His works include: *American Buffalo*, *More*, *Glengarry Glen Ross*, and the television series, *The Unit*. (Spring)
Shields/Three credits (Area 4)

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. (Spring)
Shields/Three credits

ENG 396 AMERICAN FILM

What is American film? For many, it is synonymous with the Hollywood studio production system that operated between the 1920’s-1960’s: the art and business of financing, creating, marketing, distributing, showing, and profiting from films that, whether they were star vehicles like Greta Garbo’s *Flesh and the Devil* (1927); *film noir* genre definers such as *Touch of Evil*; or Billy Wilder’s anarchic comedy in *Some Like It Hot* (1959), all shared a distinctive look and style that is still

copied. Although the studio system has been dismantled, 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 novels and several screenplays in addition to a film text, (Fall)

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)

Beyers/*Three credits*

ENG 411 SENIOR SEMINAR: THE LITERARY BUILDING OF LONDON AFTER THE GREAT FIRE OF 1666 AND THE BLITZ

This course focuses on London's destruction and rebuilding after the Great Fire of 1666 and its partial destruction during World War II. We will read literary works written both before and after the Fire, including diary accounts, newspaper reports, royal proclamations, sermons, poems, plays, and novels, and we will turn to novels, poems, and films produced after World War II to help answer a series of complex questions. How did the citizens of London cope with such an overwhelming sense of loss? How did they describe the devastation? How did they approach the massive task of rebuilding the country's cultural, historical, financial, and religious centers? We will examine how London's phoenix-like resurrection in 1666 played a role in London's survival of the Blitz and the building of modern London. Prerequisites: ENG 130 and any Introduction to Literature. (Fall)

Ramsey/*Three credits*

ENG 412 SENIOR SEMINAR: AMERICAN LITERATURE.

This seminar will address a significant topic in American Literature. Prerequisites: ENG 130 and any Introduction to Literature. (Fall) Beyers/*Three credits*

ENG 413 SENIOR SEMINAR: PEACEMAKING AS PALIMPSEST: MOTIFS OF PEACE FROM TEXTS OF VIOLENCE AND WAR

On its surface, literature about war and violence often explores the evils of war but tells us little about how to achieve peace. In this seminar we will explore the possibility that beneath that surface, texts from across centuries and cultures and wars do indeed include consistent themes

and motifs suggesting how we can live together in peace; however, we have too often failed to see what these authors have been saying. These persisting motifs include the danger of revenge and the need for empathy and for seeing the Other as human; compassion and forgiveness; the problem of memory and the dangers both of obsessively remembering and of repressing or forgetting past traumas; and healing trauma by telling one's story and listening to the stories of others to shape memory into new meanings. We will read texts and see films about war and conflict ranging from ancient Greece to the contemporary Middle East, using close reading and New Historicism as well as insights from psychoanalysis, feminism and post-colonialism to discover a hidden palimpsest of peacemaking. Prerequisites: ENG 130 and any Introduction to Literature. (Spring)

Murphy/*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. (Fall/Spring) Prerequisites: ENG 130, ENG 202, and any Introduction to Literature.

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 in the English Department Office. Students must complete 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)

Knoles/Staff/*Three credits*

DEPARTMENT OF HISTORY

Professors: Leslie Choquette, John McClymer; *Associate Professors:* Stuart Borsch, Deborah Kisatsky (Chair), Lance Lazar; *Assistant Professors:* Mark Christensen, Carl Robert Keyes, Irina Mukhina, Chieko Nakajima, Thomas Wheatland; *Visiting Instructor:* David Cohen; *Lecturers:* Shawn Lynch, David McCowin, Seth Ridinger.

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.

Careers for History Majors

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.

Good Picks from the Core for History Majors

One History course is required (HIS 114, 115, 116, 117, 118, or 119). A second course off this list may count towards the Humanities distribution requirement. History majors would be well served through the study of Geography, Anthropology, Sociology, Economics, Political Science, Literature, Philosophy, Theology, and Psychology.

Total Number of Courses: 10

Required Courses:

- The seminar, HIS 393WE, is taken in conjunction with a linked pro-seminar, HIS 391, which 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.
- At least three courses, with a minimum of one from each of the three groups:

Group I

| | |
|---------|--|
| HIS 202 | Ancient Rome |
| HIS 203 | Byzantine Empire, 330–1453 |
| HIS 206 | Rise and Decline of European Primacy |
| HIS 210 | Diplomatic History of Europe in the 20th Century |
| HIS 212 | Women in Europe |
| HIS 230 | Renaissance Europe |
| HIS 232 | Baroque Europe, 1600–1789 |
| HIS 235 | France since 1789 |
| HIS 241 | Russia: Pre-Revolutionary Period |
| HIS 242 | Russia since 1917 |
| HIS 272 | Germany since 1890 |

Group II

| | |
|---------|--|
| HIS 180 | United States to 1877 (not for General Education) |
| HIS 181 | United States since 1877 (not for General Education) |
| HIS 213 | Women and the American Experience |
| HIS 258 | Colonial America |
| HIS 259 | Revolutionary America, 1763–1815 |
| HIS 262 | Civil War and Reconstruction in the United States |
| HIS 263 | The Vietnam War |
| HIS 267 | American Foreign Relations since 1776 |
| HIS 268 | The Cold War |
| HIS 270 | Immigration and American History since 1815 |
| HIS 285 | Women's Studies I: Images |

Group III

| | |
|---------|---|
| HIS 250 | Colonial Latin America |
| HIS 251 | Latin America since 1821 |
| 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) |

COURSE descriptions

- HIS 293 From Jesus to Muhammad: The Near East in Transition
- WMS 385 Women of the World
- Five other courses from Departmental offerings

Electives:

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.

Other recommendations

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 seminar and pro-seminar requirement for History majors; it also fulfills the colloquium requirement for History minors.

MINOR IN HISTORY

Required Courses:

- HIS 392 Colloquium

(Minors in History may choose the option of taking a seminar rather than a colloquium. They should note that enrolling in the HIS 393WE 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.

EDUCATION CONCENTRATION IN HISTORY

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 concentration 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 Concentration.

HISTORY (HIS)

HIS 114 WEST AND THE WORLD I (TO 1800)

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. This course fulfills the Core requirement in History and Humanities.

Staff/Three credits

HIS 115 WEST AND THE WORLD II (SINCE 1800)

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. HIS114 is not a prerequisite. This course fulfills the Core requirement in History and Humanities.

Staff/Three credits

HIS 116 WESTERN CIVILIZATION I

This 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. It fulfills the Core requirement in History and Humanities.

Lazar, Wheatland/Three credits

HIS 116FH FOUNDATIONS HONORS WESTERN CIVILIZATION I

This 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. It fulfills the Core requirement in History and Humanities.

Lazar, Wheatland/*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. It fulfills the Core requirement in History and Humanities. History 116 is not a prerequisite.

Lazar, Wheatland/*Three credits*

HIS 117FH FOUNDATIONS HONORS 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. It fulfills the Core requirement in History and Humanities. History 116FH is not a prerequisite.

Lazar, Wheatland/*Three credits*

HIS 118 MODERN EUROPE AND THE UNITED STATES I

This course approaches in an integrated way historical developments in both Western Europe and America (with emphasis on what is now the United States) from 1450 to 1815. The goal is to help students understand how the past has shaped the culture and the world in which they live. Special attention is given to the changing role of the individual in modern Western society. The course emphasizes the written analysis of a wide variety of primary and secondary sources. 117 is not a prerequisite. This course fulfills the Core requirement in History and Humanities.

Staff/*Three credits*

HIS 119 MODERN EUROPE AND THE UNITED STATES II

With the same approach and emphasis as HIS 118, this course examines developments in Europe and the United States from 1815 to the present. The course emphasizes the written analysis of a wide variety of primary and secondary sources. HIS 118 is not a prerequisite. This course fulfills the Core requirement in History and Humanities.

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. Not for Core Curriculum credit.

McClymer/*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.” Not for Core Curriculum credit.

McClymer/*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 203 BYZANTINE EMPIRE, 330–1453 A.D.

A study of the rise and fall of the Eastern Roman Empire, from Constantine to the Ottomans.

Borsch/*Three credits*

HIS 206 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 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.

Borsch/*Three credits*

HIS 208 LATE MEDIEVAL EUROPE

A study of European institutions and culture from the Crusades to the eve of the Renaissance.

Staff/*Three credits*

HIS 210 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 212 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 213 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 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 232 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 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.

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.

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.

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)

Choquette/*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) (Spring)

Choquette, Meiklejohn /*Three credits*

HIS 257 HISTORY OF CANADA

A study of French explorations and settlements in North America followed by a study of the geographic, political, economic and cultural factors influencing the development of Canadian nationhood, with special emphasis on French-Canadian nationalism.

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 259 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 262 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*

HIS263 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.

Kisatsky/*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 268 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 270 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*

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.
Nakajima/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.
Nakajima/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. 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.
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.
Borsch/Three credits

HIS 293 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

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.
Keyes/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 391 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 393), 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 392 HISTORY COLLOQUIUM

Designed principally for History majors and minors, the Colloquium brings together a small number of advanced students to study in depth a fairly restricted topic; for example, Stalinist Russia, 9/11, American Radicals, Watergate, the French Revolution, and Central Asia. The topic is selected by the professor teaching the course in a given semester.

Staff/Three credits

HIS 393WE 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

HIS 394 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

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 seminar and pro-seminar requirement for History majors; it fulfills the colloquium requirement for History minors; and it fills the Writing Emphasis requirement for the core. (Fall only)

Staff/Six credits

Associate Professors: Susan M. Scully-Hill (Chairperson); *Assistant Professors:* Cinzia Pica-Smith; Keith Lahikainen; Scott Tyner; *Visiting Professor:* Robert Caron; *Lecturers:* Robert Bureau, Fr. Terrance Dougherty, O.C.D. (Emeritus), Mary Foley, Dayna Hume, Calvin Hill, Brendan Keenan, Heather March, Molly Domineck, Alison Myette (Coordinator, Communication Sciences and Disorders Concentration), Sarai Rivera, Beverly Stewart, Mark Stewart; *Clinical Coordinator:* Susan Sabelli.

MAJOR IN HUMAN SERVICES AND REHABILITATION STUDIES

The major in Human Services and Rehabilitation Studies is based upon the philosophy that all humans have worth and potential. The undergraduate program in Human Services and Rehabilitation Studies is 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. Working with all individuals including individuals representing diversity. It is within this context that the liberal arts are integrated with the study of human, disability, and rehabilitation services. A significant component of the HSRS curriculum is its culmination in an 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

Required Courses:

The major in Human Services and Rehabilitation Studies requires the successful completion of the following courses:

First Year:

- | | |
|---------|---|
| HRS 119 | Introduction to Human Services and Rehabilitation Studies (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 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 (Fall/Spring)

Students are also required to complete one course in each of the following perspective areas for the major in Human Services and Rehabilitation Studies:

Psychological Perspective (Choose One):

- PSY 116 Abnormal Psychology
- PSY 140 Psychology of Personality
- PSY 181 Psychology of Adolescence & Maturity
- PSY 190 Psychology of Development: Infancy & Childhood
- PSY 210 Social Psychology
- PSY 353 Psychology of Learning

Cultural Perspective (Choose One):

- ANT 131 Cultural Anthropology
- ANT 225 Women and Men in a Cross-cultural Perspective
- ANT 254 North American Indian
- ANT 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 186 Psychology of Aging
- PSY 117 Psychology of Women
- HIS 269 History of African Americans
- HIS 213 Women & the American Experience
- SOC 206 The Sociology of Urban Life
- SOC 216 Racial and Ethnic Relations
- SOC 285 Women's Studies I: Images
- WMS 385 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 201 Schools and Society

Electives:

Although not required for the major in Human and Rehabilitation Services, electives are recommended. Students are encouraged to choose from the following course offerings:

- PSY 225 Research Methods
- PSY 265 Statistics
- SOC 206 The Sociology of Urban Life
- SOC 232 Inequality and Society
- SOC 234 Social Policy
- SOC 300 Words and Numbers: Tools of Sociological Analysis
- HRS 125 Professional Orientation to Physical and Occupational Therapy
- HRS 221 Applications of Learning, Motivation and Behavioral Theory
- HRS 225 Introduction to Human Communication and its Disorders
- HRS 227 Hearing and Deafness
- HRS 228 Introduction to Sign Language
- HRS 241 Prevention and Intervention Strategies for At-Risk Youth
- HRS 265 Introduction to Peace Studies
- HRS 321 Social Skills Training for At-Risk Youth
- HRS 329 Sign Language II
- 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
- HRS 485B Special Topics: Cultural Competencies for H.S. Professionals

MINOR IN HUMAN SERVICES AND REHABILITATION STUDIES

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:

- HRS 119 Introduction to Human Services and Rehabilitation Studies
- HRS 340 Principles of Case Management
- HRS 330 Interviewing Techniques in Human & Rehabilitation Services
- HRS 400 Individual in the Community (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 Disability
- HRS 219 Rehabilitation Strategies and Interventions
- HRS 221 Applications of Learning, Motivation and Behavioral Theory
- HRS 225 Introduction to Human Communication and its Disorders
- HRS 227 Hearing and Deafness
- HRS 228 Introduction to Sign Language
- HRS 241 Prevention and Intervention Strategies for At-Risk Youth
- HRS 265 Introduction to Peace Studies
- HRS 305 Client Information and Assessment
- HRS 320 Psychiatric Rehabilitation
- HRS 321 Social Skills Training with At-Risk Youth
- HRS 325 Clinically Based Phonetics of American English
- HRS 329 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: Cultural Competencies for H.S. Professionals

CONCENTRATION IN WORKING WITH CHILDREN AND ADOLESCENTS IN COMMUNITY SETTINGS

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 3 Credits)
- HRS 241 Prevention and Intervention Strategies for At-Risk Youth (Fall 3 credits)

- HRS 321 Social Skills with At-Risk Youth (Spring 3 credits)
- HRS 331 Basic Concepts and Principles in Applied Behavioral Analysis (Spring 3 credits) Prerequisite: HRS 221 or PSY 353
- HRS 420 Family and Disability (Spring 3 credits)

Field Placement in an Approved Community Setting:

- HRS 490 Internship in Human Services and Rehabilitation Studies (HSRS Majors only-12 credits)
- OR
- HRS 400 Individual in the Community (Non HSRS Majors-3 credits)

CONCENTRATION IN COMMUNICATION SCIENCES AND DISORDERS

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 College, a member of the Colleges of Worcester Consortium.

For those students who have completed all required courses in the concentration AND 20 hours of clinical practice under a licensed Speech Language Pathologist or Audiologist, it is possible to secure a license as a Speech Language Pathology Assistant in the state of Massachusetts. Other states may 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 Courses:

Communication Science Courses:

- HRS 225 Introduction to Human Communication and its Disorders (Spring)
- HRS 335 Anatomy and Physiology of Speech and Hearing Mechanisms (Fall-Assumption College)

OR

- CD110 Anatomy and Physiology of Speech and Hearing Mechanisms (Spring-Worcester State College)
- HRS 235 Normal Development of Speech and Language (Fall-Assumption College)

OR

- CD115 Normal Development of Speech and Language (Fall/Spring- Worcester State College)
- HRS 325 Clinically Based Phonetics of American English (Spring- Assumption College)

OR

- CD 205 Phonetics (Fall-Worcester State College)
- CD 201 Hearing Science (Fall-Worcester State College) Prerequisites: HRS 335
- CD 202 Speech Science (Fall-Worcester State College) Prerequisites: HRS 335 and HRS 325
- HRS227 Introduction to Audiology (Spring)

Other required Courses:

- PSY 190 Psychology of Development: Infancy and Childhood (Fall/Spring)1
- PSY 265 Statistics
- 1 additional course in the Behavioral Sciences
- 1 Mathematics Course
- 1 Biology Course
- 1 Physics or Chemistry Course
- (Note: one science course must be taken with a lab.)

Recommended but not required coursework:

- HRS 228 Introduction to Sign Language (Fall)
- HRS 329 Sign Language II (Spring)

CONCENTRATION IN OCCUPATIONAL AND PHYSICAL THERAPY

The minimal entry-level degree for practice as a Physical or Occupational Therapist is a clinical masters degree in the appropriate discipline. The Concentration in Occupational and Physical Therapy is designed to prepare students for graduate study in Physical or 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 or 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.

The concentration has a total of 16 required courses (please see the list below). One course, Exercise Physiology, is not currently taught at Assumption College, but is available at Anna Marie College (BIO 240: Exercise Physiology) and Becker College (EXSC 3300: Exercise Physiology). Assumption College students are eligible to take this course at one of these consortium schools without paying an additional fee.

Required Courses:

| | |
|-------------|---|
| HRS 125 | Professional Orientation to Physical and Occupational Therapy |
| BIO 160 | Concepts of Biology |
| BIO 240 | Mammalian Anatomy |
| BIO 370 | General Physiology |
| CHE 131–132 | General Chemistry I and II |
| PHY 201–202 | General Physics I and II |
| PSY 101 | General Psychology |
| PSY 116 | Abnormal Psychology |
| PSY 190 | 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 | Individual in the Community (if Non HSRS Major-3 credits) |

One of the two Exercise Physiology courses listed below:

| | |
|-----------|---|
| EXSC 3300 | Exercise Physiology – This course is offered at Becker College. |
| BIO 240 | Exercise Physiology – This course is offered at Anna Maria College. |

One of the following two Statistics courses:

| | |
|---------|------------|
| PSY 265 | 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 | Physiological Psychology |

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, 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 or 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 or 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.

Students who are interested in entering the Simmons University accelerated doctoral degree program in Physical Therapy (see description below) should carefully plan their studies with their advisor and the Health Professions Advisor.

SIX-IN-FIVE GRADUATE PROGRAM IN REHABILITATION COUNSELING

The Department of Human Services and Rehabilitation Studies has an accelerated path toward helping undergraduate students obtain a master's 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 2 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.

COURSE descriptions

HRS 119 INTRODUCTION TO HUMAN SERVICES AND REHABILITATION STUDIES

This course is an introduction to the theory and practice of Human Services and Rehabilitation Studies. The information presented in this course is intended for students in ALL majors so that they may become politically, culturally, socially and humanly aware of the issues many individuals with special needs face. This course employs a social justice framework and provides students with information about the history, legislative underpinnings, mission, purpose, and services provided to individuals across the lifespan by human and rehabilitation service organizations. This course examines the major models and theories of helping that can be used to support/help individuals experiencing the myriad of developmental, environmental, economic, political, social, vocational, behavioral, physical, psychological and learning issues. Current issues and trends in human service provision are covered with specific attention to disability and other types of diversity. Ethics and ethical decision making in the human services is covered in this course.

A service learning component may be integrated in this course to provide students with the opportunity to observe and volunteer in a human and/or rehabilitation service setting. 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

The purpose of this course is to study disability within the context of human development. Lifespan development will be studied to provide a framework for exploring the implications of specific developmental, learning, communication, sensory and physical disabilities. The psychological processes involved in adjusting to disability will be presented along with various stage theories of adjustment to disability. Specific psychological, social, environmental, and political factors impacting individuals with disabilities will be studied. Students will gain an in-depth appreciation and understanding of what it means to have a disability. Cultural sensitivity and diversity issues related to disability will also be explored. The concepts of consumer involvement, consumer rights, and consumer choice related to individuals with disabilities and service systems will be studied. 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 developing sensitivity, appreciation and understanding of disability and health impairments. The course provides information about the medical aspects and characteristics of 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 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. (Fall/Spring)
Staff/Three Credits

HRS 227 INTRODUCTION TO AUDIOLOGY

This course is an introduction to the study of hearing. The aural mechanism and the nature, cause, assessment, and rehabilitation of hearing impairments will be studied. Case studies will be utilized to assist in understanding hearing and deafness. (Spring)
Staff/Three Credits

HRS 228 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. (Fall)
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 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. 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 329 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. Prerequisite: HRS 228 (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 400 INDIVIDUAL IN THE COMMUNITY: THE HUMAN SERVICES

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 or severe disability. The course will examine family risk factors and interventions employed to prevent and mitigate the effects associated with At-Risk 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, etc. 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 and chronic illness 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. (Fall/Spring)
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

INTERDISCIPLINARY PROGRAMS

The following interdisciplinary programs and courses are offered:

COMMUNITY SERVICE LEARNING MINOR

Community Service Learning (CSL) fuses community service and academic inquiry, simultaneously creating memorable educational experiences for the student and valuable service to the Worcester community. The minor in CSL simply deepens and broadens that educational experience, asking students to take CSL courses in multiple disciplines, and, through a senior capstone course, apply what they have learned to a new project. The students thus explore connections between various disciplines, as well as the tensions between theory and practice, while also gaining valuable off-campus experiences and serving the broader community.

Requirements:

The Community Service Learning (CSL) minor requires a minimum of six (6) courses. In addition, volunteer service is required.

Elective Courses: Five (5) courses, taken from at least three (3) disciplines, including one course in theology or philosophy, using the following guidelines:

- Minimum of three (3) courses with CSL designation, in at least three disciplines.

[Courses often offered in CSL format include, *among many others*, ENG/SOC 225 Literature of Social Responsibility, ENG 202 Introduction to Journalism, HON 200 Community Service Project, IDS 250 Individual Income Tax Assistance, HIS 115 The West and The World Part II, MGT 311 Diversity in the Workforce, and EDU 365.01 Teaching Students with Special Needs. Look for "CSL" beside the course name to determine if the course counts toward the minor.]

- Courses focusing on social issues.

[Examples include: ECO 210 Economics of Women and the Family, ENG 387 African American Literature, HIS 250 Colonial Latin American History, IDS 250 Individual Income Tax Assistance, POL 325 Urban Politics, and SOC 206 Sociology of Urban Life.]

- At least one Theology course.

Electives must be approved by the CSL director.

Capstone Course:

IDS 425: Seminar in Community Service Learning.

Community Service:

Students must accumulate 125 hours of community service while at Assumption. Students would easily earn most of these hours while taking the CSL courses themselves, and earn the rest through either the Reach Out Center or Campus Ministry. For instance, a SEND trip would contribute a substantial number of hours.

For further information, contact Dr. Michael Land, director of CSL (mland@assumption.edu or 767-7004), or Susan Hayes, coordinator of CSL placements (shayes@assumption.edu or 767-7652).

COURSE descriptions

IDS 425 SEMINAR IN SERVICE LEARNING

This interdisciplinary community service-learning course is the capstone course for Community Service Learning minors. The course combines interdisciplinary readings, critical thinking and analysis, and community service. Students are encouraged to explore the connections between text and experience, between ideas and lived events. Students are engaged in 45 hours of community service throughout the semester. They pursue a research project of their choice. The culmination of the seminar is a research paper and a formal presentation.

Land/Three credits

ENG 225

SOC 225 LITERATURE OF SOCIAL RESPONSIBILITY (CSL)

This team-taught course offers students a combination of academic classroom learning and experiential learning in the community. Students will read literature alongside sociological monographs and cultural analyses, using these ideas to think critically about political, economic, and social issues in the community.

Land, Perschbacher/Three credits

IDS 250 INDIVIDUAL INCOME TAX ASSISTANCE (CSL)

This course will combine the study of low-income taxpayers with community service learning. Students will 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, Staff/Three credits

FORTIN AND GONTHIER FOUNDATIONS OF WESTERN CIVILIZATION PROGRAM

For thirty years, Assumption College has offered an interdisciplinary program which provides an integrated introduction to a liberal education. The Program, now newly endowed, has been expanded and renamed in honor of Fr. Ernest Fortin, A.A. '46 and Fr. Denis Gonthier, A.A. '44: The Fortin and Gonthier Foundations of Western Civilization Program.

The Program's goal is to help students reflect upon the heritage of Western Civilization, principally through a study of primary sources. It is intended for students of all majors as an excellent beginning to whatever course of study they pursue at the College, and can be pursued as a Minor or for an Honors Certificate. Moreover, the Program satisfies more than half of the College's general education requirements.

International travel, public lectures including those by an annual visiting scholar, and special Foundations events beyond the classroom—such as trips to New York City's Metropolitan Museum of Art and plays at Worcester's Foothills Theatre—also help to foster the development of an intellectual community among the students and faculty involved in the program. A summer program for high school students is under development.

Foundations courses cover more than 2,000 years in a variety of disciplines, allowing students to reinforce and integrate this vast body of knowledge. Completion of the Minor or Honors Certificate will give any student a clear grasp of this timeframe and the opportunity to do so by paying close attention to themes in Art, History, Literature, Philosophy, Politics, and Theology. The Foundations Program aims at intellectual coherence throughout its curriculum.

Through the "Foundations of the West: Art and Politics" and the "History of Western Civilization" sequences, the first year of the Program initiates the students into the study of the principles of Western Civilization. Together, these courses study the political and artistic achievements of cities from Athens to Washington, D.C. Through a study of the deeds, speeches, architecture, sculpture, and painting of exceptional citizens, students come to appreciate the need for human beings to be in a political community in order to achieve human excellence.

Through the "Literary Foundations of the West" and the "Foundations of the West: Religion and Philosophy" sequences, the second year of the Program studies the various and conflicting accounts of human excellence. The tensions among politics, philosophy, and revealed religion are central to the first semester; those among modern politics, Christianity, modern science, and modern philosophy are the concern of the second. These tensions give Western Civilization its vitality. The great works of

Western Literature which are read at the same time support and give life to these theoretical accounts.

By joining with the faculty in this integrated study of Western Civilization, students acquire excellent habits of inquiry, analysis, and writing. The Program gives students the opportunity to be thoughtful about the issues and complexities that all people must address. It increases their self-understanding and makes the excellence they study their own.

Students who find Foundations courses rewarding and wish to pursue them in an extended way have two options, the Minor in Foundations of Western Civilization and the Honors Certificate in Foundations of Western Civilization. The purpose of these further options is to enable students to expand and to integrate their knowledge of these primary works, bringing them to bear on their own lives.

Requirements (6 courses total) for Minor in Foundations of Western Civilization

- ART/POL 150 Foundations: Art and Politics I
- ART/POL 151 Foundations: Art and Politics II

Four other semesters of Foundations courses from the following:

- CLT 205 or 206 Literary Foundations of the West I and II
- PHI/THE 205-206 Religion and Philosophy I and II
- HIS 116-117 History of Western Civilization I and II
- FND 300 Special Topics in Foundations

Requirements (7 courses total) for Honors Certificate in Foundations of Western Civilization:

- ART/POL 150 Foundations: Art and Politics I
- ART/POL 151 Foundations: Art and Politics II
- FND 300 Special Topics in the Foundations of Western Civilization

Four other semesters of Foundations courses from the following:

- CLT 205 or 206 Literary Foundations of the West I and II
- PHI/THE 205-206 Foundations: Religion and Philosophy I and II
- HIS 116-117 Foundations: History of Western Civilization I and II

Foundations Certificate students must maintain a G.P.A. of 3.25 in Foundations courses.

COURSE descriptions

ART 150-151H POL 150-151H FOUNDATIONS: ART AND POLITICS I & II

This is a two-semester interdisciplinary course in politics and art. The two semesters concentrate on the study of the worlds of politics and art in ten successive periods of Western Civilization. The first semester studies Ancient Greece through the Renaissance. The second semester studies Modern Europe through 20th-Century Europe and the United States. Both semesters emphasize the reading and interpretation of texts about the major political and artistic principles in each historical period, as well as the viewing and analysis of slides of the major artistic works. Students earn three credits in Political Science and three credits in Art. (Fall, Spring)

Norris, Opanasets, Vaughan/Three credits each semester

HIS 116H-117H FOUNDATIONS: HISTORY OF WESTERN CIVILIZATION I & II

This two-semester course explores human ideas and experiences that have shaped the Western World from ancient times through to our contemporary world. The first semester covers 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. The second semester 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. Both semesters of the course emphasize written analysis of primary and secondary sources. They fulfill the Core requirement in History and Humanities. History 116FH is not a prerequisite for 117FH.

Lazar, Wheatland/Three credits each semester

CLT 205-206H LITERARY FOUNDATIONS OF THE WEST I & II

Over two semesters this course considers some of the great themes of the West as they are played out in literature. The Fall semester's work 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. The Spring's work continues the investigation of the above questions, particularly in the light of the modern insistence on the pre-eminence of the individual person rather than on the community. (Fall, Spring)

Ady, Arbery/Three credits each semester

PHI 205-206H THE 205-206H FOUNDATIONS: RELIGION AND PHILOSOPHY I & II

A two-semester introduction to the religious and philosophical foundations of the West. The purpose of the course is to help students discover the principles at the heart of Western civilization and thereby develop a critical approach to their own thoughts and actions through a study of the major thinkers who have formed our culture. (This course is taught as a two-semester sequence in PHI and THE. Students may take either or both semester(s) and receive three credits for each semester.)

Corrigan, LePain, Ranasinghe/Three credits each semester

FND 300 SPECIAL TOPICS IN THE FOUNDATIONS OF WESTERN CIVILIZATION

This course, which is usually interdisciplinary, studies an issue, movement, event, or work that is of critical importance to Western Civilization. It is offered in response to student and faculty interest. May be used to satisfy a requirement for the minor in Foundations of the West. Once a year a trip to Europe is connected to this class and integrated into the syllabus.

Staff/Three credits

For further information contact Dr. Geoffrey Vaughan, Director of the Fortin and Gonthier Foundations of Western Civilization Program, at gvaughan@assumption.edu.

HONORS PROGRAM

Honors Council: Sarah Cavanagh, Elizabeth Colby-Davie, Lance Lazar, Cary LeBlanc, Nalin Ranasinghe, Geoffrey Vaughan, Brian Volz. *Program Director:* James Lang.

The Assumption College 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 learn from and contribute to the local, national, and global community; and a basis for a meaningful personal, professional, spiritual, family, and civic life. It presents opportunities for students to explore connections not only among their courses but also between their courses and life outside the classroom. The program promotes intellectual friendship and discourse while providing a common, intensive learning experience.

Students in the Assumption College Honors Program are passionate about ideas and learning, eager to grow by taking on challenges, and committed to making a difference in their communities. For that reason, Honors students select courses and projects that reflect their individual 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 offers academic and co-curricular

activities, the chance to build life-long relationships, and the opportunity to develop as leaders.

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 methodologies of various academic disciplines
- Develop and refine the qualities and responsibilities of leadership and service
- Carry out in-depth independent study in the major discipline

Required Courses (7 courses total)

- HON 100 Life Stories
- HON 200 Honors Service Project Seminar (1 credit)
- HON 300 Honors Seminar
- HON 444 Honors Capstone (or departmental equivalent)
- 1 Foundations course
- 1 Additional Foundations course OR Honors elective

Foundations and Honors Electives

Each student is required to take two electives from the Foundations Program course offerings or a small number of honors-designated courses outside the Honors Program. At least one of the two electives must be a Foundations course. It is recommended but not required that these courses be taken in the first or sophomore year, and students may elect to take more than two such courses during their careers. Since most of the available courses are at the introductory level, students are advised to plan ahead and make certain that appropriate courses will be available if they elect to delay taking them until after the sophomore year.

Honors Program Certificate Requirements

To earn an "Honors Program Certificate" a student must complete the six 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 in the major field of the thesis.

Program Benefits

Co-curricular Opportunities

To complement the academic experience offered in the Honors Program, Assumption College sponsors such co-curricular activities as 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 a seamless 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 Kennedy 107 and 108 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 certified in the Commencement Program, and have Honors denoted on their official transcript.

COURSE descriptions

HON 100 LIFE STORIES

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 faced, the choices they made, and how those

choices shaped and defined 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. Prerequisite: Membership in Honors Program. Counts in the Core as Humanities. (Fall)

Lang, Bonanno/*Three credits*

HON 200 HONORS SERVICE PROJECT SEMINAR

This course will introduce students to the practice of leadership in designing a group project that provides meaningful service to an agency in the greater Worcester community. Students will explore the value of service to others, the importance of civic and community responsibility, and the relationship between leadership and service. Students will read and discuss texts that focus on issues of leadership, service, inequality, and culture. This will allow students to have a shared experience of service to others, deepen their understanding of their role as a community member, and highlight the value of service as part of the honors experience at Assumption. Students will present their service project and reflections on the experience at an honors forum at the end of the semester. Prerequisites: HON 100 and Membership in Honors Program. (Fall or Spring)

Land/*One credit*

HON 300 HONORS SEMINAR

The Honors Seminar will help each student 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 proposal to an audience of their peers and faculty mentors during the final weeks of the semester. Prerequisites: HON 101 and Membership in Honors Program. (Fall, Spring)

Fitzpatrick, Ramsey/*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 was proposed and approved during the 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.: HON 300 and Membership in Honors Program. (Fall, Spring)

Staff/*Three credits*

For further information contact: Prof. James Lang, 508 767-7055 or by e-mail at lang@assumption.edu.

MEDIEVAL AND EARLY MODERN STUDIES MINOR

The Minor in Medieval and Early Modern Studies (MEMS) offers students the opportunity to explore the richness and diversity of Medieval and Early Modern culture within a coherent inter-disciplinary 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 strategies and methodologies. Students expand on their area of specialization within their primary discipline (their major) by incorporating perspectives from other disciplines that deepen and 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 that the periods which first conceived of the liberal arts and first affirmed the harmony of faith and reason should be studied in a more integrative fashion. Similarly, an inter-disciplinary approach is most suited for the study of an age which contributed the concept of the "Uomo Universale," the "Renaissance Man or Woman," who combines expertise in many fields of human expression.

The MEMS minor is especially recommended to complement participation in a study abroad program in Europe or Latin America. Furthermore, students graduating with a Medieval and Early Modern Studies Minor will also find their applications for graduate study to be more competitive, by providing a broad and solid base for many fields of study in the humanities. 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.

Beyond the intrinsic value and enrichment that undergraduates can gain from such course material, students will gain in instrumental ways from the MEMS minor at Assumption College.

Students taking part in a study abroad program in Europe and Latin America will gain enormously before, during, and after their time abroad through the increased depth and breadth of such studies. Students who combine their interest in MEMS with their primary discipline will be able to take part in the annual 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 Higgins Armory 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).

Further, students continuing their studies in any of the participating disciplines in the humanities will benefit from their MEMS minor as an added distinction for their applications to graduate school, whether or not they will pursue a graduate specialization in MEMS. This is clear because specializations related to MEMS are available 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 courses total)

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):

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|---------|-----------------------|
| HIS 208 | Early Medieval Europe |
| HIS 209 | Late Medieval Europe |
| HIS 230 | Renaissance Europe |
| HIS 231 | European Reformations |
| HIS 232 | 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:

Art and Architectural History

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|---------|--|
| ART 222 | Medieval Art and Architecture |
| ART 223 | Renaissance Art and Architecture |
| ART 224 | Baroque Art |
| ART 350 | Special Topics in Art History (when appropriate) |

English

| | |
|---------|--|
| ENG 218 | Film and Literature (when appropriate) |
| ENG 221 | British Literature Survey (beginnings to 1800) |
| 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 | Seminar (when appropriate) |

Foundations Program

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| FND 300 | Special Topics (when appropriate) |
| FND 310 | Special Topics with Travel (when appropriate) |

History

| | |
|----------|---|
| HIS 203 | Byzantine Empire |
| HIS 208 | Early Medieval Europe |
| HIS 209 | Late Medieval Europe |
| HIS 230 | Renaissance Europe |
| HIS 231 | European Reformations |
| HIS 232 | Baroque Europe |
| HIS 237 | Women and Mysticism |
| 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 293 | From Jesus to Muhammad: The Near East in Transition |
| HIS 389 | Special Topics (when appropriate) |
| HIS 391 | Pro-Seminar (when appropriate) |
| HIS 393W | Seminar (when appropriate) |

Latin American Studies

| | |
|---------|---|
| 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 |
| FRE 332 | Molière, 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 |

INTERDISCIPLINARY PROGRAMS

| | |
|---|--|
| SPA 334 | Cervantes: <i>El Quijote</i> |
| SPA 336 | Spanish Picaresque |
| Also Special Topics Courses in Languages (when appropriate) | |
| Music History | |
| MUS 122 | History of Music I [Medieval and Renaissance Music] |
| 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) |
| Sociology and Anthropology | |
| ANT 132 | Intro to Archaeology (when appropriate) |
| ANT 232 | Historical Archaeology (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: llazar@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 ten 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, to quote from the catalog "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, initiated in Fall 2007, 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, normally taught twice a year, 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 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 |
| ENG/HIS/SOC/PSY 285 | Women's Studies: Images |
| 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 108 | World Population Issues |
| 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 |
| PHI 202 | Ethics |
| PHI 318 | The Individual and the Community |
| PHI 320 | Business Ethics |
| 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 |

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.

PCS 400: 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. Ann Murphy, Director of Peace and Conflict Studies Minor, 508-7425; email: anmurphy@assumption.edu.

WOMEN'S STUDIES MINOR

Until recently, 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 CLT/HIS/PSY/SOC 285: Women's Studies I: Images. 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, WMS 385: Women of the World, was recently added by Women's Studies to expand the scope of our program by including the experiences and challenges of women world-wide. 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.

In addition to the introductory Images course, students 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 |
| CLT 276 | Women in Film |
| ENG/THE 265 | Introduction to Peace Studies |
| ENG 379 | Post-Colonial Literature |
| GEO/SOC 108 | World Population Issues |
| HIS 213 | Women and the American Experience |
| HRS 420 | Family Aspects of Disability |
| HRS 421 | Loss and Bereavement |
| MGT 311 | Diversity in the Work Place |
| PSY 217 | Psychology of Women |
| PSY 220 | Interpersonal Communication |
| SOC 295 | Masculinities |
| 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 or through the Worcester Consortium.

For further information, contact Women's Studies Director Prof. Dona Kercher 508-767-7305, or by e-mail at dkercher@assumption.edu.

COURSE descriptions

CLT 285/ HIS 285/ PSY 285/ SOC 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 19th century to the present. This course, if taken with either the prefix PSY or SOC, satisfies one Social Science Core requirement. 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. This course, if taken with the CLT prefix, satisfies the second literature Core requirement.

Choquette, Farough, Gazin-Schwartz, Kercher, Keyes, Leone, Loustaunau, Pamley/*Three credits*

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. In the class 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.

Gazin-Schwartz, Kercher, Kisatsky, Perschbacher, Rao, White/*Three credits*

INTERDISCIPLINARY MAJOR IN LATIN AMERICAN STUDIES

Faculty: Amy Gazin Schwartz (Anthropology), Juan Carlos Grijalva (Spanish), Mark Christensen (History), Arlene Guerrero-Watanabe (Spanish), Kevin L. Hickey (Geography), Dona M. Kercher (Spanish), Fr. Donat R. Lamothe, A.A., Peter Clemente (Music), Christopher Dylan McGee (Economics), Maryanne Leone (Spanish), Steve Farough, Susan Pershbacher (Sociology). *Program Director:* Esteban Loustaunau (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 SPA 120 Spanish V: Conversational Spanish and Grammar Review (or SPA 110 Spanish IV/V), 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 253 | Main Currents of Spanish-American Literature I |
| SPA 254 | Main Currents of Spanish-American Literature II |
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 392 | History Colloquium (when topic is on Latin America) |
| HIS 393 | Seminar (when topic is on Latin America) |
| LAS 390 | Internship |
| LAS 395 | Special Topics |
| LAS 399 | Independent Study |
| MUS 236 | Latin American Music |
| SOC 216 | Racial and Ethnic Relations |
| SPA 253 | Main Currents of Spanish-American Literature I |
| SPA 254 | Main Currents of Spanish-American Literature II |
| SPA 256 | Colonial Encounters in Spanish-America |
| SPA 312 | Spanish-America Culture and Civilization I |

| | |
|---------|---|
| SPA 313 | Spanish-American Culture and Civilization II |
| SPA 318 | Rebellion and Reinvention in Mexico |
| SPA 380 | Latin American Chronicles |
| SPA 384 | Magical Realism and the Literature of the Fantastic |
| SPA 385 | Spanish-American Short Fiction |
| SPA 386 | Latin American Cinema |
| SPA 387 | Modernismo |
| SPA 396 | Spanish American/Latina Women Writers |
| SPA 400 | Special Topics (when topic is on Latin America) |

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 |
| ANT 225 | Women and Men in Cross-Cultural Perspective |
| ECO 252 | Economic Development |
| ECO 353 | International Trade |
| ECO 354 | International Finance |
| GEO 251 | Economic Geography |
| LIN 221 | Sociolinguistics |

5. 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 104 or higher, acceptable for the major
- LAS 200 Introduction to Latin American Studies
- A minimum of three courses dealing with Latin American issues selected from various disciplines: Comparative Literature (CL 256)

| |
|---|
| Geography (GEO 222) |
| History (HIS 250, 251, 256, 389, 392, 393) |
| Latin American Studies (LAS 390, 395, 399) |
| Art and Music (MUS 236) |
| Spanish-American Literature (SPA 253, 254, 256, 380, 381, 384, 385, 387, 396, or 400) |
| Spanish-American Culture and Civilization (SPA 312 or 313) |
| 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 |
| ANT 225 Women and Men in Cross-Cultural Perspective |
| ECO 252 Economic Development |
| ECO 353 International Trade |
| ECO 354 International Finance |
| GEO 251 Economic Geography |
| LIN 221 Sociolinguistics |
| SOC 216 Racial and Ethnic Relations |

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

ANT 225 WOMEN AND MEN IN CROSS-CULTURAL PERSPECTIVE

An analysis of the development, perpetuation, and impact of the cultural definition of disparate social roles of women and men. The course takes the comparative view of the gender roles in different types of 20th-century societies: hunter-gatherers, horticulturalists, pastoralists, agriculturalist, and industrialists. Emphasis is placed on societies of developing countries. Topics included are varying definitions of gender roles; varieties of family structure; the interrelationship of sex, race, and class; the impact of colonialism; and sociobiology.

Staff/Three credits

ANT 235 ETHNOGRAPHY OF LATIN AMERICA

This course provides an overview of some of the varieties of indigenous and mestizo cultures of Latin America through comparative analysis of several anthropological case studies. Topics covered will be differences and similarities among various subcultural groups in social, economic, political and religious institutions; and interaction among the groups. Attention will be paid to the differential impact of development.

Staff/Three credits

CLT 256 LATINO VOICES

The course explores the themes of cultural and national identity in major novels, collections of short stories, television programs, film, and non-fiction created by Latino writers of the United States. The class will attempt to answer the following questions: What are the characteristics of the Latino text? Does the fact that a writer or director heralds from Hispanic descent necessarily render her or his fictional product a Latino text? Is there really one, sole Latino community represented in the texts, or rather, do we encounter a plurality of definitions of community? How does each writer and director use language(s)? Why are most of these texts written or performed primarily in English? Why do they narrate the experiences of young adolescents who emigrate to the United States? How has the existing body of critical studies on these texts affected the production of a Latino canon? Prerequisite: LTE 140 or equivalent. This course counts as a second literature in the Core Curriculum requirements.

Guerrero-Watanabe/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, McGee/Three credits

ECO 354 INTERNATIONAL FINANCE

This course covers open economy macroeconomics. Topics include: balance or 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, McGee/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*

HIS 392 HISTORY COLLOQUIUM

Designed principally for History majors and minors, the Colloquium brings together a small number of advanced students to study in depth a fairly restricted topic. Open to Latin American Studies majors when the topic is on Latin America. This course explores the origins of poverty in Latin America from the nineteenth century to the present, focusing on the ways Latin Americans themselves understood, dealt, and represented poverty. It also studies the perspectives of the poor and the ways they have challenged national policies of modernity and development.

Staff/*Three credits*

HIS 393 HISTORY SEMINAR

A research-oriented course designed primarily for History majors and minors, the Seminar is open only to students whose previous academic record demonstrates an ability to work independently and at a high intellectual level. Students will conduct individual research projects on different aspects of the seminar topic, which is chosen by the professor. Recent seminar topics have included the Inquisition and the Catholic Church in Mexico, and the Yucatan, and Human Rights and Violence in Latin America.

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.

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*

LIN 221 SOCIOLINGUISTICS

The dynamics of language as a social and cultural phenomenon. The importance of the various groups speakers belong to (social class, ethnic group, sex, age, occupation, and geographic area, for example) and what speakers do on particular communicative occasions (the interrelations of speaker, addressee, audience, topic, channel, and setting). Latin American Studies students may select special projects according to their areas of interest. (Fall and Spring)

Staff/*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*

SPA 253 MAIN CURRENTS OF SPANISH-AMERICAN LITERATURE I

A critical study of major literary periods from Colonial times through the 19th Century, this course introduces students to a representative collection of literary works from the countries of Spanish-America which are presented in chronological order. The study entails a comprehensive view of the pre-Columbian literary oral tradition as compiled during the Spanish colonization; the first Spanish-American writings; and the literary works of the Baroque, Neoclassical, and Romantic periods within the historical, cultural, and intellectual context. Readings include poems, letters, chronicles, essays, short stories, and short novels. Prerequisite: SPA 140. Not open to students who have completed SPA 256.

Grijalva/*Three credits*

SPA 254 MAIN CURRENTS OF SPANISH-AMERICAN LITERATURE II

A critical study of literary periods from Modernism to the present within the cultural and intellectual development of the Spanish-American nations. Emphasis on the importance of Modernism with which Spanish-American literature entered the mainstream of Western letters, and on the impact of the Mexican Revolution in sharpening the social awareness of all writers throughout the century. Study of various literary directions: regionalism, indigenismo, poetic vanguard, social literary expression, critical revision of history, testimonial narrative and drama, and postmodern expression. Reading and analysis of representative works. Prerequisite: SPA 140.

Guerrero-Watanabe/*Three credits*

SPA 312 SPANISH-AMERICAN CULTURE AND CIVILIZATION

This course attempts to build up an understanding of the Spanish-American world since pre-Columbian civilizations through colonial times. Topics to be considered include: Aztec warfare, religion and ritual; Mayan scientific thought, astronomy, and architecture; life in the Inca empire; Spanish conquest and the image of the conquistador; the quest for El Dorado; colonial culture and the Enlightenment; and the role of women in the foundations of the Spanish-American culture. Emphasis is placed on the development of the Spanish-American character, a product of the superimposition of new cultures upon the ancient civilizations. Prerequisite: any Main Currents course. Prerequisite: SPA 256.

Grijalva/*Three credits*

SPA 313 SPANISH-AMERICAN CULTURE AND CIVILIZATION II

The main objective of this course is to examine the Spanish-American way of life since the independence from Spain at the beginning of the 19th through the 20th century, as

seen in the political development, social structures, and intellectual and cultural achievements of the new nations. Topics to be considered include: *civilización vs. barbarie*; the culture of dictatorships and revolutions; the Mexican muralists; the role of the church and the work of the theology of liberation; contributions of Spanish-American/Latina women; the impact of African culture on music and art; and the presence of Latino culture in the United States, among other topics. Prerequisite: any Main Currents course.

Guerrero-Watanabe/*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 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 385 SPANISH-AMERICAN SHORT FICTION

Short fiction is particularly significant in the study of 20th century Spanish-American literature, because this genre has been a catalyst in the literary developments that led to the “boom” of the 1960’s. The texts selected are short narratives that represent regional differences, but also reflect common aesthetic goals which aim at innovation and change. These literary movements include magic realism, as in the works of García Márquez and Carpentier; the fantastic, expressed in the short stories of Borges and Cortázar; social realism as presented by Rulfo; and feminist literature written by authors, such as Ferré, Claribel Alegría, and Poniatowska, who address gender issues and questions of identity and social roles. Prerequisite: any Main Currents course.

Guerrero-Watanabe/*Three credits*

SPA 386 LATIN AMERICAN CINEMA

Latin American cinema has been undergoing a revival from the mid-90’s onward. This course focuses on the cultural context of this revival by exploring the development of city films. We will screen films from Mexico, Argentina, Chile, Cuba, and Colombia, seeking to understand how each film addresses, or does not address, specific national concerns, especially urban issues, such as delinquency, violence and corruption, urban segregation, uses of public space, immigration, and gender, among others. The course also introduces the student to basic sequence analysis and film vocabulary in Spanish. The main objective is to develop “literacy” in media and provide students with a grounding in the film history of Latin America. Prerequisite: any Main Currents course.

Kercher/*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 396 SPANISH-AMERICAN/LATINA WOMEN WRITERS

The main objective of this course is to bring together authors from diverse cultural and socioeconomic backgrounds and address the question of the ideology that sustains their writing. Each work provides the basis for discussion on gender, race, and class. Many writers are less interested in singling out male/female polarities than in exploring their subjectivity. Others are concerned with political oppression. A number of them seek to expose and undermine the established social roles of women. Readings are selected from various types of literary genres: novel, short fiction, epistolary writing, testimonial writing, poetry, autobiography, drama, and essay. Authors vary by semester, and may include: Sor Juana, Gómez de Avellaneda, Allende, Castellanos, Cisneros, Gambaro, Menchú Prida, Valenzuela, and Vega. Prerequisite: any Main Currents course.

Staff/*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*

Associate Professors: Joyce E. Brown, Kevin J. Carlin, Vincent Cioffari, Robert M. Fry, Suzanne Kelton (Chairperson); *Assistant Professors:* Joseph A. Alfano, Brooke M. Andersen, William Katcher; *Visiting Instructor:* Suzanne L. Kozak; *Lecturers:* Charles E. Brusard (Professor Emeritus), Paul Chase, Andrea Goodman, Mimi Royston, 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

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 (15)

First Year/Sophomore:

| | |
|-------------|-----------------------------|
| CSC 117 | Introduction to Programming |
| CSC 250 | Intermediate Programming |
| CSC 305 | Data Structures* |
| CSC 260 | Command Language 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 | Programming in Assembly Language** |
| CSC 321 | Database Management Systems** |
| CSC 330 | Computer Networks** |

Electives:

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.

* 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

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 courses may be chosen from the computer science courses numbered above 250.

MINOR IN INFORMATION TECHNOLOGY

The IT Minor consists of six courses, which comprise two required courses, and four electives taken from one of the following tracks:

Applied Track: for students majoring in Accounting

Online Track: for students majoring in Marketing or Organizational Communication

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 302/ | Management Information Systems |
| MKT 302 | |

Electives: select 4 from one track

| | | Applied Track | Online Track | Analytical Track |
|---------|--|---------------|--------------|------------------|
| CSC 118 | Internet | yes | yes | - |
| CSC 170 | Desktop Publishing | yes | yes | - |
| CSC 175 | Databases and Spreadsheets | yes | yes | yes |
| CSC 180 | Electronic Communications and Multimedia | - | yes | - |
| CSC 220 | Multimedia for the Web | - | yes | - |
| CSC 315 | E-Commerce | yes | yes | - |
| CSC 117 | Introduction to Programming | yes | yes | yes |
| CSC 250 | Intermediate Programming | yes | yes | yes |
| CSC 261 | Simulation | - | - | yes |

| | | | | |
|----------|--------------------------------------|-----|-----|-----|
| CSC 301 | Systems Analysis and Design | yes | yes | yes |
| CSC 327 | Operations Research | - | - | yes |
| CSC 119E | Presentation Graphics and Powerpoint | yes | - | - |

Course numbers ending in "E" are offered through the Continuing Education Program.

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

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 (12)

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

Electives

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: Theory of Differentiation; Differentiation Techniques; Theory of Integration; Integration Techniques; Sequences and Series; Discrete Mathematics; Linear Algebra; and Complex Variables. 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.

MINOR IN MATHEMATICS

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 Concentration in Education should consult with the Chairperson of the Mathematics Department and the Education 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)

ACTUARIAL SCIENCE

Students interested in the actuarial profession should consult with the Chairperson of the Mathematics Department to plan a course of study. Suggested coursework includes a major in Mathematics or Economics taking the electives:

MAT 207 Actuarial Mathematics

MAT 208 Probability Theory

ECO 115–215 Statistics I-II

| | |
|---------|---|
| ECO 315 | Econometrics; and a minor in Computer Science taking the electives: |
| CSC 261 | Simulation |
| CSC 327 | Operations Research; or a minor in Finance or Information Technology. |

Students are advised to pursue summer work at an insurance company program, and to pass the first actuarial examination before graduation.

COURSE descriptions

COMPUTER SCIENCE (CSC)

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. (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 C++. 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 170 DESKTOP PUBLISHING

This course considers desktop publishing as it is used in communications, marketing, small business, and non-profit organizations. Principles of good design are discussed and applied to produce high-quality, complex publications using Adobe InDesign. The emphasis is on the integration of text, spreadsheets, scanned images, and graphics to accomplish a wide variety of projects. Prerequisite: CSC 113 or equivalent. (Spring)

Goodman/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 equivalent. (Fall)

Brown/Three credits

CSC 180 ELECTRONIC COMMUNICATIONS AND MULTIMEDIA

This course will consider network systems and their characteristics, costs, and future directions; presentation software and hardware systems and their characteristics and limitations; multimedia systems; and human/computer interaction. Prerequisite: CSC 113 or equivalent. (Spring)

Goodman/Three credits

CSC 220 MULTIMEDIA FOR THE WEB

This course explores web-based communications using multimedia. Students create their own media-rich web sites. They create and import graphics from drawing programs, scanners, digital cameras and the web. Basic principles of interactive scripted modules in Flash, Motion, and related systems are examined and used. Desktop and broadcast digital video and effects systems as well as digital audio are introduced and used by the students. Simple animation, interactivity, and 3-D effects are also surveyed. Prerequisite: CSC 180. (Spring 2014)

Fry/Three credits

CSC 231 PROGRAMMING IN ASSEMBLY LANGUAGE

A course introducing the student to 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 2012)

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)

Brown/Three credits

CSC 260 COMMAND LANGUAGE INTERFACES

This course introduces a command language computing environment, the bash shell interface to the Linux operating system. Topics covered include: a comparison of the DOS and bash shells, hierarchical file structure, file permissions, multiuser systems, utilities, shell scripts, I/O redirection, pipes, and programming in C++. 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 2014)
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 2013)
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 2013)
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)
Fry/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 2012)
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. (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 2013)
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 2013)
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 2013)
Fry/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 2012)
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. (Spring 2014)
Royston/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. The department also offers sections of MAT114 with a specific emphasis on business or science applications; the content coverage may include topics in financial mathematics and matrices. 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. The department also offers sections of MAT117 with a specific emphasis on business applications. 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. The department also offers sections of MAT118 with a specific emphasis on business applications. Not open to those who complete MAT 131 or MAT 132. Prerequisite: MAT 117. (Fall, Spring)

Staff/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. The department also offers sections of MAT131–132 with a specific emphasis on engineering applications. Not open to those who complete MAT 117 or MAT 118. Prerequisite: Departmental permission through placement. (131 in Fall, 132 in Spring)

Staff/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. (Fall, 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, Spring)

Carlin/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: MAT 118 or MAT 132. (Spring)
Andersen/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. (Fall 2013)
Cioffari/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 2012)
Katcher/Three credits

MAT 208 PROBABILITY THEORY

Combinatorial problems, conditional probability, dependence and independence, probability measures, distributions, and stochastic processes. Prerequisite: MAT 202. (Spring 2013)
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)
Carlin/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. Prerequisites: MAT 203 and MAT 232. (Fall 2012)
Brusard/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. (Spring 2014)
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 2012)
Cioffari/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 2013)
Cioffari/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. Inverse geometry. Theorems of Pappus, Desargues, and Pascal. Elementary transformations. Prerequisite: MAT 118 or MAT 132. (Fall 2013)
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. (Fall 2013)
Staff/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 2014)
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. (Spring 2013)
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.

Professors: Bonnie A. Catto, Elisabeth A. Howe, Dona M. Kercher; *Associate Professors:* Richard Bonanno, Juan Carlos Grijalva, Arlene Guerrero-Watanabe (Chairperson), Maryanne Leone, Esteban Loustaunau, Anthony S. Zielonka; *Lecturers:* George F. Aubin (Professor Emeritus of French and Linguistics), Mary E. Bierfeldt, Stacy Giufre, Ingrid Matos-Nin, Elisabeth Solbakken, Maria 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 OUTCOMES

- 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:

ANT 132 Introduction to Archaeology
 ANT 133 Ancient Civilizations
 ART 221 Ancient Art
 ART/POL

150H Foundations: Politics and Art (First semester only)

CLT 205 Literary Foundations of the West I
 HIS 201 Ancient Greece
 HIS 202 Ancient Rome
 HIS 203 Byzantine Empire
 LIN 101 Introduction to Linguistics
 PHI 350 Plato
 POL 351 Classical Political Philosophy

PHI/THE 205 Foundations: Religion and Philosophy (First semester only)

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.

THE 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 CONCENTRATORS

The Department of Foreign Languages 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 a concentration in elementary or secondary education.

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. The majors in French and Spanish with Concentration in Culture and Civilization require a total of 36 hours of coursework which focus on language and culture, and include coursework in linguistics. 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 concentrators 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 appropriate education concentration 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 exposes students to the various expressions of the culture of France so that they may in turn share their knowledge and appreciation with others—as a teacher, scholar, writer, translator, or commercial or governmental representative.

The program seeks primarily to have majors: (a) achieve both proficiency and fluency in the oral and written forms of the language; (b) read with understanding and enjoyment representative works of French literature from the Middle Ages to the present day; and (c) acquire the scholarly and critical tools required for further study, whether in graduate school or independently.

Required Courses (11)

A total of 11 major-level courses (those numbered 120 or higher) are required for a major. These must include:

- One course in the written language: (FRE 240, FRE 301, FRE 392)
- One course in the spoken language: (FRE 120, FRE 302)
- A minimum of three courses in French literature studied in the language at the 200 level or higher. It is recommended that these courses include the three basic genres (drama, poetry, and prose). Courses are to be chosen in consultation with a departmental advisor in terms of the student's needs, interests, and qualification.
- One course for the major may be taken from the Foreign Languages offerings in English which relate to the study of French. These include courses in CLT or LIN. Students are encouraged to take this course early in their program when their language skills may limit them to a sequence of one course per semester. These related courses serve to introduce potential majors to significant intellectual issues in the field. This course should be chosen in consultation with a departmental advisor in order to avoid taking a course in English which would later be offered in the target language.

MAJOR IN FRENCH WITH CONCENTRATION IN FRANCOPHONE CULTURE AND CIVILIZATION

The main objective of the French Major with a concentration in culture/civilization is to help develop cultural literacy which involves familiarity with the language and its interaction with culture; appreciation of values and norms that distinguish the other culture; and understanding of the stories another culture

tells about itself, not just through literature but also through history, politics, economics, art, and so forth. The study of culture in general terms is concerned with the way other people structure their world.

The focus of this concentration is on the culture of France as well as other French-speaking regions of Africa, the Caribbean, Canada, Europe, and Southeast Asia. This major prepares students for teaching careers, graduate work, community service, and employment in organizations and agencies with international interests.

Required Courses (12)

- Five of the following courses:

| | |
|---------|---|
| FRE 120 | French V (or FRE 110, French IV/V) |
| FRE 140 | Introduction to Literature: French Language |

FRE 251–252 Main Currents of French Literature (one course)

- | | |
|---------|--|
| FRE 392 | Explication de Texte |
| LIN 221 | Sociolinguistics (LIN 101 may be substituted for LIN 221 with the approval of the Dept. Chair) |

- Four courses acceptable for the French Major, including a minimum of one in each of three areas: literature, written expression, and oral expression, plus three courses in culture/ civilization.

All French majors are strongly advised to undertake an immersion experience. Study abroad in Europe, Africa, the Caribbean, Southeast Asia, or Quebec is optimal. Students unable to study abroad will consult with a departmental advisor to develop an alternate experience, such as an appropriate local internship, in which they may apply their language/culture competence.

MINOR IN FRENCH

A student may complete a Minor in French by taking a total of six one-semester courses (18 credits) which may include FRE 104 and courses acceptable for the French Major. The program must be planned with a Departmental Advisor. All courses for the minor must be in French.

MINOR IN FRENCH STUDIES

Students who wish to do so may combine courses in French Language and Literature with offerings in related areas (i.e., French or Canadian Culture and Civilization, History, Art, Music). This program must be developed in cooperation with a Departmental Advisor and should include:

- At least one course in French at the level of FRE 104 or higher.
- One course in French or Francophone Literature which may be studied in the original or in translation.

- One course in French or Francophone Culture and Civilization or History (FRE 310, FRE 313, HIS 235, and HIS 257).
- Three other courses in related areas which should be selected in consultation with the student's departmental advisor.

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:

| | |
|---------|---|
| ART 223 | Renaissance Art and Architecture |
| ART 324 | Michelangelo: Painting, Sculpture, Architecture, and Poetry |
| CLT 266 | Italian Cinema |
| HIS 202 | Ancient Rome, 509 B.C.–565 A.D. |

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 in Italian offered through the Worcester Consortium.

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:

| | |
|---------|--------------------------------------|
| ART 223 | Renaissance Art |
| ART 323 | Italian Renaissance Painting |
| ART 324 | Michelangelo: Painting and Sculpture |
| CLT 225 | Dante's Comedy |
| CLT 266 | Italian Cinema |
| HIS 202 | Ancient Rome |
| POL 338 | Nationalism and Fascism |
| POL 359 | Medieval Political Philosophy |

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 (ART 224, HIS 204, HIS 205, 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 continued work on the graduate level or independent study, for teaching on the elementary or secondary level, and for service as interpreters, translators, social workers, or representatives in business or government. It can also serve as the basis for a rewarding career in law, penology, or helping services.

Spanish majors are expected to achieve proficiency and fluency in the spoken and written language 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 (11)

A total of 11 major-level courses (those numbered 120 or higher) is required for a major. Students are expected to include language, 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:

- One course in the written language (SPA 210, SPA 220, SPA 301)
- One course in the spoken language (SPA 120, SPA 302)
- One course in culture/civilization (SPA 310, SPA 311, SPA 312, SPA 313, SPA 315, SPA 316, SPA 366, SPA 386)
- A minimum of three courses in Spanish and Spanish-American literature studied in the language at the 200 level or higher, no more than two of which can be in the category of Main Currents (SPA 251, 252, 253, 254). At least one of the three courses must be a Main Currents course (required for all other advanced literature courses). It is recommended that the other courses include the three basic genres (drama, poetry, and prose).

Courses in written and oral expression may be waived in the case of students who have achieved the desired proficiency. Further courses may be required until the student has attained a level expected by the department. Students who are considering a major in Spanish are advised to fulfill the Introduction to Literature requirement by taking SPA 140.

- One course towards the major may be taken from the Modern and Classical Languages offerings in English which relate to the study of Spanish. These include courses in CLT or LIN. LAS courses may be included with the permission of the chair. Students are encouraged to take this related course in English early in their program when their language skills may limit them to a sequence of one course per semester. These related courses serve to introduce potential majors to significant intellectual issues in the field. This course should be chosen in consultation with a departmental advisor in order to avoid taking a course in English which would later be offered in the target language.

MAJOR IN SPANISH WITH CONCENTRATION IN HISPANIC CULTURE AND CIVILIZATION

The objective of the Major in Spanish with a concentration in culture/civilization is to help develop cultural literacy which involves familiarity with the language and its interaction with culture;

appreciation of values and norms that distinguish the other culture; and understanding of the stories another culture tells about itself, not just through literature but also through history, politics, economics, art, and so forth. The study of culture in general terms is concerned with the way other people structure their world.

The focus of this concentration is on the culture of Spain, Spanish-America, and Latino cultures within the United States and other regions of the world. This major is an excellent preparation for a teaching career, graduate work, community service, and employment in organizations and agencies with international interests.

Required Courses (12)

- Four courses:
 - SPA 120 Conversational Spanish and Grammar Review (or SPA 110, Spanish IV / V)
 - SPA 140 Introduction to Literature: Spanish Language
 - SPA 251, 252, 253, 254 Main Currents of Spanish or Spanish-American Literature (one course)
 - LIN 221 Sociolinguistics (LIN 101 may be substituted for LIN 221 with the approval of the Dept. Chair)
- Five courses acceptable for the Spanish Major, including a minimum of one in each area: literature, written expression, and oral expression.
- Three courses in culture/civilization.

Students in the major are strongly advised to undertake an immersion experience. Study in Europe, Latin America, or in areas with Latino populations within the United States is most desirable. Students unable to study abroad will consult with a departmental advisor to develop an alternate experience, such as an appropriate local internship, in which they might apply their language/culture competence.

MINOR IN SPANISH

A student completes a minor in Spanish by taking a total of six one-semester courses (18 credits) which can include SPA 104 and courses acceptable for the Spanish major. The program must be planned with a departmental advisor. All courses for the minor must be in Spanish.

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, Sappho, and Catullus. 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)
Cotter, Staff/Three credits

CLT 206 LITERARY FOUNDATIONS OF THE WEST II

The Spring's work (CLT 206) continues our investigation of the above questions, 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)
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.

This course 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 234 CERVANTES' DON QUIXOTE

Close reading and analysis of the complete text of Cervantes' masterpiece in translation, concentrating on the understanding and enjoyment of the author's art and thought. Not available for students who completed SPA 334. This course satisfies the Humanities requirement in the Core curriculum.

Staff/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 256 LATINO VOICES

The course explores the themes of cultural and national identity in major novels, collections of short stories, television programs, film and non-fiction created by Latino writers of the United States. The class will attempt to answer the following questions: What are the characteristics of the Latino text? Does the fact that a writer or director heralds from Hispanic descent necessarily render her or his fictional product a Latino text? Is there really one, sole Latino community represented in the texts, or rather, do we encounter a plurality of definitions of community? How does each text's structure reflect the themes of transculturation and immigration? How does each writer and director use language(s)? Why are most of these texts written or performed primarily in English? Why do they narrate the experiences of young adolescents who emigrate to the United States? How has the existing body of critical studies on these texts affected the production of a Latino canon? Prerequisite: LTE 140 or equivalent. This course satisfies the Humanities requirement in the Core curriculum.

Guerrero-Watanabe/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 290 ROMANTIC LOVE IN THE FRENCH NOVEL

Close reading and analysis of the theme of romantic love in representative French novels. Offered in English translation. Authors will include Mme. de la Fayette, Prevost, Laclos, Constant, Stendhal, Flaubert, and Zola. This course satisfies the Humanities requirement in the Core curriculum.
Zielonka/*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

For students with no previous knowledge of French or who need a review of basic vocabulary and grammatical components. The emphasis in this course is on speaking and oral comprehension. Work with video and audio tapes. (Fall)
Bierfeldt/*Three credits*

FRE 102 FRENCH II

Continuation of French I, aimed at developing students' language skills: oral comprehension and expression, reading, and writing. Work with video and audio tapes. Prerequisite: French 101, one or two years of high school French, or equivalent. (Spring)
Bierfeldt/*Three credits*

FRE 103 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)
Howe, Zielonka, Staff/*Three credits*

FRE 104 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)
Howe, Zielonka, Staff/*Three credits*

FRE 120 FRENCH V: CONVERSATIONAL FRENCH AND GRAMMAR REVIEW

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.
Howe, Zielonka/*Three credits*

FRE 140 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.
Howe, 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 251 MAIN CURRENTS 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 252 MAIN CURRENTS 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)

Howe, 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.

Howe/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.

Howe, 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. Prerequisite: any Main Currents course.

Zielonka/Three credits

FRE 332 MOLIÈRE, RACINE, AND CORNEILLE: MASTERPIECES OF FRENCH THEATRE

Students will study plays by the great classical dramatists Corneille, Molière, and Racine. Close readings of the plays will alternate with general discussions of theatrical conventions of the 17th Century and comparisons between playwrights. Prerequisite: any Main Currents course. This course satisfies the Humanities requirement in the Core curriculum.

Howe/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.)

Howe/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.

Howe/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.

Howe/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.

Howe/Three credits

FRE 392 EXPLICATION DE TEXTE

Explication of texts as practiced in France: detailed study and interpretation of short selections from French literature. Half of the texts studied will be poems, but we will also analyze prose passages and a play. Prerequisite: any Main Currents course. (This course satisfies the Humanities requirement in the Core curriculum.)

Howe/Three credits

FRE 401–409 SPECIAL TOPICS

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. Three hours of class work with tapes and computer software. Prerequisite: German 101 or equivalent. (Spring)

Solbakken/Three credits

GER 103 GERMAN III

Systematic review of grammar. Graded readings. Three hours of class. Prerequisite: GER 102 or equivalent. (Fall)

Solbakken/Three credits

GER 104 GERMAN IV

Systematic review of grammar. Graded readings. Three hours of class. Prerequisite: GER 103 or equivalent. (Spring)

Solbakken/Three credits

GER 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. Students of German will be expected to do some of the work in German. Same as CLT 251. This course satisfies the Humanities requirement in the Core curriculum.

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

An introduction to the Italian language aimed at developing from the beginning the language skills: oral comprehension and expression, reading, and writing. Work with tapes. (Fall)

Bonanno, Giufre Staff/*Three credits*

ITA 102 ITALIAN II

A continuation of Italian I. Aimed at developing further the language skills through oral/aural drills and graded readings. Work with tapes. Prerequisite: ITA 101 or equivalent. (Spring)

Bonanno, Giufre, Staff/*Three credits*

ITA 103 ITALIAN III

For students who wish to develop their knowledge of grammar in order to expand their ability to express themselves both orally and in writing. Work with tapes. Prerequisite: ITA 102 or equivalent. (Fall)

Bonanno, Giufre, Staff/*Three credits*

ITA 104 ITALIAN IV

Continuation of ITA 103. Prerequisite: Italian 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 102 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

LINGUISTICS (LIN)

LIN 101 INTRODUCTION TO LINGUISTICS

An introduction to the basic theory, methods, and findings of modern linguistics, with an emphasis on language as a system of human knowledge. Topics include animal communication; language acquisition; the structure of sounds, words, and sentences; meaning; and language variation and change. Open to freshmen with permission of instructor. This course fulfills the social science Core Curriculum requirement.
Staff/Three credits

LIN 221 SOCIOLINGUISTICS

The dynamics of language as a social and cultural phenomenon. Importance of the various groups speakers belong to (social class, ethnic group, sex, age, occupation and geographic area, for example), and what speakers do on particular communicative occasions (the interrelations of speaker, addressee, audience, topic, channel, and setting). This course fulfills the social science Core Curriculum requirement.
Staff/Three credits

LIN 391 SPECIAL TOPICS IN LINGUISTICS

Designed to permit the study of a selected topic which may change each time the course is offered. Offered when warranted.
Staff/Three credits

LIN 399 INDEPENDENT STUDY IN LINGUISTICS

Staff/Three credits

LNG 101 & LNG 102 SPECIAL OFFERINGS IN LANGUAGES

First and second semester of languages other than those taught regularly in the Department, such as Chinese.
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 Spanish Staff/Three Credits

SPA 103 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 104 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 120 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 125 BUSINESS SPANISH I

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 140 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 210 PROBLEMS IN SPANISH GRAMMAR

For students at an advanced level who need a systematic review of Spanish morphology and syntax. Emphasis will be placed on special problems such as the use of subjunctive, prepositions, and pronouns, and "ser/estar." Particular problems of members of the class will also be considered. (Fall) Prerequisite: SPA 140 or equivalent.

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 251 MAIN CURRENTS OF SPANISH LITERATURE I

A survey of classical Spanish literature from *The Cid* to *Calderon*. Students will be introduced to the study of peninsular literature through the reading and analysis of representative selections from the major works produced during this period. Prerequisite: SPA 140. This course satisfies the Humanities requirement in the Core curriculum.

Staff/*Three credits*

SPA 252 MAIN CURRENTS OF SPANISH LITERATURE II

A survey of modern Spanish literature from Romanticism to the present. Students will be introduced to the major generic and thematic developments in the literature of this period through the reading and analysis of representative selections from major authors and their works. Prerequisite: SPA 140. This course satisfies the Humanities requirement in the Core curriculum.

Leone, Staff/*Three credits*

SPA 253 MAIN CURRENTS OF SPANISH-AMERICAN LITERATURE I

A critical study of literary periods and movements from pre-Columbian literature to the end of Realism and Naturalism. Reading and analysis of representative selections from major works. Not open to students who have taken SPA 256. (Fall) Prerequisite: SPA 140. This course satisfies the Humanities requirement in the Core curriculum.

Grijalva/*Three credits*

SPA 254 MAIN CURRENTS OF SPANISH-AMERICAN LITERATURE II

A critical study of the most significant currents in Spanish-American literature from Modernism to the present. Reading and analysis of representative selections from major works. Prerequisite: SPA 140 This course satisfies the Humanities requirement in the Core curriculum.

Guerrero-Watanabe, Kercher/*Three credits*

SPA 301 ADVANCED SPANISH COMPOSITION

An advanced course in writing, with an emphasis on creativity and development of syntax, vocabulary, and style. Study of prose models in a variety of styles. (Spring) Prerequisite: any Main Currents course.

Staff/*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 Main Currents course.

Guerrero-Watanabe/*Three credits*

SPA 310 SPANISH CULTURE AND CIVILIZATION I

General background: history, geography, art, and social structures. Detailed analysis of Medieval, Renaissance, and Golden Age life and culture in Spain. Assigned readings and written reports. Prerequisite: any Main Currents course.

Staff/*Three credits*

SPA 311 SPANISH CULTURE AND CIVILIZATION II

Modern Spain: detailed analysis of the period following the War for Independence (1808). Special emphasis will be placed on Spain's political climate, the Civil War of 1936-39, and the post-Franco democratic revival. Prerequisite: any Main Currents course.

Kercher/*Three credits*

SPA 312 SPANISH-AMERICAN CULTURE AND CIVILIZATION I

Detailed analysis of the Maya, Aztec, and Inca civilizations, and colonial times through the study of history, art, music, social structure, and thought. Prerequisite: any Main Currents course. Not open to students who have taken SPA 256.

Grijalva/*Three credits*

SPA 313 SPANISH-AMERICAN CULTURE AND CIVILIZATION II

Detailed analysis of life and culture during the period of independence, and contemporary times as seen in the intellectual and artistic achievements of the Spanish-American nations. Prerequisite: any Main Currents course.

Grijalva, 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 Main Currents course. This course satisfies the Humanities requirement in the Core curriculum.

Leone/*Three credits*

SPA 320 MEDIEVAL SPANISH LITERATURE

This course is designed to explore the origins of Spanish literature in the Middle Ages. Readings will include principal works from the lyric and narrative traditions as well as the beginnings of drama in the peninsula. Works will be discussed in social and cultural contexts. Prerequisite: any Main Currents course. This course satisfies the Humanities requirement in the Core curriculum.

Kercher/*Three credits*

SPA 331 SPANISH DRAMA OF THE GOLDEN AGE

Close reading and analysis of representative plays of the 16th and 17th centuries. Class discussion and written assignments. Prerequisite: any Main Currents course. This course satisfies the Humanities requirement in the Core curriculum.

Staff/*Three credits*

SPA 334 CERVANTES: EL QUIJOTE

Close reading and analysis of the complete text of Cervantes' masterpiece, concentrating on the understanding and enjoyment of the author's art and thought. Discussion and short papers. Prerequisite: any Main Currents course. This course satisfies the Humanities requirement in the Core curriculum.

Staff/*Three credits*

SPA 359 GENERATION OF 1898

A close reading and analysis of representative works by writers who formed the group known as the Generation of 1898: Miguel de Unamuno, Antonio Azorín, Pío Baroja, Ramón del Valle-Inclán, and Antonio Machado, among others. The course will attempt to analyze their special development of universal literary themes and the evolution of their personalized style. (Fall) Prerequisite: any Main Currents course. This course satisfies the Humanities requirement in the Core curriculum.

Staff/*Three credits*

SPA 365 CONTEMPORARY SPANISH NOVEL

Close reading and analysis of prose works by 20th and 21st-Century Spanish authors. Prerequisite: any Main Currents course. This course satisfies the Humanities requirement in the Core curriculum.

Leone/*Three credits*

SPA 366 TOPICS IN SPANISH CINEMA

This course presents issues of Spanish culture and history through close analysis and discussion of films of major Spanish directors from the 1950s to the present. Topics will vary by semester. This course is taught in Spanish. Prerequisite: any Main Currents course. This course satisfies the Humanities requirement in the Core curriculum.

Kercher/*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. This course satisfies the Humanities requirement in the Core curriculum.

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 Argentinians 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. This course satisfies the Humanities requirement in the Core curriculum. Guerrero-Watanabe/*Three credits*

SPA 386 LATIN AMERICAN CINEMA

This course focuses on key films of the last sixty years from the major national film industries of Latin America, foremost Mexico, Cuba and Argentina. It explores how these films interpret important socio-historical and cultural issues, such as development, national identity, class, gender, and ethnicity. This course also introduces the student to basic sequence analysis and film vocabulary in Spanish. The course is taught in Spanish. Prerequisite: any Main Currents course. This course satisfies the Humanities requirement in the Core curriculum. Kercher/*Three credits*

SPA 387 MODERNISMO

A comparative study of *Modernismo* in Spanish-American poetry and its manifestations in Spain, with an emphasis on the work of Martí Nájera, Darío, Silva, Lugones, Chocano, Reissig, the Machados, Jiménez, and Valle-Inclán. Prerequisite: any Main Currents course. This course satisfies the Humanities requirement in the Core curriculum. Guerrero-Watanabe/*Three credits*

SPA 396 SPANISH-AMERICAN/LATINA WOMEN WRITERS

This course explores the work of Spanish-American women writers and Latina writers of the United States. The main objective is to examine key authorial strategies as they relate to race and gender issues, class distinction, ideology, social conventions, and cultural identities. Students read literary texts by Sor Juana, Avellaneda, Castellanos, Poniatowska, Allende, Ferré Gambaro, Menchú Cisneros, Prida, and Agosín, among others, along with selected critical studies. Readings vary by semester. Prerequisite: any Main Currents course. This course satisfies the Humanities requirement in the Core curriculum. Grijalva/*Three credits*

SPA 401–409 SPECIAL TOPICS IN SPANISH

Staff/*Three credits*

SPA 410–419 INDEPENDENT STUDY IN SPANISH

Subject and/or authors studied to be chosen with approval of professor. Staff/*Three credits*

Professors: Steven J. Theroux, Stuart Cromarty; *Associate Professors:* Edward J. Dix, Brian K. Niece, Kimberly A. Schandel (Chairperson), Owen D.V. Sholes; *Assistant Professors:* Elizabeth Colby Davie, Aisling Dugan, Georgi Georgiev, Glenn A. C. Jones, Michele Lemons, Jessica McCreedy, Thomas J. Slavkovsky; *Visiting Instructor:* Elissa Kraus, Leslie Blair; *Lecturers:* Sandra Bruda, Hubert G. Meunier (Professor Emeritus) and Neda Mashoon; *Chairperson:* Kim Schandel.

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 career and professional opportunities in the sciences as well as for life-long learning in the context of a liberal art curriculum in the Catholic tradition.

PROGRAMS OF STUDY AND CAREER OPTIONS

The Department of Natural Science offers majors in Biology, Biology with a Concentration in Neuroscience and Behavior, Biotechnology and Molecular Biology, Environmental Science, Environmental Science with a Concentration in Environmental Policy, and Chemistry. The Department also offers minors in Biology, Environmental Science, Chemistry, and Physics, and it cosponsors a concentration in Physical and Occupational Therapy with the Department of Human Services and Rehabilitation. Research opportunities are available at the College and at nearby institutions (e.g., University of Massachusetts Medical School and the Biotechnology Park). The Department also offers courses for non-majors.

Students interested in teaching biology, chemistry, or physics 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. Individuals 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 Department has agreements with several different 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, Medical Technology, Health Informatics, Pharmaceutical Science, Public Health, Exercise Physiology or Biotechnology should discuss these agreements with the Health Professions Advisor. The College also has agreements with graduate schools that prepare students for the legal profession. This option may be especially appealing to those interested in practicing in specialized areas such as environmental law or intellectual property law. Science students interested in the learning more about this collaboration should see Professor Steven Theroux.

The Department offers a post-graduate program for those who have a bachelors 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. 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

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 (16)

Biology majors should take CHE 131 and BIO 160 in their first semester.

| | |
|-------------|--------------------------|
| CHE 131–132 | General Chemistry I & II |
| CHE 201–202 | Organic Chemistry I & II |

| | |
|-------------|---|
| MAT 114 | Elementary Functions |
| PHY 201–202 | General Physics I & II |
| BIO 160 | Concepts in Biology |
| BIO 210 | Genetics (must be taken before Junior year) |

One of the following:

| | |
|---------|----------------------|
| BIO 220 | Invertebrate Zoology |
| BIO 230 | Botany |
| BIO 240 | Mammalian Anatomy |
| BIO 250 | Microbiology |

One of the following:

| | |
|---------|--------------------------------|
| BIO 340 | Molecular and Cellular Biology |
| BIO 370 | General Physiology |
| BIO 410 | Immunology |
| BIO 420 | Developmental Biology |

One of the following:

| | |
|---------|------------------------|
| BIO 360 | Ecology |
| BIO 320 | Evolution |
| BIO 310 | Animal Behavior |
| BIO 430 | Comparative Physiology |

Electives

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

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. This major can be combined with further studies in chemistry and psychology, 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 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 (17)

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 |
| CHEM 131/132 | General Chemistry I and II |
| CHEM 201/202 | Organic Chemistry I and II |
| MAT 114 | Elementary Functions |
| PHY 202/202 | General Physics I and II |
| PSY 101 | General Psychology |

Choose at least 3 of the following:

| | |
|---------|--|
| BIO 220 | Invertebrate Biology |
| BIO 240 | Mammalian Anatomy |
| BIO 340 | Molecular and Cellular Biology |
| BIO 370 | General Physiology |
| BIO 480 | Seminar in Life Sciences: Neuroscience topic |

Choose at least 2 of the following:

| | |
|---------|--------------------------------|
| PSY 225 | Research Methods in Psychology |
| PSY 350 | Perception |
| PSY 351 | Physiological Psychology |
| PSY 352 | Cognitive Psychology |
| PSY 353 | Psychology of Learning |

Suggested (but not required) courses:

| | |
|-------------|---|
| PSY 265 | Statistics |
| PHI 345 | Special Topics in Philosophical Issues – Human Nature |
| BIO 490–491 | Special Topics in Biology |

MINOR IN BIOLOGY

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 courses chosen from the departmental offerings in consultation with an advisor from the department. Courses taken below BIO 160 require the approval of the Department Chairperson.

MAJOR IN BIOTECHNOLOGY AND MOLECULAR BIOLOGY

In the past 35 years, a new 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 (17)

Biotechnology and molecular biology majors should take CHE 131 and BIO 160 in their first semester.

| | |
|-------------|------------------------------------|
| CHE 131–132 | General Chemistry I & II |
| CHE 201–202 | Organic Chemistry I & II |
| MAT 114 | Elementary Functions |
| PHY 201–202 | General Physics I & II |
| BIO 160 | Concepts in Biology |
| BIO 210 | Genetics |
| BIO 250 | Microbiology |
| BIO 340 | Molecular and Cellular Biology |
| BIO 440 | Biotechnology: Theory and Practice |
| CHE 414 | Biochemistry |
| PHI 202 | Ethics |

Electives

Three additional three- or four-credit 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.

MAJOR IN ENVIRONMENTAL SCIENCE

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 interested in this major are eligible to take courses in the Massachusetts Marine Biology Consortium, the Duke University Marine Biology Consortium, and the Colleges of Worcester Consortium.

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.

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 (which has one of the nation's leading engineering programs), a M.S. in Environmental Management or Forestry Management from Duke University (which is 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 120 | Environmental History of New England |
|---------|--------------------------------------|

OR

| | |
|-------------|---------------------------------------|
| 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 |

OR

| | |
|-------------|----------------|
| MAT 131 | Calculus |
| PHY 201–202 | Physics I & II |
| ECO 115 | Statistics |

OR

| | |
|---------|------------|
| PSY 265 | 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

This concentration introduces students to the principles and theory needed 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 below 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.

It is recommended that majors take CHE131, CHE 132, BIO 160, and ENV120 or 150 in their first year. 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.

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 (which has one of the nation's leading engineering programs), a M.S. in Environmental Management or Forestry Management from Duke University (which is 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)

| | |
|---------|--------------------------------------|
| ENV 120 | Environmental History of New England |
|---------|--------------------------------------|

OR

| | |
|-------------|---------------------------------------|
| 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 |

OR

| | |
|-------------|----------------------------------|
| MAT 131 | Calculus |
| PHY 201–202 | Physics I and II |
| ECO 115 | Statistics or PSY 265 Statistics |

Required courses for the Concentration in Environmental Policy:

| | |
|---------|-----------------------------------|
| 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

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 (6)

ENV 120 Environmental History of New England

OR

ENV 150 Introduction to Environmental Science
 BIO 160 Concepts in Biology
 1 additional class 200+ from Section A
 1 additional class 300+ 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 Environmental Science
 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 (Environmental Ethics)
 ENV 260 Water Resources Planning and Management (consortium)
 ENV 280 Coastal Zone Management (consortium)

MAJOR IN CHEMISTRY

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 a knowledge of the fundamental principles governing the structure of matter. The courses are organized to establish a foundation in the basic areas of inorganic, organic, physical, 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 and Biomolecular Engineering from The University of Notre Dame. The University of Notre Dame program and other affiliated programs are described at <http://www.assumption.edu/academics/programs/natsci/articulation.aspx>.

Required Courses (16)

Chemistry majors should take CHE 131 and BIO 160 in their first semester.

Freshman:

BIO 160 Concepts in Biology
 CHE 131–132 General Chemistry I and II
 MAT 117–118 Calculus I and II

OR

MAT 131–132 Elementary 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

Senior:

CHE 414 Biochemistry

Junior/Senior:

CHE 315 Analytical Chemistry
 CHE 316 Inorganic Chemistry

Electives:

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:

- 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, CHE 201–202, one semester Physical Chemistry (CHE 311 or CHE 313), semester of inorganic (CHE 316) or analytical chemistry (CHE 315 or CHE 450), and two semesters of calculus (MAT 117–118 or MAT 131–132).

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 275, PHY 491, PHY 492, MAT 331, MAT 351, MAT 355.

STUDENT RESEARCH—SUMMER OPPORTUNITIES

A growing number of 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, the American Cancer Society, and the Juvenile Diabetes Foundation. In 1991, Assumption began its own research program on campus, in which upper-level students may assist Assumption faculty with their research projects. Students may apply for summer research positions which include a stipend.

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 concentration in secondary education. Application to the Concentration in Education Program in the Education Department must be made by the Spring of the Sophomore year. The Massachusetts Department of Education requires the successful completion of course work or other experience which addresses the field of knowledge competency areas listed below. Suggested courses are shown in parentheses.

Students must also meet the Professional Standards for Teaching which are addressed in the appropriate education courses, as well as in the student teaching experience. To ensure all these areas are covered, 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 230 | Botany |
| BIO 220 | Zoology |
| BIO 240 | |
| and | |
| BIO 370 | Human Biology |
| BIO 210 | Genetics |
| BIO 360 | Ecology |
| CHE 131–132 | General Chemistry I & II |

Chemistry – Field of Knowledge Competencies:

| | |
|-------------|---------------------------|
| CHE 131–132 | General Chemistry I & II |
| CHE 201–202 | Organic Chemistry I & II |
| CHE 316 | Inorganic Chemistry |
| CHE 315 | Analytical Chemistry |
| CHE 311–312 | Physical Chemistry I & II |
| PHY 201–202 | Physics I & II |
| MAT 117–118 | Calculus I & II |

OR

| | |
|-------------|--------------------------|
| MAT 131–132 | Calculus (Honors) I & II |
|-------------|--------------------------|

HEALTH SCIENCE PROGRAMS

Students interested in entering the health profession (Medicine, Dentistry, Physical Therapy, Occupational Therapy, Physician's Assistant, etc.) may undertake a major in any discipline, though they may benefit from fulfilling the requirements for a science major. Regardless of their chosen major, students must fulfill the professional school's admissions requirements by careful course selection. All students with an interest in the health profession should consult with their advisors and Dr. Steven Theroux, Chairperson of the Health Sciences Committee, at the beginning of their undergraduate careers.

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 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 June. The letters will usually be ready within four to five weeks of the meeting.

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.

In the past, our students have gone on to matriculate at a number of medical schools including

Boston University, Dartmouth, George Washington University, Tufts University, and University of Massachusetts Medical School.

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
- Select at least one from the following three Biology courses:
 - BIO 210 Genetics
 - BIO 240 Mammalian 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
- LIT 140 Introduction to Literature

Additional courses that are usually highly recommended include:

- CHE 414 Biochemistry
- MAT 117 Calculus I
- ECO 115 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

THE CONCENTRATION IN OCCUPATIONAL AND PHYSICAL THERAPY

The minimal entry-level degree for practice as an Occupational or Physical Therapist is a clinical masters degree in the appropriate discipline. The Concentration in Occupational and Physical Therapy is designed to prepare students for graduate study in Physical or 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 or 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.

The concentration has a total of 16 required courses (please see the list below). One course, Exercise Physiology, is not currently taught at Assumption College, but is available at Anna Marie College (BIO 240: Exercise Physiology) and Becker College (EXSC 3300: Exercise Physiology). Assumption College students are eligible to take this

course at one of these consortium schools without paying an additional fee.

Required Courses (16)

| | |
|-------------|---|
| HRS 125 | Professional Orientation to Physical and Occupational Therapy |
| BIO 160 | Concepts of Biology |
| BIO 240 | Mammalian Anatomy |
| BIO 370 | General Physiology |
| CHE 131–132 | General Chemistry I and II |
| PHY 201–202 | General Physics I and II |
| PSY 101 | General Psychology |
| PSY 116 | Abnormal Psychology |
| PSY 190 | 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 | Individual in the Community (if Non HSRS Major-3 credits) |

One of the two Exercise Physiology courses listed below:

| | |
|-----------|---|
| EXSC 3300 | Exercise Physiology – This course is offered at Becker College. |
| BIO 240 | Exercise Physiology – This course is offered at Anna Maria College. |

One of the following two Statistics courses:

| | |
|---------|------------|
| PSY 265 | 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 | Physiological Psychology |

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, 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 or 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, and not all Occupational and Physical Therapy graduate programs require every course listed in the concentration. Students who are considering applying to graduate school for Occupational or Physical Therapy should review the admission requirements of the schools they plan to apply to by the beginning of their Junior year to determine how best to prepare for admission to the graduate programs they are interested in.

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.

ASSUMPTION COLLEGE ARTICULATION AGREEMENTS IN THE SCIENCE AND HEALTH PROFESSIONS

Assumption College holds a wide range of agreements with graduate institutions in the health sciences. For

more information on the opportunities listed below, contact the Health Professions Advisor, Prof. Steven Theroux, stheroux@assumption.edu.

Assumption College/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.

Assumption College/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.

Assumption College/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. This 16-month program is designed primarily for students who have decided that they want to earn a second bachelors degree 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.

Assumption College/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.

Assumption College/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.

Assumption College/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. The program requires 40 months of study beyond the B.A.

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.

Assumption College/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.

Assumption College/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.

Assumption College/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.

Assumption College/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 (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

COURSE descriptions

studies at Duke. 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 agreement does not guarantee that Assumption College students will be accepted into the graduate program, and admission is competitive.

Assumption College/Vermont College of Law B.A./J.D. in Environmental Law

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.

Assumption College/The 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.

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 sure that 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.

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 are: (1) patterns of inheritance in human families; (2) sex determination and sex-linked traits; (3) how DNA works (the explanation of some human genetic traits at the molecular level); (4) genes in human populations; and (5) interactions of genes and the environment. An historical approach is used and most genetic principles are introduced by examples from human medical genetics. Familiar human conditions such as albinism, hemophilia, sickle-cell anemia, dwarfism, Down Syndrome, and color-blindness are discussed. Three lectures and one laboratory per week. Lab Fee: \$400.00. This course fulfills the Core Curriculum requirement for a science with a lab. (Fall and Spring)

Kraus/Four 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. (Spring)

Howe/Four credits

BIO 160 CONCEPTS IN BIOLOGY

An introductory course for all students interested in biology (science majors and non-science majors) emphasizing 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 majors in the Fall. 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. Must be taken before the Junior year. (Fall, Spring)

Kraus, Schandel, 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, alternate years)

Staff/Four credits

BIO 240 MAMMALIAN ANATOMY

Systematic 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. (Spring)

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.

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 \$300.00. Prerequisite: BIO 220 or BIO 240. (Fall, alternate years)

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, macroevolutionary 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. (Fall)
Crowley/*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, alternate 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/*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. This course does not have a laboratory component. Prerequisites: Biol 160, Biol 210, Biol 340.
Theroux/*Three credits*.

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.
Staff/*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)
Staff/*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. (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. (Spring)

Staff/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.)

Meunier, Niece, Jones /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), MAT 117–118 or MAT 131–132 or permission of the instructor. Lab Fee: \$400.00 per semester. (Fall, Spring)

Jones/Four credits each semester

CHE 313 BIOPHYSICAL CHEMISTRY

A study of the bioproperties of gases and solutions, thermodynamics, equilibria, kinetics, the colloidal state, and electrochemistry, with particular emphasis on systems of biological interest. The laboratory includes some quantitative analysis, spectrophotometry, and measurement of physical chemical properties. Prerequisites: CHE 201–202, PHY 201–202 (may be concurrent), MAT 117–118 or MAT 131–132. Lab Fee: \$400.00.

Staff/Four credits

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, alternate years)

Staff/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, alternate 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 (Fall, alternate years)

Staff/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, nucleic acid structure and function, metabolism, biosynthesis, and energy production. Prerequisite: CHE 201–202 and BIO 160. Lab Fee: \$400.00. (Fall)

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, CHE316. (Spring, alternate 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, alternate 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, alternate 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. (Fall, alternate 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. (Fall, Spring)

Staff/Three credits

CHE 491–492 INDEPENDENT STUDY

Directed study and research in some aspect of chemistry. Open to students who have at least six courses in chemistry or other science. Some examples (non-exclusive) of directed study that may be undertaken with the permission of the instructor are as follows: Electrochemistry: the study of the chemistry of battery and fuel cell electrodes; Biochemistry: the study of protein-protein interactions using mutagenesis as a tool; and Photochemistry: a study of processes which utilize light as an energy source. Potential topics include charge transfer, energy transfer, and photoreactions. Chemical Thermodynamics: This study will be concerned with the application of thermodynamic principles to chemical and physical equilibria. Topics to be covered include the three laws of thermodynamics, thermochemistry, entropy and probability, spontaneity and equilibrium, and Gibbs free energy. (Fall, Spring)

Staff/Three credits each semester

ENVIRONMENTAL SCIENCE (ENV)**ENV 120 ENVIRONMENTAL HISTORY OF NEW ENGLAND**

In the past 15,000 years, New England has recovered from glaciation and been colonized by humans—first by American Indians, then by European immigrants. These and other events produced a series of changes in the biological landscape, some dramatic, some subtle. This course will examine many of these changes chronologically, concentrating on the relationships between humans and their biological environment. The laboratory will include field trips, lab exercises, and an introduction to some of the methods of historical biology. Three lectures and one laboratory per week. Lab Fee: \$400.00. This course fulfills the Core Curriculum requirement for a science with a lab. (Fall, alternate years)

Sholes/Four credits

ENV 150 INTRODUCTION TO ENVIRONMENTAL SCIENCE

An introductory course designed as a foundation course for all students interested in 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 This course fulfills the Core Curriculum requirement for a science with a lab. (Fall, alternate years).

Staff/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 270 MARITIME HISTORY

The sea holds many secrets about our past, and the work of maritime archaeologists over the past two decades has raised new questions about that past while answering others. “A History of Seafaring” offers a survey of maritime transportation, trade, travel, exploration, and warfare from approximately 3500 B.C. to the end of the wooden boat era in the late 19th century. Course material, including lectures, films, guest speakers, field trips, and discussion sessions, will focus on the remains of actual shipwrecks and offer unique insights into the cultures and societies of the past.

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. (Fall, Spring)

Staff/*Three credits*

ENV 491–492 INDEPENDENT STUDY

Directed study or experimental research on some aspect of environmental science. Prerequisites: Permission of instructor and six courses in environmental science or other science. (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 per semester. This course fulfills the Core Curriculum requirement for a science with a lab. (Spring)

Georgiev/*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) Slavkovsky, Georgiev/*Four credits each semester*

PHY213 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).

Staff/*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 \$300.00. Prerequisites: PHY 201, PHY 202 and MAT 114 or 117 (Fall, every other year)

Georgiev/*Three credits*

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. (Fall, 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. Some examples of directed study topics include: "The Physics of Liquid Crystals" and "the Physics of Quantum Oscillators." (Fall and Spring)

Staff/*Three credits*

DEPARTMENT OF PHILOSOPHY

Professors: Louise Carroll Keeley, Nalin Ranasinghe; *Associate Professors:* Frederick R. Bauer, Gavin T. Colvert (Chairperson), J. Patrick Corrigan, Molly B. Flynn, Paul J. Gallagher, Daniel P. Maher; *Assistant Professors:* Christian Göbel, Anthony D. Traylor.

MISSION STATEMENT

Philosophy is a reasoned quest for and joy in understanding truths which are 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

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 | Introduction to Philosophy |
| PHI 202 | Ethics |
| PHI 340 | Metaphysics |

Four Courses in the History of Philosophy (one course from each era):

1. Ancient Philosophy (PHI 350–PHI 354)
2. Medieval Philosophy (PHI 355–PHI 359)
3. Modern Philosophy (PHI 360–PHI 369)
4. Contemporary Philosophy (PHI 370–PHI 389)

Two upper level courses in Philosophy (300–400 level)

Two further courses from any of the Philosophy course offerings.

The Department recommends that majors satisfy the Writing Emphasis Core Curriculum requirement with an intermediate level Philosophy course, usually PHI 202 Ethics (WE). This course should be taken early in one's curriculum, in the sophomore year when possible.

As graduate students in philosophy are expected to develop a proficiency in one or more foreign language (French, German, Greek, or Latin), Philosophy majors are encouraged to begin developing their competency here at the College. Students considering graduate study in philosophy are encouraged to contact the Department's Graduate Advisor, Prof. Patrick Corrigan, during or before the junior year.

MINOR IN PHILOSOPHY

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 Introduction to Philosophy

One Intermediate Philosophy course (200 level)

Two History of Philosophy courses

1. Ancient Philosophy (PHI 350–PHI 354)
2. Medieval Philosophy (PHI 355–PHI 359)
3. Modern Philosophy (PHI 360–PHI 369)
4. Contemporary Philosophy (PHI 370–PHI 389)

Two further courses from the Philosophy Department offerings

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.

COURSE descriptions

PHILOSOPHY (PHI)

PHI 100 INTRODUCTION TO PHILOSOPHY

A course designed to familiarize the student with the activity called philosophy. The student is introduced to some of the major questions examined in depth in the different parts of philosophy covered in the Intermediate Level Courses. This course is required in the Core Curriculum.

Staff/Three credits

PHI 200 PHILOSOPHY OF NATURE

The beginning of philosophy and natural science in the early Greek philosophers and the continuation of their thought in modern science. The seeds which developed into an understanding of change, and the kinds of cause found in the natural world. Prerequisite: PHI 100. This course fulfills the second philosophy requirement in the Core Curriculum.

Flynn, Maher/*Three credits*

PHI 201 PHILOSOPHICAL PSYCHOLOGY

The method of studying life in philosophical psychology and its place in the complete study of life with experimental psychology and biology. Main problems of the discipline and solutions offered by Greek and modern philosophers. Prerequisite: PHI 100. This course fulfills the second philosophy requirement in the Core Curriculum.

Bauer, Flynn, Ranasinghe, Traylor/*Three credits*

PHI 202 ETHICS

An exploration of the question, "How should I live?" Classical, modern, and contemporary positions will be examined in an attempt to understand the best human life. Prerequisite: PHI 100. This course fulfills the second philosophy requirement in the Core Curriculum.

Colvert, Flynn, Gallagher, Maher, Ranasinghe/*Three credits*

PHI 204 GOD AND THE PHILOSOPHERS

An examination of the ways that philosophers have understood the divine. Topics may include arguments for the existence of God, critiques and defenses of classical theism, the appropriate language to speak of the divine, the problem of evil, the nature of religious experience, why miracles may be problematic, science and God. How does one's understanding of the existence and character of the divine bear on one's self-understanding and how one lives? Prerequisite: PHI 100. This course fulfills the second philosophy requirement in the Core Curriculum.

Bauer, Göbel, Traylor/*Three credits*

PHI 205H–206H FOUNDATIONS: PHILOSOPHY AND RELIGION

An interdisciplinary introduction to the religious and philosophical foundations of the West. The purpose of the course is to help students discover the principles at the heart of Western civilization and thereby develop a critical approach to their own thoughts and actions through a study of the major thinkers who have formed our culture. This course is taught as a two-semester sequence in PHI and THE. Students may take either or both semester(s) and receive three credits for each semester. Same as THE 205–206. Prerequisite: PHI 100. Depending on which designation a student opts for, this course fulfills either the second philosophy or the second theology requirement in the Core Curriculum.

Corrigan, LePain, Ranasinghe/*Three credits each semester*

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.

Göbel/*Three credits*

PHI 310 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 one intermediate (200) level course.

Corrigan, Gallagher/*Three credits*

PHI 314 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.

Colvert/*Three Credits*

PHI 318 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 one intermediate (200) level course.

Colvert, Gallagher/*Three credits*

PHI 320 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 one intermediate (200) level course.

Bauer, Gallagher/*Three credits*

PHI 321 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 202 or permission of instructor.

Maher/*Three credits*

PHI 322 ADVANCED TOPICS IN ETHICS

This course is designed for juniors and seniors who wish to go beyond the basic level of study in ethics to examine a major text or an issue in moral philosophy. A familiarity with basic moral theories and problems studied in ethics (PHI 202) will be presupposed. This course may focus on a particular text, author, or issue according to the interests of the instructor and students. Possible topics include: Aristotle's *Nicomachean Ethics*; Environmental Ethics; Kant's groundwork and *Critique of Practical Reason*; the Problem of Evil; Theories of Virtue: Ancient and Modern; and Global Ethics. Prerequisites: PHI 100 and one intermediate (200) level course.

Colvert, Ranasinghe/*Three credits*

PHI 327 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 one intermediate (200) level course.

Ranasinghe, Traylor/*Three credits*

PHI 333 PHILOSOPHY AND FILM

This course examines the implications of cinematic representation for philosophy. How does the moving image 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, Godard, Truffaut, Lee, and others. Prerequisites: PHI 100 and one intermediate (200) level course.

Flynn/*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 one intermediate (200) level course.

Flynn, Maher/*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 one intermediate (200) level course.

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 one intermediate (200) level course.

Corrigan, Ranasinghe/*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 one intermediate (200) level course.

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 one intermediate (200) level course.

Colvert, Flynn, Göbel/*Three credits*

PHI 357 CROSSROADS: ISLAMIC, JEWISH AND CHRISTIAN PHILOSOPHY

This course involves an investigation of the contributions of Islamic, Jewish and Christian thinkers to the roots of modern philosophical issues and problems. Students will be introduced to important classical figures in each tradition discussing a set of common problems. Consideration will be given to the contemporary implications of classical views. Prerequisites: PHI 100 and one intermediate (200) level course.

Colvert/*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 one intermediate (200) level course.
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 one intermediate (200) level course.
Corrigan, Gallagher, Göbel/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 one intermediate (200) level course.
Staff/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 one intermediate (200) level course.
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 one intermediate (200) level course.
Traylor/Three credits

PHI 375 AMERICAN PHILOSOPHY

This course examines American transcendentalism, including Neo-Hegelian Idealism, the pragmatism of Pierce, James, and Dewey, and the process philosophy of Whitehead. Prerequisites: PHI 100 and one intermediate (200) level course.
Bauer/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 one intermediate (200) level course.
Flynn, Gallagher, 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 one intermediate (200) level course.
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 one intermediate (200) level course. 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 one intermediate (200) level course.
Staff/Three credits

Professor: Daniel J. Mahoney (Augustine Chair in Distinguished Scholarship); *Associate Professors:* Bernard J. Dobski, Geoffrey Vaughan (Chairperson), Director of the Fortin and Gonthier Foundations Program; *Assistant Professors:* Jeremy Geddert, Gregory Weiner; *Lecturers:* Virginia Arbery, 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 for Americans: 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 the College's social science core and/or 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—speculation 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 each of three of the following five areas:

| | |
|-------------|------------------------------|
| 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.
- 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 POL 207, producing a total of 18 credits of Political Science. The student must earn at least a C average in the courses in Political Science.

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 in the Core Curriculum as a social science. (Fall, Spring)

Staff/Three credits

POL 150H–151H FOUNDATIONS: ART AND POLITICS I AND II

A two-semester interdisciplinary course in politics and art. The two semesters concentrate on the study of the worlds of politics and art in ten successive periods of Western Civilization. The first semester studies Ancient Greece through the Renaissance. The second semester studies Modern Europe through 20th century Europe and the United States. Both semesters emphasize the reading and interpretation of texts about the major political and artistic principles in each historical period, as well as the viewing and analysis of slides of the major artistic works. Students earn three credits in politics and three credits in art. Taken as Political Science, these courses count as a social science in the Core Curriculum. (Same as ART 150–151) (Fall, Spring)

Burke, Vaughan/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. (Fall, Spring)

Weiner/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. (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 philosophical thought and political 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. (Fall, Spring)

Staff/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. (Fall, Spring)

Geddert, Dobski/Three credits

POL 311 AMERICAN POLITICAL THOUGHT

Historical survey of American political thought tracing development of the principles of American politics. Major works might include Thomas Paine's *Common Sense*, *The Federalist Papers*, Alexis de Tocqueville's *Democracy in America*, writings and speeches of Abraham Lincoln, Woodrow Wilson's *Congressional Government*, and writings and speeches of Franklin D. Roosevelt.

Weiner/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 314 THE AMERICAN PRESIDENCY

This course examines the origin, nature, and development of the executive power in American national government. Included are comparisons with modern executive development in other forms of 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)

Weiner/Three credits

POL 318 PROBLEMS IN CIVIL LIBERTIES

This course will take up in detail some important problems in the field of civil liberties. These problems will include the meaning and scope of the freedoms of speech and religion, including such issues as seditious speech, obscenity, school prayer, parochial school aid, and free exercise of religion.

Weiner/*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.

Staff/*Three credits*

POL 322 POLITICAL ECONOMY

The purpose of this course is to clarify the tradition of political economy, to understand its foundations and historical permutations, and to study its relationship and pertinence to pressing public policy concerns of our time. The relationship between "political" and "economic" phenomena and analysis will be investigated. The course focuses on the origins of political economy in moral and political reflection rather than in abstract "scientific" considerations. Authors to be studied include Smith, Marx, Keynes, de Jouvenel, Hayek, and Berger.

Mahoney/*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 political 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 324 PUBLIC ADMINISTRATION

This course will consider the role of bureaucracy in federal, state, and local government. It will analyze the place of administration in a constitutional system of separated powers. It will trace briefly the origins and evolution of the study and practice of public administration. The relationship of the bureaucracy to the other branches of government, the political and ethical dimensions of administration, the organization and operation of bureaucracy, and the politics of the budgetary process will all be highlighted.

Staff/*Three credits*

POL 332 RUSSIAN AND POST-SOVIET POLITICS

This course examines the political life of post-communist Russia. The origin, evolution, and collapse of communist totalitarianism are studied. The efforts to construct a post-Soviet political and social order in Russia are highlighted.

Mahoney/*Three credits*

POL 338 NATIONALISM AND FASCISM

A survey analysis of the rise, and major manifestations of, nationalism in the 19th and 20th centuries. Distinctions will be drawn between moderate or patriotic forms (as in liberal democracies or in movements of national liberation) and that extreme form known as fascism. Primary attention will be given to the new nationalism and neo-fascist movements where multinational totalitarian empires have collapsed and where established nation-states have been weakened.

Dobski/*Three credits*

POL 345 POLITICAL MASS MURDER

Scholars who have studied the 20th century say that far more people were killed by their own governments during this time than by foreign enemies in wars. This course examines this phenomenon and compares selected major cases of political mass murder, including the Jewish holocaust, great state induced famines under Stalin and Mao, the killing fields of Cambodia, genocide in Rwanda and Sudan and ethnic cleansing in Bosnia. It considers how outside powers, especially the U.S. and U.N, have responded, when they intervene and how effectively; when and why they refrain from acting; and whether moral principles or international law permit or oblige states to intervene. (Fall)

Dobski, Mahoney/*Three credits*.

POL 351 CLASSICAL POLITICAL PHILOSOPHY

The origin and principles of political philosophy in Plato and Aristotle, and the subsequent development of classical political philosophy in selected works of Roman philosophers.

Staff/*Three credits*

POL 352 EARLY MODERN POLITICAL PHILOSOPHY

A study of political theories from Machiavelli through Locke which have presented themselves as critical alternatives to classical political philosophy. Selected texts by Machiavelli, Bacon, Hobbes, Locke.

Staff/*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.

Mahoney/*Three credits*

POL 354 CLASSIC UTOPIAS

A study of the classic works promoting or denigrating ideal societies: Thomas More's *Utopia*, Francis Bacon's *New Atlantis*, Marx and Engel's *Communist Manifesto*, George Orwell's *1984*, and Aldous Huxley's *Brave New World*. The course addresses such topics as what utopianism is, its various forms, its critics, and how it affects political practice.

Dobski, Mahoney/*Three credits*

POL 355 LATE MODERN POLITICAL PHILOSOPHY

An investigation of political theories from Rousseau through Nietzsche which have presented themselves as the successors to the liberal political philosophical tradition of early modern thought. Selected texts by Rousseau, Kant, Hegel, Marx, and Nietzsche.

Staff/*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.

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. (Spring)

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. (Spring)

Geddert, Mahoney/*Three credits*

POL 376 TERRORISM AND THE MODERN WORLD

This course introduces students to modern-day terrorism and the challenges it poses to contemporary political life. It 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. The course concludes with an inquiry into the West's responses to terrorism.

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 by examining 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.

Dobski, Geddert/*Three credits*

POL 381 SHAKESPEARE'S POLITICS

Perhaps transcending the distinction between theorist and poet, Shakespeare has given the world dramatic portrayals of the most enduring human problems. By studying the works he dedicated to Rome, we can better understand one of those problems, namely the link between the preconditions for healthy political life and an imperial politics widely believed to represent politics at its most diseased. Attention will also be paid to Shakespeare's understanding of political forms (classical republics and empires) and how the differences in those forms impact the content and direction of political communities: should their citizens be dedicated to the common good? Liberate acquisitiveness in the pursuit of immortal glory? Or embrace the universalizing empire of Christian morality?

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. (Spring)

Mahoney/*Three credits*

POL 399 SPECIAL TOPICS

An investigation of special topics in political science.

Staff/*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

This course, offered in fall semesters, is required of majors in their senior year. The seminar investigates some fundamental enduring themes of political life and facilitates student planning and pursuit of projects related to these themes. Students submit a final paper demonstrating the ability to conduct research and analysis in political science. This year's Senior Seminar is entitled "The Modern Political World: Theory and Practice". (Fall)
Vaughan/Three credits

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. Student 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 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 Prof. Bernard J. Dobski at 508 767-7369 or by e-mail at bdobski@assumption.edu, or Prof. Molly Flynn at (508) 767-7662 or by e-mail at mflynn@assumption.edu

LAW SCHOOL AGREEMENTS**Assumption College/ 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.

Assumption College/ 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.

Assumption College/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. Bernard J. Dobski.

DEPARTMENT OF PSYCHOLOGY

Professors: Leonard A. Doerfler, Paula Fitzpatrick, Arlene C. Vadum; *Associate Professors:* Maria D. Kalpidou, Edmund F. O'Reilly, Peter F. Toscano, Jr. (Chairperson), Fang Zhang; *Assistant Professors:* Sarah Cavanagh, Regina Kuersten-Hogan, Amy Lyubchik, Maria Parmley; *Lecturers:* Leslie Lariviere, Paul Sanderson, Colleen Smith, Adam Volungis.

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

Candidates for the Psychology Major must complete eleven Psychology courses.

REQUIRED COURSES (11)

| | |
|---------|--|
| PSY 101 | General Psychology (normally taken in the first year) |
| PSY 225 | Research Methods in Psychology (normally taken sophomore year) |
| PSY 265 | Statistics (normally taken sophomore year) |
| PSY 400 | Research Seminar (normally taken senior year) |

GROUP I TWO COURSES FROM AMONG:

| | |
|---------|--|
| PSY 116 | Abnormal Psychology |
| PSY 140 | Psychology of Personality |
| PSY 190 | Psychology of Development: Infancy and Childhood |
| PSY 210 | Social Psychology |

Group I courses are generally taken by first-year students and sophomores.

GROUP II TWO COURSES FROM AMONG:

| | |
|---------|--------------------------|
| PSY 353 | Psychology of Learning |
| PSY 335 | Motivation and Emotion |
| PSY 350 | Perception |
| PSY 351 | Physiological Psychology |
| PSY 352 | Cognitive Psychology |

All Group II courses carry PSY 101 General Psychology as a prerequisite and may be taken once this prerequisite is met.

ELECTIVE COURSES (3)

Three courses beyond those listed above are required to complete the major and may be chosen from any of the Departmental offerings. Students should select electives in consultation with a faculty member in the Psychology Department in order to assure a choice most appropriate for each student's program of study. (Additional Group I and II courses, therefore, can be selected as electives, and this is encouraged by the Department.) In addition, WMS-385 (Women of the World) can be used as an elective credit.

MAJOR IN PSYCHOLOGY WITH A CONCENTRATION IN COGNITIVE AND BRAIN SCIENCE

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 Physiological Psychology (offered in the fall) in their junior year, and to complete the two Neuroscience Capstones in their senior year.

FOUNDATIONS OF PSYCHOLOGICAL SCIENCE

| | |
|---------|--------------------|
| PSY 101 | General Psychology |
| PSY 225 | Research Methods |
| PSY 265 | Statistics |
| PSY 400 | Research Seminar |

FOUNDATIONS OF BIOLOGICAL SCIENCE

| | |
|---------|---------------------|
| BIO 160 | Concepts in Biology |
| BIO 210 | Genetics |

FOUNDATIONS OF SOCIAL, COGNITIVE, & AFFECTIVE NEUROSCIENCE

| | |
|---------|--------------------------|
| PSY 116 | Abnormal Psychology |
| PSY 210 | Social Psychology |
| PSY 335 | Motivation and Emotion |
| PSY 351 | Physiological Psychology |
| PSY 352 | Cognitive Psychology |

NEUROSCIENCE CAPSTONES

| | |
|---------|---|
| PSY 402 | Social, Cognitive, and Affective Neuroscience |
| BIO 415 | Principles of Neuroscience |

SUGGESTED (BUT NOT REQUIRED) COURSES:

| | |
|---------|---------------------------|
| PSY 350 | Perception |
| PSY 310 | Stereotypes and Prejudice |
| PSY 325 | Clinical Psychology |

MINOR IN PSYCHOLOGY (6)

Candidates for the Psychology minor must complete six Psychology courses approved by the Chairperson.

REQUIRED COURSES

| | |
|---------|---|
| PSY 101 | General Psychology (normally taken during the first year) |
|---------|---|

GROUP I ONE COURSE FROM AMONG:

| | |
|---------|--|
| PSY 116 | Abnormal Psychology |
| PSY 140 | Psychology of Personality |
| PSY 190 | Psychology of Development: Infancy and Childhood |
| PSY 210 | Social Psychology |

Group I courses are generally taken by first-year students and Sophomores.

GROUP II ONE COURSE FROM AMONG:

| | |
|---------|--------------------------|
| PSY 353 | Psychology of Learning |
| PSY 335 | Motivation and Emotion |
| PSY 350 | Perception |
| PSY 351 | Physiological Psychology |
| PSY 352 | Cognitive Psychology |

Group II courses carry PSY 101, General Psychology, as a prerequisite and may be taken once this prerequisite is met.

ELECTIVE COURSES

Three additional courses are required to complete the minor and may be chosen from any of the Departmental offerings. Students should select electives in consultation with a faculty member in the Psychology Department in order to assure a choice most appropriate for each student's program of study. (Additional Group I and II courses, therefore, can be selected as electives and this is encouraged by the Department.) In Addition, WMS 385 (Women of the World) can be used as an elective credit.

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 116 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)
Lyubchik/Three credits

PSY 140 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 181 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)

Sanderson/*Three credits*

PSY 186 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 190 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 208 PRACTICUM IN RESIDENT ADVISING AND PEER ASSISTANCE

This course is intended primarily for resident advisors and peer assistants to have additional opportunity beyond their basic training to explore the developmental stages of young adults (ages 18–24) in a college setting. In order to facilitate the student's experiential learning and growth as a resident advisor or peer assistant, a variety of developmental models and theorists, such as Maslow, Kohlberg, Gilligan, and Chickering, will be presented and discussed. Course work will include readings, papers, group discussion, and course projects which emphasize practical applications of areas studied. Particular attention will be given to such issues as appropriate peer intervention in crisis situations, referral procedures, substance use/abuse, sexuality, conflict management, and maximizing potential for personal growth during the college years. This course is intended for resident advisors and peer assistants with a special interest in understanding the development of college-age individuals. (Fall)

Castronovo, Crimmin/*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 211 PSYCHOLOGY OF RELIGION

An introduction to the study of the psychology of religion with special emphasis on religious development, religious expressions of psychological problems, perspectives on religious maturity, and the works of C.G. Jung and William James. (Spring)

Sanderson/*Three credits*

PSY 214 PSYCHOLOGY OF IDENTITY AND SEXUALITY

An attempt to understand the individual and collective dimensions of identity from the perspectives of psychology and cultural anthropology, with a special focus on rites of passage into adulthood and marriage in primitive cultures and our culture, including the effects of failed rites of passage on identity formation and social structure. With regard to sexual identity, in addition to a focus on how gender issues and gender wounds affect self-image and interpersonal relationships, we will examine issues in sexual development, sexual identity, sexual exploitation, and sexual harassment/abuse. (Spring)

Sanderson/*Three credits*

PSY 215 PSYCHOLOGY OF DREAMS

This course will begin by studying the physiology and psychology of sleep, sleep disorders, and dreams. We will look at various theories concerning the meaningfulness of dreams from a cross-cultural perspective, including a study of the religious dimension of dreams. Students will be asked to do an extensive interpretation of several dreams utilizing the various perspectives (Freudian, Jungian, and existential) we have learned in class. (Spring)

Sanderson/*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. (Fall)

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)

Vadum/*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. (Fall, Spring)

Vadum/*Three credits*

PSY 265 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 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)

Choquette, Farough, Gazin-Schwartz, Kisatsky, Leone, Parmley/*Three credits*

PSY 286 ORGANIZATIONAL AND INDUSTRIAL PSYCHOLOGY

This courses 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 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 FIELD EXPERIENCE 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 in a field setting 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. Prerequisites: Limited to Junior and Senior Psychology majors and minors. Prerequisite: PSY 101. (Fall, Spring)

Three credits

PSY 309 COMMON PROBLEMS IN CHILDHOOD

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 310 STEREOTYPES AND PREJUDICE

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 316 ABNORMAL CHILD AND ADOLESCENT PSYCHOLOGY

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)

Kuersten-Hogan/*Three credits*

PSY 325 CLINICAL PSYCHOLOGY

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)

Doerfler, Lyubchik/*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 350 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 351 PHYSIOLOGICAL PSYCHOLOGY

In this course, stress is placed on determining the contributions and limitations of physiological psychology 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 credits*

PSY 352 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)

Fitzpatrick/*Three credits*

PSY 353 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)

Toscano/*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 400 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 401 SENIOR SEMINAR

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

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 topics such as the neural substrates of consciousness, prejudice, language, emotion, and psychopathology. Requirements for the course include PSY351 Physiological Psychology (or permission of instructor).(Spring)

Cavanagh/*Three credits*

Associate Professors: Steven Farough, Amy Gazin-Schwartz (Chairperson), Richard Gendron; *Assistant Professors:* Robert Biggert, Alison Cares; *Lecturers:* Heather Connors, Lisa Modenos; *Professor Emerita,* Susan Perschbacher

MISSION STATEMENT

The Department of Sociology and Anthropology seeks to educate students about the richness and diversity of social life in an increasingly interconnected, complex, and multicultural world. Department faculty offer students opportunities to cultivate the development of sociological and anthropological 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 anthropology, 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 Anthropology 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 Anthropology has identified the following specific learning goals for our students:

- 1) To develop an understanding of sociological and anthropological 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

The Major in Sociology engages students in critical analyses of macro-level social structures, micro-level social interactions, and the linkages between the two. Through both 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.

The program of studies in Sociology and Anthropology seeks to contribute to the liberal arts experience by encouraging the discovery of one's self and one's relationship to, and responsibilities for, others. The program is designed to allow students to explore sociological contributions to social change and to the solution of 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. The Department of Sociology and Anthropology prepares students for graduate study in the fields of Sociology and Anthropology, 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 and Anthropology program 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 and Anthropology, 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 (12)

| | |
|-------------|-------------------------------|
| ANT 131 | Cultural Anthropology |
| SOC 121 | Principles of Sociology |
| SOC 300 | Statistics |
| SOC/ANT 350 | Sociological Theory |
| SOC/ANT 465 | Sociological Research Methods |
| SOC/ANT 475 | Senior Seminar |

Six elective courses in Sociology and Anthropology. These six courses must include at least one course from each of the three content areas listed below: Social Inequality, Institutions and Community, and Social Change.

Social Inequality

| | |
|---------|-------------------------------------|
| ANT 254 | North American Indian |
| SOC 122 | Social Problems |
| SOC 216 | Racial and Ethnic Relations |
| SOC 224 | Gender Issues in Society |
| SOC 225 | Literature of Social Responsibility |
| SOC 230 | Aging in Society |
| SOC 232 | Social Inequality in Society |
| SOC 285 | Women's Studies I: Images |
| WMS 385 | Women of the World |

Institutions and Community

| | |
|---------|---------------------------------|
| ANT 220 | Magic, Witchcraft, and Religion |
| ANT 231 | Environmental Anthropology |
| SOC 206 | The Sociology of Urban Life |
| SOC 223 | The Family in Society |
| SOC 365 | Internship Seminar I |

Social Change

| | |
|---------|---|
| ANT 255 | From Contact to Casinos: Interactions with Indians in North America |
| SOC 108 | World Population Issues |
| SOC 218 | Social Movements |
| SOC 234 | Social Policy |
| SOC 236 | Social Justice in a Global Community |
| SOC 295 | Masculinities |

Deviance:

| | |
|---------|----------------------|
| SOC 242 | Criminology |
| SOC 243 | Juvenile Delinquency |
| SOC 272 | Deviant Behavior |

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.

CONCENTRATION IN CRIMINOLOGY

Sociology majors may choose to focus their studies by concentrating their work in Criminology. The requirements for this concentration are specified below.

Successful completion of a concentration will be noted on the student's transcript. In addition to this departmental concentration, Sociology Majors can minor in any other discipline. Students are urged to take courses in related fields, such as psychology, political science, history, statistics, computer science, economics, global studies, women's studies, and philosophy. Because of the many career opportunities in urban contexts for graduates with a Sociology Major, students considering the program in Sociology should also consider developing their foreign language skills in Spanish.

Required Courses (13)

| | |
|-------------|-------------------------------|
| SOC121 | Principles of Sociology |
| ANT 131 | Cultural Anthropology |
| SOC 300 | Statistics |
| SOC/ANT 350 | Sociological Theory |
| SOC/ANT 465 | Sociological Research Methods |
| SOC/ANT 365 | Internship Seminar I |
| SOC/ANT 366 | Internship Seminar II |
| SOC 242 | Criminology |
| SOC 272 | Deviant Behavior |

Four Electives from the listings above, at least one in each of three different content areas: Social Inequality, Institutions and Community, and Social Change.

One elective course may be selected from the following courses:

| | |
|----------|-------------------------------------|
| SOC 243 | Juvenile Delinquency |
| POL 316 | Constitutional Law |
| HRSR 422 | Community-Based Corrections |
| CRJ 100E | Introduction to Law Enforcement |
| CRJ 110E | Introduction to Corrections |
| CRJ 244E | Children in Crisis |
| CRJ 245E | A Study of Violent Crime |
| CRJ 248E | White-Collar Crime |
| CRJ 248E | Introduction to Criminal Justice |
| CRJ 250E | Introduction to Forensic Psychology |
| CRJ 251E | Introduction to Forensic Science |
| CRJ 260E | Great American Criminal Trials |

Note: SOC 242 and SOC 272 must be taken through the Sociology and Anthropology Department's regular day school curriculum. NO electives to fulfill the Criminology Concentration may be taken at other institutions. Students interested in the Criminology Concentration should consult with Professor Richard Gendron, Kennedy 216, x. 7244 or Professor Cares, Kennedy 215, x 7608.

Suggested Course Sequence for the Sociology Major

First-year students and sophomores (three courses)

| | |
|---------|-------------------------|
| SOC 121 | Principles of Sociology |
| ANT 131 | Cultural Anthropology |
| SOC/ANT | Elective |

COURSE descriptions

Junior Year (six courses)

Fall Semester

SOC 350 Sociological Theory:
SOC/ANT Electives (Two)

Spring Semester

SOC 465 Sociological Research Methods:
SOC/ANT Electives (Two)

Senior Year (three courses)

Fall Semester:

SOC 300 Statistics
SOC/ANT 365 Internship Seminar I OR
SOC/ANT 475 Senior Seminar

Spring Semester:

SOC/ANT Elective
SOC.ANT 366 Internships Seminar (Criminology
Concentrators only).

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/ANT 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.

MINOR IN ANTHROPOLOGY (6)

Students who wish to minor in Anthropology will be required to take 18 credits in the field. The program must be planned with a departmental advisor. Required courses are ANT 131 and either ANT 130 or ANT 132. The other four courses may be chosen from other offerings in Anthropology or Linguistics, or pertinent courses in other social sciences, with the advisor's approval. To maximize work in Anthropology, students should consider the minor with a Sociology Major. Students may design a course of study that leads to a major in Anthropology. To investigate this option more thoroughly, students should consult with Professor Amy Gazin-Schwartz, Kennedy 213, x 7224.

ANTHROPOLOGY (ANT)

ANT 130 HUMAN EVOLUTION AND VARIATION

A survey of the physical evolution and cultural development of humankind from its pre-hominid primate origins to the emergence of the contemporary human species, *Homo sapiens* in the Upper Pleistocene. The nature and significance of human physical variation ("race") will also be examined. Additional topics may include primate social behavior, humankind's "animal nature," sociobiology, and post-Pleistocene pre-history. This course counts as a science without a lab in the Core Curriculum.

Gazin-Schwartz/Three credits

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 132 INTRODUCTION TO ARCHAEOLOGY

A survey of the field of archaeology, including these topics: the history and goals of archaeology; methods for recovering, dating, preserving, analyzing, and interpreting archaeological data; and the contributions of archaeology to a study of the past. May include sections on the archaeology of New England, the archaeology of foraging societies, and the origins of agriculture. This course counts as a social science in the Core Curriculum.

Gazin-Schwartz/Three credits

ANT 220 MAGIC, WITCHCRAFT, AND RELIGION

A cross-cultural study of humankind's responses to the wonder and terror of the process of nature, and efforts to control these processes through interaction with, and manipulation and control of, supernatural beings, power, and events. Emphasis will be placed on the diversity of the human religious experience in its broadest sense. This class will consider both anthropological theory and ethnographic data.

Gazin-Schwartz/Three credits

ANT 230 SPECIAL TOPICS IN CULTURAL ANTHROPOLOGY

A study of the ethnography of one culture, focusing on the description, analysis, and explanation of the cultural behaviors, values, and world-view characteristics of that culture. The culture to be studied will vary. Readings may include current anthropological studies, histories, and literature of the culture.

Staff/*Three credits*

ANT 231 ENVIRONMENTAL ANTHROPOLOGY

This class will take an anthropological perspective on environmental issues. The anthropological perspective recognizes the systemic interaction of human biology, human culture, and the environment. Using case studies of different topics, we will explore how human cultures affect the environment and how environments affect human cultures. Possible topics include environmental archaeology; globalization, economic development and the environment; environmentalism and environmental justice; indigenous ecology; and applied environmental anthropology. Prerequisite: Any ONE introductory anthropology class such as ANT130 Human Evolution and Variation; ANT131 Cultural Anthropology, ANT132 Introduction to Archaeology, OR ENV150 Introduction to Environmental Studies.

Gazin-Schwartz/*Three credits*

ANT 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 a 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 multi-culturalism, 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 SOC 236.

Perschbacher/*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, Gazin-Schwartz, Keyes/*Three credits* (offered 2012–2013; not offered 2013–2014)

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, Gazin-Schwartz, Keyes/*Three credits* (not offered 2012–2013; offered 2013–2014)

ANT 285 OR 385 OR 485 INDEPENDENT STUDY

Individually supervised study of an anthropologically relevant topic. Offered only to students who have demonstrated an ability for independent research. Prerequisite: two, three, and four prior courses in anthropology, respectively.

Gazin-Schwartz/*Three credits*

ANT 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. Same as SOC 350. Prerequisite: SOC121 and one other Sociology or Anthropology course.

Farough, Gazin-Schwartz/*Three credits*

ANT 365–366 INTERNSHIP SEMINAR I AND II: SOCIOLOGISTS AND ANTHROPOLOGISTS AT WORK

This two semester 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. Same as SOC 365/366. (fall/spring)

Gendron, Cares/*Three credits* each semester. ANT 366 is designed primarily for students with a concentration in Criminology.

ANT 385 INDEPENDENT STUDY

Individually supervised study of an anthropologically relevant topic. Offered only to upper level students who have demonstrated an ability for independent research.

Gazin-Schwartz/*Three credits*

ANT 450 PRACTICUM IN THE TEACHING OF ANTHROPOLOGY

This course is an opportunity for upper-level students in Anthropology to develop teaching and communicative skills as they deepen their general knowledge of the

discipline of Anthropology. Students will serve as discussion group leaders and tutors for an introductory course and will be given the opportunity to present some material researched and prepared under the direction of the faculty in charge. Students will meet weekly with the staff and will ordinarily attend, as an observer, a number of classes in the introductory course. Permission of the Department required. Gazin-Schwartz/*Three credits*

ANT 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. Same as SOC 465. Prerequisite: SOC121. Biggert, Farough, Gendron, Cares/*Three credits*

ANT 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 senior thesis. This course is a capstone and required for sociology majors who do not have a concentration in Criminology. The senior seminar course will also prepare students who aspire to graduate study in sociology (or in any of the social sciences) by giving them an opportunity to craft a major paper that can serve as a writing sample for a graduate school application portfolio. Same as SOC 475. Prerequisites: ANT131, SOC121, SOC/ANT350, and SOC/ANT 465. Farough/*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 the study of human society. 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 requirements as a social science. Cares, Farough, Gendron/*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/*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/*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.

Perschbacher/*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, Gendron, Perschbacher/*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. Required for the concentration in Social Policy.

Biggert/*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 a 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 multi-culturalism, 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*

SOC 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 Concentration.

Cares, Gendron/*Three credits*

SOC 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.

Gendron/*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 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 Concentration.
Cares, Gendron/*Three credits*

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. (Same as HIS and PSY 285.) Required for concentration in Women's Studies. The course counts as a social science in the Core Curriculum requirements.
Choquette, Edmonds, Farough, Guerrero-Watanabe, Kercher, Kisatsky, Leone, Keyes, McNett, Vadum/*Three credits*

SOC 295 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 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.
Biggert/*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. Same as ANT 350. Prerequisite: SOC121 and one other Sociology or Anthropology course.
Farough, Gazin-Schwartz/*Three credits*.

SOC 365–366 INTERNSHIP SEMINAR I AND II: SOCIOLOGISTS AND ANTHROPOLOGISTS 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. Criminology concentration requires SOC 365 and SOC 366. Same as ANT 365/366.

Cares, Gendron /*Three credits* each semester. SOC 366 is designed primarily for students with a concentration in Criminology.

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 450 PRACTICUM IN THE TEACHING OF SOCIOLOGY

An opportunity for upper-level students in Sociology to develop teaching and communicative skills as they deepen their general knowledge of the discipline of Sociology. Students will serve as discussion group leaders for the introductory course and will be given the opportunity to present some material researched and prepared under the direction of the faculty in charge. The students will meet weekly with the staff and will ordinarily attend, as an observer, a number of classes in the introductory course. Permission of the Department required.
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. Same as ANT 465. Prerequisite: SOC121.

Biggert, Cares, Farough, Gendron/*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 senior thesis. This course is a capstone for and required for sociology majors who do not have a concentration in Criminology. The senior seminar course will also prepare

students who aspire to graduate study in sociology (or in any of the social sciences) by giving them an opportunity to craft a major paper that can serve as a writing sample for a graduate school application portfolio. Same as ANT 475. Prerequisites: ANT131, SOC121, SOC/ANT350, and SOC/ANT 465.

Farough/Three credits

Professor: Marc LePain; *Associate Professors:* Kathleen M. Fisher, Marc D. Guerra (Chairperson) *Assistant Professors:* Christopher Klofft, Ellen White; *Visiting Assistant Professors:* Fr. Barry Bercier, A.A., Fr. Roger Corriveau, A.A.; *Lecturers:* Sr. Ellen Guerin, R.S.M., Rev. Timothy Cremeens, William Shea, Rev. Richard M. Simpson, Fr. Alain Thomasset, A.A.

MISSION STATEMENT

Theology strives to integrate and embrace all the aspects of human experience addressed by a liberal education. Assumption's rich tradition, inherited from Saint Augustine, is rooted in a reasonable faith that affords a deep and broad understanding of human existence. Theology invites you to take part in an exhilarating dialogue that began thousands of years ago and establishes the foundation of a Catholic college, where all disciplines and professions are called into the conversation. Since the Bible is the soul of theology and a foundation of Western culture, reading significant portions of it defines the first required theology course, provides the foundation for subsequent theology courses, and relates to the other courses in the humanities at Assumption. The theology core courses afford an examination of Christian life and thus help you to understand other traditions and to evaluate more extensively your own convictions and commitments. Your engagement in a mature and reflective appreciation of the Catholic heritage will also help you to navigate your way in the modern world.

LEARNING OUTCOMES

- Understanding Divine Revelation as grounded in the Bible and Tradition
- Interpreting the Scriptures and theological writings in relationship to themselves and to their various contexts
- Understanding the fundamental Catholic beliefs in relationship to the human concerns of every age
- Appreciating the diversity of religious traditions
- Reading texts carefully and intelligently
- Thinking clearly and insightfully
- Communicating persuasively in discussion and in writing

AN INVITATION TO THE THEOLOGY PROGRAM

Did you want to be more deeply involved in the "Great Conversation," in the dialogue that Saint Augustine identified as the restless search for wisdom? Did you want to enjoy a living intellectual tradition that continues to be refined and developed as it engages our contemporary world? The Major in Theology at Assumption can introduce you to a Christian humanism that has always included a broad range of thinkers, past and contemporary. They help to shed the light of Revelation on the human story

and so can help you discern the highest goal and deepest dimensions of your own life. The Theology Major at Assumption deals with fundamental concerns common to all humanity, like finding the good, the true and the beautiful, despite the many faces of evil, injustice, greed, falsehood, lies, and ugliness. It can help you explore and develop the moral principles you will need to engage yourself in compassionate service and to assume your responsibilities as a thoughtful citizen for the common good of our country and of our globalized world.

In keeping with the doctrinal, social and ecumenical mission of the Assumptionists who sponsor the College, the tense and complex relationship between religion and the political and social order is a matter of special concern to the Theology Program. Consequently, the program both speaks and listens to all the disciplines across the curriculum as conversation partners. Some students who major in another discipline are attracted by the offerings of our Theology Program and cluster them into a second major—or a minor—in combination with their first major.

If you are looking for personal enrichment through a more extensive engagement with all that theology can offer you, then the Major in Theology is for you. It is particularly suited to you if you are aspiring toward a career as a director of religious education, a youth minister, a pastoral counselor, an elementary or high school teacher of religion, or a college professor. Completion of this program will also equip you to pursue graduate studies, not only in theology, but in philosophy, law, campus ministry, bio-ethics, human services, communications, church administration, church music, literature, church history, to name but a few.

LEARNING OUTCOMES

- Furthering your critical skills
- Thinking theologically
- Strengthening your communication skills
- Engaging other disciplines as theology's conversation partners
- Becoming familiar with the development of the Christian theological tradition
- Understanding the logic of Christian doctrine
- Defining an interesting area of research for yourself
- Becoming familiar with the appropriate research tools
- Understanding other religious traditions
- Appreciating and evaluating different theological perspectives

Were you to undertake graduate studies in theology later, you would be expected to have more than a rudimentary experience of philosophy. Additionally you would be required to become proficient in one foreign language or more (French, German, Spanish, Italian)

and in one classical language or more (Latin, Greek, and Hebrew) in order to expand your reading and research capabilities. You would do well to begin to develop these competencies here at Assumption.

MAJOR IN THEOLOGY

The requirements for the major consist of eleven courses, distributed as follows from among the offerings of the Theology Department.

- THE 100 The Bible. This course is required of all students as the first theology course in the core curriculum.
- THE 220 Approaches in Theology. This is the “gateway” to both the major and the minor and should be taken at the beginning of your course work in the major.
- One from the others designated as second-level theology courses in the core curriculum:

| | |
|-----------------|--------------------------------------|
| THE 201 | The Problem of God |
| THE 202 | Moral Theology |
| THE 203 | The Early Church |
| THE 204 | Catholicism Today |
| THE/PHI 205–206 | Foundations: Religion and Philosophy |
| THE 207 | Christ, Yesterday and Today |
- Five courses selected from the department’s upper-level course offerings
- Two additional courses from any of the Theology Department’s offerings.
- THE 450 Senior Seminar in Theology. This is the “capstone” course for senior theology majors.

MINOR IN THEOLOGY

The requirements for the minor consist of six courses, distributed as follows from among the offerings of the Theology Department.

- THE 100 The Bible. This course is required of all students as the first theology course in the core curriculum.
- THE 220 Approaches in Theology. This is the “gateway” to both the major and minor and should be taken at the beginning of your course work in the minor.
- Two courses from the others designated as second-level theology courses in the core curriculum:

| | |
|-----------------|--------------------------------------|
| THE 201 | The Problem of God |
| THE 202 | Moral Theology |
| THE 203 | The Early Church |
| THE 204 | Catholicism Today |
| THE/PHI 205–206 | Foundations: Religion and Philosophy |
| THE 207 | Christ, Yesterday and Today |
- Two courses selected from the department’s upper-level course offerings

COURSE descriptions

THEOLOGY (THE)

THE 100 THE BIBLE

An introduction to the Bible. Both the Old and the New Testaments will be approached from their historical and theological perspectives. This course is required in the Core Curriculum. (Offered each semester.)

Staff/Three credits

THE 201 THE PROBLEM OF GOD

Does the world make sense? Does the universe have a purpose? Is human life meaningful? Why do innocent people suffer? Where, if anywhere, do we fit in the “big picture?” What, if anything, can we know about God and how might we learn it? These are questions that no serious human being can avoid. Poets, philosophers, scientists, and theologians have all contributed their insights and the many ways in which human beings—both religious believers and non-believers—have struggled with these deep issues. The course is designed to challenge students to ask these questions for themselves and test their answers in conversation with the world’s great thinkers and religious traditions. This course counts as a second Theology in the Core Curriculum. Prerequisite: THE 100. (Offered each semester.)

Bercier, Guerra/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. This course counts as a second Theology in the Core Curriculum. Prerequisite: THE 100. (Offered each semester.)

Klofft/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. This course counts as a second Theology in the Core Curriculum. Prerequisite: THE 100. (Offered each semester)

Corriveau, Fisher /*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. This course counts as a second Theology in the Core Curriculum. Prerequisite: THE 100. (Offered each semester)

Guerra, Klofft /*Three credits*

THE 205–206 FOUNDATIONS: RELIGION AND PHILOSOPHY

An introduction to the religious and philosophical foundations of the West. The purpose of the two courses is to help students discover the principles at the heart of Western civilization and thereby develop a critical approach to their own thoughts and actions through a study of the major thinkers who have formed our culture. This course is taught as a two-semester sequence in PHI and THE. Students may take either or both semesters and receive three credits for each semester. Same as PHI 205–206. This course counts as a second Theology in the Core Curriculum. Prerequisite: THE 100. (Offered each semester)

Corrigan, LePain, Ranasinghe /*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. This course counts as a second Theology in the Core Curriculum. Prerequisite: THE 100.

Corriveau /*Three credits*

THE 220 APPROACHES IN THEOLOGY

This course, required as the "Gateway" course for all majors and minors, exposes students to the foundations of

the Christian faith tradition through study of individual theologians and leads them to discover the methods, structures and purposes of theology. It invites students who wish to study theology seriously to consider questions such as: What is theology? How do theologians "do theology"? Are the concerns of modern theology different from those of the theology of the ancient and medieval worlds? Are there areas of convergence? How does theology affect and inform faith? Is theology relevant to the modern world? What can a study of theology teach us not only about God but about ourselves in relation to God and to each other? This course counts as a second Theology in the Core Curriculum. Prerequisite: THE 100. (Spring),

Fisher /*Three credits*

THE 313 THE PROPHETS OF ISRAEL

The historical development of the institution of prophecy in Israel. The principal contributions of the prophets to the religion of Israel. Interpretation of selected texts from representative prophets of the pre-exilic, exilic, and post-exilic periods. The institution of prophecy in other nations of the Ancient Near East. Prerequisites: THE 100 and one second level course, numbered THE 201–220.

White /*Three credits*

THE 314 WISDOM AND PSALMS OF ISRAEL

The origins and nature of the Wisdom tradition in the context of Near Eastern cultures. Interpretation of selected texts from Hebrew Wisdom Books. An emphasis will be placed on the nature of revelation in wisdom, the role of wisdom in theology, the types of wisdom represented in the tradition, and the way in which wisdom addresses the big questions. The course will also provide an introduction to the psalms, the various forms of the psalms and the way psalms are used in the tradition that stems from the Hebrew Bible. Prerequisites: THE 100 and one second level course, numbered THE 201–220.

White /*Three credits*

THE 321 MATTHEW, MARK, LUKE

A study of the life and ministry of Jesus in light of recent developments in Synoptic Studies with special attention to the theological perspectives of Matthew, Mark, and Luke as reflected in their varying presentations of the Good News. Prerequisites: THE 100 and one second level course, numbered THE 201–220.

Staff /*Three credits*

THE 322 THE LETTERS OF PAUL

The influence of the life and thought of Paul on the early Church and on Christian thought today. An examination of the historical, social, theological, political, and spiritual forces that brought Paul to the forefront of early Christian thinking—his travels, letters, and above all, the key themes in his writings as they relate to contemporary understanding. Prerequisites: THE 100 and one second level course, numbered THE 201–220).

Staff /*Three credits*

THE 323 JOHN'S GOSPEL AND THE BOOK OF REVELATION

General introduction to the Fourth Gospel, the First Letter of John, and the Book of Revelation. John's understanding of Christ and Christian living. Prerequisites: THE 100 and one second level course, numbered THE 201–220.

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 second level course, numbered THE 201–220. (Spring)

Corriveau/Three credits

THE 334 WORSHIP AND THE CHRISTIAN COMMUNITY

The nature of religious symbolism and the theological meaning of the sacraments. A study of the tradition of the Church's worship to show the relationship between liturgical celebration and the sacraments, with a special emphasis on the initiation rites of Baptism, Confirmation and Eucharist. Prerequisites: THE 100 and one second level course, numbered THE 201–220.

Corriveau/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 second level course, numbered THE 201–220.

Klofft/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, pre-marital sex, homosexuality, and birth control from the perspective of a theology of marriage. Prerequisites: THE 100 and one second level course, numbered THE 201–220.

Klofft/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 second level course, numbered THE 201–220.

Guerra/Three credits

THE 352 MEDIEVAL CHRISTIAN WRITERS

An introduction to the major themes of Christian writers of late antiquity and the Middle Ages: the relationship of religious faith and philosophy, the approaches to God, including mysticism, the relationship of spiritual and temporal authorities, the role of science in understanding human nature. Readings drawn from the principal writings of authors such as Augustine, Benedict, Anselm, Bonaventure, Abelard, Aquinas, Teresa of Avila, Hildegard of Bingen, Margery Kempe, Francis and Clare of Assisi. Prerequisites: THE 100 and one second level course, numbered THE 201–220.

Fisher/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 second level course, numbered THE 201–220. (Fall)

LePain/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 second level course, numbered THE 201–220.

Staff/Three credits

THE 450 SENIOR SEMINAR IN THEOLOGY

Introduction to the procedures of research in theology through an intensive study of selected topics or thinkers. Presentation of reports by students. This is the "capstone" course required of all majors in Theology and open to other qualified Seniors as well. Prerequisites: THE 100 and one second level course, numbered THE 201–220 (Spring)

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 second level course, numbered THE 201–220. (Offered when warranted.)

Staff/Three credits

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 following six programs have been 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.

The Ecumenical Institute

The Ecumenical Institute was established in 1968, and refounded 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 seeks to clarify the differences that divide Christians, as well as the common issue confronting all believers in our day—namely, the relation of faith to the modern world. The Institute is particularly sensitive to the fact that, in many instances, the real problems Christians face today lie deeper than the issues that have traditionally divided Christian churches.

The Institute organizes the College's annual Emmanuel d'Alzon Lecture, Rabbi Joseph Klein Lecture on Judaic Studies, Bishop Bernard Flanagan Ecumenical Lecture, Saint Marie-Eugenie Milleret Lecture, and Saint Thomas More Lecture. The Institute also sponsors occasional programs such as the Paideia Colloquium for faculty, and various other colloquia honoring the life and work of Aleksandr Solzhenitsyn, Leo Tolstoy, the 200th anniversary of Abraham Lincoln's birth, and the beatification of Blessed John Henry Newman, to name a few. Through

its annual lectureships, special 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, Church and society in our time.

The French Institute

The French Institute was founded in 1979 in order 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 it 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.

The Institute For Human Services and Rehabilitation Studies

In keeping with one of the stated objectives of the College, "to contribute to the common good," the Institute for Social and Rehabilitation Services was established in 1967. Its programs are designed to serve four major groups: 1) liberal arts undergraduates who would like to prepare for careers in the "helping professions;" 2) liberal arts undergraduates (upper-classmen from all the academic majors) who would want to select Human Services and Rehabilitation Studies as a minor, and/or become better acquainted with the field of Human Services and Rehabilitation Studies; 3) college graduates who wish to pursue graduate study

in the behavioral sciences, especially rehabilitation counseling; and 4) current employees of human service agencies who desire to increase their understanding of, and effectiveness with, the clientele they serve.

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 their own 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.

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 to 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 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 Mazone, Vocation Director of the Diocese of Worcester at 508 340-5788.

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 and the Assumption College Supplement. . 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.

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 and Assumption College Supplement Form. 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 83.3 percent, compared to a national average of 77.3 percent. In recent years, of those students who begin their college career at Assumption, 70.4 percent complete their degree in six years or less. The national average for graduating in six years or less is 58 percent. The vast majority (typically 95 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.

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);
3. The FAFSA *must be received* at the Office of Financial Aid by *February 15*, for First Year Students and *May 1* for transfer and upper-class students.

SATISFACTORY ACADEMIC PROGRESS – FEDERAL GUIDELINES

Satisfactory Academic Progress: 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.” These standards are differentiated from the academic standing policy as defined in the College Catalog.

Students are evaluated on an annual basis to occur at the end of the spring semester. 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 Elements 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 special 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 continue 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 as long as the college student maintains the required GPA once 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 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
 Mr. Douglas Denby
 Imperial Distributors
 Mr. John F. Kennedy
 Kervick Family Foundation, Inc.
 Mr. J. Michael Martin '63
 John McShain Charities
 Mr. Robert T. Mossey '65
 Polar Corporation
 Mr. Luc Pierre Quinson '68
 Rev. Msgr. Mederic J. Roberts '43
 Mabel C. Ryan Memorial Scholarship
 Mrs. Roberta R. Schaefer
 Stratford Foundation
 Mr. Woodbury C. Titcomb in honor of
 Miss Connie C. Turner
 Mr. Eric J. Hirvonen Jr. '65
 Mr. Michael P. Tsotsis '71
 Mr. Stephen A. Tuttle '62

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.

WILLIAM AND JEAN ALBERGA SCHOLARSHIP was established in 1998 by Mrs. Alberga in her husband's memory. It is awarded annually to a worthy and needy student of outstanding promise. Mrs. Alberga is the aunt of Mrs. Isabel Bayon, spouse of Frederick Bayon, D.M.D. '65.

ASSUMPTION COLLEGE VOLUNTEERS SCHOLARSHIP FUND is awarded on an annual basis to students from Worcester County, Massachusetts.

PIERRE B. AUCOIN, M.D. '25 SCHOLARSHIP is awarded annually to students from Maine, with special consideration given to those from the towns of Dixfield, Rumford, and Mexico.

AUTHIER-VALLÉE SCHOLARSHIP FUND was established by Mrs. Patricia T. Morgan in memory of Miss Berthe Authier, Dr. Aimé Vallée and Mrs. Hermine Authier Vallée. The fund provides tuition assistance to a first-year student preferably from the Springfield/Chicopee area.

BRO. ROBERT FRANCIS BEULAC, A.A. MEMORIAL SCHOLARSHIP is awarded annually to a student with demonstrated financial need, who is involved in extra curricular activities, especially those of a social or religious service nature. This scholarship was established in memory of Bro. Robert, who served the College in many capacities from 1961 to 2000.

ROBERT W. BLANCHETTE SCHOLARSHIP FUND is awarded annually on the basis of academic achievement and demonstrated financial need. His wife Marna established the Fund in memory of her husband in 2000. Bob Blanchette, an attorney in Washington, D.C., graduated from Assumption Prep in 1949 and served on the Assumption College Board of Trustees from 1981 to 2000.

OMER E. AND LAURETTE BOIVIN SCHOLARSHIP is awarded each year to majors in French or Modern & Classical Languages as the result of a bequest by Dr. Omer E. Boivin. Preference will be given to students of Franco-American ancestry. If the student is a major in Modern & Classical Languages, French must be the first language.

JOHN L. BRESCIANI '72 MEMORIAL SCHOLARSHIP is awarded annually to a student who is the son or daughter of an alumnus/na on the basis of financial need and academic achievement. This scholarship was established by the friends and family of former director of Alumni Relations, Jack Bresciani '72, in recognition of his outstanding service to the College and the Alumni Association.

DR. EUGENE W. BYRNES SCHOLARSHIP is awarded annually on the basis of academic merit, financial need, service, and initiative to a student who has excelled in the Natural Sciences.

ANGELINE C. CAROCARI SCHOLARSHIP FUND was established by her grandson Chuck Flynn, former provost of Assumption and his family. This scholarship, based on demonstrated financial need and good academic standing, is awarded to adult undergraduate students. Preference is given to students with children of their own.

CHRISTOPHER R. CARON SCHOLARSHIP is awarded annually on the basis of academic achievement and demonstrated financial need to a student studying history. This scholarship was established by Dr. and Mrs. Roland Caron in memory of their son, Christopher.

DOROTHY & NORMAND '34 CARTIER ENDOWED SCHOLARSHIP FUND is awarded annually to provide financial assistance to students who have demonstrated financial need. This scholarship was established in 2005 as result of a bequest by the Cartiers.

CENTENNIAL SCHOLARSHIP FUND, established by alumni and friends during the Centennial Campaign. It is awarded to first generation students. The grants will be awarded to students in good academic standing upon the completion of their freshmen year and it will be renewable for their junior and senior years as well.

REVEREND GILBERT CHABOT SCHOLARSHIP GIVEN IN MEMORY OF ELLEN M. AMARAL is awarded annually on the basis of financial need and academic achievement to a student studying theology. This scholarship was established by Dr. Edward L. Amaral in memory of his wife, Ellen.

PAUL N. CHAPUT FUND is available on an annual basis to students from Salem, Massachusetts.

DAVID L. CHRISTIANSON SCHOLARSHIP FUND is awarded annually based on academic achievement and demonstrated financial need to a student studying Modern & Classical Languages. The fund was established by family and friends in the memory of Dr. Christianson, a professor of French, Italian, Comparative Literature, and Ancient Egyptian; and by The Marjory Christianson Fund of the Lutheran Community Foundation.

CLASS OF 1975 ENDOWED SCHOLARSHIP is available annually on the basis of academic achievement and demonstrated financial need.

PAUL '38 & GEORGETTE CODERRE SCHOLARSHIP FUND is awarded annually on the basis of academic achievement and demonstrated financial need. This

scholarship fund was established in 2002 by their son Ronald P. Coderre '69.

JEANNE Y. CURTIS ENDOWED SCHOLARSHIP

established in 2006, is awarded annually on the basis of academic achievement and demonstrated financial need.

GEORGE E. AND SARAH DENOMMÉ MEMORIAL SCHOLARSHIP

is awarded annually to a student concentrating in French Studies: Language, Literature, Culture, Philosophy or Politics. This scholarship fund was established in 2000 by their son, Robert T. Denommé, Ph.D. '52, who is the D. H. Gordon Professor Emeritus of French at the University of Virginia.

FR. LOUIS F. DION, A.A. '35 SCHOLARSHIP

endowed by Burton and Rosalie Gerber and other friends of Dr. Lou, is awarded annually to a student in the Natural Science program who demonstrates through superior academic achievement, strong moral character, and service to the college or surrounding community that he or she shares the excellent qualities that marked Fr. Dion's distinguished contribution to Assumption College.

HARRY DOEHLA MEMORIAL SCHOLARSHIP FUND

provides funds annually to students from Fitchburg, Massachusetts, and Nashua, New Hampshire.

DR. ANGELA G. DORENKAMP SCHOLARSHIP

is awarded annually on the basis of academic merit and financial need to a senior majoring in English. The scholarship was established in honor of Dr. Dorenkamp, Professor Emerita of English, by her brother, Dr. Robert M. Donati, friends, and family.

THE DOUGHERTY/DOYLE FAMILY SCHOLARSHIP IN REHABILITATION COUNSELING

is awarded annually to a student who demonstrates honor and diligence, hallmarks of the Dougherty/Doyle families. The recipient of this scholarship will have shown a pattern of success achieved through a strong desire to excel and persistence of effort in the major of Human Services and Rehabilitation Studies. Funds for this scholarship have been generously donated by Rev. Terrence T. Dougherty, Ph.D., O.C.D., retired professor of Human Services and Rehabilitation Studies, and his sister Kathleen Doyle, in memory of their sister Mary Dougherty.

ELISE M. DOYLE BOOK FUND makes available funds for books purchased at the campus book store for deserving students.

GEORGE A. DOYLE SCHOLARSHIP AWARD

provides a monetary award each year to a Senior Economics or Global Studies major from funds donated by alumni, faculty, staff, and friends of Dr. George A. Doyle, professor emeritus of Economics. The Department faculty selects the student on the basis of academic achievement and extracurricular activities consistent with a well-rounded student.

MARY M. DOYLE G'77 SCHOLARSHIP

, established by Mary Doyle in 1992, is awarded to a Junior or Senior from Worcester County who has demonstrated financial need and academic merit.

DUFAULT FAMILY SCHOLARSHIP

was established in honor of Francis X. Dufault Jr. M.D. '48, John P. Dufault, Ph.D. '51, Claude B. Dufault '52, and Charles E. Dufault, Ph.D. '63. The scholarship is awarded annually to one or more students who have completed their Junior year and who have demonstrated an interest in the theatre arts and/or music.

DR. GEORGE S. ELIAS SCHOLARSHIP

is awarded annually based on academic achievement and financial need to a Senior majoring in Human Services and Rehabilitation Studies from funds donated by alumni, faculty, staff and friends of Dr. Elias, founder and, for 32 years, director of the Institute for Social and Rehabilitation Services.

FALLON COMMUNITY HEALTH PLAN ENDOWED SCHOLARSHIP FUND

is awarded to a Junior or Senior from Worcester County who has a demonstrated need and academic merit who has expressed an interest in a career in the health professions.

REVEREND JOSEPH S. FORTIN SCHOLARSHIP FUND

was established by Dr. F. Frederick Fortin and is available on an annual basis, preferably to a candidate for the priesthood or a theology major from Rhode Island.

GEORGE F. AND SYBIL H. FULLER SCHOLARSHIP FUND

, established by the Fuller Foundation, is awarded annually to deserving students on the basis of financial need and academic success, preferably from Worcester County.

RUSSELL AND JOYCE FULLER SCHOLARSHIP

was established by Assumption College in 2003 in recognition of the generous support provided to Assumption by Russell and Joyce Fuller. It is awarded to a student from the Worcester area who has demonstrated financial need and academic merit.

JOHN '66 AND GLADYS T. GRAY ENDOWED SCHOLARSHIP, established in 2001, is available to students majoring in Theology with a preference for a student preparing for a religious vocation.

ROBERT '65 AND MAUREEN G'67 GRAY SCHOLARSHIP FUND is awarded annually on the basis of academic achievement and demonstrated financial need. This scholarship fund was established by the Grays in 2002.

THE THOMAS & BERNADETTE GOULET GRENIER SCHOLARSHIP is awarded each year to students from Maine with substantial financial need, with special consideration given to those from Lewiston. The fund was established by Dr. Rudolph A. Grenier '53 in honor of his parents.

ROLAND GREGOIRE '34 SCHOLARSHIP FUND, established in 2005, is awarded each year to a Theology major with preference for students preparing for religious vocations, as the result of a bequest by Roland Gregoire.

JOSEPH H. HAGAN SCHOLARSHIP FUND was established by the Fallon Community Health Plan in recognition of his service as President of Assumption College from 1978 to 1997. It is awarded annually on the basis of financial need and academic achievement.

WILLIAM RANDOLPH HEARST FOUNDATION SCHOLARSHIP was established by grants from the foundation and is awarded annually on the basis of financial need and academic achievement.

DOCITHE E. JETTE AND DIANA SAVARIA JETTE MEMORIAL SCHOLARSHIP FUND was established by Georgette H. Jette in memory of her parents in 1985. This four-year award is based on demonstrated financial aid and academic merit. Preference is given to descendants of the Jette family.

J. MICHAEL KEEFE '93 MEMORIAL SCHOLARSHIP FUND was established in 2002 by Michael's classmates and his parents Pamela and Joseph Keefe. It is awarded on the basis of academic achievement and demonstrated financial need.

FR. RAYMOND LAMBERT '50 ENDOWED SCHOLARSHIP, established in 2006, to benefit students with substantial financial need.

THE CYNTHIA COURTNEY AND ADELARD F. LANDRY '42 SCHOLARSHIP is awarded annually to students with demonstrated financial need and academic merit, concentrating in French Studies,

including language, literature, culture and government. This scholarship was established in 2002 as result of a bequest by Fr. Raymond Lambert '50.

THE DR. JOSEPH ALFRED '56 AND JACQUELYN MARY LEBLANC SCHOLARSHIP was established in 2003 to benefit pre-med students with at least a 3.5 GPA, with preference given to students from Gardner, MA.

JAMES G. LUCCHESI SCHOLARSHIP is awarded to students on the basis of financial need, whose mother or father is a municipal worker. Preference is given to students from Medway, Massachusetts.

LYNCH SCHOLARSHIP AWARD was established in 2006 by The Lynch Foundation. The scholarship is awarded to a first year student from an inner-city Catholic high school in the Boston Archdiocese by the Admissions Office.

RAYMOND J. MARION SCHOLARSHIP AWARD, an award of \$1,500 each, is given annually to the students completing their Junior year with the highest cumulative GPA. The students must be at class level with 30 courses. This award is given from funds donated by alumni, faculty, and staff in honor of the late Dr. Raymond J. Marion, Professor of History.

PROF. JAMES MCCARTHY MEMORIAL SCHOLARSHIP was established in 2009 by the family and friends of former Professor James McCarthy. It is awarded to a rising senior from the Economics and Global Studies department who has overcome significant challenges to succeed and has shown substantial intellectual growth over his/her career at Assumption.

SAINT MARIE EUGÉNIE MILLERET SCHOLARSHIP was established in 2004 by the Religious of the Assumption to honor Marie Eugénie Milleret (1817-98), founder of this world-wide congregation of Catholic sisters. The scholarship will be awarded annually to a woman entering her senior year who embodies qualities important to Marie Eugénie: an active desire to grow in her relationship with God; a commitment to service; a capacity to help build community wherever she is; and a daring to do what is right, whatever the cost.

MILLERET-BARNES SCHOLARSHIP was established in 2008, by the Religious of the Assumption to honor Robert Barnes and in memory Clothilde Milleret-Barnes, a member of Saint Marie Eugénie Milleret's family. It is awarded annually to a student with demonstrated financial need, in either Undergraduate or Graduate Studies, who is known to the Religious of the Assumption community.

COLONEL FRANCIS R. MOULIN SCHOLARSHIP, awarded annually with preference to students who are children of active or retired members of the military. The fund was established by Hon. Edward M. Neafsey '72 in honor of Col. Moulin.

ALBERT G. NAULT SR. SCHOLARSHIPS were established by his son, Albert G. Nault Jr. '58. One scholarship is awarded to the student who has most improved his or her GPA between the Freshman and Sophomore years. The second scholarship is awarded to the student who has most improved in science courses between the freshman year and the end of the Junior year.

STEPHEN '69 AND CYNTHIA O'BRIEN SCHOLARSHIP is awarded on an annual basis to a student with demonstrated financial need in good academic standing, who is majoring in one of the liberal arts disciplines. The scholarship was established by the O'Briens in 2005.

MATTEO A. PAGANO '59 SCHOLARSHIP, established by his wife Ruth and sons Matt and Thomas, in memory of this Assumption graduate who was an educator and a permanent deacon in the Catholic Church. This scholarship is awarded annually to a student with a demonstrated financial need. Primary preference will be given to children of Catholic deacons and secondary preference to a student majoring in Religious Studies.

J. ROMEO PELLETIER '52 ENDOWED SCHOLARSHIP FUND was established by J. Romeo's son, John E. Pelletier, Esq. '56, in honor of his father. Established in 2006, it is awarded annually to a student in his/her junior or senior year provided the student has a 3.5 GPA or higher, with preference given to students majoring in Political Science or Economics, who graduated from Leominster High School.

DR. MAURICE B. PLASSE MEMORIAL SCHOLARSHIP is awarded annually to a senior who has demonstrated excellence, talent and passion for French, Theatre or Television Production. Students who apply for this award must have a 3.0 GPA in courses related to French or the communicative arts (theatre or television production). Extra-curricular activities in Theatre, Television Production, or French are also desired.

TOM AND MONTY PLOUGH SCHOLARSHIP FUND was established by trustees and friends of the College, in honor of Thomas R. Plough and his wife, Monty. Dr. Plough, the fifteenth president of Assumption, served from 1998-2007. This annual

scholarship is awarded to a member of the senior class who has unmet financial need and has demonstrated constructive involvement in campus life, with preference given to a first generation student.

CLARA RACINE REARDON SCHOLARSHIP, which was established by Professor R. Joseph Racine '30 in memory of his sister, is awarded annually on the basis of financial need and promising scholarship to a student preparing for the priesthood or a theology major.

HILAIRE J. RACINE SCHOLARSHIP, established by Professor R. Joseph Racine '30 in memory of his brother, is awarded annually on the basis of financial need and promising scholarship.

JOSEPH RACINE SCHOLARSHIP FOR MEDICAL STUDENTS was established by Professor R. Joseph Racine '30 for students with financial need and academic achievement who intend to become doctors of medicine.

JOSEPH RILEY '11 SCHOLARSHIP FUND was established by the family of Joseph Riley in memory of him. It is awarded to a senior in good academic standing with preference given to one involved with the music program and/or service work.

LEO AND MADELINE REMILLARD SCHOLARSHIP PRIZE was established by Joyce and Vincent Remillard G'65 in memory of his parents to assist a student's study in any program in French at the University of Quebec at Chicoutimi, or at another approved institution.

MABEL C. RYAN SCHOLARSHIP was established by the Mabel Ryan Trust in 1988. It is awarded on the basis of academic achievement and demonstrated financial need.

JOHN ENRICO SCOLA SCHOLARSHIP was established in 2006 by John's wife and children. It is awarded to a student majoring in the natural sciences with demonstrated financial need and academic merit.

BERTHA M. AND ELZEARD J. SENEAL PRIZE FUND is available on an annual basis to a Junior or Senior from Southbridge, Massachusetts who has shown greatest progress.

JOSEPH E. SHEERIN MERIT PRIZE IN THE STUDY OF CLASSICAL LANGUAGES AND LITERATURES was established by his family and the Assumption College faculty in recognition of his achievements as a teacher and a scholar. The award will be given annually to a

student (or students) who has excelled in Classical Studies.

ERIKA AND GEOFF SMITH '66 SCHOLARSHIP FUND was established in 2003 by Assumption College Trustee Geoff Smith '66 and his wife, Erika. It is awarded annually on the basis of academic achievement and demonstrated financial need. Preference is given to students of diverse ethnic backgrounds from Connecticut who show promise and persistence in the face of difficult circumstances.

CHARLES E. SOULE SCHOLARSHIP IN REHABILITATION COUNSELING was endowed by UnumProvident Corporation and named in honor of the former president of Paul Revere Insurance Company in Worcester. This is a merit-based award available to full-time students enrolled in the Master of Arts in Rehabilitation Counseling program.

SOVEREIGN BANK SCHOLARSHIP established in 2005, provides financial aid to a student with demonstrated unmet financial need who is committed to serving the Worcester community through Assumption's Reach Out Center volunteer programs.

THE SPILLANE FAMILY ENDOWED SCHOLARSHIP FUND was established by Charles and Virginia Spillane, by their daughter Tracy '82, and their son Todd. The Spillane Family Scholarships are awarded annually to students whose determined need exceeds 50% of the cost of education at Assumption with preference will be given to students with a 3.0 or higher GPA. The scholarship can be renewed for consecutive years provided the students maintain satisfactory progress toward completion of their degree.

MRS. NELLIE E. SURPRENANT SCHOLARSHIP FUND is a four-year award based on need and academic achievement.

REV. ARTHUR A. SYLVESTRE SCHOLARSHIP is available annually to students from St. Ignatius of Loyola (formally St. Martin's) Parish in Somersworth, New Hampshire.

RITA M. THIBEAULT BOOK FUND makes available to deserving students funds for books purchased at the campus book store.

THE CHESTER THOMPSON SCHOLARSHIP IN THE NATURAL SCIENCES was established in 2006. It is awarded annually to students majoring in the natural sciences, with preference given to students from Worcester County.

THE SHIRLEY THOMPSON SCHOLARSHIP IN THE VISUAL ARTS, established in 2006 by her husband, Chester Thompson, is awarded annually to students majoring in the natural sciences, with preference given to students from Worcester County.

JOHN AND HELEN TINSLEY SCHOLARSHIP FUND, established in 2008, is awarded to students based on financial need.

MSGR. ROGER VIAU '38 SCHOLARSHIP is available to students with demonstrated need and academic ability.

ADDITIONAL SCHOLARSHIPS

Assumption College also offers the following scholarships on an annual basis to those students who have a demonstrated need and show academic ability:

Fr. Augustine B. Auge Scholarship
Henry Beauvais Scholarship Fund
Yvonne Corporon Scholarship
J. Alexander Demers Scholarship Fund
Norman Dupuis and Lucille Tasse Scholarship
The Michael Fleming Scholarship
Raymond P. and Myrtle S. Harold Memorial Fund
Archibald R. LeMieux Scholarship Fund
Pierre and Rosalie LeMieux Perpetuity Scholarship Fund
Anna McGee Scholarship
Amelia Peabody Charitable Fund
Rev. Robert Poulin '43 Scholarship Fund
G. Rainville and N. Rainville Family Scholarships
Rev. J.R. Rosario Richard Scholarship
Maria E. Robert Scholarship
Joseph J. Roberts Scholarship
John A. Ryan Family Scholarship
Alice L. Sabeau Scholarship
Stanley and Mary Ann Snider 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 verifi-

cation 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.

NOTARY PUBLIC

Service of a Notary Public is available from Michael Rubino, General Counsel; Robin Pellegrino in the Office of Human Resources; Ellen Anderson in Financial Aid, and Lorrie McCarty in the Office of the Provost.

EXPENSES 2012–2013

| | |
|--------------------|-------------|
| Tuition | \$33,390.00 |
| Board | 3,930.00 |
| Room (Standard) | 6,660.00 |
| Student Activities | 165.00 |
| Technology Fee | 250.00 |
| Medical Insurance | 1,498.00 |

Required Deposits Freshman:

| | |
|--------------------------------------|--------|
| Qualification Deposit (all) | 400.00 |
| Dormitory Damage Deposit (residents) | 250.00 |
| Orientation Fee | 265.00 |

Upperclassman:

| | |
|--------------------------|--------|
| Room Deposit (residents) | 400.00 |
|--------------------------|--------|

Specific Fees:

| | |
|------------------------------------|-----------------|
| Sixth Course –3 Credits | 3,339.00 |
| Art Studio Supplies Fee | 60.00 To 250.00 |
| Foreign Language Media Fee | 15.00 |
| Laboratory Fee (per course) | 25.00 To 55.00 |
| Photography Fee | 250.00 |
| *Studio Photography Fee | 125.00 |
| Natural Science Course Fee | 400.00 |
| 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 Of Record | 4.00 |
| Education Practicum Fee | 100.00 |
| Graduation Fee | 100.00 |
| Disciplinary Program Fee | 300.00 |
| Recruiting Process Fee | 15.00 |
| Key Replacement | 60.00 |
| ID Replacement Fee | 25.00 |
| Audit (per credit) | 1,113.00 |

Parking:

| | |
|-------------|--------|
| Resident | 100.00 |
| Nonresident | 35.00 |

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 sending bills directly to the students. Bills for each semester will be issued prior to the beginning of each semester and are payable to the Finance Office at least two weeks prior to the commencement of classes on the date indicated on each statement rendered.

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 and are payable on receipt of a statement from the Finance Office.

The College does not offer a deferred payment plan, but does accept credit card payments (MasterCard, Visa, Discover). Students wishing to use an installment plan must make private arrangements with a bank or commercial firm offering this type of plan on a fee basis. Information on this plan is available from the Finance Office/Student Accounts.

Financial aid, loans, payments from deferred payment plans, etc., must be received by the payment due date each semester. Late payments will be subject to a late fee regardless of payment source.

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 Finance Office once per week. 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 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

The Office of Campus Ministry provides opportunities for all to enrich their spirituality, faith and love of God. By being faithful to God in our choices, in our daily work, in our openness to others and our availability in times of need, our whole life, under the action of the Holy Spirit, becomes an encounter with God. (Assumptionist Rule of Life, n. 45)

We welcome people of every tradition as well as those who aren't connected with any faith tradition. In collaboration with the Assumptionists and the Religious of the Assumption, we offer programs of spiritual growth inspired by the Assumption College motto, "Until Christ be Formed in You."

Our 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. In response to the call of the Church to reach out to those who are poor, Campus Ministry's SEND program provides multiple Spring, Summer and Winter Break immersion experiences with people who are economically or otherwise challenged. These opportunities help students grow by using their gifts to serve people in need while receiving from them in return. Our liturgical ministry program trains students to serve as Eucharistic Ministers, Lectors, Greeters, and Altar Servers at our popular student Masses. The Chapel Choir, open to any student with a desire to sing or play an instrument, provides music at our Sunday liturgies and offers additional programs each year. Weekly prayer opportunities include Sunday and daily Mass, Candlelight Prayer, adoration, and a rosary group. We also offer faith-sharing groups, spiritual direction, pastoral care and a variety of other spiritual development programs. The Office of Campus Ministry is located in the Tinsley Campus Ministry Center, and in the Charlie's area of the Hagan Campus Center. Come grow with us!

STUDENT AFFAIRS

Assumption College is concerned not only with the development of the mind, but also of the whole person. To this end, the College provides a number of developmental, health, career, guidance, psychological, and religious services for students. The Office of Student Affairs coordinates these student services. The purpose of this Office is reflected in its own mission statement: "We, the staff of the Division of Student Affairs at Assumption College, collaborate in the fulfillment of the College's mission. As a Catholic liberal arts and sciences college, Assumption is a Christian community of men and women who are committed to the pursuit of learning, the love for each other, and the discovery of God.

We aim to facilitate the integrated development of the whole person and to provide a challenging environment for mutual exchanges, for responsible freedom, for a heightened intellectual, spiritual, and social awareness, and for a fundamentally joyful attitude about life. We endeavor to live by the education we offer."

STUDENT HEALTH SERVICES

Student Health Services (SHS), located in the 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 and Registered Nurses, who work in collaboration with a consulting Physician. Health Education for the campus community is provided by a Certified Health Education Specialist and PAWS (a student peer health education program). Nutrition counseling is provided in collaboration with dining services. Services offered by SHS are covered by tuition. There are no office fees or co-pays for visits to SHS and the school health insurance plan does not need to be purchased in order to receive care at SHS. However, health insurance is mandatory in Massachusetts and a low cost student health insurance plan is available through the Finance Office. A student or their insurance plan may incur charges for outside medical services, including (but not limited to) lab tests, radiology tests, prescription medications, and ambulance transportation. Clinic services are available Monday-Friday, 9AM-5PM when classes are in session.

ALCOHOL AND DRUG EDUCATION

The staff provides responses to alcohol and other drug-related concerns of students, and is available for consultation, information, assessment, and referral for

students' concerns about their own use or if they are concerned about someone else's use of alcohol and/or other drugs. Through educational workshops and classroom presentations, the Director of Alcohol and Drug Education Programs facilitates campus-wide awareness of alcohol and other drug related issues. The Director also advises the peer education group, known as Students for Safe Choices, and recruits and trains Assumption students for a bystander assistance program called the Red Watch Band. Additionally, the Office also oversees AlcoholEdu, which is the required first year and transfer student on-line alcohol class, and serves as a contact for the weekly Alcoholics Anonymous meeting on Friday evenings at 8:00 in La Maision. The office is located in the Charlie's area of the Hagan Campus Center, in the Wellness and Peer Education suite.

STUDENT DEVELOPMENT AND COUNSELING CENTER

The Assumption College Student Development and Counseling Center, located at 26 Old English Road (across from the Chapel and up the cement stairs), offers a broad range of services to help students with their personal, social, educational, and career concerns. These are available on both an individual and a group basis. The staff of the Student Development and Counseling Center offers a variety of special programs that include testing for self-assessment, group counseling, assertiveness training, communications, personality development, and other activities as need and interest warrant. The Center is handicapped accessible at 26 Old English Road (front of the building). The Center offers the following services:

PERSONAL COUNSELING

Counseling for personal growth addresses issues of development and adjustment for students at all stages of their college years. Services (included in tuition) are available to all fulltime undergraduate students who need to resolve specific questions related to student life, as well as those who are dealing with the more general process of self-discovery and understanding. The counseling staff offers services and/or referrals to address the full range of mental health issues. Information shared in counseling is confidential.

CAREER SERVICES

Career Services is dedicated to helping full-time undergraduate students map out their future from the day they arrive at Assumption through graduation. Experienced, full-time professionals provide guidance & resources as students explore academic and career options, set goals, and work towards post-graduation success.

Career Services supports students targeting:

- Internships
- Full-time Jobs
- Graduate School
- Post-graduate Service Programs

Support is provided through:

- Workshops, Events & Programs
- Charlie's Office Hours & Walk-in Resume Clinics
- Individual Advising
- Hound Explorer: On-line job & internship board
- On-Campus Recruiting

First-year students are invited to take part in the CALL (Career and Lifetime Learning) Program to begin a full self-assessment and the portfolio development process. All students are encouraged to utilize Career Services resources throughout their time at Assumption. Log onto the Hound Explorer at www.collegecentral.com/assumption to learn more or email us a careerservices@assumption.edu to schedule an appointment.

CROSS-CULTURAL CENTER

The Cross-Cultural Center (CCC) promotes multicultural awareness and educational programming for the entire Assumption community in order to support and complement the College's commitment to diversity. Cross-cultural education at Assumption includes working with students from various races, ethnicities, religions, abilities, and national origins. Our mission is to create and sustain an environment that encourages and embraces the contributions of people from a variety of cultural and ethnic backgrounds. In addition to offering campus-wide programming on diversity-related issues, we advise and support Assumption's ALANA Network student group, which provides advocacy and activities for African-, Latino/Hispanic-, Asian-, and Native-American students, and participate in the ALANA Consortium Support Network for administrators at the colleges and universities of the Worcester Consortium. The Director of the Cross-Cultural Center works with the Dean of Students by assisting international students with immigration issues. The office is located in the Charlie's area of the Hagan Campus Center.

RESIDENTIAL LIFE

Each residential area houses members of the Residential Life Staff: resident directors (full time professionals responsible for the supervision of the area) and head/resident assistants (students who assist the resident directors in their responsibilities). Living on campus entails certain responsibilities outlined in the Student Handbook and the housing contract.

Administrative, religious, and faculty members are readily available to any student for consultation and guidance.

- **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**
In order to provide students with another residential option, the College offers substance-free housing in Nault Hall. Residents voluntarily choose not to use or possess alcohol, tobacco or illegal drugs in this hall, and ensure that their guests abide by these same guidelines.
- **Wellness Housing**
The Wellness Wing is a program for first year students who are interested in forming a living community that is focused on improving or sustaining a balanced and healthy lifestyle throughout their first year in college. The mission of this theme-linked housing program is to provide an opportunity for first year students who are committed to living a healthy lifestyle to live together in a first year residence hall.
- **Living Learning Center**
The 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 in a unique residential community.

OFFICE OF STUDENT CONDUCT

The Office of Student Conduct enforces the College Conduct Code and administers the student conduct process. The goals of the department are to hold students accountable for their actions and help them learn from their mistakes, promote responsible decision-making and awareness of College policies, and establish a safe educational environment that fosters individual responsibility, integrity, and respect. The conduct process is designed to be transparent, fair, expedient, and respectful of students' rights.

CAMPUS POLICIES

In any academic community, discipline is necessary to maintain order and an atmosphere conducive to study. Policies 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 set down in the Student Handbook and supplemental bulletins. Attendance at Assumption College represents acceptance of these policies and a commitment to follow 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 and formulate policy.

REACH OUT CENTER

The Reach Out Center (ROC) provides opportunities for students at Assumption College to engage in community service with their peers in the greater Worcester area. The ROC seeks to enhance students' liberal arts education through meaningful, pro-active service, as well as creating a campus environment that inspires and supports civic responsibility and community action. The Reach Out Center strives to encourage and cultivate student leaders as they develop programs with agencies in Worcester, recruit volunteers, and assess effectiveness. Student leaders are also given opportunities to attend both regional and national conferences. Some of the agencies served by the Reach Out Center include Central Massachusetts Veterans' Shelter, Rainbow Child Development, Inc., Pernet Family Services, St. Peter's Mentoring and Worcester Public Schools. Located in Charlie's in the Hagan Campus Center, the Reach Out Center is open five days a week and welcomes all interested students.

CAMPUS RECREATION

Campus Recreation is committed to a student centered approach for recreation programs and facilities. By providing diverse recreational opportunities we promote a sense of community, support student development through leadership and employment opportunities, and encourage the pursuit of a healthy active lifestyle for all students, faculty and staff. The Campus Recreation programs are designed to enrich the college experience of all participants. A large variety of intramural sports, instructional classes, club sports, 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 treadmills, ellipticals, bikes, and free weights. It 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 Campus Recreation such as facility monitor, facility supervisor, intramural official, lifeguard, aerobics instructor and more. We hope the Campus Recreation programs will help you meet new friends, develop new interests, make worthy use of your 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.

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. Most of all, it's fun!

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 Phoenix* 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.

INTERCOLLEGIATE ATHLETICS

The Intercollegiate Athletics Program is directly related to the education of the students. It is designed to enhance the athletics 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 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), 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 and Diving (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 enrollment. 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 minimum academic standard for its student athletes than the NCAA minimum. For further details regarding academic eligibility, please refer to the Student-Athlete Handbook or contact the Athletic office.

BOARD OF TRUSTEES

Officers of the College

Chairman of the Board: **Frederick L. Bayon**, D.M.D. '65, Worcester, MA

Vice Chairman of the Board: Rev. **Peter R. Precourt**, A.A., '70, Fiskdale, MA

President of the College: **Francesco C. Cesareo**, Ph.D., Worcester, MA

Treasurer: **Christian McCarthy**, Worcester, MA

Vice President for Mission: Rev. **Dennis M. Gallagher**, A.A., Worcester, MA

Provost: Dr. **Francis M. Lazarus**, Ph.D., Worcester, MA

Vice President for Enrollment Management: **Evan E. Lipp**, Shrewsbury, MA

Vice President for Student Affairs: **Catherine M. WoodBrooks**, Ph.D., Worcester, MA

Secretary of the Board: **Janet C. Lambert**, Spencer, MA

Trustees

Very Rev. **Miguel Diaz Ayllon**, A.A., Mexico City, Mexico

Laure C. Aubuchon, New York, NY

John J. Barnosky, Esq. '64, Centerport, NY

Frederick L. Bayon, D.M.D. '65, Worcester, MA

Francis J. Bedard, Esq., CPA '81, Brentwood, TN

Jasmina T. Boulanger, J.D., San Clemente, CA

Francesco C. Cesareo, Ph.D., Worcester, MA

Carolyn M. Clancy, '82, Needham Heights, MA

Sr. **Therese M. Duross**, R.A., Worcester, MA

Janice L. Fuller; Boylston, MA

Robert E. Gray, Jr. '65, Worcester, MA

Rev. **Claude Grenache**, A.A., '59, Brighton, MA

Rev. **Roland O. Guilmain**, A.A., '50, Brighton, MA

Catherine Browne Harrison '86, New Vernon, NJ

Bro. **Paul C. Henry**, A.A., Fiskdale, MA

Very Rev. **Richard E. Lamoureux**, A.A., Worcester, MA

Robert E. Longden, Jr. Esq. Prep '67, Holden, MA

Harris L. MacNeill, Northborough, MA

Thomas D. Manning '69, Worcester, MA

Christine C. Marcks '77, Glastonbury, CT

Edward J. McCaffrey III '69, Chicago, IL

Rev. **Salvator K. Musande**, A.A., Fiskdale, MA

Stephen T. O'Brien '69, Harvard, MA

Ralph L. Pearson, Ph.D., Wexford, PA

Rev. **Marcel Poirier**, A.A., Quebec, Canada

Rev. **Peter R. Precourt**, A.A. '70, Fiskdale, MA

Candace A. Race '78, Worcester, MA

Roselly Ramseyer-Torres '85, San Juan, PR

Bro. **Didier Remoit**, A.A., Rome, Italy

Joseph W. Spillane, Esq., Worcester, MA

Michael T. Sullivan, '83, Holliston, MA

Sr. **Clare Teresa Tjäder**, R.A., Philadelphia, PA

Michael P. Tsotsis '71, Rutland, MA

Rev. **Paul L. Vaudreuil**, A.A. '59, Worcester, MA

Trustee Emeriti

Paul J. MacKinnon, South Yarmouth, MA

James J. Paugh III '77, Worcester, MA

Leonard C.G. "Geoff" Smith '66, Naples, FL

Honorary Trustees

John B. Connolly, Westford, MA

The Honorable **Mike R. Gravel** '69, Arlington, VA

David R. Grenon, HD '86, Sutton, MA

Normand R. Marois '57, Sutton, MA

Robert D. Ouellette, M.D. '52, West Boylston, MA

Gloria J. Plourde, HA '95, Southborough, MA

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: Rev. **Dennis M. Gallagher**, A.A., B.A., Assumption College; M. Div., Weston School of Theology; M.Th., Boston College.

Executive Assistant for Government and Community Relations: TBA

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: **James Rizza**, B.A. Claremont McKenna College; M.A.T., Immaculate Conception Seminary and School of Theology, Seton Hall University; S.T.L., International Theological Institute, Austria.

Assistant 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.

Campus Minister: Rev. **Dinh Võtrân**, A.A., B.A., University of Dalat; M.A. East Asian Pastoral Institute; S.T.L. Weston Jesuit School of Theology.

Campus Minister: **Vinnie Sullivan-Jacques**, B.A., Boston College; M.Ed., Boston College School of Theology and Ministry.

Music Ministry Director: **Margaret M. Tartaglia**, B.M., Anna Maria College.

Public Affairs

Executive Director of Public Affairs: **Renee H. Buisson**, B.A., Marquette University, M.S., Emmanuel College.

Associate Director of Public Affairs: **Lorraine U. Martinelle**, B.A., University of Massachusetts, Amherst.

Public Affairs Associate: **Stephen M. Kostrzewa**, A.B., College of the Holy Cross.

Editor Assumption College Magazine/Director of Development Publications: **Troy R. Watkins**, B.A., Curry College, M.A., Rowan University.

Administration and Finance

Executive Vice President for Finance and Administration: **Christian McCarthy**, A.B., College of the Holy Cross; M.B.A., Columbia University.

General Counsel and Assistant to the Executive Vice President: **Michael H. Rubino**, B.A., Clark University; A.P.C., J.D., Suffolk University; Ed.D., Northeastern University.

Executive Assistant to the Executive Vice President for Finance: **TBA**

Business Services

Director of Auxiliary Services: **John P. Langlois**, B.S., United States Military Academy at West Point; M.B.A., Worcester Polytechnic Institute.

Manager of Assumption College Bookstore: **Joshua I. Moore**, B.F.A., Rhode Island School of Design.

Manager of Central Services: **Michelle Carrigan**.

Finance

Director of Finance: **TBA**

Controller: **Cathleen Cullen**, B.A., M.B.A., Assumption College.

Director of Purchasing: **Gale M. Racine**, B.S., Assumption College.

Senior Staff Accountant: **Linda Ducharme**, B.S., Nichols College, M.B.A., Assumption College.

Human Resources

Director of Human Resources/Affirmative Action Officer: **Grace L. Blunt**, Esq., B.A., Northeastern University, J.D., Western New England School of Law.

Associate Director of Human Resources: **Robin L. Pellegrino**, B.A., Worcester State College.

Human Resources Administrator: **Patricia Flynn**, B.A., Becker College.

Payroll Administrator: **Debra Daly**, A.L.S., Assumption College.

Human Resources Coordinator: **Betsy Dunbar**.

Public Safety

Director of Public Safety: **Robert A. Murphy**, B.A., Salem State College, M.S., American International College, M.S., Suffolk University, J.D., Western New England College.

Administrative Lieutenant: **Keith Hough**, A.A.S., B.S., Unity College.

Administrator: **Laurie Handscome-Voedisch**, A. S., Mt. Wachusett Community College.

ENROLLMENT MANAGEMENT

Undergraduate Admissions

Vice President for Enrollment Management: **Evan E. Lipp**, B.A., Marietta College; M.A., Western Michigan University.

Director of Technology for Enrollment Management: **Karen K. Amaral**, B.A., Assumption College.

Assistant to the Vice President of Enrollment Management for Strategic Initiatives: **Mary R. Bresnahan**, B.A., Dickinson College; M.A., Assumption College.

Associate Director of Enrollment Management/Coordinator of Alumni Admissions: **Karen Puntillo**, B.A., Assumption College; M.B.A., Clark University.

Dean of Admissions: **Kathleen M. Murphy**, B.A., St. Joseph's College; M.A., Assumption College.

Director of Admissions: **Mario Silva-Rosa**, B.A., Worcester State College; M.A., C.A.G.S., Assumption College.

Assistant Director of Admissions: **Mark Cleland**, B.A., Assumption College.

Assistant Director of Admissions: **Michel Perron**, B.A., M.A., Assumption College; C.A.G.S., Worcester State College.

Assistant Director of Admissions: **Sarah Neithercut**, B.A., Assumption College.

Assistant Director of Admissions: **Tiana Carrasquillo**, B.A., University Connecticut-Storrs; M.Ed., UMass-Amherst.

Admissions Counselor: Brother **Richard Gagnon**, A.A., B.A., St. Francis College; M.Ed., Boston College.

Admissions Counselor: **Yavuz Kiremit**, B.A., Worcester State College.

Admissions Counselor: **Allison Sherlock**, B.A., Assumption College.

Interactive Recruiter: **Anna J. Maffeo**, B.A., Assumption College.

Regional Admissions Representative: **Mariko K. Watt**, B.A. Boston University, M.A. Emerson College.

Regional Admissions Representative: **Karen Sutherland**, B.A. Assumption College.

Regional Admissions Representative: **Kristen Anderson**, B.A. Assumption College.

Director of Visit Experiences: **Sara Port**, B.A., College of the Holy Cross, M.A. Suffolk University.

FINANCIAL AID

Director of Financial Aid: **Linda L. Mularczyk**, B.S., Atlantic Union College.

Assistant Director of Financial Aid: **Robin M. Montalvo**, B.S., Worcester State College.

Assistant Director of Financial Aid: **Colleen King**, B.S.B.A., M.B.A. Nichols College.

Financial Aid Counselor: **Ellen Anderson**, B.S. Assumption College.

INSTITUTIONAL ADVANCEMENT

Vice President for Institutional Advancement: **TBA**

Assistant to the Vice President for Institutional Advancement: **Jennifer White**, B.A. Boston College.

Director of Stewardship and Special Events: **Elizabeth J. Vestal**, B.A., M.B.A. Assumption College.

Director of Development: **TBA**

Associate Director of Major Gifts: **TBA**

Director of Annual Giving: **Timothy R. Martin**, B.S., Fairfield University.

Associate Director of Annual Giving and Director of Parent Programs: **Linda B. Rosenlund**, B.A., Assumption College.

Assistant Director of Annual Giving: **Erin K. Mills**, B.A., Pine Manor 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.

Director of Research: **Amy H. Sacco**, B.A., Assumption College.

Director of Alumni Relations: **Diane Laska-Nixon**, B.A., Assumption College.

Assistant 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: **TBA**

Dean of Students: **Robert G. Ravenelle**, B.A., M.B.A., Assumption College.

Alcohol and Drug Education

Director of Alcohol and Drug Programs: **Tracey Pakstis-Claiborne**, B.S., Babson College; M.Ed., University of South Carolina; C.A.G.S., Ed.D., Johnson and Wales University.

Athletics

Director of Athletics: **Nicholas Smith**, B.S., Southern New Hampshire University; M.B.A., Bryant University

Associate Director of Athletics for Compliance:

Peter J. Gardula, B.A., University of Maine; M.Ed., Springfield College; M.B.A., Assumption College.

Associate Director of Athletics/SWA: **Bethany Ellis**, B.A. Yale; M.Ed. Providence College.

Assistant Director of Athletics for Sports Medicine: **Randy Logan**, M.S. ATC. B.A., East Washington University; M.S. University of Texas, El Paso.

Assistant Director of Sports Medicine: **Krystle Robleski**, M.S. ATC, B.S. University of Vermont.

Athletic Trainer: **Andy O'Donnell, Jr.**, M.S. ATC, PES, B.S., University of Massachusetts, Amherst; M.S. Bridgewater State.

Assistant Director of Athletics for Communications: **Ken Johnson**, B.S. University of Massachusetts, Amherst.

Assistant Director of Athletics for Operations: **Jim Mullen**, B.A. Assumption College.

Head Men's Basketball Coach: **Matt Mahar**, B.S., Johnson State University.

Assistant Men's Basketball Coach: **Alfonso A. Payne**, B.S. Franklin Pierce College.

Head Women's Basketball Coach: **Kerry Phayre**, B.A., Providence College.

Assistant Women's Basketball Coach: **Sue Cahill**, B.S., St. Michael's College.

Head Football Coach: **Cory Bailey**, B.A., Fordham University.

Assistant Football Coach: **Peter Leonard**, B.A., M.A., Assumption College.

Head Women's Lacrosse Coach: **Abbey Capobianco**, B.A., University of Massachusetts, Amherst

Faculty Athletic Representative to the National Collegiate Athletic Association: **Kevin L. Hickey**, A.B., M.A., Boston University; M.A. Arch. in Environmental Planning, Harvard University.

Community Volunteer Services/ Reach Out Center

Director of the Reach Out Center: **Carleen Roy-Butler**, B.A., St. Michael's College; M.S., University of Rhode Island.

Graduate Assistant for Reach Out Center: **Colleen Penkala**, B.A., Assumption College.

Campus Recreation

Director of Recreation: **Jaron Rider**, RCRSP, B.A., University of Connecticut; M. Ed, Lynchburg College.

Assistant Director of Recreation / Intramurals and Club Sport: **Eric Wojtowicz**, B.S., University of Rhode Island; M.S., Salisbury University.

Career Services

Director of Career Services: **Bethany Ann Rossi**, B.A. Boston College; M.Ed., Boston University.

Assistant Director of Career Services: **Nicole DiOrio**, B.S., The Pennsylvania State University

Assistant Director of Career Services/ Director of the Career and Lifetime Learning (CALL) Program: **Suellen Lazarek Dean**, B.A., Assumption College; M.A., Boston College.

Cross Cultural Center

Director of the Cross Cultural Center: **Beatriz Patino**, B.A., Connecticut College; M.A. Assumption College.

Programming Assistant: **Jesús Torres Nuñez**, B.S. Anna Maria College.

Residential Life

Associate Dean of Campus Life / Director of Residential Life: **Conway C. S. Campbell**, B.A. University of Connecticut; M.Ed., University of Massachusetts– Lowell.

Associate Director of Residential Life: **Joseph T. Zito**, B.A., M.A., Assumption College.

Assistant Director of Residential Life: **Tyler Pau**, B.A. Whitworth College; M.Ed., Azusa Pacific University.

Resident Director Living/Learning Center: TBD

Resident Director Salisbury Hall: TBD

Resident Director, The Hill (Aubuchon, Bissonette, Hanrahan, Nault, Young Halls): **Aaron Sequeira**, B.S. Newbury College.

Resident Director, The Quad (Alumni, Desautels Halls): **Richelle Abrahams**, B.A., M.A., Assumption College

Graduate Assistant, The Valley (Authier, Dufault, Dion, Moquin Halls): TBD

Resident Director, The Village (Plough, South, West Halls): TBD

Resident Director Wachusett Hall: TBD

Resident Director Worcester Hall: **Gena Bevilacqua**, B.A., M.A., Assumption College

Student Activities

Director of Student Activities: **Eric Swindle**, B.S., American International College; M.S., Central Connecticut State.

Assistant Director of Student Activities: **Alexandra Patterson**, B.A. Western New England University; M.Ed., Springfield College.

Graduate Assistant for Student Activities: **Elyse Gauvin**, B.A. Western New England University.

Student Development and Counseling Center

Dean of Student Development: **Neil Ryan Castronovo**, B.A., M.A., Catholic University; M.A.T., Johns Hopkins University; Ph.D., Virginia Commonwealth University. Study: Boston Institute for Psychotherapy.

Associate Director of the Student Development and Counseling Center / Personal Counselor:

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.

Student Health Services

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.

Nurse Practitioner: **Joan M. Cutting**, A.P.R.N., N.P.-C., American Academy of Nurse Practitioners; B.S.N., Northeastern University; M.S.N., Regis College.

Collaborating Physician: **Nancy Berube**, B.S., Worcester Polytechnic Institute; M.D., University of Massachusetts Medical School.

Student Conduct

Director of Student Conduct: Gabriel Reif, B.A. Brandeis University; M.Ed., University of Vermont.

ACADEMIC ADMINISTRATION AND FACULTY

Academic Affairs

Provost and Academic Vice President: **Francis M. Lazarus**, A.B. Canisius College, M.A., Ph.D., Cornell University.

Associate Provost: **Louise Carroll Keeley**, B.A., Marquette University; M.A., Ph.D., Boston College.

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.

Director of Grant Development: **Landy C. Johnson**, B.A., University of Chicago; M.P.A., Ph.D., Clark University.

Academic Support Center

Director of the Academic Support Center:

Allen A. Bruehl, B.A., Franklin and Marshall College; M.A., Antioch University.

Learning Specialist: **Amy Hurley**, B.A., M.A., Assumption College.

Director of Disabilities Services: **Sharon de Klerk**, B.S., University of Massachusetts-Amherst; M.P.A., Clark University.

Assistant Director of Disability 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.

Continuing and Career Education Coordinator: **Laura Hunter**, B.S.S.S., Assumption College

Academic Counselor for Continuing Education:
Theresa A. Coolberth, B.S.L.S., Assumption College.

Associate Director, Career Services:
Patricia A. Paolucci, B.A., Boston College, M.B.A.,
Simmons School of Management.

Director of the Worcester Institute for Senior
Education: **Charlene L. Martin**, Ed.D., University of
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WISE Coordinator: **Pat Masiello**.

Graduate Studies

Director of Graduate Enrollment Management and
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American International College, 2005.

Operations Manager: **Laura M. Lawrence**, B.A.
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Information Technology and Media Services

Executive Director of Information Technology and
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D.A., Simmons College.

Associate Director of Information Technology and
Director of User Support: **Mimi Royston**, B.A., M.B.A.,
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Director of Applications: **Dana Giampa**, B.S.,
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Director of Network and Server Operations:
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Director of Media Services: **Ted H. Haley**, B.A.,
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Manager of Database Systems: **John Flynn**, B.S.M.E.,
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Web System Programmer: **Ming Sun**, B.S., Jilin
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Applications Analyst: **Allen Wilkins**, B.A., University
of Massachusetts-Amherst.

Applications Analyst: **Beth Goven**.

Applications Analyst: **Hiwan Dawn Law**, B.S.,
University of Massachusetts-Amherst.

Report Writer: **John Gillis**, B.A., Goddard College.

Web Developer: **Christopher Murray**, B.S., University
of Phoenix.

Systems Manager: **Benjamin Goodwin**, A.S., Vermont
Technical College.

Associate Systems Manager: **Christopher Naples**, B.A.
Assumption College.

Network and Server Administrator: **Robert Lavner**,
B.S., Bridgewater State College.

Network Analyst: **Jeff Logee**, B.A., Assumption
College.

Desktop Support Manager: **Mark Brooks**, B.S.E.E.,
University of Maine.

Instructional Technology Manager: **Lynn Cooke**,
B.S., M.S., Tufts University; M.A., San Diego State
University.

Training Specialist: **Elizabeth Hamblett**, B.F.A.,
Rivier College.

Information Technology Support Center Manager:
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M.A., C.A.G.S., Assumption College.

Computer Classroom and Lab Manager: **Joseph Horgos**.

Information Technology Support Center Coordinator:
Jennifer Marques, B.A., Assumption College.

Media Services Supervisor: **Thomas E. Burke**, B.A.,
Franklin Pierce College; M.A., Assumption College.

Library Services

Director of Library Services: **Doris Ann Sweet**, B.A.,
M.A., M.S.L.S., Columbia University.

Head of Reference and Information Literacy
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.

Reference and Information Literacy Librarian:
Barrie Mooney, B.A., University of Vermont; M.L.I.S.,
University of Rhode Island.

Reference and Information Literacy Librarian:
Libby Lipin, B.F.A., University of Massachusetts,
Lowell; M.S., Simmons College.

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.

Reference and Information Services 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.

Rehabilitation Services

Coordinator, Region I Rehabilitation Continuing Education Program (RCEP): **Thomas P. McCarthy**, B.A., M.Ed., Boston College; Sc.D., Boston University.

Visual Resources

Visual Resources Curator: **Mary Mudge**, Lecturer in Art History, B. A., Assumption College, M.A., University of Massachusetts: Amherst, 2007.

Academic Department Chairs

- Art, Music and Theater – **Patrick Corrigan**
- Business Studies – **Joseph Foley**
- Economics and Global Studies – **Thomas White**
- Education – **Eric Howe**
- English – **Becky DiBiasio**
- History – **Deborah Kisatsky**
- Human Services and Rehabilitation Studies – **Susan Scully-Hill**
- Mathematics and Computer Science – **Suzanne Kelton**
- Modern and Classical Languages and Cultures – **Arlene Guerrero-Watanabe**
- Natural Sciences – **Kim Schandel**
- Philosophy – **Gavin Colvert**
- Political Science – **Geoffrey Vaughan**
- Psychology – **Peter Toscano**
- Sociology and Anthropology – **Amy Gazin-Schwartz**
- Theology – **Marc Guerra**

Institutes / Centers

Aaron T. Beck Institute for Cognitive Studies:
Director: **Leonard A. Doerfler**, Ph.D.

Ecumenical Institute: Director: **Gavin Colvert**, Ph. D.

French Institute: Director: **Leslie P. Choquette**, Ph.D.

Institute for Social and Rehabilitation Services:
Director: **Susan Scully-Hill**, Ph.D.

Worcester Institute for Senior Education:
Director: **Charlene L. Martin**, Ed.D., University of Massachusetts–Amherst

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.

Brooke M. Andersen, Assistant Professor of Mathematics (2009) B.S., Centre College; A.M., Ph.D., Dartmouth College, 2008.

Glenn Arbery, d'Alzon Visiting Professor (2008) A.B.J., M.A. University of Georgia; Ph.D., University of Dallas, 1982.

Virginia Arbery, Lecturer in Political Science (2009) B.A. Butler University, M.A. Ph.D. University of Dallas (1984).

Frederick R. Bauer, Associate Professor of Philosophy (1969) M.A., St. Michael's Theologate; Ph.L., Ottawa, 1968.

Barry Bercier, A.A., Visiting Assistant Professor of Theology (1999) A.B., Assumption College; M.A., University of Notre Dame; M.A., Boston College; M.Div., Weston Jesuit School of Theology, 1984.

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.

Leslie A.C. Blair, Visiting Assistant Professor of Biology (2007) B.S., University of Washington, Seattle; Ph.D., University of California at San Diego, 1984.

Richard Bonanno, Associate Professor of Italian (2002) B.A., University of Massachusetts; M.A., Ph.D., Rutgers University, 2000.

Stuart J. Borsch, Assistant Professor of History (2002) B.S., United States Naval Academy; M.Ph. (History), Ph.D., Columbia University, 2002.

Joyce E. Brown, Associate Professor of Mathematics and Computer Science (1982) B.S., University of New Hampshire; Ph.D., Johns Hopkins University (1970).

Bryan Carella, Assistant Professor of English (2007) B.A., University of North Carolina; M.A., Indiana University; Ph.D., University of North Carolina, 2006.

Alison Cares, Assistant Professor of Sociology (2011) B.A., Dartmouth College; M.A., Pennsylvania State University; Ph.D., Pennsylvania State University, 2005.

Kevin J. Carlin, Associate Professor of Mathematics (1988) B.S., Fordham University; Ph.D., Yale University, 1983.

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.

Sarah Cavanagh, Assistant Professor of Psychology (2009) B.A., Boston University; M.S., Ph.D., Tufts University, 2007.

Leslie P. Choquette, Professor of History, L'Institut Francais, Professor of Francophone Cultures and Director of the French Institute (1989) B.A., Radcliffe College; M.A., Ph.D., Harvard University, 1988.

Mark Z. Christensen, Assistant Professor of History (2010) B.A., Brigham Young University, M.A. University of Utah, Ph.D. Pennsylvania State University, 2010.

Vincent Cioffari, Associate Professor of Mathematics, (1975) A.B., Tufts University; M.S., Ph.D., Northeastern University, 1975.

Peter Clemente, Visiting Instructor of Music (1988) B.M., Hartt School of Music; M.M., New England Conservatory.

David A. Cohen, Visiting Instructor of History (1998) B.A., M.A., A.B.D., Yale University.

Elizabeth A. Colby Davie, Assistant Professor of Chemistry (2007) B.A., Macalester College; Ph.D., Massachusetts Institute of Technology, 2005.

Gavin T. Colvert, Associate Professor of Philosophy (2000) Chairperson of the Department of Philosophy. B.A., Santa Clara University; M.A., Ph.D., University of Toronto, 1995.

J. Patrick Corrigan, Associate Professor of Philosophy (1989) Chair of the Department of Art, Music, and Theatre, B.A., The Catholic University of America; M.A., The University of Texas at Austin; Ph.D., The Catholic University of America, 1995.

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.

Stuart I. Cromarty, Professor of Biology (2000) B.A., Boston University; M.Sc., Ph.D., University of Rhode Island, 1995. On sabbatical 2012–2013.

Lisa D'Souza, Assistant Professor of Education (2009) B.A., M. Ed. Wake Forest University; Ph.D. Boston College, 2009.

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Arlene O. DeWitt, Assistant Professor of Marketing and Organizational Communication (2005) B.A., Elmira College; M.B.A., Clark University, 1987.

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Egidio A. Diodati, Associate Professor of Management (1987) B.S., Boston State College, 1973; M.B.A., Suffolk University, 1977.

Edward J. Dix, Associate Professor of Chemistry (1994) B.S., Clarkson University; M.S., Ph.D., University of Rochester, 1994.

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Leonard A. Doerfler, Professor of Psychology (1989) B.S., University of Pittsburgh; M.A., Ph.D., University of Missouri-Columbia, 1982.

Shahara Drew, Visiting Instructor of English. (2007) B.A., University of Pennsylvania; M.A., Brown University; Ph.D. Brown University, 2001.

Eric Drouart, Visiting Assistant Professor of Management and Marketing (2011) B.B.A., IPAG, Paris, France, B.B.A., M.S.B.A., University of Massachusetts, Amherst (1976).

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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. On sabbatical spring 2013.

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.

Paula Fitzpatrick, Professor of Psychology (1996) B.A., Ph.D., University of Connecticut, 1993.

Molly B. Flynn, Associate Professor of Philosophy (2006) B.A., Mount Saint Mary's College; M.A. 2003, Ph.D., The Catholic University of America, 2007. On sabbatical 2012–2013.

Joseph T. Foley, Associate Professor of Accounting (1979) Chairperson of the Department of Business Studies. 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).

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Paul J. Gallagher, Associate Professor of Philosophy (1989) B.A., Duquesne University; M.A., Ph.D., The Pennsylvania State University, 1991.

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Jeremy Geddert, Assistant Professor of Political Science (2012) B.A., M.A. University of Saskatchewan; Ph.D., Catholic University of America, 2012.

Richard A. Gendron, Associate Professor of Sociology (1998) B.A., University of Massachusetts; M.A., Ph.D., University of California, Santa Cruz, 1998. On sabbatical 2012–2013.

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Donat R. Lamothe, A.A., Professor of Music (1963) Archivist. Ph.L., University of Ottawa; M.A., St. John's University; M.M., Boston University; Ph.D., University of Strasbourg.

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Robert Bureau, Lecturer in Human Services and Rehabilitation Studies (2007) B.A., University of Massachusetts-Amherst; M.Ed., University of Massachusetts-Amherst (1985).

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Rev. Timothy Cremeens, Lecturer in Theology (2010) B.A., Colorado State University; M.Div., St. Vladimir's Orthodox Seminary; Ph.D., Regent University School of Divinity, 2011.

Anita Danker, Lecturer in Education (1998) B.S., Boston State College; M.Ed. Framingham State College; M.A., University of Massachusetts, Boston; Ed.D., Boston University, 1998.

Kathleen Dion, Lecturer in Education (2008) B.S., Worcester State College; M.A. Worcester State College; M.A. Fitchburg State College, 1989.

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Bernard J. Hall, Lecturer in Mathematics (2007) B.A., St. John Fisher College; M.A., University of Rochester; Ph.D., Boston College, 1976.

Calvin R. Hill, Lecturer in Human Services and Rehabilitation Studies (2002) B.A., Bethany College; M.A., Emporia State University; M.Ed., Cambridge College (2005).

Bruce Hopkins, Lecturer in Music (1987) B.M., Boston Conservatory of Music; M.M., New England Conservatory of Music, 1975.

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Doug Klier, Lecturer in Human Services and Rehabilitation Studies (2012) B.A. Assumption College.

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Rita Lombardi, Lecturer in Art (2012). B.F.A., Massachusetts College of Art; M.F.A., University of Connecticut.

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Cynthia Lawrence, Lecturer in Education (2002) B.S., M.S., Wheelock College, 1975.

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Shawn M. Lynch, Lecturer in History (2007). B.A., Merrimack College, M.A., Villanova University, Ph.D., Boston College 2006.

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Heather March, Lecturer in Human Services and Rehabilitation Studies (1980) B.A., Temple University; M.Ed., Pennsylvania State University, 1978.

Ingrid Matos-Nin, Lecturer in Spanish (2005) A. Pontificia Universidad Catolica de Puerto Rico, M.A. Pontificia Universidad Catolica de Puerto Rico, Ph.D. Boston University, 2004.

David J. McCowin, Lecturer in History (2012). B.A., Mount Union College, M.A., State University of New York at Buffalo, Ph.D., Boston College, 2011.

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Daniel A. Micari, Lecturer in Human Services and Rehabilitation Studies (1991) B.A., M.A., Assumption College, 1973.

Lisa Modenos, Lecturer in Anthropology (2011) BA Queens College, City University of New York; M.A., University of Massachusetts-Amherst; Ph.D., University of Massachusetts-Amherst, 2010.

John E. Moore, Lecturer in Economics (2003) B.A., Villanova University; M.B.A., Assumption College; Ph.D., Clark University, 2007.

Mary Mudge, Lecturer in Art History (2008) B. A. Assumption College, M.A. University of Massachusetts, Amherst, 2007.

John M. Mulry, Lecturer in Education (2004) B.S., M.Ed., Worcester State College, 1971.

Tammy Murray, Lecturer in Human Services and Rehabilitation Studies (2008) B.S., Utica College of Syracuse University; M.Ed., Cambridge College (2005).

Alison Myette, Lecturer in Human Services and Rehabilitation Studies (2000) B.S., M.A., University of Rhode Island, 1995.

Richard A. Oehling, Lecturer in History (1973) Professor Emeritus of History. A.B., M.A., Ph.D., Rutgers University, 1969.

Gary Orlinsky, Lecturer in Art (2000) B.A., University of Illinois; M.F.A., University of Massachusetts.

Susan Perschbacher, Lecturer in Sociology (2012) B.A., Denison University; M.A., Ph.D., University of Chicago, 1981.

Lisa Phillips, Lecturer in Human Services and Rehabilitation Studies (2009) B.A., Assumption College; M.S., Northeastern University (2002).

Seth M. Ridinger, Lecturer in History (2011). B.A., Worcester State University, M.Ed. Worcester State University, M.A., State University of New York, Oswego, 2011.

Sarai Rivera, Lecturer in Human Services and Rehabilitation Studies (2011) B.A. Worcester State University; MSW, University of Connecticut; Ph.D. Gordon-Conwell Theological Seminary, 2007.

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.

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Richard M. Simpson, Lecturer in Theology (2006) A.B., Georgetown University; M.Div., Drew Theological School; Th.M., Princeton Theological Seminary; D.Min., Columbia Theological Seminary (Decatur, GA), 2005.

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Elisabeth Solbakken, Lecturer in German (1996) Ex. Phil., Oslo University; M.A., D. Phil., Universität Tübingen, Germany, 1992.

Cynthia Sparks, Lecturer in Biology (2004) B.A., Regis College; Ph.D., University of Massachusetts Graduate School of Biomedical Sciences, 1995.

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Mark Stewart, Lecturer in Human Services and Rehabilitation Studies (1995) B.A., University of Rhode Island; M.A. C.A.G.S., Assumption College (1976).

Peter Sulski, Lecturer in Music (2004). B.M. Eastman School of Music, 1990.

Margaret Tartaglia, Lecturer in Music (2012), B.M., Anna Maria College.

Alain Thomasset, A.A., Lecturer in Theology (2010) Ph.D., Université Catholique de Louvain, 2005.

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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.

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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.

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Stuart R. Lynn, Professor Emeritus of Economics (1987) A.B. College of William and Mary; Ph.D., University of North Carolina.

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Kenneth J. Moynihan, Professor Emeritus of History (1970) A.B., College of the Holy Cross; M.A., Ph.D., Clark University, 1973.

Richard A. Oehling, Professor Emeritus of History (1973) A.B., M.A., Ph.D., Rutgers University, 1969.

Susan Perschbacher, Emerita Professor of Sociology (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 Directress 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.

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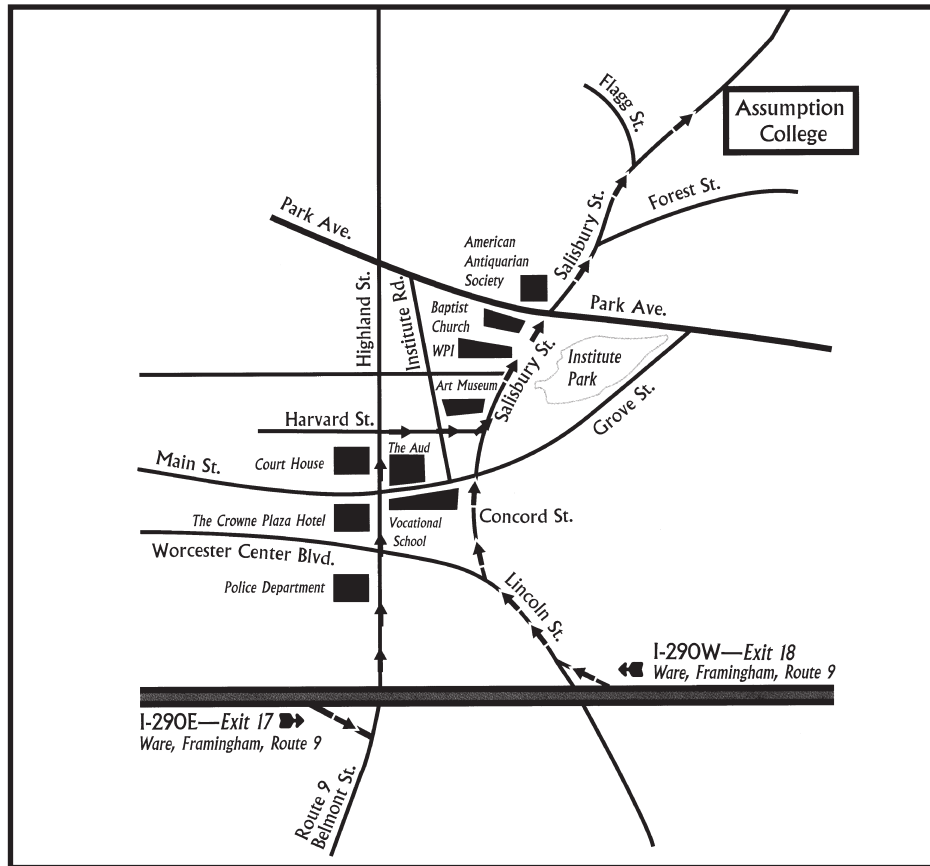
William N. Sullivan, Professor Emeritus of Accounting (1980) B.S. Boston College, M.B.A. Babson College, 1975, C.P.A. (Massachusetts) 1975.

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.

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Coming from Boston: Take the Mass Pike (I-90 West) to Exit 11A (I-495 North). Travel about 7 miles on I-495 North and take Exit 25B (I-290 West) toward Worcester. Take I-290 West into Worcester. Take Exit 18 (Lincoln Street / Rt. 9). Turn right at the lights at end of the exit ramp onto Lincoln Street and bear right onto Salisbury Street. Stay on Salisbury Street for about 2 miles. Assumption College will be on your right.

Coming from the South: Take Rt. 146 North and merge onto I-290 East for about 2 miles. Take Exit 17 (Rt.9). Turn left at light at the end of the exit ramp onto Belmont St. (Rt. 9 West) for .3 mile. Turn right onto Grove St. for .2 mile. Turn left onto Salisbury St. for 2.1 miles. Assumption College will be on your right.

Coming from the West: Take the Mass Pike (I-90 East) to Exit 10 (I-290 East) toward Worcester. Take Exit 17 (Rt.9). Turn left at light at the end of the exit ramp onto Belmont St. (Rt. 9 West) for .3 mile. Turn right onto Grove St. for .2 mile. Turn left onto Salisbury St. for 2.1 miles. Assumption College will be on your right.

Coming from the North: Take I-95 or I-93 South to I-495 South. Take I-495 South to Exit 25B (I-290 West) toward Worcester. Take I-290 West into Worcester (about 10 minutes). Take Exit 18 (Lincoln Street / Rt. 9). Turn right at the lights at end of the exit ramp onto Lincoln Street and bear right onto Salisbury Street. Stay on Salisbury Street for about 2 miles. Assumption College will be on your right.

FALL SEMESTER

| | | |
|-------------|-----------------|--|
| Fri. | Aug. 24 | New students arrive/Check-In |
| Sun. | Aug. 26 | Returning students arrive/Check-In |
| Mon. | Aug. 27 | Undergraduate & Graduate classes begin |
| Fri. | Aug. 31 | Undergraduates last day to Add/Drop |
| Mon. | Sept. 3 | LABOR DAY—No Classes |
| Tues. | Sept. 4 | CE Classes begin |
| Sat.–Tues. | Oct. 6–9 | COLUMBUS DAY—No Classes |
| Wed. | Oct. 10 | Undergraduate, CE, & Graduate Classes resume |
| Mon. | Oct. 15 | MID-TERM |
| Wed. | Nov. 1–Dec. 10 | Registration for CE Intersession |
| Mon. | Nov. 5–16 | Undergraduate Course Selection for Spring 2013 Semester |
| Fri. | Nov. 16 | Undergraduates last day to withdraw from a course; P/NC deadline |
| Wed. | Nov. 21 | THANKSGIVING RECESS BEGINS |
| Mon. | Nov. 26 | Undergraduate, CE & Graduate classes resume |
| Wed. | Dec. 5 | Last day of Undergraduate classes |
| Thurs. | Dec. 6 | Undergraduate study day |
| Fri.-Thurs. | Dec. 7&8; 10–13 | Undergraduate final exam period |
| Sat. | Dec. 8 | Last day of Graduate classes |
| Thurs. | Dec. 13 | Last day of CE classes |
| Fri. | Dec. 14 | Snow period for final exams |
| Mon. | Dec. 17 | Grades due by noon |

INTERSESSION

| | |
|--------------|-------------------|
| January 2–15 | CE Online Courses |
|--------------|-------------------|

SPRING SEMESTER

| | | |
|------------|--------------|---|
| Sun. | Jan. 13 | Check-In for students |
| Mon. | Jan. 14 | Undergraduate classes begin |
| Wed. | Jan. 16 | CE & Graduate classes begin |
| Fri. | Jan. 18 | Undergraduates last day to Add/Drop |
| Mon. | Jan. 21 | Martin Luther King Jr. Day—NO CLASSES |
| Fri. | Feb. 15 | Undergraduates last day to declare majors prior to Fall 2013 course selection |
| Mon. | Feb. 18 | Presidents' Day: Undergraduate, CE & Graduate classes held |
| Mon.–Sat. | Mar. 4–10 | Undergraduate, CE & Graduate SPRING BREAK |
| Mon. | Mar. 11 | Undergraduate, CE, & Graduate classes resume/MID-TERM |
| Wed. | Mar. 27 | No CE & Graduate classes |
| Thurs. | Mar. 28 | EASTER RECESS BEGINS |
| Tues. | Apr. 2 | Undergraduate, CE & Graduate classes resume |
| Mon. | Apr. 8–19 | Undergraduate course selection for Fall 2013 |
| Fri. | Apr. 12 | Undergraduates last day to withdraw from a course: P/NC deadline |
| Mon. | Apr. 29 | Last day of Undergraduate classes |
| Tues. | Apr. 30 | Undergraduate study day |
| Wed.–Tues. | May 1–4; 6&7 | Undergraduate final exams |
| Thurs. | May 2 | Last day of CE & Graduate classes |
| Wed. | May 8 | Senior grades due by noon |
| Fri. | May 10 | Baccalaureate Mass |
| Sat. | May 11 | Commencement |
| Mon. | May 13 | Grades due by noon |

SUMMER

| | |
|-----------------|-----------|
| May 20–June 28 | Session 1 |
| July 1–August 9 | Session 2 |

ACADEMIC CALENDAR 2013–2014

FALL SEMESTER

| | | |
|-------------|-------------------|--|
| Sat. | Aug. 31 | New students arrive/Check-In |
| Mon. | Sept. 2 | Returning students arrive/Check-In |
| Tues. | Sept. 3 | Undergraduate, CE & Graduate classes begin |
| Fri. | Sept. 6 | Undergraduates last day to Add/Drop |
| Sat.–Tues. | Oct. 11–15 | Columbus Day—NO CLASSES |
| Wed. | Oct. 16 | Undergraduate, CE & Graduate classes resume |
| Mon. | Oct. 28 | MID-TERM |
| Wed. | Nov. 4–Dec. 13 | Registration for CE Intersession |
| Mon. | Nov. 11–22 | Undergraduate course selection for Spring 2014 semester |
| Fri. | Nov. 22 | Undergraduates last day to withdraw from a course: P/NC deadline |
| Wed. | Nov. 27 | THANKSGIVING RECESS BEGINS |
| Mon. | Dec. 2 | Undergraduate, CE & Graduate classes resume |
| Wed. | Dec. 11 | Last day of classes |
| Thurs. | Dec. 12 | Undergraduate study day/Last day of Graduate classes |
| Fri.–Thurs. | Dec. 13–14, 16–19 | Undergraduate final exam period |
| Sat. | Dec. 14 | Last day of CE classes |
| Fri. | Dec. 20 | Snow period for final exams |
| Mon. | Dec. 23 | Grades due by noon |

INTERSESSION

| | |
|--------------|-------------------|
| January 6–17 | CE Online Courses |
|--------------|-------------------|

SPRING SEMESTER

| | | |
|------------|------------|---|
| Mon. | Jan. 20 | Check-In for students; Martin Luther King Jr. Day |
| Tues. | Jan. 21 | Undergraduate classes begin |
| Wed. | Jan. 22 | CE & Graduate classes begin |
| Fri. | Jan. 28 | Undergraduates last day to Add/Drop |
| Mon. | Feb. 17 | Presidents' Day—Undergraduate, CE & Graduate classes held |
| Fri. | Feb. 21 | Undergraduates last day to declare majors prior to Fall 2014 course selection |
| Mon–Sun. | Mar. 10–16 | SPRING BREAK |
| Mon. | Mar. 17 | Undergraduate, CE & Graduate classes resume/MID-TERM |
| Mon. | Apr. 7–16 | Undergraduate course selection for Fall 2014 |
| Fri. | Apr. 11 | Undergraduates last day to withdraw from a course; P/NC deadline |
| Wed. | Apr. 16 | No CE & Graduate classes |
| Thurs. | Apr. 17 | EASTER RECESS BEGINS |
| Tues. | Apr. 22 | Undergraduate, CE & Graduate classes resume |
| Mon. | May 5 | Last day of Undergraduate classes |
| Tues. | May 6 | Undergraduate study day |
| Thurs. | May 8 | Last day of Graduate & CE classes |
| Wed.–Tues. | May 7–13 | Undergraduate final exams |
| Wed. | May 14 | Senior grades due by noon |
| Fri. | May 16 | Baccalaureate Mass |
| Sat. | May 17 | Commencement |
| Mon. | May 19 | Grades due by noon |

SUMMER

| | |
|----------------|------------|
| May 27–July 3 | Session I |
| July 7–Aug. 15 | Session II |



ASSUMPTION
COLLEGE

ACADEMIC DEPARTMENTS

- Art, Music and Theatre
- Business Studies
- Economics 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 Anthropology
- Theology



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