

**STONEHILL**  
COLLEGE



## Founders

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The Congregation of Holy Cross, a Catholic community of Priests and Brothers, as an independent, Church-related institution.

## Degrees and Accreditation

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Stonehill College offers a Bachelor of Arts, Bachelor of Science, and Bachelor of Science in Business Administration degrees.

Stonehill College is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation of an institution of higher education by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

A copy of the documents describing Stonehill's accreditation and its state and federal licensing are available upon request to Stonehill College, Attn: Clerk of the Corporation, 320 Washington Street, Easton, MA 02357. Anyone wishing to contact the College's accreditor or its state licensing entity may use the following addresses:

New England Association of Schools and Colleges  
209 Burlington Road, Suite 201  
Bedford, MA 01730-1433  
(781) 271-0022 or

Massachusetts Department of Higher Education  
One Ashburton Place, Room 1401  
Boston, MA 02108  
(617) 994-6950

## Additional Accreditations

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Association to Advance Collegiate Schools of Business (AACSB International)

American Chemical Society (ACS)

Association of University Programs in Health Administration; Full Certification

## Memberships

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- Association of American Colleges and Universities (AACU)
- Association of Catholic Colleges and Universities (ACCU)
- The Council of Independent Colleges (CIC)
- National Association of Independent Colleges and Universities (NAICU)
- Southeastern Association for Cooperation of Higher Education in Massachusetts (SACHEM)
- Southern New England Consortium on Race and Ethnicity (SNECORE)

## MISSION AND HISTORY

**Mission of the College**

Stonehill College, a Catholic institution of higher learning founded by the Congregation of Holy Cross, is a community of scholarship and faith, anchored by a belief in the inherent dignity of each person.

Through its curriculum of liberal arts and sciences and pre-professional programs, Stonehill College provides an education of the highest caliber that fosters critical thinking, free inquiry, and the interchange of ideas.

Stonehill College educates the whole person so that each Stonehill graduate thinks, acts, and leads with courage toward creating a more just and compassionate world.

**Philosophy of the College**

To accomplish this vision students undertake a program of studies which encourages scholarship, critical analysis and creative thinking. Faithful to the Holy Cross tradition in education, Stonehill is committed to developing the moral, spiritual, intellectual and social competencies of its students, as well as fostering the determination to bring these competencies to bear on matters of social justice.

Through study of the core disciplines of the liberal arts, students engage the wisdom and the questions that are the foundation of an educated mind. Mastery of the specialized knowledge required by today's professions provides the tools to lead productive careers and to shape the world beyond the classroom.

The presence of Catholic intellectual and moral ideals places the College in a long tradition of free inquiry, the engagement with transcendent theological and philosophical ideals and values, the recognition of the inherent dignity of each person, and the sense of obligation to commit oneself to moral ends.

In celebration of this dignity and of the unity of the human family, Stonehill supports a diversity of persons, opinions, and cultural and religious perspectives. The College affirms that appreciation of this diversity is integral to the acquisition of personal and intellectual breadth.

The faculty, inspired by a passion for teaching, collaborates with the staff to create a student-centered climate which promotes academic challenge and rigorous inquiry, physical well-being and emotional growth, personal responsibility, cooperative learning and authentic community. A Stonehill education encourages students to develop a lifelong desire for self-discovery and commitment to service that will lead to truly purposeful and rewarding lives.

**History of the College**

Stonehill College was founded on June 30, 1948. On that day, the Commonwealth of Massachusetts authorized the Congregation of Holy Cross to establish an institution of higher learning on the former estate of Frederick Lothrop Ames in North Easton. The campus is strikingly beautiful. At one end sits Donahue Hall, the estate's original Georgian-style mansion, constructed in 1905. It houses Stonehill's administration as well as a chapel in which mass is celebrated daily. Donahue Hall overlooks a panorama of academic buildings and residence halls in a tranquil setting of lawns, woods, fields and ponds.

Since its founding in France in 1837, the Congregation of Holy Cross has been engaged in works of education. By 1842, members of the Congregation had established the University of Notre Dame in northern Indiana. Other institutions of higher education founded by the Congregation in the United States include the University of Portland in Oregon, St. Edward's University in Texas, King's College in Pennsylvania, and Holy Cross College in Indiana.

Father Basil Moreau C.S.C., the founder of the Congregation, held as a primary concern that education affects the whole person. Father Moreau spoke and wrote of educating the heart as well as instructing the mind, of developing people of values as well as scholars. Typical of Moreau's sentiments was the view expressed in an 1849 Circular Letter to members of the Congregation:

"We will always place development of the whole person side by side with the acquisition of knowledge; the mind will not be cultivated at the expense of the heart."

In September 1948, Stonehill College enrolled its first students. In 1951, the College expanded enrollment to welcome women students. In December 1959, Stonehill received full accreditation from and membership in the New England Association of Colleges and Secondary Schools (NEASC).

Until 1972, responsibility of the College was vested in the Eastern Province of the Congregation of Holy Cross. In that year, responsibility was transferred to an elected and primarily lay Board of Trustees. The Congregation also transferred equity consisting of 375 acres and buildings for, and accommodated to, educational purposes.

Both the spirit and letter of the transfer called for Stonehill College to continue as a Catholic institution of higher learning.

As a Catholic College, Stonehill is committed to the mutually enriching discourse between intellectual inquiry and the life of faith. As a College in the Holy Cross tradition, Stonehill seeks to help students develop their abilities and discover the deepest longings in their lives. It seeks to cultivate concern for the dignity of every person and care for the victims of every prejudice. In fulfillment of its motto, *Lux et Spes* (Latin for "Light and Hope,") the College fosters the competence to see and the courage to act. (Cf. Constitutions of the Congregation of Holy Cross, Nos. 14-17).

In this tradition, Stonehill is particularly concerned to foster a quality of life on campus that forges strong bonds of community and a tradition of service that contributes to a more just and compassionate society. In 1989, a Statement of Principles was approved by both the College and the Congregation of Holy Cross to ensure the preservation of Stonehill's Catholic heritage and to commit the Congregation to an active presence in both academic and pastoral positions at the College.

Stonehill conducted its first commencement exercises in 1952, and in 2011 the College graduated its 23,000th alumnus. The College's vision for the future is encapsulated in its strategic plan, "Above & Beyond: The Plan for Stonehill College 2011-2015." Stonehill seeks to provide a quality higher education that equips alumni for thoughtful reflection throughout their lives, for useful careers, and for citizenship, service and leadership in the Church and in the world.



CAMPUS CONTACTS AND RESOURCES

**Mailing Address**

Stonehill College  
320 Washington Street  
Easton, Massachusetts 02357

**Telephone**

Area Code (508) Easton Line: 565-1000  
Area Code (617) Boston Line: 696-0400  
TDD Number: (508) 565-1425

**Stonehill Home Page**

www.stonehill.edu

**Notice**

Stonehill College reserves the right to advance and alter requirements regarding admission, arrangement of courses, curriculum, requirements for graduation and degrees, and other regulations affecting the student body. Such regulations govern both incoming and matriculating students and will be effective as determined by Stonehill College. For changes to this document please refer to www.stonehill.edu and select "A-Z Index" then "Hill Book."

In compliance with the Student Right-to-Know and Campus Security Act, graduation rate statistics and campus safety policies, procedures, and statistics are available upon request from the offices indicated below.

**Graduation Rate Statistics**

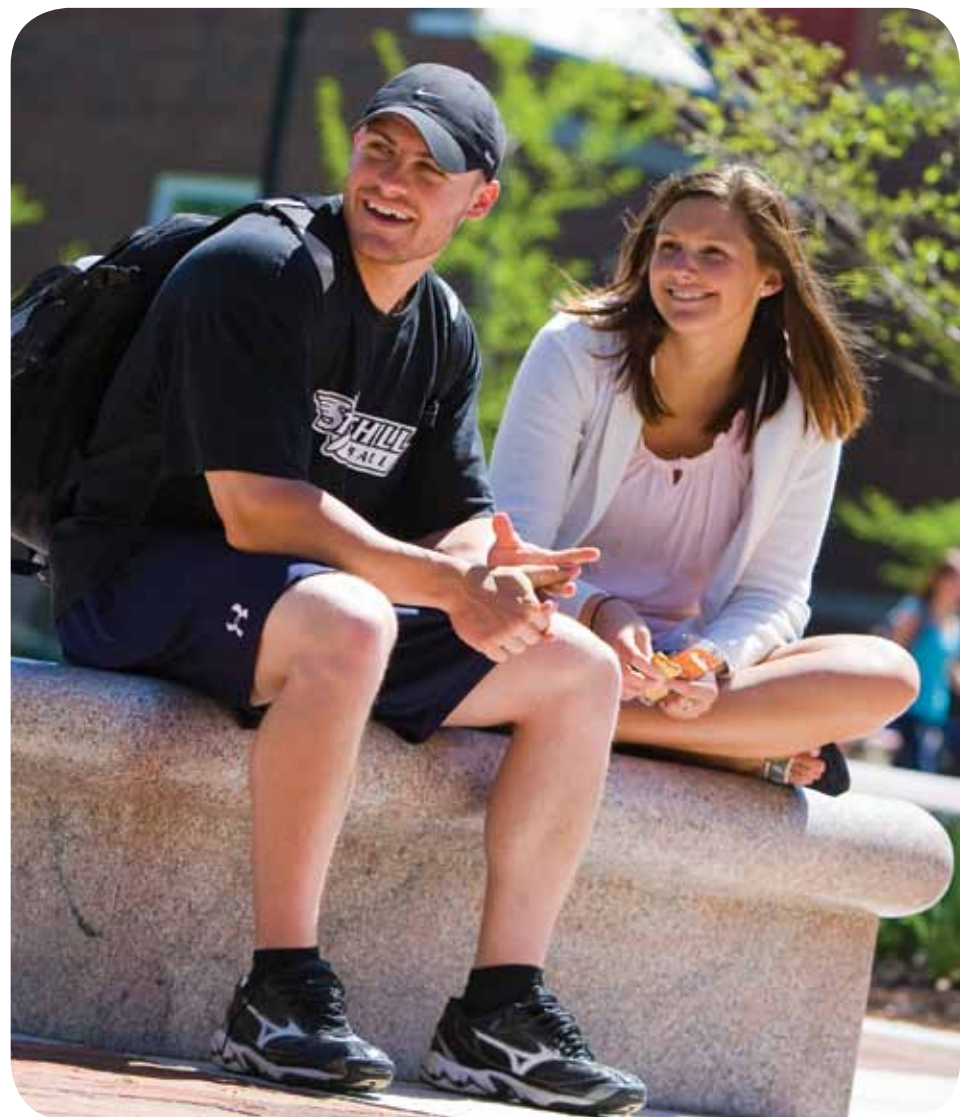
Office of Planning and Institutional Research  
Stonehill College  
Easton, MA 02357-5620  
508-565-1378

**Campus Safety Policies, Procedures, and Statistics**

Campus Police Department  
Stonehill College  
508-565-5555

**Correspondence**

President .....	General College Matters
Provost and Vice President for Academic Affairs .....	Academic Matters
Dean of Admissions and Enrollment.....	Admission, Transfer and Non-Degree Students
Director of Alumni Affairs.....	Alumni Matters
Director of Athletics.....	Athletic Matters
Vice President for Finance and Treasurer .....	Business Matters
Dean of the Faculty .....	Faculty and Curriculum
Vice President for Advancement .....	College Fundraising
Director of Student Financial Services .....	Employment on Campus/Scholarship Aid and Loans/Payment of Bills
Director of Career Services .....	Internships and Employment Off-Campus
Director of ROTC.....	Military Science
Director of Media Relations.....	Public Relations
Vice President for Student Affairs .....	Student Life Matters
Bookstore Manager.....	Textbooks, College Supplies
Registrar .....	Transcripts, Enrollment and Veterans Certification, Course Registration



## THE CURRICULUM

### Academic Life

The Stonehill curriculum challenges men and women of diverse backgrounds to enter into intellectual, social and moral discovery and to create meaningful lives, rewarding careers, and participatory citizenship. The Cornerstone Program of General Education and Major Programs of Study combine to cultivate a student-centered environment that is nurtured by small classes and enriching student-faculty relationships.

The College prides itself on promoting liberal education and on offering a variety of high quality academic programs in the Arts and Sciences and in Business Administration. Major and Minor Programs of Study emphasize depth of knowledge and practice in a particular discipline. While students must complete requirements within the major or minor, they also have the flexibility to explore academic opportunities unique to their own educational plans. Such opportunities include the honors program, internships, international experiences, interdisciplinary concentrations, community-based learning opportunities, directed study, and independent research.

Thus, the outcomes of the Academic Program include enhanced content knowledge in "core" disciplines; demonstrated competency in skills crucial to success in all major programs; the ability to integrate knowledge across disciplines; dexterity in teamwork and collaboration; the ability to reason well and to apply reasoning skills to ethical questions; an appreciation for diversity of persons and cultures; and expertise in at least one academic discipline. This foundation will serve graduates well in any career or post-baccalaureate study they pursue.

Completing the Stonehill academic program is an exciting way to develop skills and knowledge, to experience human and natural diversity, to build critical and creative thinking and leadership abilities, and to discover the value of civic engagement.

### The Curriculum

The academic program introduces the student to the various disciplines of a liberal education and prepares the student for graduate studies or a professional position in a fashion that both enriches the student and benefits society. Recognizing that each person is unique in ability, inquisitiveness, interest, and aspiration, the program provides the student with the opportunity to select electives in addition to courses required for the Cornerstone Program and for the major.

Stonehill students design their own education by selecting courses from the Stonehill curriculum. The parts of the curriculum include: the Cornerstone Program of General Education, the Major, the Minor and/or Interdisciplinary Minor (optional), and Electives.

### The Cornerstone Program of General Education

The Cornerstone Program of General Education provides students with foundational knowledge, diversity of experience, and cultivates a spirit of curiosity and intellectual rigor that are the hallmarks of a well-rounded liberal arts education. The goal of the Cornerstone Program is to lead students to examine critically the self, society, culture, and the natural world. The program honors Stonehill's commitment to free inquiry and social responsibility, in the tradition of Catholic higher education. Through the development of the knowledge, competencies, and values that are central to the Cornerstone Program, every Stonehill student will be prepared for a life of learning and responsible citizenship.

(More information about the learning goals and courses of the Cornerstone Program are provided in The Cornerstone Program section.)

### The Major

The Major constitutes the second broad area in the student's curriculum. College education should both facilitate intellectual growth and equip students to take their place as responsible members of society. Students are to prepare themselves for some field of graduate or professional study, or for a more immediate career in such areas as teaching, government, business, industry, or social service.

Accordingly, students select an area of major concentration in view of postgraduate or career plans. The goal of the Major is for students to acquire skills and investigate intellectual questions, methods, and issues in considerable breadth and increasing depth in a specific field or area of study. Degree candidates must declare, and be accepted in, a major field of study prior to enrollment in their last 45 credits.

Students may enroll in two Majors, subject to the approval from the Office of Academic Services, in consultation with the respective Department Chairpersons or Program Directors. In some cases, students may need to enroll in more than 120 credits in order to satisfy the requirements of both Majors.

Students who satisfactorily complete two Majors will receive one degree from the College, with this exception: If a student satisfactorily completes the requirements for two Majors, whether before or after the student's official graduation, a second degree will be awarded if the second Major is in a different degree program (B.A., B.S., or B.S.B.A.) from the first Major. The student will be given the option of selecting which degree will be granted at Commencement.

### Disciplinary Minor (Optional)

Students may choose to complete a Disciplinary Minor. This Minor may be closely related to a student's Major, selected as an alternative field of specialization, or chosen simply for personal enrichment. Generally, a Disciplinary Minor is no more than six courses and ensures that a student pursues an area of study in some breadth and depth

beyond the introductory level and outside of the Major. Students may obtain only one Disciplinary Minor; however, as an exception, students may choose to complete both a Disciplinary and Interdisciplinary Minor (see below).

### Interdisciplinary Minor (Optional)

Interdisciplinary Minors give students the opportunity to explore, in some depth, a well-defined question or topic beyond the major. The Interdisciplinary Minor provides students with maximum flexibility to propose a course of study, comprised of classes and other academic experiences, as a path to conduct an interdisciplinary inquiry that may or may not be related to the Major or Disciplinary Minor. Students submit a proposal for an Interdisciplinary Minor that will include no less than four and no more than five academic units. Given the depth of study required, it is expected that no student would undertake more than one Interdisciplinary Minor during his or her academic career at Stonehill. For more information, contact Prof. Peter Ubertaccio, The Director of the Martin Institute.

### Electives

The Elective component constitutes the last part of the Stonehill curriculum. Here the student exercises considerable discretion in designing a program of study. Elective courses may be used to deepen knowledge of familiar areas or to explore new areas of educational inquiry.

### Moreau Honors Program

The Moreau Honors Program at Stonehill College challenges and enlivens students through an enhanced experience of the curriculum through specially designated honors courses taught by the most gifted professors at the college. Honors courses are designed to stimulate independent thought by combining rigorous academic standards, classroom discussion, and experiences of group and independent learning. The program also includes co-curricular components that encourage service and leadership. Through an enhanced learning experience in smaller classes, the program aims to lead students into lasting habits of reflection and a life of the mind. The program also emphasizes student leadership and peer mentoring, especially through the Honors Advisory Council, made up of honors student representatives who, with the Director, guide the Moreau Honors Program.

The Program is named for and inspired by the educational principles of Basil Moreau, C.S.C., founder of the Congregation of Holy Cross, which sponsors Stonehill. Moreau wrote that "the mind will not be cultivated at the expense of the heart" (Circular Letter No. 36). For this reason, the program places emphasis on service learning, involvement at Stonehill and beyond, and community building among Honors students.

- Participation in the Moreau Honors Program is designed to achieve the following additional and extended outcomes:
- Increased intellectual growth and independent thinking;
- Development of effective leadership qualities;
- Recognition of a sense of place within a community of scholars;
- Ability to conduct independent research in the context of scholarship in the discipline; and
- Exploration and setting of goals beyond Stonehill College.

## Honors Program Curriculum

Courses in the Moreau Honors Program are limited to 20 students, insuring that each is taught in a seminar style that invites vigorous participation. Faculty encourage Honors students to become engaged in course material through ongoing dialogue and presentations, and thus to become active rather than passive learners.

First-year students accepted to the College as Moreau Honors students will complete a minimum of **five Honors courses** (of at least three credits each) plus the HON 100 Honors Leadership Seminar and HON 400 Honors Thesis Seminar:

- In the first semester, they will take at least **two Honors courses** (either two Honors Cornerstone core humanities courses or one Honors Cornerstone core humanities course and another Honors course).
- In the second semester, they will take the **HON 100 - Honors Leadership Seminar** and are required to take initiatives to effect positive changes in the community. These projects include doing volunteer work, inviting speakers to the College, organizing series of faculty lectures, helping to coordinate visits by noteworthy guests, planning entertainment and cultural events, and bringing about changes in College policies on environmental issues.
- Before graduating, they will need to take **three additional Honors courses** that satisfy either Cornerstone Program or major/minor requirements, or serve as general electives. Honors language courses count for no more than one honors requirement. One and only one of those courses can be a non-Honors course for Honors Program credit. Contact the Honors Program Director for more information.
- In the senior year, the students will need to take **HON 400 - Honors Thesis Seminar**, composed of (1) a Senior Capstone in the major that will be submitted as a Senior Honors Thesis, and (2) a number of workshops with other Moreau Honors Scholars in the spring of the senior year

Students accepted into the Moreau Honors program starting their sophomore year have to **take three Honors courses** (one and only one of those courses can be a non-honors course taken for Honors Program credit), plus the HON 400 - Honors Thesis Seminar.

## Honors Program Resources

- The opportunity to apply for Honors Leadership Grants of up to \$500, normally during the junior or senior year, to fund leadership or expanded academic opportunities (e.g. independent and/or thesis research conducted under the mentorship of a faculty member, presentations at professional conferences, academic or leadership extensions related to international study);
- Priority course registration;
- Small, seminar-style Honors courses;
- Special transcript notations;
- Recognition at graduation;
- Academic advising from Honors faculty and the Honors Program Director; and
- Letters of verification that describe the Honors Program and list Honors coursework completed by the student.

For more information about the Moreau Honors Program, contact Prof. George Piggford, C.S.C., the Director.

## Pre-Professional Advising

**Pre-Health Professions Advising:** The Pre-Health Professions Program provides guidance to those students with an interest in pursuing a career as an allopathic (MD) or osteopathic (DO) physician, dentist, optometrist, podiatrist, or veterinarian.

Stonehill does not offer a major in any one of the pre-health disciplines. Students planning on a career in any of the health professions most commonly choose to major in one of the sciences (Biochemistry, Biology, Chemistry, or Neuroscience); however, choosing to major in a non-science discipline is certainly a viable option. Regardless of the major you choose, what is important is that you take the courses that are prerequisites for the professional schools to which you intend to apply as well as those that will sufficiently prepare you to take the appropriate standardized entrance examination (MCAT, DAT, or OAT).

David Earnhardt, Career Counselor in the Office of Career Services, is the principal Pre-Health Professions Advisor. He will work closely with you to ensure that you are well-informed about and prepared for the application process for professional school. Developing a strong working relationship with David will ensure that you develop an appropriate four-year academic plan that not only includes the necessary prerequisite courses but also valuable clinical (e.g., shadowing, internship, work, and volunteer) and research experiences.

Craig Almeida, Dean of Academic Achievement, will work with pre-health professions school applicants during the application process to both arrange interviews with Stonehill's Pre-Health Professions Advisory Committee and to coordinate the writing and submission of composite committee letters of evaluations.

**Pre-Allied Health Professions Advising:** Some examples of allied health professionals include nurse, nurse practitioner, physician assistant, physical therapist, nuclear medicine technologist,

pharmacist, pharmaceutical scientist, medical technologist, cytotechnologist, exercise physiologist, public health specialist, biotechnologist, etc. Students who are interested in pursuing these or related careers should consult Sheila Barry, Assistant Professor of Biology and the Pre-Allied Health Professions Advisor. She can discuss with you the affiliation agreements that Stonehill College has with certain graduate programs, and what can be done to accomplish your goals. Students are not obligated to attend our affiliated schools and are welcome to apply to the programs of their choice. Professor Barry will assist in the selection of appropriate pre-requisite courses and recommend others that are beneficial to applicants.

**Pre-Law Advising:** A formal advising program for students interested in law school is coordinated by the Pre-Law Advisor, Professor Peter Ubertaccio. There is no required academic program for pre-law students.

**Pre-Theology Advising:** Advising is available for students who are interested in preparing for lay leadership positions in a parish or ecclesial community, or who are interested in preparing for a career in academic theology in secondary or higher education.

Paul DaPonte, Associate Professor of Religious Studies, will advise students in the graduate school application process.

**Teacher Licensure Advising:** Stonehill College Education Department is a MA State and NASDTEC approved program leading to MA teaching licensure. The NASDTEC Interstate Agreement facilitates movement of educators' credentials between most other states. Specific requirements differ for each state therefore students are encouraged to consult with the Education Department to facilitate this process.

## Honor Societies

**ALPHA KAPPA DELTA.** The International Sociology Honor Society, campus chapter. Recognizes academic excellence in the study of Sociological theories and research methodologies, as well as the application of this knowledge to understanding social problems and social justice. Faculty Advisor – Prof. Margaret Boyd.

**ALPHA PSI OMEGA.** Campus chapter, ZETA SIGMA, of the National Honor Society in Theatre Arts. Recognizes outstanding achievement by students in educational theatre. Faculty Advisor – Prof. Patricia H. Sankus.

**DELTA MU DELTA.** Campus chapter, GAMMA GAMMA, of the National Business Honor Society. Recognizes academic achievement in the field of Business Administration. Faculty Advisor – Prof. Hilary Gettman.

**EDWIN H. SUTHERLAND CRIMINOLOGY HONOR SOCIETY.** Fosters a community of young scholars dedicated to enhancing their understanding of the causes, prevention, control and treatment of crime and delinquency. The Society also strives to link the social justice and service mission of the College to help its members become more well-rounded and effective academicians and practitioners in the many fields of criminology and criminal justice. Faculty Advisor – Prof. Pamela Kelley.

## ACADEMIC LIFE

**KAPPA DELTA PI.** Campus chapter, ALPHA GAMMA BETA, of the National Honor Society in Education. Recognizes students who have shown evidence of outstanding academic achievement. Faculty Advisor - Prof. Stephen Pinzari.

**KAPPA MU EPSILON, MASSACHUSETTS BETA.** Campus Chapter of the National Mathematics Honor Society. Recognizes academic achievement in mathematics. Faculty Advisor - Prof. Timothy Woodcock.

**LAMBDA EPSILON SIGMA.** Stonehill Honor Society that recognizes academic accomplishments and fosters scholarly activities. Members selected from all major areas of concentration on the basis of academic accomplishment. Faculty Advisor – Prof. Michael E. Tirrell.

**LAMBDA PI ETA.** Campus chapter, ALPHA OMEGA, of the National Communication Association Honor Society. Recognizes outstanding scholastic achievement in communication studies. Faculty Advisor – Prof. Anne F. Mattina.

**OMICRON DELTA EPSILON.** Campus chapter, PHI, of the International Honor Society in Economics. Recognizes academic achievement in Economics. Faculty Advisor – Prof. Mark Kazarosian.

**PHI ALPHA THETA.** Campus chapter, NU RHO, of the International Honor Society in History. Recognizes academic achievement in History. Promotes the study of History and encourages research. Faculty Advisor – Prof. Kevin Spicer C.S.C.

**PHI LAMBDA UPSILON.** Honorary chemical society founded in 1899. This was the first honor society dedicated to a single scientific discipline. The aims and purposes of the society are the promotion of high scholarship and original investigations in all branches of pure and applied chemistry. Faculty Advisor – Prof. Louis Liotta.

**PI SIGMA ALPHA.** The Honor Society for recognition of the study of politics was founded in 1920 and has over 460 chapters nationwide. Candidates must achieve distinguished grades in the study of politics. The Society encourages students to undertake the study of politics and government in all areas of the discipline. Faculty Advisor – Prof. Peter N. Ubertaccio.

**PSI CHI.** Campus chapter of Psychology's National Honor Society. Recognizes and encourages scholarship for students pursuing a major or minor in Psychology. Faculty Advisor – Prof. Michael E. Tirrell.

**SIGMA DELTA PI.** Campus chapter, LAMBDA RHO, of the National Honor Society in Spanish. Honors those who seek and attain excellence in the study of the Spanish language and the literature and culture of Spanish-speaking peoples. Faculty advisor – Prof. Juan Carlos Martin.

**SIGMA IOTA RHO.** Campus chapter of the National Honor Society in International Relations. Recognizes academic achievement in the study and practice of International Relations. Faculty advisor – Prof. Peter Ubertaccio.

**SIGMA TAU DELTA.** International English Honor Society. The Society's key purpose is to confer distinction upon students engaged in the study of English and English literature at the undergraduate, graduate, and professional studies levels. Membership in the Honor Society, which recognizes high scholastic achievement, is by invitation. At present, Sigma Tau Delta has more than 750 active chapters in Europe, the Caribbean, and the United States. Faculty Advisor - Prof. Helga L. Duncan.

**SIGMA ZETA.** Campus chapter, ALPHA RHO, of the National Honor Society for faculty members and students in the sciences and Mathematics. Faculty Advisor – Prof. Gregory Maniero.

**THETA ALPHA KAPPA.** Campus chapter ALPHA GAMMA ETA, of the National Honor Society for Religious Studies/Theology. The Society promotes excellence in research, learning, teaching and publication in addition to fostering the exchange of ideas among scholars of religion and theology and those of other disciplines. Faculty Advisor – Prof. Peter H. Beisheim.

**UPSILON PHI DELTA.** Campus Chapter of the National Honor Society for the profession of healthcare management. Recognizes students who achieve distinction in healthcare administration, achieve academic excellence, and make outstanding contributions to the profession, and who uphold the highest ethical standards of the profession. Faculty Advisor – Rev. Thomas Gariepy, C.S.C.



## THE CORNERSTONE PROGRAM OF GENERAL EDUCATION

### Mission

The mission of the Cornerstone Program is to lead students to examine critically the self, society, culture, and the natural world. The program honors Stonehill College's commitment to free inquiry and social responsibility in the tradition of Catholic higher education. Through the development of the knowledge, competencies, and values that are central to the Cornerstone Program, every Stonehill student will be prepared for a life of learning and responsible citizenship.

### Expectations for Students

The Cornerstone Program puts students at the center of their own learning by providing a cohesive framework that helps to unify and deepen the variety of experiences that comprise a Stonehill education. Through innovative and inspiring learning experiences (such as First-Year Seminars and sophomore Learning Communities) students connect knowledge of academic content and disciplines with the development of core competencies: intellectual engagement, effective communication, leadership and collaboration, social responsibility, and personal growth and discovery.

### Intellectual Engagement

- Acquiring a breadth of knowledge in the liberal arts and sciences
- Demonstrating critical reading abilities
- Demonstrating critical thinking abilities (including qualitative and statistical reasoning)
- Integrating knowledge across disciplines

### Effective Communication

- Demonstrating the ability to write clearly and effectively
- Demonstrating the ability to speak clearly and effectively in public

### Leadership and Collaboration

- Demonstrating the ability to contribute effectively to the work of a group
- Demonstrating the ability to facilitate the work of a group
- Demonstrating the ability to lead the work of a group

### Social Responsibility

- Valuing the diversity of persons and cultures
- Recognizing the inherent dignity of all persons
- Making informed decisions about ethical and social justice issues
- Engaging in civic life and participatory citizenship

### Personal Growth and Discovery

- Developing the capacity and desire for continued learning
- Exploring and developing one's values and worldview
- Valuing free inquiry into all issues and questions of significance

### Overview of the Cornerstone Program

The Cornerstone Program fosters active learning and personal growth by engaging students in the major modes of understanding the world and helping them to hone essential intellectual skills—effective communication, analytical thinking, and the ability to deal with unstructured problems. The curriculum features a two-part sequence of writing-intensive courses: a First-Year Seminar and an advanced Writing in the Disciplines course situated in the student's major. One course in each of four humanities disciplines is required: History, Literature, Philosophy, and Religious Studies. One course in each of three scientific/mathematical approaches to understanding the world is required: Natural Scientific Inquiry, Social Scientific Inquiry, and Statistical Reasoning. Students typically complete a year-long sequence of foreign language study.

In the sophomore year, students enroll in a Learning Community—a distinctive feature of the Cornerstone Program—to study an issue or problem, applying knowledge and skills gained from two disciplines or perspectives. During the junior year, students take one course in Moral Inquiry, which may be rooted in philosophical or religious ethics or engage significant moral questions from a disciplinary perspective, from history or political science, for example. In the third or fourth year, students take one of a variety of courses in Catholic Intellectual Traditions, a category that reflects the Stonehill's Catholic identity. Finally, as seniors, students demonstrate mastery of a discipline or field of study through a relevant capstone course or experience. Courses that fulfill Cornerstone requirements are ordinarily taken at Stonehill College. Even courses that are standard offerings elsewhere have been revised by Stonehill faculty to meet the specific outcomes of the Cornerstone Program. Students who wish to make the case that a course taken elsewhere does meet our criteria must provide a rationale along with a complete course syllabus, including assignments, to the Assistant Dean of General Education and Academic Achievement.

### First Year

In the first year, each student enrolls in a First-Year Seminar, an opportunity to explore an engaging topic or question in a small-class format emphasizing writing, discussion, critical thinking, and academic inquiry. Because effective writing is integral to critical thinking, all First-Year Seminars emphasize frequent writing, close examination of texts, rigorous analysis and reasoning, and information literacy. First-Year Seminars may be rooted in individual disciplines or may be interdisciplinary in nature. All First-Year Seminars bear four credits, have no prerequisites, and are open to all first-year students on a space-available basis, regardless of major. Many First-Year Seminars fulfill other Cornerstone requirements or requirements for specific majors.

First-year students also take a sequence of foundational humanities courses: Philosophy, Religious Studies, Literature, and History. All of these courses develop students' critical thinking skills and sharpen their ability to read and write critically, to formulate compelling questions suitable

for intellectual inquiry, and to distinguish between critical argumentation, statements of opinion, and summary. Philosophy and Religious Studies are taken in the first year; Literature and History may be taken in the first or second years. In most cases, students complete a year of foreign language study (a year-long sequence of Arabic, Attic Greek, Biblical Hebrew, Chinese, French, German, Italian, Latin, or Spanish), experiencing the diversity of human culture. Foreign language study at Stonehill means more than simply developing students' language skills. It incorporates five essential dimensions: Communication, Cultures, Connections, Comparisons, and Communities.

### Second Year

In the second year, students enroll in a Learning Community (LC). LCs at Stonehill feature linked or collaboratively taught classes from different disciplines or perspectives and are designed to foster students' ability to integrate learning across courses, over time, and between campus and community life. Integrative learning goes beyond academic boundaries, because these kinds of experiences often occur as students address real-world problems that are unscripted and sufficiently broad to require multiple modes of inquiry and multiple perspectives. In most cases, two stand-alone-courses are linked with a third LC Integrative Seminar. In some cases, professors co-teach an individual seminar in an extended, four-credit format. Many LCs feature short-term travel or community-based learning. LCs are all about making connections, and these connections often surface in reflective work, self-assessment, and creative endeavors of all kinds. LCs bear variable credit, depending on the design, and may fulfill other Cornerstone requirements (e.g. Natural Scientific Inquiry, Statistical Reasoning, Moral Inquiry, etc.).

### Third Year

In the third year, students take two pivotal courses that raise important questions about values, ethics, faith, and belief: Moral Inquiry and Catholic Intellectual Traditions. The main goal of Moral Inquiry courses is to provide students with the ability to understand the varying or conflicting solutions that, in a global world, have been proposed to fundamental moral and ethical questions. Students are introduced to different philosophical, political, or religious beliefs, or to various cultural traditions and practices, in order to explore such questions, and they are equipped to assess for themselves claims about moral and ethical issues.

Courses that fulfill the Catholic Intellectual Traditions (CIT) requirement explore, from a variety of disciplinary perspectives, enduring questions, both theological and philosophical, that emerged from and shaped Catholicism, from ancient times to the present. Some examples are: What is the meaning of human nature? What is the best human life to live? What is the nature of the universe? CIT courses invite students to address these questions so that each student will have a sustained, critical engagement with Catholic thought and practice. In some cases, one course will fulfill both the Moral Inquiry Requirement and the CIT requirement.

Another feature of the third year at Stonehill is the Writing-in-the-Disciplines (WID) requirement.



Writing-in-the-Disciplines (WID) courses introduce students to the stylistic and scholarly conventions of particular disciplines and fields. Students fulfill this requirement through advanced writing-intensive courses offered in their majors. These courses build on students' experiences in First-Year Seminars and provide valuable opportunities to practice the craft of writing in the context of their chosen disciplines or fields of study.

Many Stonehill students choose to spend a semester abroad in their third year, expanding their horizons in countless ways.

## Distributed Requirements

Three Cornerstone requirements may be fulfilled in years one – four: Social Scientific Inquiry, Natural Scientific Inquiry, and Statistical Reasoning. Social Scientific Inquiry courses help students develop theoretical and evidence-based thought and to apply social scientific theories, concepts, research findings and methods to identify and comprehend broad societal trends and important events. The primary goal of the Natural Scientific Inquiry courses is to equip students with some basic tools to address issues involving science so that they can make informed decisions about the impact of science and regulatory policies on their lives and eventually become more active and engaged citizens. In the 21st century, our exposure to numerical and quantitative data has made Statistical Reasoning an essential intellectual and practical skill, part of a cluster of skills including critical thinking, information literacy, and problem solving. The study of Statistical Reasoning allows students to develop and apply the requisite skills and tools to determine whether the results of empirical studies are meaningful enough to encourage change in one's behaviors, attitudes, and/or beliefs.

## Senior Year

The focus of the student's fourth year is synthesis, integrating and applying the many parts of a Stonehill education into a cohesive and meaningful whole. Capstone Courses and Experiences, situated within a student's major, draw together threads from the Cornerstone Program, major and minor courses, electives, co-curricular activities, and community-based learning experiences and frame them within a real-world or disciplinary context. If First-Year Seminars are the gateway into the academic community, Capstone Courses and Experiences provide a sense of closure. Internships, typically undertaken in the third or fourth year, are another way of applying a Stonehill education and of transitioning into the workplace or advanced study.

# THE CORNERSTONE PROGRAM COURSE LISTING

## First-Year Seminars

- AMS 110 - Women Reimagining History (First-Year Seminar)
- BIO 119 - This Is Your Body Under Stress (First-Year Seminar)
- CHM 110 - General Chemistry I: Art, Chemistry? Artist, Scientist? (First-Year Seminar)
- CHM 111 - General Chemistry I: The Environment and Society (First-Year Seminar)
- COM 110 - Navigating the Media Landscape (First-Year Seminar)
- CRM 110 - From CSI to Lockup: Myths and Realities (First-Year Seminar)
- ECO 110 - The Economics of eBay (First-Year Seminar)
- ECO 111 - The Undercover Economist (First-Year Seminar)
- ECO 112 - Humans Behaving Badly: Economic Perspectives (First-Year Seminar)
- ECO 120 - Financial Intelligence (First-Year Seminar)
- ECO 121 - Zombie Economics: Views from Dead Economists (First-Year Seminar)
- ENG 110 - Island Living/Island Leaving (First-Year Seminar\*)
- ENG 111 - Rites of Passage: Metamorphosis in Western Literature (First-Year Seminar\*)
- ENG 112 - Representation and the Elusive Real in the Moving Image (First-Year Seminar\*)
- ENG 113 - Machine Culture: Our Technology, Ourselves (First-Year Seminar\*)
- GND 110 - Is Sex Destiny? (First-Year Seminar\*)
- GND 111 - American Women Poets (First-Year Seminar)
- HIS 110 - Becoming Modern: America in the 1920s (First-Year Seminar\*)
- HIS 111 - New York, New York (First-Year Seminar\*)
- HIS 112 - Heretics, Reformers and Radicals: Women & Power in American History (First-Year Seminar\*)
- HIS 113 - Faith & Violence in Early Modern Europe (First-Year Seminar\*)
- HIS 114 - The Outbreak of the Great War (First-Year Seminar\*)
- HIS 115 - The Declaration of Independence in World History (First-Year Seminar\*)
- HIS 116 - Anti-Semitism, Nazism, and the Holocaust (First-Year Seminar\*)
- HIS 117 - Pathfinders: A Global History of Exploration (First-Year Seminar\*)
- HIS 118 - Beneath the Skull and Cross Bones: A Global History of Piracy (First-Year Seminar\*)
- HIS 119 - Chuck Berry's America: The United States from 1955 to 1965 (First-Year Seminar\*)
- HIS 120 - Crosscurrents and Connections: Encounters in the Atlantic World (First-Year Seminar\*)
- HIS 121 - Perspectives on China (First-Year Seminar\*)
- HIS 122 - Made in China: A History of Trade and Culture (First-Year Seminar\*)
- HIS 123 - Fleeing to England (First-Year Seminar\*)
- HIS 124 - History of American Freedom (First-Year Seminar\*)
- PHL 110 - Gods, Souls, and Bodies (First-Year Seminar)
- PHL 111 - Questioning Love and Desire (First-Year Seminar)
- PHL 112 - The Examined Life (First-Year Seminar)
- POL 110 - Power, Order, and Justice (First-Year Seminar)
- REL 110 - Why Religion? The Hero's Journey (First-Year Seminar\*)
- REL 113 - Sacred Space From Mt. Sinai to Ground Zero (First-Year Seminar\*)
- REL 122 - Pilgrimage and Passage: Religion as "Sacred" Journey (First-Year Seminar\*)
- SOC 110 - Lovin' it? A Sociology of McDonald's & Everyday Life (First-Year Seminar)
- VPH 110 - Art Now! Contemporary Trends (First-Year Seminar)
- VPH 111 - Boston Buildings: Inside and Out (First-Year Seminar)
- VPM 110 - American Popular Music in the 20th Century (First-Year Seminar)
- VPT 110 - Theatre as Mystery, Myth, and History (First-Year Seminar)
- WRI 110 - YouTube Nation: Multimedia & Composition (First-Year Seminar)
- WRI 111 - The Supernatural in Contemporary Pop Culture (First-Year Seminar)
- WRI 112 - Sports Rivalries: Who Wins? (First-Year Seminar)
- WRI 113 - Has Science Disproved God? (First-Year Seminar)
- WRI 141 - Introduction to College Writing (First-Year Seminar)
- WRI 241 - Intermediate Writing: The Art of the Essay (First-Year Seminar)

## CORE HUMANITIES COURSES

Each student enrolls in a foundational sequence consisting of four areas: **History, Literature, Philosophy and Religious Studies**. In addition to providing breadth of knowledge, these courses develop students' critical writing, reading and thinking abilities. Through direct engagement with primary and secondary texts, students are introduced to the questions and interpretations that are formative for each of these disciplines.

## History

- HIS 110 - Becoming Modern: America in the 1920s (First-Year Seminar\*)
- HIS 111 - New York, New York (First-Year Seminar\*)
- HIS 112 - Heretics, Reformers and Radicals: Women & Power in American History (First-Year Seminar\*)
- HIS 113 - Faith & Violence in Early Modern Europe (First-Year Seminar\*)
- HIS 114 - The Outbreak of the Great War (First-Year Seminar\*)
- HIS 115 - The Declaration of Independence in World History (First-Year Seminar\*)
- HIS 116 - Anti-Semitism, Nazism, and the Holocaust (First-Year Seminar\*)
- HIS 117 - Pathfinders: A Global History of Exploration (First-Year Seminar\*)
- HIS 118 - Beneath the Skull and Cross Bones: A Global History of Piracy (First-Year Seminar\*)
- HIS 119 - Chuck Berry's America: The United States from 1955 to 1965 (First-Year Seminar\*)
- HIS 120 - Crosscurrents and Connections: Encounters in the Atlantic World (First-Year Seminar\*)
- HIS 121 - Perspectives on China (First-Year Seminar\*)

- HIS 122 - Made in China: A History of Trade and Culture (First-Year Seminar\*)
- HIS 123 - Fleeing to England (First-Year Seminar\*)
- HIS 124 - History of American Freedom (First-Year Seminar\*)
- HIS 265 - Western Civilization I
- HIS 266 - Western Civilization II
- HIS 271 - World History I
- HIS 272 - World History II
- HIS 281 - American Nation I
- HIS 282 - American Nation II

## Literature

- AMS 110 - Women Reimagining History (First-Year Seminar)
- ENG 110 - Island Living/Island Leaving (First-Year Seminar\*)
- ENG 111 - Rites of Passage: Metamorphosis in Western Literature (First-Year Seminar\*)
- ENG 112 - Representation and the Elusive Real in the Moving Image (First-Year Seminar\*)
- ENG 113 - Machine Culture: Our Technology, Ourselves (First-Year Seminar\*)
- ENG 115 - The Importance of Being Lazy: Idlers, Loafers, and Slackers in Literature
- ENG 116 - Literature in Translation?
- ENG 117 - The Subject of Travel
- ENG 118 - In/Beyond the Trenches: Masculinity, Memory, and War Narratives
- ENG 119 - Gods and Monsters
- ENG 120 - "The Lunatic, the Lover, and the Poet": Metaphor and the Unconscious
- ENG 121 - Violence and Nonviolence
- ENG 122 - Seven Nobel Laureates
- ENG 123 - "In Sickness and in Health": Bodies in Literature
- ENG 124 - On the Road: Encounters with the "Other"
- ENG 125 - Of 'Savages' and Civilization
- ENG 126 - Love and Other Difficulties
- ENG 127 - The Art of Memory
- ENG 128 - Wonderlands (First-Year Seminar\*)
- ENG 129 - Monstrous Representatives
- ENG 130 - Fairy Tales, Folklore and Fantasy
- GND 110 - Is Sex Destiny? (First-Year Seminar\*)
- GND 111 - American Women Poets (First-Year Seminar)

## Philosophy

- PHL 100 - Philosophy: The Examined Life
- PHL 110 - Gods, Souls, and Bodies (First-Year Seminar)
- PHL 111 - Questioning Love and Desire (First-Year Seminar)
- PHL 112 - The Examined Life (First-Year Seminar)

## Religious Studies

- REL 110 - Why Religion? The Hero's Journey (First-Year Seminar\*)
- REL 111 - Religions of the World
- REL 112 - Saints and Sinners in Church History
- REL 113 - Sacred Space From Mt. Sinai to Ground Zero (First-Year Seminar\*)
- REL 114 - The Journey toward Religious Maturity
- REL 115 - The Subject is the Question of God

- REL 116 - Abrahamic Faith
- REL 117 - Gods, Myths, and Rituals in the Ancient Mediterranean
- REL 118 - The Religious Quest
- REL 119 - Religion and How to Create One
- REL 120 - Deviance and the Divine
- REL 121 - Religion as Pharmakon: Poison or Cure
- REL 122 - Pilgrimage and Passage: Religion as "Sacred" Journey (First-Year Seminar\*)
- REL 123 - Demons, Devils and Satans: Monsters of Religion
- REL 124 - God Doesn't Do Religion

## Foreign Languages

Foreign language study is an essential part of the liberal arts at Stonehill, strengthening students' communication skills, deepening their scholarly ability, preparing them for study abroad, and broadening their cultural horizons in a global age.

Course offerings and descriptions can be found under Foreign Language Department.

## Learning Community Integrative Seminars

Each student chooses from a variety of Learning Communities (LCs), developing the ability to integrate two disciplinary approaches to a significant issue or problem. LCs typically include innovative experiential learning activities, such as community-based learning, individualized research, or short-term travel. In addition to building on the skills developed in the first year, students develop leadership and collaboration skills as well as oral presentation skills.

The following descriptions represent LCs that have been offered in the past and are meant to be illustrative. LC offerings change from year to year. Current listings are available on the Registrar's website.

- LC 205 - Integrative Seminar: HCA 105/BIO 291 The Practice of Medicine and You
- LC 207 - Integrative Seminar: CSC 201/CSC 211 Mathematical Experiments in Computer Science
- LC 209 - Integrative Seminar: BIO 211/CHM 222 Organic Chemistry of the Cell
- LC 225 - Integrative Seminar: ENV 200/COM 320 Change the World?
- LC 228 - Integrative Seminar: HIS 207/REL 209 Uncovering Judaism and Nazism in Europe
- LC 230 - Integrative Seminar: SOC 212/CSC 101 Through the Looking Glass
- LC 235 - Integrative Seminar: MTH 261/PHY 221 Quantum Waves
- LC 237 - Integrative Seminar: BIO 298/ENV 270 Ecology and Ethics in Action: Restoring the Everglades
- LC 240 - Integrative Seminar: BUS 333/PSY 204 Building Leaders
- LC 245 - Integrative Seminar: VPG 210/SOC 232 Society Through the Lens
- LC 254 - Integrative Seminar: EDU 312/ENV 200 Children, Science and the Arts: Classroom Practice
- LC 259 - Integrative Seminar: ENG 220/VPG 224 Moving Stories
- LC 260 - Integrative Seminar: VPM 232/VPD 256 Staging and Performing Musical Theatre

- LC 261 - Integrative Seminar: ENG 390/ENG 220 Freud and the Modern World
- LC 265 - Integrative Seminar: BUS 320/ECO 178 The Impact of News on Financial Markets
- LC 267 - Integrative Seminar: POL 357/REL 238 The Immigrant Experience: Legal, Political, Cultural and Theological Dimensions
- LC 269 - Integrative Seminar: BUS 333/BUS 336 Culture and Commerce
- LC 272 - Integrative Seminar: BUS 336/COM 313 Women's Global Issues
- LC 278 - Integrative Seminar: GENL 140/GENP 140 From Russia With Love (and Laughter, and Madness, and Beauty, and Revolution and Suffering)
- LC 279 - Integrative Seminar: ENV 200/REL 335 Swamp Walks and Roadside Shrines: The Religion and Science of Place
- LC 281 - Integrative Seminar: HIS 330/VPH 226 Art and Civic Culture in Urban Neighborhoods
- LC 282 - Integrative Seminar: BIO 200/PSY 415 Neuroscience: Mind, Body, Community
- LC 283 - Integrative Seminar: SOC 316/HIS 241 Into the Woods: Cultural Tourism, History and Folklore
- LC 284 - Integrative Seminar: BUS 320/COM 315 Business and Communication in China: Changes and Challenges
- LC 285 - Integrative Seminar: SOC 101/VPT 216 Society on Stage
- LC 290 - Integrative Seminar: CRM 224/VPS 310 Mentoring Through Art – Theory and Practice
- LC 291 - Integrative Seminar: POL 291/VPM 239 Indigenous Peoples in the Americas: Music, Culture, and Governance
- LC 292 - Integrative Seminar: HIS 380/VPH 226 Art and Civic Culture in Urban Neighborhoods
- LC 293 - Integrative Seminar: AMS 320/VPM 235 Dangerous Curves: The Art of the Guitar
- LC 294 - Integrative Seminar: SOC 232/VPT 216 Social Problems and Performance
- LC 295 - Integrative Seminar: BIO 118/BIO 296 Health Promotion and Disease Prevention
- LC 296 - Integrative Seminar: POL 351/SOC 216 The Paradox of Sovereignty: Native Nations, Public Policy, and the Politics of Power
- LC 300 - Integrative Seminar: ENV 200/ENV 270 Food Justice: The Science and Ethics of What We Eat
- LC 303 - Integrative Seminar: HIS 321/VPM 234 Listening to African American History
- LC 304 - Integrative Seminar: VPM 180/PSY 271 The Making of Musical Minds
- LC 305 - Integrative Seminar: BUS 340/COM 311 Integrated Marketing Communication

## Catholic Intellectual Traditions

Courses that fulfill the Catholic Intellectual Traditions requirement explore, from a variety of disciplinary perspectives, enduring questions, both theological and philosophical, that emerged from and shaped Catholicism, from ancient times to the present.

- ENG 347 - Topics in Catholicism and Literature
- HIS 227 - Renaissance and Revolutions: Early Modern Europe
- HIS 233 - American Catholic Social History (This course is cross-listed with REL 233)

- HIS 263 - Religion in America (This course is cross-listed with REL 262)
- HIS 310 - Ancient Mediterranean Greece and Rome
- HIS 313 - Modern European Intellectual History
- HIS 326 - The Christian Churches in Nazi Germany
- HIS 333 - The American Catholic Experience (This course is cross-listed with REL 333)
- HIS 349 - The Inquisition: Myth and History
- PHL 353 - Medieval Philosophy
- PHL 354 - Thomas Aquinas and His Contemporaries
- REL 233 - American Catholic Social History (This course is cross-listed with HIS 233)
- REL 234 - The Mystery of Evil
- REL 235 - The God Question: Modern Challenges to Faith and Christian Responses
- REL 236 - Faith in Christ and Religious Pluralism
- REL 237 - Moral Conflicts: Case Studies in Moral Confrontation
- REL 238 - Migrants, Immigrants, Refugees: Justice Issues and Catholic Responses
- REL 248 - Christian Prayer, Liturgy and Sacrament
- REL 253 - Models of the Church: Historical Developments
- REL 254 - Global Catholicism
- REL 256 - Church and Social Justice
- REL 262 - Religion in America (This course is cross-listed with HIS 263)
- REL 267 - Liberation Theology: Latin American Perspectives
- REL 300 - The Catholic Tradition: Past and Present
- REL 327 - Vatican II: Revolution Or Reform
- REL 329 - Justice, Peace, Ecology
- REL 333 - The American Catholic Experience (This course is cross-listed with HIS 333)
- REL 340 - Jesus and Moral Decisions
- REL 344 - Globalization: Catholic Perspectives and Responses
- REL 346 - Christian Celebration: The Mass

## Moral Inquiry

Moral Inquiry courses provide students with an opportunity to continue their personal growth and discovery process and to continue to develop the ability to think critically about ethical choices and social issues.

- BUS 334 - Business Ethics: The Philosophy of Managerial Freedom and Corporate Responsibility
- ENV 270 - Environmental Ethics
- HIS 207 - The Holocaust
- HIS 233 - American Catholic Social History (This course is cross-listed with REL 233)
- HIS 326 - The Christian Churches in Nazi Germany
- HIS 335 - The Debate Over Slavery in Antebellum America
- HIS 347 - Adolf Hitler and Nazi Germany
- PHL 221 - Ethics
- PHL 222 - Ethics: Self and Society
- PHL 223 - Introduction to Moral Reasoning
- PHL 235 - Biomedical Ethics
- PHL 236 - Ethics and the Arts
- POL 380 - Dirty Hands: Moral Dilemmas
- POL 381 - Citizens of the World
- REL 200 - The Ten Commandments

- REL 233 - American Catholic Social History (This course is cross-listed with HIS 233)
- REL 237 - Moral Conflicts: Case Studies in Moral Confrontation
- REL 301 - Islam and the Bible: Jewish and Muslim Morality and Ethics
- REL 307 - Buddhist Ethics
- REL 311 - Ethics and Sacrament: The Church in Crisis
- REL 317 - Gods, Kings and Justice in the Ancient World
- REL 340 - Jesus and Moral Decisions
- REL 347 - Topics in Religious Approaches to Moral Issues

## Writing in the Disciplines

Writing-in-the-Disciplines courses introduce students to the stylistic and scholarly conventions of particular disciplines and fields. Students fulfill this requirement through advanced writing-intensive courses offered in their majors. These courses build on students' experiences in First-Year Seminars and provide valuable opportunities to practice the craft of writing in the context of their chosen disciplines or fields of study.

## DISTRIBUTED REQUIREMENTS

Each student is required to complete one **Social Scientific Inquiry** course, one **Natural Scientific Inquiry** course, and one **Statistical Reasoning** course. In these courses, students develop an understanding of the history, methodology of the discipline and associated societal values. These courses help students develop as effective communicators, collaborative leaders, and engaged citizens.

## Natural Scientific Inquiry

- BIO 101 - Biological Principles I
- BIO 119 - This Is Your Body Under Stress (First-Year Seminar)
- BIO 290 - Scientific Methods: The Ocean
- BIO 291 - Scientific Methods: Blood and Medicine
- BIO 296 - Scientific Methods: Female Medical Issues
- CHM 110 - General Chemistry I: Art, Chemistry? Artist, Scientist? (First-Year Seminar)
- CHM 111 - General Chemistry I: The Environment and Society (First-Year Seminar)
- CHM 113 - General Chemistry I
- CHM 195 - The Science of Art
- CSC 101 - From Gutenberg to Gates
- CSC 102 - Basic Programming
- CSC 195 - How Computers Work
- ENV 200 - Principles of Environmental Science
- ENV 295 - Environmental Geology
- ENV 299 - Ecology, Theologies and Worldviews
- HCA 191 - Aids and Emerging Infections
- MTH 191 - The Language of Mathematics
- MTH 193 - The Non-Euclidean Revolution
- PHY 192 - Astronomy in the Scientific Revolution
- PHY 193 - Science and Belief
- PHY 194 - Physics in the Scientific Revolution
- PHY 196 - Quantum World and Relativity
- PHY 291 - Planets, Moons and the Search for Alien Life

- PHY 292 - The Universe
- WRI 113 - Has Science Disproved God? (First-Year Seminar)

## Social Scientific Inquiry

- CRM 110 - From CSI to Lockup: Myths and Realities (First-Year Seminar)
- CRM 120 - Critical Introduction to Criminal Justice
- ECO 110 - The Economics of eBay (First-Year Seminar)
- ECO 111 - The Undercover Economist (First-Year Seminar)
- ECO 112 - Humans Behaving Badly: Economic Perspectives (First-Year Seminar)
- ECO 120 - Financial Intelligence (First-Year Seminar)
- ECO 121 - Zombie Economics: Views from Dead Economists (First-Year Seminar)
- ECO 176 - Microeconomic Principles
- ECO 178 - Macroeconomic Principles
- EDU 102 - Foundations of Education
- POL 123 - American Government and Politics
- PSY 101 - General Psychology
- SOC 101 - Introduction to Sociology
- SOC 110 - Lovin' it? A Sociology of McDonald's & Everyday Life (First-Year Seminar)
- SOC 212 - A Great Society?
- SOC 222 - Environmental Sociology
- SOC 228 - Cultural Anthropology
- SOC 232 - Crises, Conflict, and Control

## Statistical Reasoning

- BUS 206 - Quantitative Analysis
- CHM 331 - Analytical Chemistry
- CRM 311 - Statistical Analysis in Criminology
- ECO 241 - Economic Statistics
- EDU 301 - Assessment and Analysis in Education
- MTH 145 - Basic Quantitative Techniques
- MTH 207 - Statistical Reasoning: Chance
- MTH 225 - Statistics for Science
- MTH 396 - Statistics
- POL 310 - Political Science Research Methods
- PSY 261 - Introduction to Statistics
- SOC 311 - Statistical Analysis in Sociology

## CAPSTONE COURSES AND EXPERIENCES

Capstone courses at Stonehill are designed as culminating experiences in which students integrate and apply the knowledge and skills they have acquired in their chosen fields of study and Cornerstone Program. Capstone activities vary by department and include internships, *practica*, senior theses, research colloquia, research seminars, studio seminars, and senior projects. In every case, students work closely with faculty members to bring a sense of satisfying closure to their academic experience.

**Capstone Course descriptions can be found by department.**

## PROGRAMS OF STUDY

## AMERICAN STUDIES

Andrea Opitz, Program Director

**Steering Committee:**  
**Elizabeth Belanger, History**  
**Lizny Brekke-Aloise, History**  
**Carole Calo, Visual and Performing Arts**  
**Corey Dolgon, Sociology**  
**Todd Gernes, History**  
**Daniel Itzkovitz, English**  
**Shane Maddock, History**  
**Akira Motomura, Economics**  
**Andrea Opitz, English**  
**John Rodrigue, History**  
**Laura Scales, English**  
**Peter Ubertaccio, Political Science**

American Studies is a broad interdisciplinary major in which students explore the people, places and cultural artifacts of the United States. As American Studies majors, students examine American culture and society using approaches and methods from several different disciplines. American Studies majors typically take courses in History, English, Sociology, Communications, Political Science, Economics, Fine Arts, and Religion among others. The wide range of courses enables students to explore ideas and concepts across several disciplines and methodologies. True to the Liberal Arts tradition, students have the opportunity to draw upon the strengths of faculty in several departments. A major in American Studies is sometimes paired with another major such as History, Education, Political Science, Fine Arts or Communication. Graduates from this program have entered careers in museums, law, public administration, teaching, marketing and journalism. The American Studies Program leads to a Bachelor of Arts degree.

### Mission of the Program

At Stonehill, the American Studies major is built upon our belief that the study of American society and culture allows students to develop skills in critical inquiry, communication, cultural knowledge, and self-reflection that in turn engender students' desire to shape the world beyond their classroom. As American Studies majors, students pursue a program of study that explores the values and beliefs that have shaped the experience of the American people. Through exploring "what is America?" and "who are Americans?" students will have the opportunity to position themselves as products as well as shapers of American culture. The major is also built upon a commitment to civic engagement, public service and social stewardship through internships, student teaching and community partnerships. Faculty members work with students individually, helping them to create a program of study according to their interests and goals. True to Stonehill's broader mission, we seek to provide students the intellectual breath and critical tools necessary for creating a more just and compassionate world.

## AMERICAN STUDIES, B.A. MAJOR

To complete a major in American Studies, students must take 11 courses. At least five courses must be taken after the student has either declared an American Studies major or taken the Introduction to American Studies course.

The major's two required courses AMS 200 Introduction to American Studies (usually taken during Freshman or Sophomore year) and AMS 420 Seminar in American Studies (taken Junior or Senior year) provide students with an understanding of interdisciplinary methodology at the onset of their career in the major, and the opportunity to apply this methodology to their own research interests.

Of the other nine courses in the major, four are elective courses (100-300 level) from an approved list. **No more than two 100-Level courses can count for the major.** Students are particularly encouraged to complete an internship, practicum or independent project (such as the S.U.R.E. program) which will provide opportunities for collaborative learning, field research and public/ community service. Students may not count more than two internships or independent studies towards their major requirements.

The other five required courses form the student's concentration. All majors with the help of the American Studies advisor will develop a specialized concentration. The concentration, made up of five courses in at least two different disciplines, will define a coherent area of specialization within the major by focusing on a particular problem, topic, or area of American society and culture. Students may choose from suggested concentrations including difference and diversity, popular culture, representations, material culture and cultural politics, or propose a student-designed thematic concentration. Successful focus areas might include a collection of courses around a specific time period, such as the 1960s or a particular issue, such as Education, Race and Class in Modern America. As part of their concentration proposals, students may petition that courses not presently listed as American Studies courses be approved for the major concentration. To be eligible for concentration credit, courses must be recommended by the advisor and approved by the American Studies Steering Committee. Students must select from the following courses:

### American Studies

- AMS 110 - Women Reimagining History (First-Year Seminar)
- AMS 200 - Introduction to American Studies
- AMS 320 - Topics in American Studies
- AMS 333 - The Guitar in American Culture
- AMS 420 - Seminar in American Studies
- AMS 475 - Internship in American Studies
- AMS 490 - Directed Study

### Communication

- COM 203 - Studies in Persuasion
- COM 207 - Media Criticism
- COM 220 - Understanding Film
- COM 313 - Gender and Communication
- COM 318 - Persuasion and Social Movements
- COM 319 - Political Communication
- COM 323 - Honors-Film Censorship and American Culture
- COM 330 - Media Regulation

### Criminology

- CRM 224 - Juvenile Delinquency
- CRM 322 - Violent Crime and Federal Initiatives
- CRM 430 - Seminar: Race, Class and Gender in the Criminal Justice System

### Economics

- ECO 205 - Economics of Social Issues and Public Policy
- ECO 206 - United States Economic History
- ECO 211 - Economics of Labor Unions
- ECO 217 - Economic History of the 20th Century American Family
- ECO 244 - The Economics of Sports
- ECO 305 - Public Sector Economics
- ECO 309 - Money and Banking
- ECO 319 - Urban and Regional Economics
- ECO 323 - Labor Economics and Manpower Policy

### Education

- EDU 208 - Planning for Multicultural Learning

### English

- ENG 272 - Film History
- ENG 273 - Hitchcock
- ENG 300 - Critical Theory
- ENG 323 - Film Industry
- ENG 324 - Television Drama
- ENG 325 - Film and Ideology
- ENG 326 - American Cinema
- ENG 328 - Film and Gender
- ENG 329 - Race in American Film
- ENG 360 - American Literature to 1865
- ENG 362 - Topics in Poetry
- ENG 366 - Topics in Twentieth-Century American Literature
- ENG 367 - Topics in Nineteenth-Century American Literature
- ENG 368 - Race, Ethnicity, and American Culture
- ENG 369 - African-American Literature
- ENG 380 - Modern Poetry
- ENG 382 - American Drama
- ENG 394 - Sexuality and Textuality

### Gender & Sexuality Studies

- GND 111 - American Women Poets (First-Year Seminar)

## Healthcare Administration

- HCA 220 - Healthcare Policy and Politics

## History

- HIS 110 - Becoming Modern: America in the 1920s (First-Year Seminar\*)
- HIS 111 - New York, New York (First-Year Seminar\*)
- HIS 112 - Heretics, Reformers and Radicals: Women & Power in American History (First-Year Seminar\*)
- HIS 203 - Modern American Social History
- HIS 205 - Irish-American Experience
- HIS 208 - The Immigrant Experience in American History
- HIS 209 - Native American History
- HIS 225 - History and Film
- HIS 228 - History of U.S. Foreign Relations
- HIS 230 - History of Sexuality in America
- HIS 233 - American Catholic Social History
- HIS 263 - Religion in America
- HIS 281 - American Nation I
- HIS 282 - American Nation II
- HIS 285 - Women in America: 1630-1865
- HIS 286 - Asian American History
- HIS 287 - Women in Modern America: 1865-1975
- HIS 301 - Colonial America
- HIS 304 - U.S. Popular Culture
- HIS 305 - U.S. Popular Music
- HIS 306 - Contemporary America
- HIS 308 - The Early Republic
- HIS 321 - African-American History I
- HIS 324 - From Jackson to Lincoln
- HIS 325 - Lincoln and His America
- HIS 327 - American Civil War and Reconstruction
- HIS 328 - Pursuits of Happiness in Revolutionary America
- HIS 329 - The Vietnam Era and Its Legacy
- HIS 330 - United States Seminar: Topical
- HIS 332 - America in the Nuclear Age
- HIS 335 - The Debate Over Slavery in Antebellum America
- HIS 380 - Public History
- HIS 385 - Topics in U.S. Women's History

## Journalism

- JRN 222 - Development of American News Media

## Political Science

- POL 203 - Religion, Politics, and the Law
- POL 235 - American Political Thought
- POL 245 - American Foreign Policy
- POL 247 - Elections in America
- POL 255 - Environmental Policy and Politics
- POL 332 - The American Presidency
- POL 336 - Constitutional Law and Politics
- POL 337 - Public Administration
- POL 341 - Civil Rights and Civil Liberties
- POL 343 - Public Opinion & Voting Behavior
- POL 358 - Massachusetts State Politics
- POL 360 - The United States Congress
- POL 390 - Politics in Washington, D.C.

## Religious Studies

- REL 233 - American Catholic Social History
- REL 238 - Migrants, Immigrants, Refugees: Justice Issues and Catholic Responses
- REL 262 - Religion in America

## Sociology

- SOC 110 - Lovin' it? A Sociology of McDonald's & Everyday Life (First-Year Seminar)
- SOC 205 - Sociology of Marriage and Family
- SOC 212 - A Great Society?
- SOC 216 - Native Americans in the 21st Century
- SOC 218 - Images and Power: Popular Culture
- SOC 234 - Racial and Ethnic Diversity
- SOC 236 - Sociology of Urban Space
- SOC 237 - Sociology of Gender
- SOC 302 - Critical Issues in Contemporary Society
- SOC 304 - Introduction to Museum Studies
- SOC 328 - Community Organizing: People, Power & Change
- SOC 415 - Seminar: American Inequality
- SOC 421 - Seminar: Oppression

## Visual and Performing Arts

- VPH 110 - Art Now! Contemporary Trends (First-Year Seminar)
- VPH 184 - Introduction to Arts Administration
- VPH 218 - Art Since 1945
- VPH 226 - Art for Public Spaces: Issues and Trends
- VPH 330 - Topics in European or American Art
- VPM 110 - American Popular Music in the 20th Century (First-Year Seminar)
- VPM 235 - American Music in the 20th Century

## Writing

- WRI 110 - YouTube Nation: Multimedia & Composition (First-Year Seminar)
- WRI 111 - The Supernatural in Contemporary Pop Culture (First-Year Seminar)
- WRI 112 - Sports Rivalries: Who Wins? (First-Year Seminar)

# ANTHROPOLOGY

## Erica Tucker, Program Director

The College offers a minor in Anthropology.

The Anthropology Minor is open to students of any major and focuses on the holistic, critical study and understanding of other cultures from an insider's point of view. The program is designed to engage students in critical thinking and scholarly development through the study of the diversity of ways in which human beings perceive and order the social world.

## ANTHROPOLOGY MINOR

### Required Courses

Students must take a minimum of six classes to complete the minor, including:

- SOC 228 - Cultural Anthropology
- SOC 312 - Qualitative Research OR
- SOC 408 - Seminar: Studying Culture

Four electives chosen according to the guidelines listed below.

### Culture Area Courses

Take at least one regionally-based culture area course from the following list:

- FRN 333 - French Culture and Civilization I
- ITA 331 - Italy: Language and Identity
- SOC 216 - Native Americans in the 21st Century
- SOC 314 - Peoples and Cultures of Europe
- SOC 316 - People & Cultures of Russia & East Europe
- SPA 345 - Seminar in Spanish: Afro-Hispanic Culture of the Caribbean
- SPA 346 - Seminar in Spanish: Maya, Aztec, and Inca Traditions

### Topical Courses

Take at least one topical course that is guided by an ethnographic approach to the subject matter chosen from the following list:

- SOC 202 - Sociology of Globalization
- SOC 205 - Sociology of Marriage and Family
- SOC 220 - Political Sociology
- SOC 233 - Language and Culture
- SOC 234 - Racial and Ethnic Diversity
- SOC 237 - Sociology of Gender
- SOC 304 - Introduction to Museum Studies
- SOC 329 - Anthropology of Violence
- SOC 334 - Anthropology of the Holocaust
- SOC 405 - Seminar on Public Sociologies
- SOC 415 - Seminar: American Inequality
- SOC 421 - Seminar: Oppression

### Two Additional Courses

Take two additional courses from either of the two lists above or, from the following list of classes that are informed by anthropological theory, ethnographic or archaeological research:

- ECO 219 - History of World Economic Development
- HIS 209 - Native American History
- HIS 360 - European Seminar: Topical
- REL 251 - Introduction to the Old Testament
- REL 275 - Hard Rockin' Jews: Judaism and Pop Culture in Israel
- REL 335 - Popular Religion

### Note:

Please note that students who are Sociology Majors must take five classes in addition to the 10 that count towards their sociology major, and must take at least two of their electives for the Anthropology Minor from outside the Sociology Department.

# ASIAN STUDIES

## Christopher Ives, Program Director

The College offers minor in Asian Studies.

Asian Studies is an interdisciplinary minor that provides basic knowledge of the people and cultures of Asia. The program furnishes a substantial background for subsequent specialized study in the field of Asian politics, history, religion, language, and culture.

## ASIAN STUDIES MINOR

Students must take six courses selected from the following two groups, with at least four courses from the Asia grouping.

Students may substitute language study, through courses at Stonehill or courses taken elsewhere, but they may only use two foreign language courses towards the minor. Appropriate languages include Chinese, Japanese, Korean, Hindi, and Urdu. Other courses may be substituted with the approval of the Program Director.

### Asia Courses

- ENG 392 - Topics in Postcolonial and Global Literature (when the focus is on Asia)
- HIS 121 - Perspectives on China (First-Year Seminar\*)
- HIS 270 - Modern China
- HIS 279 - Modern Japan
- HIS 283 - East Asian History I
- HIS 284 - East Asian History II
- HIS 329 - The Vietnam Era and Its Legacy
- HIS 373 - Asian Encounters with Empire
- POL 355 - Politics of East Asia
- REL 210 - Religions of China and Japan
- REL 307 - Buddhist Ethics
- REL 323 - Gods and War: Religion, Ideology, and Nationalism in Japan and the United States

### General Courses

- BUS 336 - International Business
- COM 315 - Intercultural Communication
- ECO 311 - International Economics
- ECO 343 - International Finance
- ENG 395 - Introduction to Postcolonial Literature and Culture
- HIS 272 - World History II
- POL 134 - Comparing States
- POL 143 - International Politics
- POL 249 - Contemporary Global Conflict
- POL 273 - Politics of Developing Nations
- POL 344 - Contemporary Global Issues
- POL 353 - International Organizations and State Building
- POL 377 - International Political Economy
- SOC 202 - Sociology of Globalization
- SOC 228 - Cultural Anthropology
- SOC 233 - Language and Culture
- VPM 184 - History of Music II: Non-Western Traditions

### Asian Language Courses at Stonehill

- CHN 131 - Elementary Chinese I
- CHN 132 - Elementary Chinese II
- CHN 231 - Intermediate Chinese I
- CHN 232 - Intermediate Chinese II
- CHN 331 - Advanced Chinese I
- CHN 332 - Advanced Chinese II
- CHN 333 - Chinese TV Series

#### Note:

Students may petition the Program Director for credit approval for a relevant course not included in the above lists.

## BIOCHEMISTRY

**Faculty:**  
**Marilena Hall, Program Director**

**Professor:**  
**L. Liotta**

**Associate Professors:**  
**C. Almeida**  
**M. Hall**

**Assistant Professor:**  
**M. James-Pederson**

The Biochemistry Program, offered through the Departments of Biology and Chemistry, grants a B.S. and a minor in Biochemistry. The elucidation of life processes at the molecular level is the principal goal of biochemistry. Biochemistry is a discipline, yet at the same time it is an interdisciplinary science drawing many themes from the disciplines of Biology and Chemistry. It is distinctive, however, in its emphasis on the following three areas of study: (1) the chemical composition and three-dimensional structures of biomolecules and macromolecular assemblies; (2) the molecular mechanisms of enzymatic catalysis and regulation of biochemical reactions; and (3) the metabolic reactions which synthesize and degrade biomolecules, with an emphasis on bioenergetics.

### Biochemistry Honors Program

Students who complete the Biochemistry Honors Program will be awarded a degree "with honors in Biochemistry." Biochemistry majors, typically in their junior year, will be designated honors candidates if the following conditions are met:

- completion of BIO 101, BIO 102, BIO 212, BIO 211, CHM 113 (or First-Year Seminar equivalency), CHM 221, CHM 222, CHM 244, MTH 125, MTH 126, PHY 101, and PHY 102;
- an overall grade-point average of at least 3.4; and
- a science (Biochemistry, Biology and Chemistry) grade-point average of at least 3.4.

To successfully complete the Biochemistry Honors Program, a student must subsequently:

- maintain the above overall and science grade-point averages; and
- conduct research approved by the Program Director; and earn at least a "B+" on both the thesis and thesis defense required for BCH 449 - Biochemistry Seminar and Thesis. Ordinarily, this thesis will be based on thesis research, internship, S.U.R.E. project, or other college-level research experience; however, an in-depth library research thesis is acceptable.

Contact the Biochemistry Program Director for additional details and deadlines.

## BIOCHEMISTRY, B.S.

### MAJOR

The Biochemistry major conforms to the recommendations of the American Society of Biochemistry and Molecular Biology. Through a rigorous course of study with a strong emphasis

on the learn-by-doing approach, the Biochemistry Program is committed to providing the practical knowledge and skills necessary for graduate study in biochemistry, chemistry, molecular biology, genetics and biotechnology, or admission to professional school. It will also enable students to obtain skilled technical positions after graduation in research laboratories in universities, biotechnology or pharmaceutical development industries, hospitals and government agencies. Juniors and seniors are encouraged to apply for off-campus internships in biochemistry. In addition, each junior and senior Biochemistry major presents two program seminars covering information from the current biochemical literature as well as writing and defending a senior thesis, usually relating to research they have completed.

**The course of study normally pursued by Biochemistry majors is:**

### First Year

#### Fall Semester

- BIO 101 - Biological Principles I<sup>1</sup>
- CHM 113 - General Chemistry I (or First-Year Seminar equivalency)
- MTH 125 - Calculus I

#### Spring Semester

- BIO 102 - Biological Principles II
- CHM 221 - Organic Chemistry I
- MTH 126 - Calculus II

### Sophomore Year

#### Fall Semester

- BIO 211 - Cell Biology
- CHM 222 - Organic Chemistry II
- PHY 121 - Physics I

#### Spring Semester

- BIO 212 - Genetics
- CHM 244 - Inorganic Chemistry
- PHY 122 - Physics II

### Junior Year

#### Fall Semester

- BCH 343 - Biochemistry I
- CHM 331 - Analytical Chemistry<sup>2</sup>
- CHM 333 - Physical Chemistry I
- BIO 304 - Molecular Biology (or BIO 309 in Spring)
- BCH 449 - Biochemistry Seminar and Thesis<sup>3</sup>

#### Spring Semester

- BCH 344 - Biochemistry II
- BCH 345 - Biochemistry Laboratory
- BIO 309 - Microbiology (or BIO 304 in Fall)
- BCH 449 - Biochemistry Seminar and Thesis<sup>3</sup>

### Senior Year

#### Fall Semester

- BCH 449 - Biochemistry Seminar and Thesis<sup>3</sup>

#### Spring Semester

- BCH 449 - Biochemistry Seminar and Thesis<sup>3</sup>

## Additional Requirements

- BCH 496 - Independent Research OR
- BCH 475 - Internship in Biochemistry OR
- other research experience approved by the Director of the Biochemistry Program
- One 300 or 400 level Biology (BIO) OR
- One 300 or 400 level Chemistry (CHM) course

### Note:

1. Fulfills the Natural Scientific Inquiry requirement of the Cornerstone Program
2. Fulfills the Statistical Reasoning requirement of the Cornerstone Program
3. Seminar and Thesis is required in each semester of the junior and senior years and satisfies the Capstone Experience requirement of the Cornerstone Program. Four credits are obtained in the second semester of the senior year.

Biochemistry majors desiring an American Chemical Society certified degree must have at least 76 hours of additional, for credit, chemistry or biochemistry laboratory experience over the laboratory experience associated with the courses specifically required for the biochemistry major.

## BIOCHEMISTRY MINOR

The Biochemistry minor provides a strong foundation in molecular and cellular biology and chemistry for those students wanting flexibility to pursue additional preparation in other disciplines such as business, English, mathematics, philosophy, or psychology.

### The requirements are:

- BCH 343 - Biochemistry I
- BCH 345 - Biochemistry Laboratory
- BIO 101 - Biological Principles I
- BIO 102 - Biological Principles II
- BIO 211 - Cell Biology
- BIO 212 - Genetics
- CHM 113 - General Chemistry I (or First-Year Seminar equivalency)
- CHM 221 - Organic Chemistry I
- CHM 222 - Organic Chemistry II
- CHM 232 - General Chemistry II OR
- CHM 244 - Inorganic Chemistry

## BIOLOGY

### Faculty:

**Magdalena James-Pederson, Chairperson (on sabbatical Spring 2013)**

### Professor:

**S. Mooney  
M. Tyrrell**

### Associate Professors:

**C. Almeida  
M. James-Pederson  
G. Maniero  
S. Ramos-Goyette**

### Assistant Professors:

**B. Bleakley  
R. Hirst  
K. Nolin  
I. Pan**

### Lab Instructors:

**B. Allison  
K. Mullen  
D. Weber**

### Pre-Allied Health Professions:

**S. Barry**

### Laboratory Director:

**L. Gualtieri**

### Faculty Fellow:

**H. Yu**

### Professor Emerita/Emeritus:

**D. Peabody  
R. Peabody**

The Department of Biology offers both a Bachelor of Science and a Bachelor of Arts major as well as a minor in Biology.

The Biology Department's curriculum provides balanced instruction across all areas of biology: molecular, cellular, organismic, evolutionary and environmental. Students completing the major are prepared for entry into graduate programs in the life sciences and professional programs in medical, allied health and environmental fields. The major also prepares graduates for direct entry into clinical, industrial, research, teaching, or government careers. Because the curriculum is part of a liberal arts degree, Biology majors also have the option of pursuing a wide variety of non-science careers.

The Department's philosophy is that students learn by doing. Laboratory and fieldwork are integral to most courses. All students complete and present the results of a research project as a requirement for several courses. For qualified students who are interested in research, the learn-by-doing philosophy is extended through faculty-mentored research opportunities during the academic year and the Stonehill Undergraduate Research Experience (S.U.R.E.) program during the summer. Students participating in these programs collaborate directly with faculty and conduct independent research. Departmental interns have the opportunity to work in a wide variety of off-campus research and clinical facilities. These regional and international internships are available through enrollment in the Internship in Biological Sciences course and make it possible for students to gain hands-on experience in a wide range of areas.

The College supports the Biology Department's effort to remain current in fields where rapid technological and theoretical advances have become the norm. The Department is committed to incorporating the best of the new into its curriculum without neglecting the classical areas of Biology, which remain critical to a broad, liberal arts-based education in the life sciences.

## Pre-Health Professions

Students interested in pursuing a career as an allopathic (MD) or osteopathic (DO)

physician, dentist, optometrist, podiatrist, or veterinarian should refer to Academic Life & the Curriculum for information regarding Pre-Health Professions Advising.

## Pre-Allied Health Professions

Students interested in any of the Allied Health professions (Physician Assistant, Registered nurse, Nurse Practitioner, Physical Therapy, Nuclear Medicine Technology, Pharmacy, etc.) should discuss the required courses with the Pre-Allied Health Professions advisor.

## Cooperative Agreements with Post-graduate Programs in the Health Sciences

The Biology Department has developed a number of cooperative agreements with post-graduate programs in the Health Sciences. These agreements reserve a number of admissions slots in these programs for qualified Stonehill graduates. We have agreements with:

- The 30-month Master of Physician Assistant Studies Program at the Massachusetts College of Pharmacy and Health Sciences-Boston.
- The 24-month Master of Physician Assistant Studies Program at the Massachusetts College of Pharmacy and Health Sciences-Worcester.
- The 16-month Bachelor of Science in Nursing (RN) Program at the Massachusetts College of Pharmacy and Health Sciences - Worcester.
- The 34-month Accelerated Doctor of Pharmacy (PharmD) Program at the Massachusetts College of Pharmacy and Health Sciences - Worcester.
- The three-year Direct Entry Nurse Practitioner program (M.S. in Nursing) at Simmons College.
- The three-year Doctorate in Physical Therapy (D.P.T.) program at Simmons College.
- The 15-month Post Baccalaureate Nuclear Medicine degree at Regis College.
- The Biotechnology, Clinical Exercise Physiology, Pharmaceutical Sciences, and Public Health graduate programs at Northeastern University.

## Biology Honors Program

Students who complete the Honors Program in Biology will be awarded a degree "with honors in Biology." Departmental Honor Scholars must satisfy the following criteria:

- Overall GPA of 3.5
- GPA of 3.2 in science courses (Biochemistry, Biology, Chemistry, Physics)
- Meet either of the following criteria on a national standardized achievement test in biology:
  1. score within the top 10% of Stonehill students on the Major Field Test in Biology (MFT; Educational Testing Service, Princeton, NJ); or

- score within the top 30% of students nationally who have taken either the MFT in Biology, or Graduate Record Examination either in Biology or in Biochemistry, Cell, and Molecular Biology (Educational Testing Service, Princeton, NJ)
- Submit, and present orally, an acceptable ("B" or better) senior honors thesis, which is evaluated by a panel of three science faculty. Ordinarily, this thesis will be based on a directed study, research internship, S.U.R.E. project, or other college-level research experience.

## BIOLOGY, B.A.

### MAJOR

The B.A. in Biology is designed for a student who seeks entry into a professional program or to teach at the primary or secondary level. The B.A. in Biology may also be combined with another major to create an interdisciplinary degree appropriate for direct employment in biotechnology, government, or other industry positions. Combined with Journalism or English, it makes it possible to pursue a career in science writing or editing; with Computer Information Systems, technical and development work for biotechnology and pharmaceuticals; with Public Administration or Political Science, a career in environmental non-profit or governmental sectors; or with Business, a career in marketing or the patent office with biotechnology or pharmaceutical companies. The B.A. in Biology is also recommended for those seeking entry into post-baccalaureate training/certification courses or interdisciplinary graduate programs such as those in Public Health or Natural Resources. Students enrolled in the major are encouraged to strengthen their career preparation by completing an internship, directed study, or research project.

The Curriculum for the B.A. in Biology consists of fourteen courses.

#### Core Courses

- BIO 101 - Biological Principles I
- BIO 102 - Biological Principles II
- BIO 211 - Cell Biology
- BIO 212 - Genetics
- BIO 303 - Environmental Botany OR
- BIO 305 - Marine Ecosystems OR
- BIO 307 - Ecology
- BIO 323 - Evolution

#### Organismal Courses

In Addition to the Biology core, two Organismal courses (one Structural and one Functional) are required from the list below.

##### Structural Organismic:

- BIO 301 - Parasitology
- BIO 309 - Microbiology
- BIO 310 - Developmental Biology
- BIO 311 - Comparative Vertebrate Anatomy

##### Functional Organismic:

- BIO 304 - Molecular Biology
- BIO 312 - Vertebrate Physiology
- BIO 314 - Medical Laboratory Science

- BIO 324 - Endocrinology
- BIO 406 - Ethology
- BIO 409 - Immunology
- BIO 412 - Neuroscience
- BIO 416 - Adaptation to the Environment

#### Additional Courses

Two upper level electives in Biology or Biochemistry

- CHM 113 - General Chemistry I (or First-Year Seminar equivalency)
- CHM 221 - Organic Chemistry I
- PHY 101 - Basic Physics I OR
- PHY 121 - Physics I
- One Semester of Statistics

## BIOLOGY, B.S.

### MAJOR

The Biology major curriculum fulfills entrance requirements for medical, dental and graduate schools and for medical technology programs. It is also recommended for careers in research, academia, allied health fields, private enterprise, or government service. Students completing the major sequence and their General Education courses will graduate with a solid foundation in biological science and a broad educational background. Students enrolled in the major are encouraged to strengthen their career preparation by completing an internship, directed study, or research project before graduation.

#### First Year

- BIO 101 - Biological Principles I
- BIO 102 - Biological Principles II
- CHM 113 - General Chemistry I (or a First-Year Seminar equivalent)
- CHM 221 - Organic Chemistry I
- MTH 125 - Calculus I
- MTH 126 - Calculus II

### Sophomore, Junior, and Senior Years

#### Four Core courses

- BIO 211 - Cell Biology
- BIO 212 - Genetics
- BIO 323 - Evolution
- BIO 307 - Ecology (recommended) OR
- BIO 303 - Environmental Botany OR
- BIO 305 - Marine Ecosystems

#### Organismic Courses

Take three Organismic courses, at least one from each category below:

##### Structural Organismic

- BIO 301 - Parasitology
- BIO 309 - Microbiology
- BIO 310 - Developmental Biology
- BIO 311 - Comparative Vertebrate Anatomy

##### Functional Organismic

- BIO 304 - Molecular Biology
- BIO 312 - Vertebrate Physiology
- BIO 314 - Medical Laboratory Science
- BIO 324 - Endocrinology

- BIO 406 - Ethology
- BIO 409 - Immunology
- BIO 412 - Neuroscience
- BIO 416 - Adaptation to the Environment

One 300-400 level biology course selected after consultation with the academic advisor

#### Other Courses

- CHM 222 - Organic Chemistry II
- CHM 232 - General Chemistry II
- PHY 101 - Basic Physics I OR
- PHY 121 - Physics I

## Capstone Requirement in Biology

Several options fulfill this requirement. All must integrate sub-disciplines within biology, connect this work within biology to a broader view of academics and society, and present that work in oral and written form.

#### Capstone Options:

Options 2-4 below require written approval from the faculty member supervising the Capstone project and the department chair.

- Enroll as a senior in BIO 406 - Ethology, BIO 409 - Immunology, BIO 412 - Neuroscience, BIO 421 - Scientific Critique, BIO 423 - Virology, or BIO 498 - Senior Honors Thesis I & BIO 499 - Senior Honors Thesis II.
- Petition to have any 3-400 level Biology class (taken in the senior year) fulfill the capstone requirement. This option will probably result in additional work in that class.
- Perform a directed study, independent research, internship or S.U.R.E. project, write a research paper based on this work, and present this in an open seminar format.
- Present work done in a non-biology course to fulfill the Capstone requirement. This work must contain a very strong biology component and deal with larger societal issues associated with the project.

## Major Field Test in Biology

All juniors and seniors majoring in Biology must take the Major Field Test in Biology.

## BIOLOGY MINOR

The Biology minor provides a broad introduction to the biological sciences for students majoring in other disciplines. A variety of courses are available to help students whose long-term goals would be enhanced by knowledge of biology (for example, careers or graduate study in fields such as biotechnology, biophysics, anthropology, clinical psychology, public policy, healthcare administration, or genetic counseling). Courses used to fulfill requirements for the minor should be selected with the help of the Biology minor advisor or another advisor in the department.

#### The requirements for the minor are:

- BIO 101 - Biological Principles I and
- BIO 102 - Biological Principles II

OR



- BIO 103 - Human Anatomy and Physiology I and
- BIO 104 - Human Anatomy and Physiology II
- Four upper-division (200-level or above) courses in Biology. Biology courses in the BIO 290 series (BIO 290 , BIO 291 , BIO 296) may not be taken to fulfill this requirement.

## BUSINESS ADMINISTRATION

**Faculty:**  
**Debra M. Salvucci, Chairperson**

**Professors:**  
**R. Anderson**  
**R. Carver**  
**G. Lantos**  
**J. Lee**  
**J. Schatzel**  
**J. Swanson**

**Associate Professors:**  
**R. Gariepy**  
**L. McGinnis**  
**E. Rhee**  
**D. Salvucci**  
**E. Vaughn, Jr.**

**Assistant Professors:**  
**V. Cortijo**  
**H. Gettman**  
**B. Glibkowski**  
**G. Ilacqua**  
**G. Meng**  
**M. Mullen**  
**R. Spencer**

The Department of Business Administration offers majors in Accounting, Finance, International Business, Management, and Marketing, and minors in Business Administration and Computer Information Systems. Students may not take more than one major within business as part of their undergraduate program.

### Departmental Mission

The Business Administration Department offers a high quality undergraduate business education that prepares students to make ethical, thoughtful, and significant contributions to their organizations and communities as professionals. In the tradition of the Congregation of the Holy Cross, with a foundation in the liberal arts, and using a high degree of faculty-student interaction, we provide an integrated curriculum delivered with an emphasis on the student. We value the enrichment of the learning environment through intellectual contributions of faculty in the areas of teaching and learning, discipline-based research, as well as contributions to practice.

### Vision

The Stonehill College Department of Business Administration seeks to be amongst the leaders in undergraduate business education serving the northeast region emphasizing an experiential learning environment and ability to graduate professionals that can contribute and lead in

a rapidly changing business environment. The department strives to achieve its objectives by maintaining a closely held learning environment, cross functional and community-based learning opportunities, and integration of international experiences in the curriculum.

### Learning Outcomes

The delivery of our business education program is guided by the following learning outcomes:

1. **Business Literacy** - Upon graduation, a Stonehill business student will have a working knowledge of the major concepts and terminology essential to current business practice.
2. **Ethical Perspective** - Upon graduation, a Stonehill business student will be able to identify and analyze ethical issues in business.
3. **Effective Oral Communication** - Upon graduation, a Stonehill business student will be able to communicate clearly, persuasively, and knowledgeably to a business superior, peer, or client.
4. **Global Awareness** - Upon graduation, a Stonehill business student will recognize and understand interrelationships among international organizations, nation-states, public and private economic entities, socio-cultural groups, and individuals across the globe.

### The Curriculum

The Business Core Curriculum complements the Cornerstone Program, offering students a strong liberal arts background along with the fundamentals of business administration. Beginning with a First Year Business Experience Course and culminating with the senior Policy and Strategy course, B.S.B.A. graduates develop the learning outcomes of our program.

The Business Core Curriculum begins with BUS 101 - First-Year Business Experience, a course that introduces all business majors to the business world and begins building cross-functional expertise through student team competition in a business simulation that emulates the real business environment and provides experience managing each function of a business. This course builds competencies in effective teamwork, oral and written presentations, negotiations, creativity, interpersonal behavior and a myriad of other valuable skills.

In the second year, students may choose a Sophomore Learning Community that connects an introductory course in a business concentration with an Arts and Science course in the sophomore-level Learning Community. This unique approach expands the student's level of interdisciplinary understanding and creates a platform to accelerate learning in the student's major discipline. Such Learning Communities may pair international business with international politics, finance with economics, organizational behavior with psychology, and marketing with communication. The Learning Community seminar may include a complex team building assignment, as well as a course project, to create a new product, process, or service for a consumer marketplace accompanied by a business plan. The intent is

to develop creativity, extensive team-building capabilities, strong interdisciplinary knowledge, and to provide multiple opportunities for basic skill enhancement in communications, analytics, logic, and interpersonal interaction. The interdisciplinary learning theme carries throughout the student's major course plan and will be enhanced by pursuing a minor in an allied liberal arts discipline. Student learning can be further enhanced by gaining internship experience in an organization in Boston, Los Angeles, New York, Washington, D.C., or at a variety of international locations such as London, Madrid, or Paris.

### Laptop Computer Requirement

Successful enterprises utilize technology effectively in their daily activities. Beginning with the first formal business course, the Stonehill Business program integrates technology and provides opportunity to apply critical concepts both in and out of the classroom.

Unique in its implementation, Stonehill's laptop requirement views the availability of technology as 'mission-critical' to the quality and currency of its academic program. The Stonehill College laptop requirement combines 'best in class' hardware, on-site support services and accidental damage protection to assure availability.

Complete details of this requirement can be found at the following link: <http://www.campusup.com/stonehill>.

## MAJORS

There are five majors within the business program: Accounting, Finance, International Business, Management, and Marketing. Requirements are listed under each of those headings.

All Business Administration students are required to take a set of core courses as a foundation for courses required in the elected major. BUS 469 - Policy and Strategy is the senior Capstone course and BUS 475 - Internship in Business Administration is recommended for all students as part of their curriculum.

## BUSINESS CORE COURSES

### Freshman Year

- BUS 101 - First-Year Business Experience
- MTH 119 - Applied Calculus for Business

### Freshman or Sophomore Year

- BUS 203 - Financial Accounting
- BUS 204 - Managerial Accounting
- BUS 206 - Quantitative Analysis
- ECO 176 - Microeconomic Principles
- ECO 178 - Macroeconomic Principles

### Sophomore Year

- BUS 320 - Corporate Finance (Only Finance Majors take sophomore year)
- BUS 333 - Organizational Behavior
- BUS 340 - Marketing Principles

### Junior Year

- BUS 320 - Corporate Finance (All majors except Finance take junior year)
- BUS 336 - International Business

## ACADEMIC LIFE

- BUS 352 - Legal Environment of Business (Accounting Majors will take BUS 354 - Business Law instead)
- BUS 360 - Operations and Supply Chain Management OR
- BUS 308 - Decision Support Systems, Tools and Operations Management

### Senior Year

- BUS 469 - Policy and Strategy

## ACCOUNTING, B.S.B.A.

**Debra Salvucci, Program Director**

### Accounting Requirements

#### Junior Year

- BUS 311 - Intermediate Accounting I
- BUS 312 - Intermediate Accounting II
- BUS 316 - Accounting Systems

#### Senior Year

- BUS 414 - Tax Accounting
- BUS 417 - Auditing
- BUS 434 - Advanced Accounting

#### Electives:

- BUS 307 - Data Communications and Applications
- BUS 309 - Database Applications
- BUS 420 - Topics in Accounting
- BUS 435 - Advanced Taxation
- BUS 436 - Advanced Managerial Accounting

## FINANCE, B.S.B.A.

**Michael Mullen, Program Director**

### Finance Requirements

#### Junior Year

- BUS 321 - Advanced Corporate Finance & Modeling
- BUS 324 - Corporate Financial Reporting
- BUS 327 - Investments
- ECO 303 - Intermediate Macroeconomics

#### Senior Year

- BUS 425 - Multinational Corporate Finance OR
- ECO 343 - International Finance
- BUS 428 - Seminar in Financial Management

#### Electives

- BUS 429 - Entrepreneurial Finance
- BUS 430 - Topics in Finance
- BUS 490 - Directed Study (in Finance)
- ECO 309 - Money and Banking
- ECO 333 - Monetary Theory and Policy
- ECO 420 - Fixed Income Analysis

## INTERNATIONAL BUSINESS, B.S.B.A.

**Jennifer Swanson, Program Director**

### International Business Requirements

#### Junior Year

##### Choose one of the following:

- SOC 202 - Sociology of Globalization
- SOC 228 - Cultural Anthropology
- SOC 314 - Peoples and Cultures of Europe
- SOC 316 - People & Cultures of Russia & East Europe
- COM 315 - Intercultural Communication OR
- a comparable class in history, religion, etc. that examines culture selected and approved by the Director of the International Business Program

##### Choose one of the following:

- POL 134 - Comparing States
- POL 143 - International Politics
- POL 344 - Contemporary Global Issues
- POL 353 - International Organizations and State Building
- POL 377 - International Political Economy

##### Choose one of the following:

- ECO 219 - History of World Economic Development
- ECO 311 - International Economics
- BUS 400 - Topics in International Business
- BUS 438 - Business and Society OR
- a substitute course approved by the Director of the International Business Program

#### Senior Year

- BUS 425 - Multinational Corporate Finance OR
- BUS 420 - Topics in Accounting (When topic is International Accounting)
- BUS 448 - Global Marketing
- BUS 465 - International Management

#### International Experience Requirement

All International Business majors are required to have an international experience through study abroad, an international internship, foreign language immersion experience, etc. and show a proficiency in a foreign language.

All language courses taken to complete International Business requirements must be taken for a letter grade and not pass/fail.

## MANAGEMENT, B.S.B.A.

**James Lee, Program Director**

### Management Requirements

#### Junior or Senior Year

- BUS 335 - Human Resource Management

##### Choose four of the following electives

- BUS 308 - Decision Support Systems, Tools and Operations Management (May not take if already used as part of the Business Core requirements)
- BUS 310 - Management Information Systems
- BUS 343 - Sales Management \*
- BUS 347 - New Products Management \*
- BUS 357 - The Roles of Not-for-Profit Organizations in America
- BUS 358 - Fundamentals of Entrepreneurship and Small Business
- BUS 438 - Business and Society

- BUS 443 - Entrepreneurial Strategies and Electronic Commerce \*
- BUS 460 - Topics in Management
- BUS 465 - International Management
- BUS 475 - Internship in Business Administration
- PSY 303 - Group Dynamics
- SOC 237 - Sociology of Gender

\* Only one of the courses BUS 343, BUS 347, and BUS 443 may be taken to fulfill this requirement.

#### Senior Year

- BUS 326 - Managerial Negotiation and Decision Making

#### Note

All Management majors are strongly recommended to enrich their learning through an internship, study abroad, and/or international internship experience.

## MARKETING, B.S.B.A.

**Geoffrey Lantos, Program Director**

### Marketing Requirements

#### Sophomore or Junior Year

- BUS 341 - Marketing Research
- BUS 342 - Consumer Behavior

##### Three of the following electives

- BUS 343 - Sales Management
- BUS 344 - Advertising Management
- BUS 345 - Business-to-Business Marketing
- BUS 346 - Retail Management
- BUS 347 - New Products Management
- BUS 443 - Entrepreneurial Strategies and Electronic Commerce
- BUS 445 - Direct Marketing
- BUS 448 - Global Marketing
- COM 311 - Public Relations I: Principles \*
- VPG 202 - Graphic Design Foundations \*
- VPG 203 - Introduction to Digital Imaging \*
- VPG 304 - Advertising Design \*
- VPG 305 - Web Site Design \*

\* Only one of the courses COM 311, VPG 202, VPG 203, VPG 304, and VPG 305 may be taken to fulfill this requirement.

#### Junior or Senior Year

- BUS 454 - Marketing Strategy

### Business Internship Program

Business majors are encouraged to participate in an internship. Only junior and senior Business majors with a 2.80 GPA or better may register for BUS 475 - Internship in Business Administration unless granted permission by the Business Department Chairperson.

Students must work a minimum of 12 hours per week for 14 weeks (168 hours total) to earn 3 credits. Students are also required to submit a professional journal or portfolio and a research paper as part of their internship.

Business majors may apply a maximum of 6 credits of BUS 475 to their major.

Students are encouraged to consult with the following Department Internship Coordinators:

**Debra Salvucci:** Accounting and Finance majors

**Brian Glibkowski:** International Business, Management, Marketing majors and Non-Business majors

## BUSINESS ADMINISTRATION MINOR

**J. Richard Anderson, Program Director**

The minor program consists of seven courses and is designed to provide the student in Liberal Arts or Sciences with a broad background in the fundamentals of business administration.

### Requirements

- BUS 203 - Financial Accounting
- BUS 204 - Managerial Accounting
- BUS 320 - Corporate Finance (BUS 203 is a pre-requisite)
- BUS 333 - Organizational Behavior
- BUS 340 - Marketing Principles

### Electives

Each student is required to take two elective courses in Business to be chosen after consultation with the Minor Advisor. Any course with the Business Administration prefix (BUS) is eligible for credit.

## ENTREPRENEURSHIP MINOR

Students must take at least six courses to complete the minor, including:

### Required Courses

- BUS 203 - Financial Accounting
- BUS 320 - Corporate Finance (BUS 203 is a pre-requisite)
- BUS 340 - Marketing Principles
- BUS 358 - Fundamentals of Entrepreneurship and Small Business

### Elective Courses

Choose two courses from the following list. Courses may not overlap with any courses taken to fulfill a major requirement.

- BUS 345 - Business-to-Business Marketing
- BUS 347 - New Products Management
- BUS 429 - Entrepreneurial Finance
- BUS 443 - Entrepreneurial Strategies and Electronic Commerce
- BUS 475 - Internship in Business Administration

## CATHOLIC STUDIES

**Peter Beisheim, Program Director**

The Catholic Studies Program offers both an interdisciplinary major and a minor within the Bachelor of Arts degree.

Stonehill College, in its mission statement, identifies itself as “a community of scholarship and faith, anchored by a belief in the inherent dignity of each person.” In being true to its identity, the College “provides an education that fosters critical thinking, free inquiry, and the interchange of ideas.” The College envisions that its graduates will think, act, and lead with courage in creating a more just and compassionate world.”

In harmony with the values and spirit of the College’s mission, the Catholic Studies Program fulfills the mission of the college by fostering critical thinking, free inquiry, and the interchange of ideas while providing students with the tools to recognize, understand, and appreciate the diversity of intellectual traditions within Catholicism; enhances the experience of students who have arrived at the college with an interest in Catholic culture or who develop an interest in response to their coursework; integrates courses of study from different departments by providing students with opportunities to explore Catholicism from multiple perspectives; and prepares students for postgraduate opportunities related to Catholic studies, e.g. graduate work, ministry, and education.

## CATHOLIC STUDIES, B.A.

### MAJOR

To complete a major in Catholic Studies, students are required to take eleven courses (two core, eight elective, and one Capstone).

### Required Core Courses

- REL 256 - Church and Social Justice
- REL 300 - The Catholic Tradition: Past and Present

### Eight Elective Courses

Eight courses are electives. Students will select two courses from each of the categories below representing in total three (3) disciplines:

#### Historical Roots & Development

- CAT 490 - Directed Study: Catholic Studies
- HIS 227 - Renaissance and Revolutions: Early Modern Europe
- HIS 262 - Medieval – Renaissance – Reformation
- HIS 263 - Religion in America
- HIS 310 - Ancient Mediterranean Greece and Rome
- HIS 349 - The Inquisition: Myth and History
- REL 226 - Women, Slaves & Sin: Paul and the Creation of Christianity
- REL 251 - Introduction to the Old Testament
- REL 252 - Introduction to the New Testament
- REL 255 - Religions in the Roman Empire
- REL 262 - Religion in America

#### Intellectual Heritage

- CAT 490 - Directed Study: Catholic Studies
- HIS 313 - Modern European Intellectual History
- HIS 343 - Christian Theology as Ideology
- PHL 353 - Medieval Philosophy
- PHL 354 - Thomas Aquinas and His Contemporaries

- REL 234 - The Mystery of Evil
- REL 235 - The God Question: Modern Challenges to Faith and Christian Responses
- REL 236 - Faith in Christ and Religious Pluralism
- REL 267 - Liberation Theology: Latin American Perspectives
- REL 268 - Images of Jesus
- REL 327 - Vatican II: Revolution Or Reform
- REL 411 - Approaches to the Study of Religious Traditions

### Catholicism in Praxis

- CAT 490 - Directed Study: Catholic Studies
- HIS 326 - The Christian Churches in Nazi Germany
- REL 237 - Moral Conflicts: Case Studies in Moral Confrontation
- REL 238 - Migrants, Immigrants, Refugees: Justice Issues and Catholic Responses
- REL 329 - Justice, Peace, Ecology
- REL 340 - Jesus and Moral Decisions
- REL 344 - Globalization: Catholic Perspectives and Responses

### Catholic Life & Culture

- CAT 490 - Directed Study: Catholic Studies
- ENG 347 - Topics in Catholicism and Literature
- HIS 233 - American Catholic Social History
- REL 233 - American Catholic Social History
- REL 248 - Christian Prayer, Liturgy and Sacrament
- REL 253 - Models of the Church: Historical Developments
- REL 254 - Global Catholicism
- REL 261 - Women in Early Christian Tradition
- REL 263 - Women’s Religions in the Ancient Mediterranean World
- REL 303 - The Virgin Mary and Visions of the Feminine in Christianity
- REL 311 - Ethics and Sacrament: The Church in Crisis
- REL 333 - The American Catholic Experience
- REL 341 - Spiritual Autobiography
- REL 346 - Christian Celebration: The Mass
- VPH 214 - The Age of Cathedrals

A student may substitute one course in the area of Catholic Life & Culture with one of the following internships

- REL 476 - Internship in Campus Ministry (Catholic High Schools)
- REL 477 - Internship in Parish Ministry
- REL 478 - Internship in Catholic Ministry

### Senior Capstone

The Catholic Studies Program requires each senior major to create with their advisor a culminating experience or project that integrates the major and the Cornerstone Program.

CAT 490 - Directed Study: Catholic Studies

## CATHOLIC STUDIES MINOR

Six courses are required for a minor in Catholic Studies.

The wide array of interdisciplinary courses in Catholic Studies allows students majoring in

Spanish culture and language to create a Catholic Studies minor with a Hispanic focus. Similarly, students can create a Catholic Studies minor with a concentration on Catholic Social Teachings.

### Required Core Courses

- REL 256 - Church and Social Justice
- REL 300 - The Catholic Tradition: Past and Present

### Four Elective Courses

In choosing elective courses, a student may select one course from each of the following categories; two courses from two of the following categories; or any four courses in consultation with the Director of Catholic Studies.

#### Historical Roots & Development

- CAT 490 - Directed Study: Catholic Studies
- HIS 227 - Renaissance and Revolutions: Early Modern Europe
- HIS 262 - Medieval – Renaissance – Reformation
- HIS 263 - Religion in America
- HIS 310 - Ancient Mediterranean Greece and Rome
- HIS 349 - The Inquisition: Myth and History
- REL 226 - Women, Slaves & Sin: Paul and the Creation of Christianity
- REL 251 - Introduction to the Old Testament
- REL 252 - Introduction to the New Testament
- REL 255 - Religions in the Roman Empire
- REL 262 - Religion in America

#### Intellectual Heritage

- CAT 490 - Directed Study: Catholic Studies
- HIS 313 - Modern European Intellectual History
- HIS 343 - Christian Theology as Ideology
- PHL 353 - Medieval Philosophy
- PHL 354 - Thomas Aquinas and His Contemporaries
- REL 234 - The Mystery of Evil
- REL 235 - The God Question: Modern Challenges to Faith and Christian Responses
- REL 236 - Faith in Christ and Religious Pluralism
- REL 267 - Liberation Theology: Latin American Perspectives
- REL 268 - Images of Jesus
- REL 327 - Vatican II: Revolution Or Reform
- REL 411 - Approaches to the Study of Religious Traditions

#### Catholicism in Praxis

- CAT 490 - Directed Study: Catholic Studies
- HIS 326 - The Christian Churches in Nazi Germany
- REL 237 - Moral Conflicts: Case Studies in Moral Confrontation
- REL 238 - Migrants, Immigrants, Refugees: Justice Issues and Catholic Responses
- REL 329 - Justice, Peace, Ecology
- REL 340 - Jesus and Moral Decisions
- REL 344 - Globalization: Catholic Perspectives and Responses

#### Catholic Life & Culture

- CAT 490 - Directed Study: Catholic Studies
- ENG 347 - Topics in Catholicism and Literature
- HIS 233 - American Catholic Social History
- REL 233 - American Catholic Social History
- REL 248 - Christian Prayer, Liturgy and Sacrament
- REL 253 - Models of the Church: Historical Developments
- REL 254 - Global Catholicism
- REL 261 - Women in Early Christian Tradition
- REL 263 - Women's Religions in the Ancient Mediterranean World
- REL 303 - The Virgin Mary and Visions of the Feminine in Christianity
- REL 311 - Ethics and Sacrament: The Church in Crisis
- REL 333 - The American Catholic Experience
- REL 341 - Spiritual Autobiography
- REL 346 - Christian Celebration: The Mass
- VPH 214 - The Age of Cathedrals

A student may substitute one course in the area of Catholic Life & Culture with one of the following internships

- REL 476 - Internship in Campus Ministry (Catholic High Schools)
- REL 477 - Internship in Parish Ministry
- REL 478 - Internship in Catholic Ministry

## CHEMISTRY

**Faculty:**  
**Louis J. Liotta: Chairperson**

**Professors:**  
**M. Curtin**  
**L. Liotta**  
**L. Tilley**

**Associate Professors:**  
**M. Hall**  
**C. Schnitzer**

**Assistant Professors:**  
**D. Del Sesto**  
**P. Lombardi**

**Laboratory Instructor:**  
**B. Anzivino**

The Department of Chemistry offers both a B.S. and a B.A. major as well as a minor in Chemistry. The Department's programs have been approved by the American Chemical Society (ACS) and graduates fulfilling ACS requirements will be eligible for ACS certification.

The Department of Chemistry at Stonehill College educates students in the chemical sciences by providing them with chemical knowledge, technical training, and the ability to think logically and analytically. This education covers the traditional chemical disciplines as well as those chemical disciplines that will have the strongest impact on society in the future. The Department instills a strong sense of professional ethics and responsibility in the students enrolled in the chemistry program.

The B.S. and B.A. programs in chemistry offer fundamental training in inorganic, organic, physical, and analytical chemistry requiring a basic understanding of physics and calculus. Chemistry electives in advanced topics and in biochemistry are also offered. The department instills upon its students the ability to think broadly, creatively and independently within the field and to communicate this ability both in writing and orally. To these ends the Department provides many opportunities both during the academic year and during the summer for students to become involved in both undergraduate research and industrial internships. The culmination of this research is often co-authorship on conference presentations and publications in scholarly journals. In addition, each junior and senior Chemistry major presents two departmental seminars covering information from the current chemical literature. Each senior writes and defends a thesis (usually relating to research he/she has completed).

Both the B.S. and B.A. programs are flexible enough to allow the students to pursue objectives such as secondary school teaching, industrial, clinical or governmental employment, or to attend graduate school. They also provide an excellent basis for entrance into professional fields such as medicine, dentistry, nutrition and psychology.

### Chemistry Honors Program

The student who completes the Honors Program in Chemistry is awarded a degree "with honors in Chemistry." Both B.S. and B.A. Chemistry majors who have completed CHM 113 (or a First-Year Seminar equivalent), CHM 221, CHM 222, CHM 244, PHY 121, PHY 122, MTH 125, and MTH 126 are designated departmental honors candidates if they have an overall grade-point average of at least 3.40, a Chemistry and Biochemistry grade-point average of at least 3.40 and have conducted research in the department. To successfully complete the program, a student must maintain the above grade-point averages and earn at least a "B+" on both the thesis and thesis defense required for CHM 449 - Seminar and Thesis. Contact the Department Chair for more information.

## CHEMISTRY, B.A.

### MAJOR

The Bachelor of Art degree is appropriate for a student not interested in graduate school who desires entry into a professional school, direct employment in industry or entry into a non-traditional field combining the knowledge of chemistry with another discipline. Combined with English, it makes possible a career as a technical writer or editor; with Environmental Studies, an environmental advocate; with Education, science teacher on both the primary and secondary levels; with Business, a technical manager, administrator or sales representative; and with Computer Science, a developer in "Bioinformatics". The B.A. degree alone allows Chemistry majors to pursue admission into professional schools such as medical, or dental school as well as careers in forensic science, art conservation, food science, or nutrition.

The course of study normally pursued by B.A. Chemistry majors is:

### First Year

#### Fall Semester

- CHM 113 - General Chemistry I <sup>3</sup> (or a First-Year Seminar equivalent)
- MTH 125 - Calculus I

#### Spring Semester

- CHM 221 - Organic Chemistry I
- MTH 126 - Calculus II

### Sophomore Year

#### Fall Semester

- CHM 222 - Organic Chemistry II
- PHY 121 - Physics I

#### Spring Semester

- CHM 244 - Inorganic Chemistry
- PHY 122 - Physics II

### Junior Year

#### Fall Semester

- CHM 331 - Analytical Chemistry <sup>1</sup>
- CHM 333 - Physical Chemistry I
- CHM 449 - Seminar and Thesis <sup>2</sup>

#### Spring Semester

- One advanced course from the CHM 300 OR 400 Level
- CHM 449 - Seminar and Thesis <sup>2</sup>

### Senior Year

#### Fall Semester

- One advanced course from the CHM 300 OR 400 Level or BCH 343
- CHM 449 - Seminar and Thesis <sup>2</sup>

#### Spring Semester

- One advanced course from the CHM 300 OR 400 Level
- CHM 449 - Seminar and Thesis <sup>2</sup>

#### Note:

1. Fulfills the Statistical Reasoning requirement of the Cornerstone Program.
2. Seminar and Thesis is required in each semester of the junior and senior years and satisfies the Capstone Experience requirement of the Cornerstone Program. Four credits are obtained in the second semester of the senior year.
3. Fulfills the Natural Scientific Inquiry requirement of the Cornerstone Program.

### American Chemical Society Certification

B.A. chemistry majors desiring an American Chemical Society certified degree must complete BCH 343 - Biochemistry I and have at least 172 hours of additional, for credit, chemistry or biochemistry laboratory experience in addition to the specific requirements listed above.

## CHEMISTRY, B.S.

### MAJOR

The Bachelor of Science degree is designed for the student desiring a thorough background in chemistry; one who plans to attend graduate school, or seek immediate employment in the field of chemistry. (See section on ACS certification below.)

The course of study normally pursued by B.S. Chemistry majors is:

### First Year

#### Fall Semester

- CHM 113 - General Chemistry I <sup>4</sup> (or a First-Year Seminar equivalent)
- MTH 125 - Calculus I
- PHY 121 - Physics I

#### Spring Semester

- CHM 221 - Organic Chemistry I
- MTH 126 - Calculus II
- PHY 122 - Physics II

### Sophomore Year

#### Fall Semester

- CHM 222 - Organic Chemistry II
- MTH 261 - Multivariable Calculus
- PHY 221 - Physics III

#### Spring Semester

- CHM 244 - Inorganic Chemistry

### Junior Year

#### Fall Semester

- CHM 331 - Analytical Chemistry <sup>1</sup>
- CHM 333 - Physical Chemistry I
- CHM 449 - Seminar and Thesis <sup>2</sup>

#### Spring Semester

- CHM 334 - Physical Chemistry II <sup>3</sup>
- CHM 444 - Advanced Inorganic Chemistry <sup>3</sup>
- CHM 449 - Seminar and Thesis <sup>2</sup>

### Senior Year

#### Fall Semester

- CHM 449 - Seminar and Thesis <sup>2</sup>

#### Spring Semester

- CHM 432 - Advanced Analytical Chemistry
- CHM 435 - Advanced Organic Chemistry <sup>3</sup>
- CHM 442 - Instrumental Analysis: Theory and Practice <sup>3</sup>
- CHM 443 - Physical Chemistry III <sup>3</sup>
- CHM 449 - Seminar and Thesis <sup>2</sup>

#### Note:

1. Fulfills the Statistical Reasoning requirement of the Cornerstone Program.

2. Seminar and Thesis is required in each semester of the junior and senior years and satisfies the Capstone Experience requirement of the Cornerstone Program. Four credits are obtained in the second semester of the senior year.
3. Courses are offered in alternate years. Must be taken when offered in the junior or senior year.
4. Fulfills the Natural Scientific Inquiry requirement of the Cornerstone Program.

### American Chemical Society Certification

B.S. chemistry majors desiring an American Chemical Society certified degree must complete BCH 343 - Biochemistry I in addition to the requirements listed above.

### CHEMISTRY MINOR

The Chemistry minor provides a strong understanding of fundamental principles and techniques of Chemistry as well as the application of those principles to biological, environmental and industrial processes.

#### Required Courses

- CHM 113 - General Chemistry I (or a First-Year Seminar equivalent)
- CHM 221 - Organic Chemistry I
- CHM 222 - Organic Chemistry II
- CHM 232 - General Chemistry II OR
- CHM 244 - Inorganic Chemistry

Two electives to be chosen from

- BCH 343 - Biochemistry I
- CHM 331 - Analytical Chemistry
- CHM 333 - Physical Chemistry I
- CHM 334 - Physical Chemistry II
- CHM 444 - Advanced Inorganic Chemistry

## CHEMISTRY, BA./CHEMICAL ENGINEERING, B.S. DUAL DEGREE

Stonehill College offers an Engineering Program in collaboration with The University of Notre Dame. Students in this 3+2 Engineering Program with the University of Notre Dame receive a B.A. in Chemistry from Stonehill College and a B.S. in Chemical Engineering from the University of Notre Dame.

Students in this program typically complete the following courses:

### First Year

#### Fall Semester

- CHM 113 - General Chemistry I (or a First-Year Seminar equivalent)
- MTH 125 - Calculus I
- PHY 121 - Physics I

#### Spring Semester

- CHM 221 - Organic Chemistry I
- MTH 126 - Calculus II
- PHY 122 - Physics II

## Sophomore Year

### Fall Semester

- CHM 222 - Organic Chemistry II
- CSC 103 - Computer Science I
- MTH 261 - Multivariable Calculus

### Spring Semester

- CHM 244 - Inorganic Chemistry
- CSC 104 - Computer Science II
- MTH 251 - Linear Algebra

## Junior Year

### Fall Semester

- CHM 331 - Analytical Chemistry
- CHM 333 - Physical Chemistry I
- BCH 343 - Biochemistry I (suggested)
- CHM 449 - Seminar and Thesis <sup>1</sup>

### Spring Semester

- CHM 334 - Physical Chemistry II OR
- CHM 443 - Physical Chemistry III
- One advanced Chemistry course at the 300 or 400 level
- CHM 449 - Seminar and Thesis <sup>1</sup>

#### Note:

1. Seminar and Thesis is required in each semester of the junior year and satisfies the Capstone Experience requirement of the Cornerstone Program. One pass/fail credit is obtained in the second semester of the junior year.

## General Education Requirements

In addition to the courses above, students must also fulfill the General Education requirements of Stonehill College before going to The University of Notre Dame.

## CINEMA STUDIES

### Ron Leone, Program Director

The College offers a minor in Cinema Studies.

### Mission of the Program

The program is devoted to the study of media and of formats related to the moving image, including recent developments in digital technology. Students will not only acquire the vocabulary necessary to a full appreciation of cinematic techniques but also develop an appreciation for the aesthetic and methodological values of the discipline. In addition, by implicitly acknowledging the intersections of art, technology, and commerce in cinematic texts, courses in the program help to prepare students for careers in the new age of global media institutions and projects.

## CINEMA STUDIES MINOR

### Curriculum

Students in the Cinema Studies program take at least six courses, which must include one 200 – level introductory course from list below, at least three 300 – level courses from the list below, and two electives from either level.

- COM 220 - Understanding Film
- COM 321 - Film Genres
- COM 323 - Honors-Film Censorship and American Culture
- ENG 271 - Film and Story
- ENG 272 - Film History
- ENG 273 - Hitchcock
- ENG 322 - World Cinema
- ENG 323 - Film Industry
- ENG 324 - Television Drama
- ENG 325 - Film and Ideology
- ENG 326 - American Cinema
- ENG 327 - European Cinema
- ENG 328 - Film and Gender
- ENG 329 - Race in American Film
- ENG 422 - Seminar (offered periodically by English instructors in cinema studies as part of the regular departmental rotation of seminar assignments)

## COMMUNICATION

#### Faculty:

**Ron Leone, Chairperson**

#### Professor:

**X. Yu**

#### Associate Professors:

**J. Chichetto, C.S.C.**

**R. Leone**

**A. Mattina**

**M. Myers**

#### Assistant Professors:

**M. Boyle**

**W. Mbure**

**A. Paradise**

The Department of Communication offers a major in Communication, with a concentration in Mediated Communication and Communication Studies and minors in Communication and Journalism.

The mission of the Communication major is to help students develop an understanding of communication theories and humanistic approaches to communication, and to promote the development of skills in public and interpersonal communication. The Communication major provides a foundation for graduate studies, or for careers in diverse areas like mass media, public relations, journalism, politics, law, education and other related fields.

The 11-course curriculum allows students to create their programs of study according to their academic and career interests from courses within the Department, and upon consultation with their advisor, from complimentary courses outside the Department.

## Communication Honors Program

The student who completes the Honors Program in Communication is awarded a degree “with honors in Communication.” To enter the program, a student must be a Communication major and must have completed six communication courses; the student’s cumulative grade-point average must be at least 3.50 overall and at least 3.60 in the major; finally, one full-time Communication faculty member must sponsor the student’s application.

To complete the program, the student must write and orally defend an Honors Thesis during Senior year on a topic in Communication. The student who achieves a “B” or better on the Honors Thesis will have successfully completed the Honors Program. Contact the Department Honors Program Coordinator for information.

## COMMUNICATION, B.A. MAJOR

The Communication major consists of 11 courses in total and the selection of one of the following concentrations: Communication Studies or Mediated Communication. Courses may count for only one category. They may not double count.

### Introductory Sequence

#### Three required courses:

- COM 103 - Public Speaking
- COM 105 - Interpersonal Communication
- COM 107 - Mediated Communication

### Methods Sequence

#### One required course:

- COM 322 - Communication Research Methods

### Theory/Application Sequence

Students must complete seven courses in one of the following concentrations:

## Communication Studies Concentration

#### Three required courses:

- COM 203 - Studies in Persuasion
- COM 310 - Organizational Communication
- COM 417 - Communication Theory OR
- COM 418 - Rhetorical Theory

Must also take four additional Communication electives, three of which must be at the 300-level or higher.

## Mediated Communication Concentration

### Three required courses:

- COM 207 - Media Criticism
- COM 333 - Topics in Mediated Communication
- COM 419 - Mediated Communication Theory

Must also take four additional Communication electives, three of which must be at the 300-level or higher.

### Note:

No more than one course from the list below may be counted as a Communication major course. None may be counted as a Communication minor course.

- BUS 344 - Advertising Management
- ENG 322 - World Cinema
- ENG 323 - Film Industry
- ENG 324 - Television Drama
- ENG 325 - Film and Ideology
- ENG 326 - American Cinema
- ENG 327 - European Cinema
- JRN 100 - Reporting and News Writing
- JRN 313 - Journalism Ethics and Law

Students who are both a Communication major and Journalism minor may not double count courses towards requirements for each.

## COMMUNICATION MINOR

Six courses are required for the minor.

### The following courses are required:

- COM 103 - Public Speaking
- COM 105 - Interpersonal Communication
- COM 107 - Mediated Communication

Must also take three additional Communication electives, two of which must be at the 300-level or above.

## Internship Requirements

Only Communication majors and minors with a 3.00 GPA after the completion of the second semester of Sophomore year are eligible for Communication internships.

Normally, a 3.0 GPA is required for permission to intern. Exceptions may be granted by the Coordinator of Internships:

- When the GPA in the major or minor is higher than 3.0 and the overall GPA suffered from a single bad semester.
- When the internship will not be calculated in completing the major or minor and the Coordinator of Interns judges that the student is unusually well prepared otherwise for the internship experience.

In addition, both majors and minors MUST have completed at least four (4) COM courses before being eligible for an internship. Without exception, interns must have successfully completed the prerequisite course(s) for the desired internship.

Prospective interns must have a specific kind (e.g. TV production, Public Relations, Newspaper, etc.) of internship in mind prior to seeking the Director's permission.

Interns must spend a minimum of eight (8) hours a week (112 hours total) at the internship site and be evaluated by the site supervisor. Written reports are to be submitted to the Coordinator every other week and a research paper or other project must be completed and turned in to the Coordinator by a predetermined deadline.

Interns must meet with the Coordinator at least three times during the semester to discuss the progress of the internship, readings, or the research project. This may be done electronically during the Summer Session when the site is at a distance.

No more than one of the following internship courses, for a total of three credits, may be counted toward the major requirements:

- COM 475 - Internship in Mass Communication
- COM 476 - Internship in Organizational Communication
- COM 477 - Internship in Political Communication

All Communication internships earn three credits, even if total hours exceed 112.

Students doing a summer-fall "split" internship may not do another internship during the same semester s/he is completing work for the "split."

## JOURNALISM MINOR

The Journalism minor emphasizes a combination of theoretical and applied courses. Students must take six courses to complete the minor.

### The following four courses are required:

- COM 215 - Video Production: Principles and Techniques
- JRN 100 - Reporting and News Writing
- JRN 313 - Journalism Ethics and Law
- JRN 421 - Journalism Practicum
- JRN 421 - Journalism Practicum may be taken twice, but can only be counted once toward the fulfillment of the minor

### Choose two from the following courses:

- JRN 101 - Advanced Reporting and News Writing
- JRN 222 - Development of American News Media
- JRN 309 - Narrative Writing
- JRN 475 - Internship in Journalism

## Internship Requirements

Only Journalism minors with a 3.00 GPA after the completion of the second semester of Sophomore year are eligible to take JRN 475 - Internship in Journalism.

Normally, a 3.0 GPA is required for permission to intern. Exceptions may be granted by the Coordinator of Internships:

- When the GPA in the major or minor is higher than 3.0 and the overall GPA suffered from a single bad semester.

b) When the internship will not be calculated in completing the major or minor and the Coordinator of Internships judges that the student is unusually well prepared otherwise for the internship experience.

Interns must spend a minimum of eight (8) hours a week (112 hours total) at the internship site and be evaluated by the site supervisor. Written reports are to be submitted to the Coordinator every other week and a research paper or other project must be completed and turned in to the Coordinator by a predetermined deadline.

Interns must meet with the Coordinator at least three times during the semester to discuss the progress of the internship, readings, or the research project. This may be done electronically during the Summer Session when the site is at a distance.

No more than one Journalism internship course, for a total of three credits, may be counted toward the minor requirements:

All JRN 475 internships earn three credits, even if total hours exceed 112.

Students doing a summer-fall "split" internship may not do another internship during the same semester s/he is completing work for the "split."

## COMPUTER INFORMATION SYSTEMS

### Richard A. Gariepy, Program Director

The Department of Business Administration offers a minor in Computer Information Systems.

The Computer Information Systems minor emphasizes the use of a computer as a managerial productivity tool and/or a resource of an organization in a systems setting. This minor is designed to allow students, regardless of discipline, to understand core computer concepts and decision support tools which complement their understanding of their own major field to apply computer related decision concepts to that field. This program does not require a detailed knowledge of the internal workings of the computer, nor is extensive computer programming required. Students in the Sciences or Liberal Arts also are encouraged to pursue this minor; however, some additional background may be required.

## COMPUTER INFORMATION SYSTEMS MINOR

### Background:

Basic information technology and computer literacy skills are assumed as part of this program foundation. Should you feel that these might not be a part of your background, they can be achieved in a variety of settings here at Stonehill or other locations. (Please contact your academic adviser or the program director for assistance in assessing individual background needs.)

- BUS 206 - Quantitative Analysis

## Four Foundation Courses:

- BUS 308 - Decision Support Systems, Tools and Operations Management

### Choose one of:

- BUS 310 - Management Information Systems
- HCA 205 - Computer Concepts for Healthcare
- BUS 316 - Accounting Systems

### Choose one of:

- BUS 307 - Data Communications and Applications
- VPG 305 - Web Site Design

### Choose one of:

- BUS 309 - Database Applications
- CSC 325 - Database Management Systems

## Elective courses:

### Choose at least ONE elective:

- BUS 443 - Entrepreneurial Strategies and Electronic Commerce
- CSC 221 - Computer Logic and Organization
- Departmental Internship see note below
- Departmental Directed Study see note below

### Note:

Some students may choose to utilize an Internship or Directed Study toward completing their CIS minor electives. Learning through this type of independent or particular experience is strongly encouraged.

However, sufficient CIS contribution should be demonstrated as a part of the program prior to applying for credit toward the minor.

Should you wish to choose one of these options, approval by your department chairperson and the program director should be received prior making a formal request for CIS elective credit.

If you feel that there is an additional course offering that should be included in the list of electives, please contact your advisor and/or the program director to arrange for a review of this course for possible assignment of credit toward the minor.

# COMPUTER SCIENCE

### Faculty:

**Ralph J. Bravaco, Chairperson**

### Professors:

**R. Bravaco  
S. Simonson**

### Associate Professor:

**R. Dugan**

The Department of Computer Science offers a B.S. degree as well as a minor in Computer Science. A cooperative 3-2 program with The University of Notre Dame, in computer science and computer engineering, is also available.

At Stonehill College, computer science courses fall roughly into three overlapping categories: computer theory, computer architecture, and computer software.

Courses in computer theory provide the foundation for tomorrow's technology. Under the rubric of theory, students study topics such as computability, finite state machines, and graph theory as well as the design and analysis of algorithms.

The architecture sequence consists of several courses which explore the computer "under the hood." Architecture courses allow students to understand computer hardware from both the engineer's and the programmer's point of view.

The software component of the curriculum begins with elementary (object oriented) computer programming and progresses to more advanced topics such as database management systems, artificial intelligence, and operating systems. In the final Capstone course, student teams develop large software systems using the principles of software engineering.

Through problem solving and lab work, computer science majors develop an understanding of each of these subject areas as well as the strong relationships among them.

This balanced mix of theory and application provides graduates with the requisite background for both entry into the computer profession and further graduate study in computer science.

## Internship Program

Many Computer Science majors choose to undertake an internship with a local company during the junior or senior year. As an intern, a student works in the computer industry under professional supervision. Students not only gain "real world" experience but also receive academic credit. Recent interns have worked for such companies as General Dynamics, Intersystems, Heartlab Inc., Shields MRI, Veridien Inc., Fidelity Investments, and ACI.

## Computer Science Honors Program

The student who completes the Honors Program in Computer Science will be awarded a degree "with honors in computer science." As part of the program, a student must write an honors thesis on a topic in computer science chosen in consultation with a faculty member who acts as the student's major advisor on the thesis. A committee of three faculty members judges the thesis. The thesis is ordinarily completed during the senior year. The student who submits an acceptable ("B" or better) honors thesis and whose cumulative grade-point average in all major (CSC) courses is at least 3.5 through and including the senior year will have completed the Honors Program.

## COMPUTER SCIENCE, B.S. MAJOR

The Bachelor of Science program in Computer Science is designed to prepare students for entry-level positions in the computer industry or graduate study in Computer Science. The major offers a selection of courses covering software development, design and analysis of computer systems, computer architecture and computer applications.

## First year

- CSC 103 - Computer Science I
- CSC 104 - Computer Science II
- MTH 125 - Calculus I
- MTH 126 - Calculus II

## Sophomore year

- CSC 201 - Discrete Mathematics For Computer Science I
- CSC 202 - Discrete Mathematics For Computer Science II
- CSC 211 - Data Structures
- CSC 281 - Advanced Programming
- LC 207 - Integrative Seminar: CSC 201/ CSC 211 Mathematical Experiments in Computer Science

## Junior and Senior years

- CSC 221 - Computer Logic and Organization
- CSC 304 - Computer Architecture
- CSC 311 - Algorithms and Complexity
- CSC 312 - Compiler Design
- CSC 314 - Operating Systems
- CSC 323 - Programming Languages
- CSC 384 - Theory of Computation
- CSC 400 - Computer Science Capstone

### Choose two courses from

- CSC 325 - Database Management Systems
- CSC 382 - Artificial Intelligence
- CSC 390 - Data Networking
- CSC 393 - Numerical Analysis
- CSC 399 - Topics in Computer Science
- MTH 371 - Combinatorics and Graph Theory

### Additional Requirements

- MTH 225 - Statistics for Science
- PHY 121 - Physics I
- PHY 122 - Physics II

## COMPUTER SCIENCE MINOR

A minor in Computer Science is an excellent complement to a degree in Liberal Arts or Business Administration. Students in the sciences may also find the minor program attractive.

### Required Courses

- CSC 103 - Computer Science I
- CSC 104 - Computer Science II
- CSC 211 - Data Structures
- CSC 221 - Computer Logic and Organization
- Three 300-level computer science courses.

## COMPUTER SCIENCE, B.A./COMPUTER ENGINEERING, B.S. DUAL DEGREE

Stonehill College offers an Engineering Program in collaboration with The University of Notre Dame. The B.A. in Computer Science is awarded only to those students who successfully complete the 3+2 cooperative computer engineering program. Students in this program receive and B.A. in Computer Science from Stonehill College and a B.S. in Computer Engineering from University of Notre Dame.



Students in this program complete the following required courses:

## First Year

- CSC 103 - Computer Science I
- CSC 104 - Computer Science II
- MTH 125 - Calculus I
- MTH 126 - Calculus II
- PHY 121 - Physics I
- PHY 122 - Physics II

## Sophomore Year

- CSC 201 - Discrete Mathematics For Computer Science I
- CSC 211 - Data Structures
- LC 207 - Integrative Seminar: CSC 201/CSC 211 Mathematical Experiments in Computer Science
- MTH 261 - Multivariable Calculus

## Junior Year

- MTH 251 - Linear Algebra OR
- CSC 202 - Discrete Mathematics For Computer Science II
- CHM 113 - General Chemistry I
- CHM 232 - General Chemistry II OR
- CHM 221 - Organic Chemistry I
- CSC 221 - Computer Logic and Organization
- Four additional upper-level CSC electives chosen in consultation with the Director of the Engineering Program

## General Education Requirements

In addition to the courses above, students must also fulfill the General Education requirements of Stonehill College before going to The University of Notre Dame.

## CREATIVE WRITING

### Amra Brooks, Program Director

The English Department offers a minor in Creative Writing.

This minor in Creative Writing, consisting in courses in poetry, fiction, creative non-fiction, and play-writing, will provide both casual writers across the disciplines and more serious writers considering an M.F.A. and/or writing career with a wide array of writing experience and the means to develop writing skills from the beginner to the advanced levels.

See the English Department section for requirements.

## ECONOMICS

### Faculty:

**Akira Motomura, Chairperson**

### Professor:

**R. Rosenthal**

### Associate Professors:

**N. Hammerle**  
**M. Kazarosian**

**H. Kazemi**  
**A. Motomura**  
**S. Mulholland**

### Faculty Fellow: R. Pritchard

The Department of Economics offers a major and minor in Economics.

Our mission is to provide a curriculum and learning experience in the theory, and practice of modern economics. We provide the foundation for the application of theory to conventional economic issues, as well as to explore more recent attempts to answer human behavioral puzzles. In all classes, our main objective is to help the student ask, and answer questions creatively. To that end, teaching analytical and communication skills are the common denominators of the Stonehill economics curriculum.

The Department further recognizes an intellectual, cultural, and social duty to the community and pledges its resources to that end whenever appropriate and feasible.

## CAREER-SPECIFIC SUGGESTED COURSES OF STUDY

The various curricula below are suggested courses of study. They are not required. The suggestions aim to provide some general preliminary guidance for those planning for any of the four objectives defined below. There are certainly courses in disciplines not specified that may be equally appropriate depending upon each student's preferences. Faculty in the Economics Department are willing and eager to work with students on an individual basis to address particular needs.

### A. Law School

Students planning for Law School are encouraged to enhance the Economics Department's course requirements by choosing several upper-level electives from the English, Philosophy, or Political Science Departments. Courses from those departments, which require writing assignments as a significant proportion of the course grade, are most strongly recommended.

Economics Department electives with content related to legal matters include:

- ECO 246 - Forensic Economics
- ECO 244 - The Economics of Sports
- ECO 211 - Economics of Labor Unions
- ECO 317 - Economics and the Law
- ECO 329 - Industrial Organization
- ECO 321 - Economics of Healthcare

### B. Graduate School in Economics or Finance

Students planning to do graduate work in Economics or Finance normally will elect additional courses after consulting with a faculty member in the department. Mainstream graduate programs rely heavily on the use of advanced mathematics, and are highly selective. As a result, students should obtain a strong background in mathematics.

Highly recommended Mathematics Department courses are three semesters of Calculus ( MTH 125 , MTH 126 and MTH 261 ) and a semester of MTH 251 - Linear Algebra .

Choosing to complete the Honors Program in Economics as well as choosing ECO 242 - Econometrics before senior year are especially important for graduate school bound students.

### Other strongly recommended Economics courses:

- ECO 337 - Mathematical Economics
- ECO 341 - Forecasting

Students are encouraged to consider electives that rely heavily on the application of Intermediate Microeconomic or Macroeconomic Theory.

### Examples of some courses with Microeconomic foundations:

- ECO 329 - Industrial Organization
- ECO 305 - Public Sector Economics

### Examples of some courses with Macroeconomic foundations:

- ECO 309 - Money and Banking
- ECO 333 - Monetary Theory and Policy
- ECO 343 - International Finance
- ECO 401 - Portfolio Management
- ECO 420 - Fixed Income Analysis

## C. Business School

Students planning for graduate business school for an MBA or a Master of Science in Accountancy (MSA) are encouraged to enroll in:

- BUS 203 - Financial Accounting
- BUS 311 - Intermediate Accounting I and
- BUS 312 - Intermediate Accounting II

### Economics Department electives related to business School preparation that are strongly recommended include:

- ECO 242 - Econometrics
- ECO 309 - Money and Banking
- ECO 333 - Monetary Theory and Policy
- ECO 329 - Industrial Organization
- ECO 335 - Managerial Economics
- ECO 343 - International Finance
- ECO 401 - Portfolio Management

## D. Financial Market Occupations

Many students are interested in financial market-related occupations in either the private sector (e.g. financial services and investment industry, economic consulting industry) or the public sector (e.g. The Federal Reserve Bank, The Department of Revenue, The Bureau of Labor Statistics) are encouraged to enroll in the following courses to prepare for the advanced data analysis in these occupations:

- ECO 242 - Econometrics and
- ECO 341 - Forecasting

### Advanced theoretical training courses include:

- ECO 309 - Money and Banking
- ECO 333 - Monetary Theory and Policy
- ECO 343 - International Finance

- ECO 401 - Portfolio Management
- ECO 329 - Industrial Organization
- ECO 305 - Public Sector Economics
- ECO 420 - Fixed Income Analysis

## ECONOMICS HONORS PROGRAM

Students who complete the Honors Program in Economics will be awarded a degree with Honors in Economics. Departmental Honors Scholars must satisfy the following criteria:

Minimum cumulative grade-point average of 3.3 in the Major.

### Pre-requisite Courses

- ECO 301 - Intermediate Microeconomics
- ECO 303 - Intermediate Macroeconomics
- ECO 241 - Economic Statistics
- ECO 242 - Econometrics

### Junior Year

The student must enlist a member of the economics faculty to direct the student's work through the process of obtaining honors recognition.

### Senior Year

In the fall semester of the senior year, the student must enroll in either ECO 421 - Seminar in Economic Research or in ECO 449 - Economics Honors Thesis I as agreed on with the faculty director. In the fall, the candidate must demonstrate sufficient progress to the Economics faculty to be allowed to continue with the Honors Thesis. This requires a minimum of a well-developed topic, a comprehensive review of the literature, and evidence that sufficient data is available to conduct empirical work, as demonstrated in writing and through an oral presentation to the Economics faculty.

In the spring semester of the senior year, the student must enroll in ECO 450 - Economics Honors Thesis II in which the candidate must complete a thesis paper and make an oral presentation to the Economics faculty in accordance with the Department's timetable.

Successful completion of Honors Program requires an Honors Thesis grade of B or better and a minimum cumulative grade-point average of 3.3. Additional details and deadlines are available from the Department.

## ECONOMICS, B.A.

### MAJOR

To complete the Economics Major, students are required to take twelve courses approved for the Major:

### First or Sophomore Year

- ECO 176 - Microeconomic Principles or a First-Year Seminar equivalent.
- ECO 178 - Macroeconomic Principles or First-Year Seminar equivalent.

### Sophomore or Junior Year

- ECO 241 - Economic Statistics (BUS 206 - Quantitative Analysis, MTH 225 - Statistics for Science, or MTH 396 - Statistics, may be substituted)
- ECO 301 - Intermediate Microeconomics
- ECO 303 - Intermediate Macroeconomics

### Junior or Senior Year

Seven upper-level (200 or above) courses including the Capstone course.

Although not required, ECO 242 - Econometrics is strongly recommended for all majors.

Students can apply only one three-credit internship towards one of the seven upper-level electives.

Students can apply normally only one study abroad course per semester to help fulfill their electives.

This internship, and the study abroad course(s) must be approved by the Department Chair, as well as by the faculty moderator selected by the student.

Students who double major must consult with the Chair of the Economics Department regarding their Capstone requirements prior to selecting their Fall senior year courses.

Choosing any of the Calculus sequence (MTH 125, MTH 126, MTH 261) may fulfill up to two of the seven upper-level electives.

## ECONOMICS MINOR

### A minor consists of six courses:

- ECO 176 - Microeconomic Principles
- ECO 178 - Macroeconomic Principles
- ECO 301 - Intermediate Microeconomics OR
- ECO 303 - Intermediate Macroeconomics
- ECO 241 - Economic Statistics

OR

- BUS 206 - Quantitative Analysis OR
- MTH 225 - Statistics for Science OR
- MTH 396 - Statistics may be substituted
- Two economics electives at the 200 level or above.

### Note:

Internships, study abroad courses, and Calculus cannot be used to fulfill electives for minors.

## EDUCATION

**Faculty:**  
**Kathleen McNamara, Chairperson**

**Associate Professors:**  
**K. Anderson**  
**G. Branigan**  
**S. Pinzari**

**Assistant Professor:**  
**M. Pierce**  
**E. Yang**

**Director Licensure, Placement & Supervision: K. McNamara**

The Department of Education Studies offers both major and minor programs in Early Childhood Education and Elementary Education, and a minor in secondary education. Stonehill College is approved by the Massachusetts Department of Elementary and Secondary Education to endorse licensure in the following areas: Early Childhood (PK-2), Elementary (1-6) and Secondary (see licensure program description below).

The mission of the Department of Education Studies is to prepare students to become knowledgeable, skilled and caring teachers of the highest caliber. Teacher preparation in the 21st century involves a marriage between pedagogical theory and liberal arts/science content.

Literacy, numeracy, social studies, and science, as well as fine arts make up the content of the PK-12 school curriculum. A major in a liberal arts or science and completion of the Cornerstone Program enable Stonehill College Education students to acquire the requisite content knowledge necessary to become exemplary classroom teachers.

Education coursework, coupled with pre-practicum and practicum experiences, are designed to complement this content knowledge. These experiences encourage students to construct deep understandings of the application of pedagogical knowledge to a variety of classrooms, schools, and communities. Through opportunities to observe, assist, and work directly with students designing and implementing content specific instruction, Stonehill College Education students become reflective practitioners who apply educational theory to classroom instructional practice.

Together, Education faculty, staff and students seek to:

- Make education more responsive to the evolving needs of society by investigating the complexity of culture, language, and learning differences in today's public, private and parochial classrooms;
- Meet the learning needs of all students through the application of developmental and pedagogical theory to classroom practice;
- Design instruction to ensure that all students experience success;
- Create classroom materials that capitalize on student involvement, and utilize multiple ways of knowing and expressing knowledge;
- Utilize technology as a critical component of the curriculum, aiding both teaching and learning.

The Department of Education Studies is committed to principles of personal development, democracy, inclusion, and the creation of a just and compassionate world. Together, we explore developmentally appropriate practice, methodology, and technology, while retaining a constant emphasis on education for civic engagement, self-awareness and humanism.

The ultimate goal of the Stonehill College Department of Education Studies is to enhance the total development of the individual while producing graduates who aspire to excellence for themselves, their peers, schools, communities, and the education profession.

## EDUCATION, B.A., EARLY CHILDHOOD EDUCATION CONCENTRATION

### LICENSURE PROGRAM: EARLY CHILDHOOD EDUCATION (PK-2)

The Department of Education Studies offers a major in Education Studies, with a concentration in Early Childhood, which leads to initial licensure from the Commonwealth of Massachusetts (Early Childhood: Teacher of Students with and without Disabilities, PK-2).

### Required Education Courses: Early Childhood

#### Professional Strand

- EDU 104 - Early Care and Education
- EDU 202 - Reading: Theory and Instruction
- EDU 210 - Children in Preschools and Kindergarten
- EDU 213 - Inclusive Learning in Early Education
- EDU 220 - Children's Literature
- EDU 301 - Assessment and Analysis in Education (fulfills Gen. Ed. Statistical Reasoning)
- EDU 306 - Speech and Language Development
- EDU 312 - Art, Music and Movement

#### Liberal Arts/Sciences Strand

- EDU 201 - Developmental Theories OR
- PSY 201 - Developmental Psychology I
- Practicum Strand
- EDU 315 - Curriculum and Instructional Design
- EDU 430 - Practicum: Early Childhood Education
- EDU 440 - Practicum: Reflective Seminar

#### Note:

In order to register for EDU 430 - Practicum: Early Childhood Education and EDU 440 - Practicum: Reflective Seminar during senior year, the Early Childhood major must: (a) hold a 3.0 GPA; (b) pass all sections of the Massachusetts Tests of Educational Licensure (MTEL); and (c) complete all Education coursework, or obtain consent of the Department Chair. EDU 430 and EDU 440 may be completed either fall or spring semester of senior year, in consultation with student's education advisor.

### Liberal Arts/Science Major:

In addition to Education coursework, Early Childhood majors must complete a liberal arts/science major from the following list: American Studies, Art History, Biochemistry, Biology, Chemistry, Economics, English, Environmental Studies, Foreign Languages (combined, French, or Spanish), Gender & Sexuality Studies, Graphic Design, History, Interdisciplinary Studies, Mathematics, Neuroscience, Philosophy, Political Science & International Relations, Psychology, Religious Studies, Sociology, Studio Arts, and Visual & Performing Arts.

## EDUCATION, B.A., ELEMENTARY EDUCATION CONCENTRATION

### LICENSURE PROGRAM: ELEMENTARY EDUCATION (1-6)

The Department of Education Studies offers a major in Education Studies, with a concentration in Elementary Education, which leads to initial licensure from the Commonwealth of Massachusetts (Elementary, 1-6).

### Required Education Courses: Elementary

#### Professional Strand

- EDU 102 - Foundations of Education
- EDU 202 - Reading: Theory and Instruction
- EDU 209 - Creating an Inclusive Learning Environment
- EDU 220 - Children's Literature
- EDU 301 - Assessment and Analysis in Education (fulfills Gen. Ed. Statistical Reasoning)
- EDU 306 - Speech and Language Development
- EDU 307 - Classroom Management

#### Liberal Arts/Sciences Strand

- HIS 281 - American Nation I
- MTH 143 - Mathematical Reasoning for Education
- EDU 201 - Developmental Theories OR
- PSY 201 - Developmental Psychology I
- Lab Science from an approved list. This course will fulfill the General Education Natural Scientific Inquiry requirement.

#### Note:

Elementary Education majors are required by the Commonwealth of Massachusetts to complete coursework covering: composition, American Literature, world history (including European History, from ancient time to present), American History, geography, economics, U.S. government (including founding documents), child development, science laboratory work, and mathematics and science coursework appropriate for the elementary school teacher.

These requirements are completed as part of liberal arts/science strand coursework listed above or as part of General Education requirements. A waiver may be granted if student provides evidence that content has been obtained from other courses or experiences.

#### Practicum Strand

- EDU 315 - Curriculum and Instructional Design
- EDU 320 - Teaching Math, Science & Technology
- EDU 435 - Practicum: Elementary Education
- EDU 440 - Practicum: Reflective Seminar

#### Note:

In order to register for EDU 435 - Practicum: Elementary Education and EDU 440 - Practicum: Reflective Seminar during senior year, the elementary education major must: (a) hold a 3.0 GPA; (b) pass all sections of the Massachusetts Tests of Educational Licensure (MTEL); and (c) complete all Education coursework, or obtain consent of the Department Chair. EDU 435 and EDU 440 may be completed either fall or spring semester of senior year, in consultation with the student's education advisor.

### Liberal Arts/Science Major:

In addition to Education coursework, Elementary Education majors must complete a liberal arts/science major from the following list: American Studies, Art History, Biochemistry, Biology, Chemistry, Economics, English, Environmental Studies, Foreign Languages (combined, French, or Spanish), Gender & Sexuality Studies, Graphic Design, History, Interdisciplinary Studies, Mathematics, Neuroscience, Philosophy, Political Science & International Relations, Psychology, Religious Studies, Sociology, Studio Arts, and Visual & Performing Arts.

## EDUCATION STUDIES MINOR WITHOUT LICENSURE

Students who wish to pursue a minor in education studies (and therefore do not wish to be licensed) must complete a minimum of 6, three-credit courses (or their equivalent) in the Department. Students must choose courses in consultation with Department Chairperson prior to declaring minor.

### Students who minor in Education Studies: Early Childhood Education must complete

- EDU 104 - Early Care and Education
- EDU 210 - Children in Preschools and Kindergarten
- EDU 213 - Inclusive Learning in Early Education
- A minimum of three additional education electives (9 or more credits) one being from the practicum strand.

### Students who minor in Education Studies: Elementary Education must complete

- EDU 102 - Foundations of Education
- EDU 209 - Creating an Inclusive Learning Environment
- A minimum of four additional Education courses (12 credits) one being from the practicum strand.

### Students who minor in Education Studies must complete

- EDU 102 - Foundations of Education OR
- EDU 104 - Early Care and Education
- EDU 209 - Creating an Inclusive Learning Environment OR
- EDU 213 - Inclusive Learning in Early Education
- A minimum of four additional Education courses (12 credits) one being from the practicum strand.

## SECONDARY EDUCATION MINOR

The Department of Education Studies offers a minor in Secondary Education which leads to initial licensure in classroom teaching in one of the following areas: Biology (8-12), Chemistry (8-12), English (8-12), Foreign Language-French (5-12), Foreign Language-Spanish (5-12), History (8-12), Mathematics (8-12).

### Required Education Courses: Secondary

#### Required Education courses

- EDU 102 - Foundations of Education
- EDU 125 - Learning to Teach I
- EDU 225 - Learning to Teach II
- EDU 301 - Assessment and Analysis in Education (fulfills Gen. Ed. Statistical Reasoning)
- EDU 315 - Curriculum and Instructional Design
- EDU 325 - Learning to Teach III
- EDU 437 - Practicum: Secondary Education 5-12 Level OR
- EDU 439 - Practicum: Secondary Education 8-12 Level
- EDU 440 - Practicum: Reflective Seminar

#### Note:

In order to register for EDU 437 - Practicum: Secondary Education 5-12 Level or EDU 439 - Practicum: Secondary Education 8-12 Level and EDU 440 - Practicum: Reflective Seminar during senior year, the Secondary Education minor must: (a) hold a 3.0 GPA; (b) pass all sections of the Massachusetts Tests of Educational Licensure (MTEL); and (c) complete all Education coursework, or obtain consent of the Department Chair. EDU 437 or EDU 439 may be completed either fall or spring semester of senior year, in consultation with the student's education advisor.

#### Required Courses (specific to major)

- BIO 313 - Teaching the Sciences (Biology or Chemistry majors only)

#### Recommended Education Courses (all majors)

- EDU 209 - Creating an Inclusive Learning Environment (2 additional hrs/wk pre-practicum in special education)
- EDU 307 - Classroom Management
- EDU 330 - Reading & Writing in the Content Areas

### Liberal Arts/Science Major

In addition to Education coursework, Secondary Education minors must complete a liberal arts/science major from the following list: Biology, Chemistry, English, Foreign Language (French and/or Spanish), History, or Mathematics.

## ENGINEERING

### A COOPERATIVE 3+2 PROGRAM WITH THE UNIVERSITY OF NOTRE DAME

#### Ralph Bravaco, Program Director

Stonehill College and the University of Notre Dame offer a five-year B.A./B.S. program in science and engineering. Students enrolled in the program matriculate for three years at Stonehill College and then transfer to the University of Notre Dame for two years. Those who complete the program receive two degrees: A Bachelor of Arts degree in one of the sciences from Stonehill College and a Bachelor of Science degree in an engineering discipline from the University of Notre Dame.

To transfer to Notre Dame a student must maintain a 3.3 grade-point average and have the recommendations of the Program Director at Stonehill College and the Assistant Dean of Academic Affairs, College of Engineering at the University of Notre Dame

Students may choose one of the following degree combinations:

- B.A. in Chemistry/ B.S. in Chemical Engineering. See Chemistry for details.
- B.A. in Computer Science/B.S. in Computer Engineering. See Computer Science for details.
- B.A. in Environmental Studies/B.S. in Environmental Engineering or Environmental Earth Sciences. See Environmental Studies for details.
- B.A. in Physics/ B.S. in Aerospace Engineering. See Physics for details.
- B.A. in Physics/ B.S. in Civil Engineering. See Physics for details.
- B.A. in Physics/ B.S. in Electrical Engineering. See Physics for details.
- B.A. in Physics/ B.S. in Mechanical Engineering. See Physics for details.

Students in this program will also complete the General Education requirements of Stonehill College.

## ENGLISH

#### Faculty: Jared Green, Chairperson

#### Professors: W. Chapman Peek K. Conboy D. Itzkovitz

#### Associate Professors: S. Cohen H. Duncan S. Gracombe J. Green G. Piggford, C.S.C.

#### Assistant Professors: M. Borushko A. Brooks L. Scales

#### Instructors: A. Opitz

#### Faculty Fellow: J. Howe

#### Professors Emerita/Emeritus: B. Estrin D. Shelley

The Department of English offers a major and minor in English and a minor in Cinema Studies.

### Departmental Mission

The program exposes students to a variety of texts so that they can see the relationships among those texts, the contexts from which those texts emerge, and the connections between those texts and their own intellectual and social concerns.

By encouraging disciplined inquiry and critical thinking, English courses challenge students to examine their cultural and historical positions and to organize and articulate their discoveries. All courses require oral and written work in the form of class participation and individual papers. The program provides students with an understanding of traditional literary history and of the histories that have been left out of "the tradition."

The purpose of the program in English is not to legitimize one critical position (what is "worth knowing") but to consider the consequences of "knowing" within the academic disciplines, to recognize the options involved in adopting a critical stance about the written and performance texts that have shaped individual and community experience, and to understand the conventions and practices that have shaped those texts.

## ENGLISH, B.A.

### Curriculum

The English Curriculum is designed to provide students with both a broad knowledge of literary history and training in close, careful textual analysis. As they begin the major, students take three required courses: ENG 200, a small seminar that serves to introduce students to literary genres and critical terms; and ENG 201 and ENG 202, larger courses, to be taken in sequence, which cover major movements in literary history. It is also common for freshmen and sophomores to take a section of ENG 220 - Introductory Topics in Literature, a literary seminar with special topics that develops critical reading and writing skills. In addition, students take five more elective courses. Three of the five total elective courses must be taken in at least three of the following areas: Medieval Literature, Early Modern Literature, Literature and Cultural Studies 1700-1900, and Literature and Cultural Studies 1900 to the present. In their junior year, students take ENG 300, an introduction to literary theory that is a prerequisite for the Capstone seminar and all directed studies. Students may take the Capstone seminar in either their junior or senior year. The practica courses are typically fulfilled in the senior year, when students may intern at a professional workplace, work as a teaching apprentice with a faculty member teaching a Literature Cornerstone course, if Education majors or minors, complete their student teaching requirement. The

Department also encourages students to take English courses beyond the number required, so as to gain a full sense of their discipline.

## MAJOR

To complete the English Major, students are required to take 11 courses:

- ENG 200 - Introduction to Literary Studies
- ENG 201 - Literary History I
- ENG 202 - Literary History II
- ENG 300 - Critical Theory

**A total of five elective courses (200-400 level), three of which must be taken in three of the four following areas of study:**

### Medieval Literature

- ENG 301 - Topics in Medieval Literature
- ENG 350 - Chaucer

### Early Modern Literature

- ENG 304 - Topics in Early Modern Literature
- ENG 353 - Shakespeare
- ENG 354 - Shakespeare's Rivals

### Literary and Cultural Studies 1700-1900

(British, American, or outside the Anglo-American tradition):

- ENG 306 - Topics in British Literature, 1700-1900
- ENG 315 - The Romantic Age
- ENG 356 - Topics in British and Continental Literature 1660-1800
- ENG 359 - Nineteenth-century British Poetry
- ENG 360 - American Literature to 1865
- ENG 367 - Topics in Nineteenth-Century American Literature
- ENG 385 - Taking the Victorians to the Movies

### Literary and Cultural Studies 1900-present

(British, American, or outside the Anglo-American tradition):

- ENG 307 - Topics in British Literature, 1900 - Present
- ENG 361 - American Literature, 1865-present
- ENG 366 - Topics in Twentieth-Century American Literature
- ENG 368 - Race, Ethnicity, and American Culture
- ENG 369 - African-American Literature
- ENG 371 - Topics in Contemporary Literature
- ENG 380 - Modern Poetry
- ENG 381 - Modern Drama
- ENG 382 - American Drama
- ENG 389 - Alternative Modernisms
- ENG 390 - Topics in Modernism
- ENG 392 - Topics in Postcolonial and Global Literature
- ENG 395 - Introduction to Postcolonial Literature and Culture

### Capstone

- ENG 422 - Seminar

## One of the following Practica

- ENG 475 - Internship  
A domestic or an international internship in a professional work place (for instance, a publishing company, public relations firm, law firm, newspaper, television or radio station, film production company, advertising company).
- ENG 476 - Teaching Apprenticeship
- EDU 430 - Practicum: Early Childhood Education
- EDU 435 - Practicum: Elementary Education
- EDU 437 - Practicum: Secondary Education 5-12 Level
- EDU 439 - Practicum: Secondary Education 8-12 Level

## CREATIVE WRITING MINOR

Students must complete six courses to complete the minor from the following options:

### Course Options

- ENG 342 - Topics in Creative Writing: Poetry (Course may be taken twice)
- ENG 343 - Topics in Creative Writing: Short Fiction (Course may be taken twice)
- ENG 344 - Topics in Creative Non-fiction (Course may be taken twice)
- ENG 345 - Topics in Advanced Creative Writing: Fiction (Course may be taken twice)
- ENG 346 - Topics in Advanced Creative Writing: Poetry (Course may be taken twice)
- VPT 306 - Introduction to Playwriting

## ENGLISH MINOR

The English minor consists of a sequence of at least six courses determined after consultation with a departmental advisor of the student's choice. ENG 200 - Introduction to Literary Studies and ENG 300 - Critical Theory are strongly recommended. The only prerequisite to the minor is fulfillment of the Cornerstone requirements in Literature and History.

## ENTREPRENEURSHIP

### Michael Mullen, Program Director

The Business Department offers a minor in Entrepreneurship.

The Entrepreneurship Minor program is designed to provide students with the basic skills to develop, market, and manage a small business.

See the Business Department for the Entrepreneurship minor requirements.

## ENVIRONMENTAL STUDIES

### Susan M. Mooney, Program Director (on sabbatical Fall 2012)

### Sean Mulholland, Interim Program Director (Fall 2012)

### Environmental Studies Steering Committee: Peter Beisheim, Religious Studies

### Christopher Ives, Religious Studies Sean Mulholland, Economics Robert Rodgers, Political Science Cheryl Schnitzer, Chemistry Maura Tyrrell, Biology

### Faculty Fellow: Kristin Burkholder

A Bachelor of Arts Degree as well as a minor in Environmental Studies are offered.

Given the complexity and multidisciplinary nature of environmental problems, students aspiring to contribute toward the solutions must acquire knowledge in a variety of areas.

Consequently, Environmental Studies is an interdepartmental program, taught by faculty from across the college. Additionally, the program collaborates with the Students for Environmental Action (SEA), as success in environmental work ultimately demands organizing and activism skills which Environmental Studies majors and minors are encouraged to develop via taking leadership roles in SEA here on campus.

The program provides students with knowledge of the basic principles of ecology and environmental science, including economic, political, sociological, and philosophical dimensions. Students have the opportunity to tailor the program to their career and personal goals through course selection, internships, and directed study.

Students in the major and the minor program ordinarily enroll in the upper-level courses from a variety of disciplines listed in the major without completing the pre-requisites that majors in those disciplines are required to complete.

## ENVIRONMENTAL STUDIES, B.A.

### THE MAJOR

Students completing the major with success will be well-equipped for entry level work in the non-profit, commercial and government sectors in the non-technical aspects of environmental work (education, outreach, advocacy, organizing, etc). Such students will also be prepared to undertake a Master's degree in Environmental Studies, policy or planning – the industry standard for environmental policy work in all three sectors of the economy, government, non-profits, and commerce.

Those completing this major along with preparation for an elementary or early-childhood teaching career will find themselves well-equipped to better prepare future generations for scientific literacy and a sustainable future. In addition, science backgrounds such as the one this major provides are valued by school districts yet remain rare among applicants for such teaching positions.

Students considering entry-level work as environmental scientists and/or graduate degrees in Environmental Science are advised to supplement this degree with additional science courses, or to pursue a Biology or Chemistry major instead.

All students considering graduate work in any field, including Education, are advised to take MTH 225 - Statistics for Science (which also fulfills the Cornerstone statistical reasoning requirement).

The major requires eleven courses, eight in the natural sciences, two from the social sciences/humanities, and one Capstone.

## Requirements

### Natural Sciences

Six Required courses

- BIO 101 - Biological Principles I OR
- BIO 102 - Biological Principles II
- BIO 307 - Ecology
- CHM 113 - General Chemistry I (or a First-Year Seminar equivalent)
- CHM 221 - Organic Chemistry I
- ENV 200 - Principles of Environmental Science
- ENV 295 - Environmental Geology

### Additional Natural Science Courses

Choose two additional natural science courses from this list

- BIO 303 - Environmental Botany
- BIO 305 - Marine Ecosystems
- BIO 309 - Microbiology
- BIO 312 - Vertebrate Physiology
- BIO 323 - Evolution
- BIO 416 - Adaptation to the Environment
- BIO 419 - Wetlands: Ecology, Hydrology, Restoration
- CHM 222 - Organic Chemistry II
- CHM 232 - General Chemistry II
- ENV 325 - Introduction to Geographic Information Systems
- ENV 350 - Climate Science
- ENV 376 - Topics in Environmental Sciences

### Humanities/Social Sciences

Choose two of the following

- ECO 327 - Environmental Economics
- ENV 270 - Environmental Ethics
- ENV 275 - Environmental Law
- ENV 301 - Water Resource Management OR
- ENV 302 - Coastal Zone Management
- ENV 375 - Topics in Environmental Studies
- POL 255 - Environmental Policy and Politics
- REL 329 - Justice, Peace, Ecology
- REL 373 - Buddhism, Nature & Environmental Ethics
- SOC 328 - Community Organizing: People, Power & Change
- VPS 223 - The Nature of Art: Discovering the Artist Within

### Senior Capstone

- ENV 475 - Environmental Internship OR
- ENV 490 - Directed Study OR
- ENV 496 - Senior Thesis OR
- other suitable advanced, integrative experience (chosen in consultation with ENV advisor)

## ENVIRONMENTAL STUDIES, B.A./ ENVIRONMENTAL ENGINEERING OR ENVIRONMENTAL EARTH SCIENCES, B.S. DUAL DEGREE

Stonehill College offers an Engineering Program in collaboration with The University of Notre Dame. Students in this 3+2 Engineering Program with

the University of Notre Dame receive a B.A. in Environmental Studies from Stonehill College and a B.S. in Environmental Engineering or Environmental Earth Sciences from the University of Notre Dame.

Students in this program typically complete the following courses:

### First Year

#### Fall Semester

- BIO 101 - Biological Principles I
- CHM 113 - General Chemistry I (or a First-Year Seminar equivalent)
- MTH 125 - Calculus I

#### Spring Semester

- CHM 221 - Organic Chemistry I
- MTH 126 - Calculus II

### Sophomore Year

#### Fall Semester

- BIO 303 - Environmental Botany OR
- BIO 305 - Marine Ecosystems
- CSC 103 - Computer Science I
- ENV 200 - Principles of Environmental Science
- MTH 261 - Multivariable Calculus

#### Spring Semester

- CSC 104 - Computer Science II
- MTH 225 - Statistics for Science
- MTH 251 - Linear Algebra

### Junior Year

#### Fall Semester

- BIO 303 - Environmental Botany OR
- BIO 305 - Marine Ecosystems
- BIO 309 - Microbiology
- ENV 295 - Environmental Geology
- PHY 121 - Physics I
- Environmental Humanities/Social Science course

#### Spring Semester

- BIO 307 - Ecology
- BIO 312 - Vertebrate Physiology
- Environmental Humanities/Social Science course
- PHY 122 - Physics II

### General Education Requirements

In addition to the courses above, students must also fulfill the General Education requirements of Stonehill College before going to The University of Notre Dame.

#### Note

Notre Dame coursework in the fourth year fulfills the Capstone requirement of the Stonehill major.

### ENVIRONMENTAL STUDIES MINOR

The Environmental Studies minor provides introductory knowledge in several areas of knowledge, as well as the opportunity to connect

the program to one's major. For example, a typical program for a student majoring in Political Science might be: ENV 200 - Principles of Environmental Science; POL 255 - Environmental Policy and Politics; BIO 305 - Marine Ecosystems; ECO 327 - Environmental Economics; BIO 307 - Ecology; and ENV 301 - Water Resource Management.

The Environmental Studies minor requires six courses.

### Requirements

- ENV 200 - Principles of Environmental Science

### Science Courses

Two courses from the following list of science courses, at least one at the 300-level or above

- BIO 290 - Scientific Methods: The Ocean
- BIO 303 - Environmental Botany
- BIO 305 - Marine Ecosystems
- BIO 307 - Ecology
- BIO 309 - Microbiology
- BIO 312 - Vertebrate Physiology
- BIO 323 - Evolution
- BIO 416 - Adaptation to the Environment
- BIO 419 - Wetlands: Ecology, Hydrology, Restoration
- ENV 295 - Environmental Geology
- ENV 325 - Introduction to Geographic Information Systems
- ENV 350 - Climate Science

### Humanities and Social Science Courses

Two courses from the following list of humanities and social science courses

- ECO 327 - Environmental Economics
- ENV 270 - Environmental Ethics
- ENV 275 - Environmental Law
- ENV 299 - Ecology, Theologies and Worldviews
- ENV 301 - Water Resource Management
- ENV 302 - Coastal Zone Management
- ENV 375 - Topics in Environmental Studies
- POL 255 - Environmental Policy and Politics
- REL 329 - Justice, Peace, Ecology
- REL 373 - Buddhism, Nature & Environmental Ethics
- SOC 328 - Community Organizing: People, Power & Change
- VPS 223 - The Nature of Art: Discovering the Artist Within

### Additional Course

The sixth course may come from either category above.

## FOREIGN LANGUAGES

#### Faculty:

**John Golden, Chairperson**

#### Professor:

**A. Barbagallo**

**D. Valentini**

#### Associate Professors:

**J. Golden**

**C. Martin**  
**J. C. Martin**  
**J. Martinez**

**Assistant Professor:**  
**R. de Mattos**

**Instructor:**  
**P. Mahoney**

## Mission

The Department of Foreign Languages fulfills its mission by teaching foreign languages, cultures and literatures, by promoting cross-cultural understanding, and by presenting models of effective pedagogy. Members of the Department also serve the College and wider community in areas pertaining to foreign languages.

The study of foreign languages is an integral part of a liberal arts education. It gives students a means of breaking through the barrier of a single speech and culture pattern and provides an encounter with some of the world's great literatures, cultural traditions, and social models. It is also invaluable for those seeking careers in business and commerce, civil service, education, international affairs, media, social services, law enforcement, and scholarly research.

## Course Offerings

The Department offers courses at various levels in Arabic, Chinese, French, German, Greek, Biblical Hebrew, Italian, Latin and Spanish, which meet General Education requirements. Students are expected to develop and increase their proficiency in a foreign language, whether continuing one previously studied or beginning a new one. Proficiency entails communication, cultural understanding, connections with other areas of knowledge, comparisons on the nature of language and culture, and participation in multilingual communities.

## Majors

The Department offers majors in French and Spanish, as well as a major in Foreign Languages which allows students to combine two of the following foreign languages: Chinese, French, German, Italian and Spanish.

The Department also offers minor programs in French, German, Italian Studies and Spanish.

Current technology, in the forms of audiovisual media and computer-assisted instruction, provides authentic language models and enhances learning.

## FOREIGN LANGUAGES, B.A.

### Goals

Students will be able to communicate effectively in a foreign language in both oral and written forms.

Students will appreciate and understand a foreign culture, its values and institutions, including relevant aspects of history, art and geography.

Students will learn the linguistic, cultural, aesthetic, and critical contributions of foreign literatures.

## MAJOR

The major in Foreign Languages combines the study of two of the following Foreign Languages: Chinese, French, German, Italian, and Spanish.

Majors must take six 300-level or higher courses in a primary foreign language, and four courses in a secondary foreign language, of which at least two courses are 300-level or higher.

## Study Abroad Requirement

All majors in Foreign Languages are required to spend a semester abroad in an approved program of study or in one of the international internships sponsored by Stonehill College.

## FRENCH, B.A.

### Goals

- Students will be able to communicate effectively in a foreign language in both oral and written forms.
- Students will appreciate and understand a foreign culture, its values and institutions, including relevant aspects of history, art and geography.
- Students will learn the linguistic, cultural, aesthetic, and critical contributions of foreign literatures.

## MAJOR

The major in French consists of 10 upper level courses (300-level and above), which ordinarily must include the following advanced language courses:

- FRN 331 - Advanced French I and FRN 332 - Advanced French II
- FRN 333 - French Culture and Civilization I and FRN 334 - French Culture and Civilization II
- FRN 335 - Survey of French Literature I and FRN 336 - Survey of French Literature II

FRN 340 - French Cinema may be substituted for one of the French Survey of Culture and Civilization courses, or French Survey of Literature courses.

## Study Abroad Requirement

- All majors in French are required to spend a semester abroad in an approved program of study or in one of the international internships sponsored by Stonehill College.

## SPANISH, B.A.

### Goals

- Students will be able to communicate effectively in a foreign language in both oral and written forms.
- Students will appreciate and understand a foreign culture, its values and institutions, including relevant aspects of history, art and geography.
- Students will learn the linguistic, cultural, aesthetic, and critical contributions of foreign literatures.

## MAJOR

The major in Spanish consists of 10 upper level courses (300-level and above), which ordinarily must include the following advanced language courses:

- SPA 331 - Advanced Spanish I and SPA 332 - Advanced Spanish II
- SPA 333 - Survey of Latin American Culture and Literature I and SPA 334 - Survey of Latin American Culture and Literature II
- SPA 335 - Survey of Spanish Culture and Literature I and SPA 336 - Survey of Spanish Culture and Literature II

## Study Abroad Requirement

- All majors in Spanish are required to spend a semester abroad in an approved program of study or in one of the international internships sponsored by Stonehill College.

## FRENCH MINOR

### Requirements

The minor in French consists of at least six courses determined after consultation with the departmental minor advisor. At least two of these courses must be at the 300-level or above.

## GERMAN MINOR

### Requirements

The minor in German consists of at least six courses determined after consultation with the departmental minor advisor. At least two of these courses must be at the 300-level or above.

## ITALIAN STUDIES MINOR

### Daria Valentini, Program Director

A minor in Italian Studies is offered by the Department of Foreign Languages. It consists of six courses beyond the intermediate level, and may be declared either before or after studying abroad in Florence, Rome, or Perugia.

Students should contact Professor Daria Valentini, Program Director of Italian Studies with questions about which courses taken abroad can be counted towards the Minor. In many cases up to two such courses can be approved.

Please refer to the Department of Foreign Languages section for further information on this minor, including course selection.

### Requirements

The minor in Italian Studies requires two semesters of Italian language at the intermediate (ITA 231-ITA 232) level or equivalent plus four courses from the following:

- ITA 331 - Italy: Language and Identity
- ITA 332 - Italian Conversation and Composition
- ITA 337 - Contemporary Italy Through Film
- ITA 338 - Italian Culture and Civilization
- ITA 490 - Directed Study: Selected Topics
- VPH 215 - Early Renaissance Art: Italy and the North

- VPH 314 - Masters of the Renaissance: Leonardo, Michelangelo, Raphael
- VPH 430 - Art History in Italy
- Study abroad courses in Italy

## Additional Information

Students minoring in Italian are required to take three courses on campus, two of which must be at the 300-level. For courses taken abroad, students must seek approval from Professor Valentini in order to receive credit towards the minor.

## SPANISH MINOR

### Requirements

The minor in Spanish consists of at least six courses determined after consultation with the departmental minor advisor. At least two of these courses must be at the 300-level or above.

### Study Abroad for Foreign Language Minors

Foreign Language minors are encouraged to spend a semester abroad in an approved international program of study or in one of the international internships sponsored by Stonehill College.

# GENDER AND SEXUALITY STUDIES

**Wendy Chapman Peek, Program Director (on sabbatical)**

**Linzy Brekke-Aloise, Interim Program Director (2012-2013)**

**Gender & Sexuality Studies Steering Committee:**  
**Margaret Boyd, Sociology & Criminology**  
**Wendy Chapman Peek, English**  
**Katie Currul-Dykeman, Sociology & Criminology**  
**Rudy de Mattos, Foreign Languages**  
**Stacy Grooters, English**  
**George Piggford, C.S.C., English**  
**Daria Valentini, Foreign Languages**

The Gender and Sexuality Studies Program offers a major and a minor within the Bachelor of Arts degree.

The mission of the Gender and Sexuality Studies Program is to use gender as a lens to promote critical thinking and scholarly development from an interdisciplinary perspective. Informed by feminist and queer theoretical perspectives, Gender and Sexuality Studies explores the differences within and between men and women and the construction of those differences within gendered systems of oppression. Courses in the program focus on a range of gendered institutions, such as family, work, religion, education, health, medicine, media, and politics. Our courses also investigate the many ways scholars, artists, and activists have researched, represented, and critiqued our gendered world.

Among the topics students can expect to study are:

- The impact of gender and sexual identity on human relations within local, national, and global communities;
- The relationship of gender to race, class, ethnicity, sexuality, ability, religion, and nationality;
- The distinctions among biological sex, gender, sexual orientation, and sexual identity; and
- The history and implications of gender and sexuality in questions of social justice.

## GENDER AND SEXUALITY STUDIES, B.A.

As an interdisciplinary program, students seeking the Gender and Sexuality Studies Major are required to take nine courses from a variety of areas.

### Required Courses

- GND 101 - Introduction to Gender and Sexuality Studies
  - GND 475 - Internship \* (recommended for Junior Year) OR
  - GND 490 - Directed Study \* (recommended for Senior Year)
- \* Considered the Capstone experience

### Additional Courses

Students select the remaining seven courses from any of the areas listed below:

#### American Studies

- AMS 110 - Women Reimagining History (First-Year Seminar)

#### Biology

- BIO 296 - Scientific Methods: Female Medical Issues
- BIO 324 - Endocrinology

#### Communication

- COM 313 - Gender and Communication

#### Criminology

- CRM 430 - Seminar: Race, Class and Gender in the Criminal Justice System

#### English

- ENG 220 - Introductory Topics in Literature
- ENG 300 - Critical Theory
- ENG 306 - Topics in British Literature, 1700-1900
- ENG 325 - Film and Ideology
- ENG 328 - Film and Gender
- ENG 389 - Alternative Modernisms
- ENG 390 - Topics in Modernism
- ENG 391 - Topics in Gender & Sexuality Studies
- ENG 394 - Sexuality and Textuality

#### Foreign Languages

- FRN 342 - Gender Construction in Francophone Culture

### Gender and Sexuality Studies

- GND 110 - Is Sex Destiny? (First-Year Seminar\*)
- GND 111 - American Women Poets (First-Year Seminar)
- GND 300 - Topics in Gender and Sexuality Studies

### History

- HIS 112 - Heretics, Reformers and Radicals: Women & Power in American History (First-Year Seminar\*)
- HIS 229 - Women and Gender in Early Modern Europe
- HIS 230 - History of Sexuality in America
- HIS 285 - Women in America: 1630-1865
- HIS 287 - Women in Modern America: 1865-1975
- HIS 304 - U.S. Popular Culture
- HIS 305 - U.S. Popular Music
- HIS 330 - United States Seminar: Topical

### Philosophy

- PHL 375 - Foucault: Power, Truth, Subjectivity

### Political Science

- POL 265 - Men, Women, and Justice

### Psychology

- PSY 315 - Psychology of Women

### Religious Studies

- REL 263 - Women's Religions in the Ancient Mediterranean World
- REL 302 - Violence and Sex in the Bible
- REL 303 - The Virgin Mary and Visions of the Feminine in Christianity
- REL 336 - Women in the Islamic Tradition
- REL 338 - Sex and God: Jewish and Muslim Erotic Love Poetry

### Sociology

- SOC 205 - Sociology of Marriage and Family
- SOC 218 - Images and Power: Popular Culture
- SOC 230 - Families in Cross-Cultural Perspective
- SOC 237 - Sociology of Gender
- SOC 408 - Seminar: Studying Culture
- SOC 415 - Seminar: American Inequality
- SOC 416 - Seminar: Love, Intimacy and Human Sexuality
- SOC 421 - Seminar: Oppression

### Visual & Performing Arts

- VPH 316 - Art and Gender

## GENDER AND SEXUALITY STUDIES MINOR

Six courses are required for the minor. Students will be required to complete GND 101 and five additional Gender and Sexuality Studies courses which can be selected from the range of available interdisciplinary offerings.

Please see the Gender and Sexuality Studies major for list of courses.



## HEALTHCARE ADMINISTRATION

### Faculty:

**Thomas Garipey, C.S.C., Chairperson**

### Professor:

**T. Garipey, C.S.C.**

### Assistant Professors:

**W. Dahlin**

**M. Glavin**

The Department offers a major and minor in Healthcare Administration.

The primary objectives of the Healthcare Administration major are:

- to prepare the student for leadership and service in entry-level employment in healthcare direct service and support organizations in the private and public sectors.
- to prepare the student for graduate or professional study.
- to prepare the student to be an innovative and a positive force for ethical, constructive change in the health system.

These objectives are met by coupling required and elective courses with a required full-time internship. Strong preceptor and faculty supervision are available to all students and a variety of Directed Studies and Field Studies emphasizing healthcare work are available for the highly motivated student. Required offerings provide a firm understanding of the healthcare system, important healthcare issues, and basic managerial and leadership skills. More advanced requirements and electives enhance and refine these areas of a student's specific interest. Areas of concentration such as nursing home administration, gerontology, and management options in public and private sector insurance, finance, group practice management, personnel, marketing, public relations, and sales roles are available. Federal and state programs, hospital, home care, managed care organizations, health maintenance organizations, hospices, planning and consulting firms, international service organizations, and many other organizations also are available to the student for internships, community-based learning experiences, and for employment.

Students considering the major or minor must meet with the Department Chair before declaring.

The Department has earned "Full Certification" status in AUPHA (Association of University Programs in Health Administration).

## HEALTHCARE ADMINISTRATION, B.A.

### MAJOR

#### Required courses:

- HCA 103 - Introduction to Gerontology
- HCA 105 - Healthcare Foundations
- ECO 176 - Microeconomic Principles
- ECO 321 - Economics of Healthcare
- HCA 205 - Computer Concepts for Healthcare
- HCA 220 - Healthcare Policy and Politics

- HCA 301 - Health Communication
- HCA 323 - Healthcare Law
- HCA 325 - Healthcare Finance
- HCA 330 - Healthcare Product and Service Delivery
- HCA 335 - Healthcare Employment Law
- HCA 336 - Supervision/Leadership
- HCA 410 - Healthcare Administration Senior Seminar
- HCA 475 - Internship in Healthcare Administration

#### Choose one of the following:

- HCA 208 - The Continuum of Long Term Healthcare Service
- HCA 209 - Public and Community Health
- HCA 219 - Epidemiology

## HEALTHCARE ADMINISTRATION MINOR

The minor offers business, liberal arts and science majors an overview of the healthcare system, an appreciation of the extent to which this field touches all of our lives, and an understanding of the broad array of opportunities in the many fields of endeavor within health services for the non-major. (Particularly appropriate for Accounting, Biology, Communication, Computer Science, Education, Finance, Management, Marketing, Psychology, and Sociology majors.) Declaration may be made at any time.

Requirements: HCA 105 - Healthcare Foundations. Electives: Any five from Department offerings may be chosen with the Department advisor to complement the student's major and career interests. Occasionally, by permission of the Chairperson, courses outside the departmental offerings will satisfy one elective course requirement.

## HISTORY

### Faculty:

**Kevin Spicer, C.S.C., Chairperson**

### Professors:

**T. Clarke**

**S. Maddock**

**J. Rodrigue**

**K. Spicer, C.S.C.**

### Associate Professors:

**L. Brekke-Aloise**

**T. Gernes**

**E. McCarron**

**J. Wadsworth**

### Assistant Professors:

**E. Belanger**

**A. Houston**

**D. Sander**

**K. Teoh**

### Faculty Fellow:

**B. Knowlton**

The Department of History offers a major with concentrations in United States History, European History, and World History, as well as a minor in History.

The study of history is an essential element in the human experience and plays an integral role in the liberal arts tradition at Stonehill College. Through a series of introductory and advanced courses, History majors explore the breadth of the human past, the forces of change, and the historical skills that help us to interpret our tradition. Students focus both on the decisive events that have shaped our world, such as the American Revolution and the First World War, and on the specifics of everyday life in Pre-Columbian Mexico or the Byzantine Empire. To this end, History students gain a broad perspective that equips them to understand their own cultural heritage and develop an informed perspective on other historical traditions and values.

The History Department seeks to provide its students with the tools to read critically, to conduct research effectively, and to write and communicate convincingly. These skills provide the foundation for a variety of professions and careers: law, journalism, business, foreign service, education, museums and public history.

## HISTORY, B.A.

### MAJOR

The History major consists of twelve courses in one of the following concentrations: **European History; United States History; or World History.**

All History majors must complete HIS 320 - Historical Methods and Materials, which focuses on the development of research skills, historical analysis, and historiography. Students are required to take this course during their junior year since it is a pre-requisite for the Senior History Thesis.

All History majors must write an in-depth HIS 415 - Senior History Thesis, in the Fall or Spring Semester of their senior year. This thesis builds upon background knowledge and skills acquired in previous classes, especially HIS 320 - Historical Methods and Materials, where students design an in-depth research proposal for their intended thesis.

History majors and minors are strongly encouraged to undertake an internship or other experiential learning opportunity in order to enhance their program of study and apply the study of the past to contemporary institutions and organizations. Up to three elective course credits may be given for an internship. For further information and to apply for course credit students should consult their Major advisor or Professor Linzy Brekke-Aloise, departmental Internship Coordinator.

History majors may only transfer in a maximum of five courses to be used in the major. Of these five courses, a maximum of two may be used in the concentration (European, United States, or World.) Only one AP course in History may be used as an elective in the major.

The required courses for each of the three concentrations follow:

### European History Concentration

- Five courses at the 200-level or above in European History \*
- Three courses at the 200-level or above in U.S. History and World History (Must take at least one U.S. History and one World History)

- One History Cornerstone course at the 100 or 200-level in any history area
- HIS 320 - Historical Methods and Materials
- HIS 411 - Senior Research Seminar
- HIS 415 - Senior History Thesis

## United States History Concentration

- Five courses at the 200-level or above in United States History \*
- Three courses at the 200-level or above in European History and World History (Must take at least one European History and one World History)
- One History Cornerstone course at the 100- or 200-level in any history area
- HIS 320 - Historical Methods and Materials
- HIS 411 - Senior Research Seminar
- HIS 415 - Senior History Thesis

## World History Concentration

- Five courses at the 200-level or above in World History\*
- Three courses at the 200-level or above in European History and United States History (Must take at least one European and one U.S. History)
- One History Cornerstone course at the 100- or 200-level in any history area
- HIS 320 - Historical Methods and Materials
- HIS 411 - Senior Research Seminar
- HIS 415 - Senior History Thesis

## HISTORY MINOR

The history minor consists of seven courses:

- Two courses at the 200-level or above in United States History
- Two courses at the 200-level or above in European History
- Two courses at the 200-level or above in World History
- One 300-level course with a primary research requirement

## MOREAU HONORS PROGRAM

**George Piggford, C.S.C., Program Director**

First-year students accepted to the College as Moreau Honors students will complete a minimum of **five Honors courses** (of at least three credits each) plus the HON 100 - Honors Leadership Seminar and HON 400 - Honors Thesis Seminar:

- In the first semester, they will take at least **two Honors courses** (either two Honors Cornerstone core humanities courses or one Honors Cornerstone core humanities course and another Honors course).
- In the second semester, they will take the **HON 100 - Honors Leadership Seminar** and are required to take initiatives to effect positive changes in the community. These projects include doing volunteer work, inviting

speakers to the College, organizing series of faculty lectures, helping to coordinate visits by noteworthy guests, planning entertainment and cultural events, and bringing about changes in College policies on environmental issues.

- Before graduating, they will need to take **three additional Honors courses** that satisfy either Cornerstone Program or major/minor requirements, or serve as general electives. Honors language courses count for no more than one honors requirement. One and only one of those courses can be a non-Honors course for Honors Program credit. Contact the Honors Program Director for more information.
- In the senior year, the students will need to take **HON 400 - Honors Thesis Seminar**, composed of (1) a Senior Capstone in the major that will be submitted as a Senior Honors Thesis, and (2) a number of workshops with other Moreau Honors Scholars in the spring of the senior year.

Students accepted into the Moreau Honors program starting their sophomore year have to **take three Honors courses** (one and only one of those courses can be a non-honors course taken for Honors Program credit), plus the HON 400 - Honors Thesis Seminar.

Moreau Honors students must have a 3.50 cumulative grade-point-average (GPA) and a 3.40 Honors GPA to graduate with a Moreau Honors Scholar designation.

The Honors GPA is determined using only the four highest grades earned in Honors courses (the lowest grade is dropped) and the grade of the HON 400 - Honors Thesis Seminar.

Honors courses cannot be taken Pass/Fail.

## INTERDISCIPLINARY STUDIES

**Peter Ubertaccio, Program Coordinator**

Interdisciplinary Studies is an individually designed major.

The Interdisciplinary Studies program is an alternative for students who seek to accomplish intellectual goals outside of a conventional major. The student must prepare a program proposal with substantial intellectual content. The program of study, to be formulated with faculty advisors one of whom will be designated as principal advisor, must reflect the objectives of a liberal arts education. The student must also confer with the Program Coordinator. Proposals to create a Interdisciplinary Studies major must be approved prior to a student's enrollment in the final ten courses of their Stonehill degree (i.e., prior to the senior year). If a student is adding a Interdisciplinary Studies major as a second major, an exception may be allowed to this requirement that the proposal be approved before the senior year.

The program proposal includes a statement describing educational goals sought, and the sequence of courses that would enable the student to achieve these goals. The course content must be focused upon a specific

theme, and must include a significant number of courses beyond the introductory level as well as a senior Capstone Experience.

Interdisciplinary Studies programs must be approved by the designated faculty advisors and the Program Coordinator.

## Interdisciplinary Studies-Health Sciences

Students interested in any of the Allied Health professional careers such as Physician Assistant, Registered Nurse, Nurse Practitioner, Physical Therapist, Occupational Therapist, Pharmacy, Exercise Physiology, etc., may choose the option of creating their own major. This may be accomplished by a number of meetings with Professor Sheila Barry of the Biology Department. Details such as Stonehill College requirements, graduate school prerequisites, related interests, internship in the prospective field, etc. are worked out in a four year plan in an order that incorporates the student's future aspirations.

## IRISH STUDIES

**Richard Finnegan, Program Director**

The College offers a minor in Irish Studies.

## IRISH STUDIES MINOR

Irish Studies is an interdisciplinary field of concentration intended to provide a basic knowledge of the people and culture of Ireland. The program seeks to develop intercultural understanding within our culturally pluralistic society.

Students choosing the Irish Studies minor are urged to consult the faculty advisor for guidance in the selection of courses. Students who study in Ireland can apply their Irish Studies courses toward the minor, with the approval of the Program Director. Students who intern in Ireland can apply 3 credits toward the minor.

**Choose six courses from the following:**

- ENG 349 - Topics in Irish Literature
- ENG 357 - English and Irish Drama
- IRS 200 - Christian Ireland, 431-1169
- IRS 201 - Medieval Ireland, 1169-1603
- IRS 202 - Pre-Famine Ireland, 1603-1845
- IRS 203 - Modern Ireland: 1845-1998
- IRS 204 - Contemporary Ireland: 1922-2002
- HIS 205 - Irish-American Experience
- HIS 214 - Ireland: From Colony to Nation State
- POL 354 - Irish Politics
- POL 475 - Internship in Government
- POL 490 - Directed Study

## ITALIAN STUDIES

**Daria Valentini, Program Director**

See the Department of Foreign Languages for Italian Studies minor requirements.

## JOURNALISM

### Maureen Boyle, Program Director

See the Department of Communication for Journalism minor requirements.

## MATHEMATICS

### Faculty:

#### Ralph Bravaco, Chairperson

#### Associate Professor:

C. Curley

N. Esty

H. Su

#### Assistant Professors:

E. Quinn

H. Todd

T. Woodcock

The Department of Mathematics offers a major B.S., and B.A., and minor in Mathematics. The department offers courses in support of other programs and departments, including: Education, Business Administration and the sciences, and in support of the College's General Education, areas of Scientific Inquiry, and Statistical Reasoning.

The teaching mission of the department is to introduce students to the central ideas, methods and achievements of mathematics and to develop such general intellectual skills as rigorous reasoning, problem solving and persuasive expression. The mathematic major prepares students to:

- Pursue graduate studies or work in mathematics and related areas;
- Use their skills in business, education, service professions and in technology-based industries; and
- Engage in life-long learning and growing.

At Stonehill, mathematics students work with faculty dedicated to the development of mathematics and to the learning and appreciation of the nature and application of mathematics. Beyond the campus, mathematics students can enrich their experience with internships, study abroad or service learning. For further information on career paths consult our web site at: [www.stonehill.edu/math](http://www.stonehill.edu/math).

## MATHEMATICS, B.A.

The B.A. in Mathematics is intended for students planning a career in elementary or secondary education.

The B.A. in Mathematics requires 16 courses.

### Freshmen and Sophomore Years

- MTH 125 - Calculus I
- MTH 126 - Calculus II
- MTH 191 - The Language of Mathematics
- MTH 251 - Linear Algebra
- MTH 261 - Multivariable Calculus
- MTH 270 - Discrete Mathematics
- CSC 103 - Computer Science I
- PHY 121 - Physics I
- PHY 122 - Physics II

### Junior and Senior Years

- MTH 351 - Abstract Algebra I
- MTH 361 - Real Analysis I
- MTH 363 - Modern Geometry

### Three additional courses from

- MTH 352 - Abstract Algebra II
- MTH 362 - Real Analysis II
- MTH 364 - Differential Equations and Dynamics
- MTH 371 - Combinatorics and Graph Theory
- MTH 377 - Number Theory
- MTH 384 - Theory of Computation
- MTH 393 - Numerical Analysis
- MTH 395 - Probability
- MTH 396 - Statistics
- MTH 399 - Topics in Mathematics
- MTH 490 - Directed Study <sup>1</sup>
- MTH 496 - Independent Research <sup>1</sup>
- MTH 497 - Senior Thesis

1. With written permission of the Department Chair

### Capstone Requirement

Students who pursue the B.A. in Mathematics will fulfill their Senior Capstone requirement by successful completion of the student teaching practicum.

## MATHEMATICS, B.S.

The B.S. in Mathematics requires 16 courses.

### Freshmen and Sophomore Years

- MTH 125 - Calculus I
- MTH 126 - Calculus II
- MTH 191 - The Language of Mathematics
- MTH 251 - Linear Algebra
- MTH 261 - Multivariable Calculus
- MTH 270 - Discrete Mathematics
- CSC 103 - Computer Science I
- PHY 121 - Physics I
- PHY 122 - Physics II

### Junior and Senior Years

#### Three courses from

- MTH 351 - Abstract Algebra I
- MTH 352 - Abstract Algebra II
- MTH 361 - Real Analysis I
- MTH 362 - Real Analysis II

#### Three additional courses from

- MTH 352 - Abstract Algebra II
- MTH 362 - Real Analysis II
- MTH 363 - Modern Geometry
- MTH 364 - Differential Equations and Dynamics
- MTH 371 - Combinatorics and Graph Theory
- MTH 377 - Number Theory
- MTH 384 - Theory of Computation
- MTH 393 - Numerical Analysis
- MTH 395 - Probability
- MTH 396 - Statistics
- MTH 399 - Topics in Mathematics
- MTH 490 - Directed Study <sup>1</sup>
- MTH 496 - Independent Research <sup>1</sup>

1. With written permission of the Department Chair

### Capstone Requirement

Students fulfill the Capstone requirement with either MTH 420 - Senior Capstone: Mathematical Modeling or MTH 497 - Senior Thesis

## MATHEMATICS MINOR

The Mathematics Minor requires eight courses.

### Required Courses

- MTH 125 - Calculus I
- MTH 126 - Calculus II
- MTH 251 - Linear Algebra
- MTH 261 - Multivariable Calculus
- MTH 270 - Discrete Mathematics

### Additional Requirements

- Three 300- or 400-level mathematics courses. Elective courses should be selected in consultation with a member of the mathematics faculty.

It is recommended that Mathematics minors fulfill their Natural Scientific Inquiry requirement by taking MTH 191 - The Language of Mathematics, in their freshman or sophomore year.

## MIDDLE EASTERN STUDIES

### Shari Lowin, Program Director

The College offers a minor in Middle Eastern Studies.

Middle Eastern Studies is an interdisciplinary Minor intended to provide students with a basic knowledge of the people and cultures of the Middle East. The program furnishes a background for subsequent specialized study in the fields of Middle Eastern politics, history, religions, languages, and cultures.

## MIDDLE EASTERN STUDIES MINOR

Students must take six courses selected from the following list, with at least four courses from the Middle East grouping. These four must be above the 100 level.

Students may take up to two courses of language study, either through directed study with faculty, when available, or by courses taken elsewhere. Appropriate languages include: Arabic, Hebrew, Kurdish, Persian, and Turkish. Other courses may be substituted with approval of Program Director.

### Middle East

- ARB 131 - Elementary Arabic I
- ARB 132 - Elementary Arabic II
- ARB 231 - Intermediate Arabic I
- ARB 232 - Intermediate Arabic II
- HIS 362 - World History Seminar: Topical (When Topic is Middle Eastern)
- POL 356 - Politics of the Middle East

- REL 206 - Islamic Traditions
- REL 209 - Religion and Culture of the Jewish People
- REL 275 - Hard Rockin' Jews: Judaism and Pop Culture in Israel
- REL 301 - Islam and the Bible: Jewish and Muslim Morality and Ethics
- REL 312 - Archaeology and the Bible
- REL 313 - Jerusalem: The Holy City
- REL 317 - Gods, Kings and Justice in the Ancient World
- REL 336 - Women in the Islamic Tradition
- REL 338 - Sex and God: Jewish and Muslim Erotic Love Poetry
- REL 345 - Biblical Hebrew

## General

- BUS 336 - International Business
- COM 315 - Intercultural Communication
- ECO 219 - History of World Economic Development
- ECO 311 - International Economics
- ECO 343 - International Finance
- HIS 353 - A World at War
- POL 134 - Comparing States
- POL 143 - International Politics
- POL 249 - Contemporary Global Conflict
- POL 273 - Politics of Developing Nations
- POL 344 - Contemporary Global Issues
- POL 353 - International Organizations and State Building
- POL 377 - International Political Economy
- SOC 202 - Sociology of Globalization
- SOC 228 - Cultural Anthropology
- SOC 233 - Language and Culture
- VPM 184 - History of Music II: Non-Western Traditions
- VPM 237 - Musical Instruments of the World

### Note:

Students may petition the Program Director for credit approval for relevant courses not included on these lists.

## MILITARY SCIENCE

**LTC Jennifer Bower, Program Director**

**CPT. Stephanie Bunker, Program Officer**

U.S. Army ROTC offers a program designed to train future junior officers for leadership with instruction that complements a baccalaureate degree. The program consists of three parts: earning an academic degree in a recognized field; college courses of particular interest and value to military service; and military science courses.

The objectives of the ROTC curriculum include providing students with an understanding of the nature and operation of the U.S. Army, developing leadership and managerial potential, and developing students' abilities to think creatively and to speak and write effectively. Essential to an officer's education are the ability to evaluate situations before making decisions; the ability to understand people and how to lead; the fundamentals of self-discipline; the standards of performance and appearance; the ability to recognize these standards in others; and, above all, a strong sense of personal integrity, honor, and responsibility.

While unified by the subject matter of leadership and management, the curriculum cuts across conventional boundaries, encouraging students to relate their learning from various disciplines and to apply it to reflective thinking, goal setting, and problem solving.

## Enrollment

The program is open to full-time students of the College. The Military Science courses are required of those students enrolled in the ROTC program, but may be taken as electives by any student of the College.

The program consists of the Basic Course and the Advanced Course. Students may enter the program through the first semester of their junior year.

A two-year program is designed for junior year and transfer students. Entry should be requested by April 1 prior to the junior year. During the summer between their sophomore and junior years, students complete a five-week paid summer camp program that qualifies them for the Advanced Course.

Advanced placement may be awarded for prior military service. Those students currently serving in any branch of the military reserves are encouraged to join.

## Basic Course

The Basic Course is normally taken by first and sophomore-year students. It introduces basic subjects such as the history of the U.S. Army, organizational structure of the Army, techniques and principles of leadership and management, and map reading.

## Advanced Course

The Advanced Course is taken by juniors and seniors. Students in the Advanced Course must sign a contract with the Army, pass a qualifying medical examination and physical fitness test, and have at least a 2.0 grade-point average.

Studies concentrate on basic tactical operations, military teaching principles, and advanced techniques of leadership, management, and command.

## Academic Credit

Stonehill College grants up to 12 academic credits for Military Science courses. The credits are granted as follows: one credit each for MIL 101, MIL 102, MIL 201, and MIL 202; two credits each for MIL 301, MIL 302, MIL 401, and MIL 402. Military Science courses are graded "A" to "F," and are included in the student's grade-point average. Prior to September 2012, Military Science grades and quality points were not included in the computing of the grade-point average.

\*NOTE: Students are not allowed to elect part-time status during the junior or senior years as a result of the extra credits granted for the Military Science program.

## Financial Assistance

Financial assistance for cadets takes various forms. Juniors receive \$450 and seniors receive \$500 monthly tax-free subsistence allowance for Advanced Course cadets, and an allowance for summer camp(s).

## Four-Year Scholarships

The program provides financial assistance to highly qualified and motivated high school seniors considering military service as army officers. Scholarships are valued at the amount of full tuition and academic fees per year.

Additionally, scholarship winners will receive a flat rate of \$1,200 per year for books and up to a \$500 monthly tax-free subsistence allowance.

Applications for two, three or four-year scholarships may be made during the high school years. The deadline for early application is January 10th of their junior year. The deadline for application is January 10th of the senior year.

Requests for application packets may be sent to: U.S. Army ROTC Scholarship, Fort Monroe, Virginia 23651. Packets are also available in the Military Science Department at Stonehill College. Contact the Stonehill ROTC Office at 508-230-5014 or online at [www.armyrotc.com](http://www.armyrotc.com).

## Advanced Designee ROTC Scholarships

Non-ROTC Scholarship Years: Advanced designees receive no special treatment for the year(s) in which they do not receive ROTC funding. Students should file a complete Financial Aid Application to receive consideration for aid available from other sources.

Three- and Two-Year Scholarships are awarded to outstanding college students who are either already enrolled or planning to enroll in the U.S. Army ROTC Program. Interested first-year and sophomore students may apply to the Assistant Professor of Military Science, Stonehill College. These scholarships provide the same financial assistance from the Army as the four-year award.

## Summer Camps

The Leaders Training course is mandatory for students without U.S. Army ROTC experience wishing to enroll in the two-year program (unless the student has sufficient prior military experience). Conducted at Fort Knox, Kentucky, this five-week training period provides instruction equivalent to that received by students in the Basic Course. Satisfactory completion is necessary for entering the Advanced Course; however, there is no obligation to enter the program after the Leaders Training course. Students who attend the Leaders Training course are paid.

Leader Development and Assessment course is a five-week training period at Fort Lewis, Washington. This camp is mandatory for all cadets in the Advanced Course and is normally attended during the summer between the junior and senior years.

## NEUROSCIENCE

### Faculty:

**John McCoy, Program Director**

### Professor:

**J. McCoy**

### Associate Professor:

**S. Ramos-Goyette**

### Faculty Fellow:

**H. Yu**

The Departments of Psychology and Biology offer a Bachelor of Science degree in Neuroscience.

Neuroscience is an interdepartmental major that provides an integrated and in-depth foundation for understanding the complex functions of the brain. Recent advances in physiology, cell and molecular biology, biochemistry and imaging technology have greatly increased our understanding of brain function. Over the past decade, there has been increased interest in the relationship between behavior and the functioning of the nervous and endocrine systems along with a renewed interest in the effects of the environment on brain function and plasticity. Given this combination of events, now is an exciting time to become involved in neuroscience.

### Mission

The mission of the Neuroscience Program is to prepare students to actively engage in and contribute to the process, understanding and application of neuroscience. Neuroscience is an interdepartmental major that provides an integrated and in-depth foundation for understanding the complex functions of the nervous system and in particular, the brain. The Neuroscience major is appropriate for students interested in medical school, graduate school and careers in research or in allied health fields.

## NEUROSCIENCE, B.S.

### MAJOR

The Neuroscience major at Stonehill provides a strong education in the fundamentals of neuroscience at the same time that it allows students to emphasize either the psychological or the biological aspects of the field. Students who have focused on the psychological aspects are prepared for graduate work in psychology and careers in clinical psychology, counseling, and behavioral research. Students with a focus on the biological side of neuroscience are prepared for a variety of careers in medicine, pharmacology, biomedical research, and the allied health fields.

### Curriculum

Students must complete a set of core courses and four electives, one from each of the clusters listed below. To provide a strong background in Neuroscience, students take two semesters of foundational courses in Biology and Chemistry. This prepares students for upper level electives which incorporate knowledge from each of these areas. Early in their college education students take PSY 415 - Brain and Behavior which serves as the introduction to the senior

year Capstone, BIO 412 - Neuroscience. Specific suggestions are made for those who are pre-med or planning on applying to graduate school.

The course requirements for the Neuroscience major are taken in addition to the courses required in the Cornerstone Program. These courses provide a liberal arts education with several unique features. The Learning Community, which ties together two courses and an integrative seminar, is taken during the sophomore year. For those students planning on applying to medical school, the Organic Chemistry of the Cell Learning Community (LC 209, BIO 211 and CHM 222) is recommended. The Capstone required of all Neuroscience majors is BIO 412 - Neuroscience. The final project in this class asks students to place an emerging issue in neuroscience within a liberal arts context.

### Core Courses

- BCH 343 - Biochemistry I
- BIO 101 - Biological Principles I
- BIO 102 - Biological Principles II
- BIO 211 - Cell Biology
- BIO 412 - Neuroscience
- CHM 113 - General Chemistry I (or a First-Year Seminar equivalent)
- CHM 221 - Organic Chemistry I
- CHM 222 - Organic Chemistry II
- PSY 101 - General Psychology
- PSY 261 - Introduction to Statistics
- PSY 271 - Research Methods in Psychology
- PSY 415 - Brain and Behavior

### Take one course from each cluster below

#### Cluster 1

- BIO 312 - Vertebrate Physiology
- BIO 406 - Ethology
- BIO 409 - Immunology

#### Cluster 2

- BIO 324 - Endocrinology
- BIO 212 - Genetics
- BIO 323 - Evolution

#### Cluster 3

- PSY 305 - Theories of Learning
- PSY 343 - Research in Biopsychology
- PSY 419 - Cognitive Psychology
- PSY 450 - Advanced Psychology Seminar
- PSY 451 - Applying Psychological Principles

#### Cluster 4

- PSY 201 - Developmental Psychology I
- PSY 203 - Developmental Psychology II
- PSY 207 - Abnormal Psychology
- PSY 209 - Social Psychology
- PSY 351 - Child Psychopathology and Its Treatment
- PSY 413 - Experimental Psychology

### Additional Requirements

It is strongly recommended that all students take two semesters of English.

In addition, students who plan to apply to medical school or to a graduate program with a heavy biology focus should plan to take two

semesters of Physics (PHY 121, PHY 122), two semesters of Calculus and an additional two semesters of Chemistry (CHM 222 and CHM 232).

## PHILOSOPHY

### Faculty:

**Richard Capobianco, Chairperson**

### Professors:

**R. Capobianco**

**A. Celano**

### Associate Professors:

**A. Lännström**

**E. McGushin**

### Assistant Professors:

**S. Ewegen**

**C. Mekios**

**B. O'Sullivan**

**J. Velazquez**

### Faculty Fellow:

**M. Labinski**

The Department of Philosophy offers a major and minor in Philosophy.

The Department of Philosophy is committed to the ideals of a liberal education and understands the study of Philosophy as essential to such a noble endeavor. The courses offered by the Department allow its students to develop the logical and critical skills needed to read intelligently and to think clearly, to learn how Philosophy developed over the centuries, and to appreciate the contributions of the great philosophers to Western culture. The study of Philosophy reveals the complexity of reality and the difficulty of the problems to be faced in the search for truth.

Graduates with a major in Philosophy from Stonehill have become college presidents and vice presidents, academic deans, professors, judges, lawyers, priests, business persons, and authors. Some have become directors of personnel, others political and social analysts; still others have entered government service and politics. Liberally educated persons are ready to move in many directions. But more than preparing students for a career, a major in Philosophy prepares them for life and a lifelong pursuit of wisdom.

### Advisement

The selection and sequence of courses for both the major and the minor should be taken in consultation with the Chairperson or advisor.

PHL 421 - Senior Philosophy Colloquium involves writing an independent thesis with guidance from a member of the department. The student should approach their prospective advisor at the beginning of the senior year.

## PHILOSOPHY, B.A.

### MAJOR

The major in Philosophy requires ten courses beyond the Philosophy Cornerstone requirement, PHL 100 - Philosophy: The Examined Life (or equivalent).

One PHL Moral Inquiry course selected from PHL 220 - PHL 239 (PHL 221 , PHL 222 , PHL 223 , PHL 235 , or PHL 236) is also required, though one and only such course will count towards the 10 courses for the major.

## Two historical courses, one from each of the following areas:

1. Ancient and Medieval Philosophy
2. Modern and Contemporary
  - One course in PHL 241 - Elementary Logic
  - Five electives that can be taken at the level of 250 or higher
  - PHL 421 - Senior Philosophy Colloquium

### Ancient and Medieval

- PHL 341 - Plato
- PHL 342 - Aristotle
- PHL 343 - Socrates
- PHL 353 - Medieval Philosophy
- PHL 354 - Thomas Aquinas and His Contemporaries

### Modern and Contemporary

- PHL 361 - Descartes to Hume
- PHL 363 - Kant
- PHL 364 - Hegel and Marx
- PHL 371 - Existentialism
- PHL 372 - Heidegger and His Influence
- PHL 374 - Recent British and American Analytic Philosophy

## PHILOSOPHY MINOR

Five courses beyond the Philosophy Cornerstone requirement, PHL 100 - Philosophy: The Examined Life (or equivalent) constitute a minor in Philosophy.

### Note:

If a minor decides to take the moral Inquiry course from the Philosophy Department, one and only one course will count toward the five courses for a minor.

## PHYSICS AND ASTRONOMY

**Faculty:**  
**Michael A. Horne, Chairperson**

**Professors:**  
**A. Goddu**  
**M. Horne**

**Associate Professor:**  
**A. Massarotti**

**Assistant Professor:**  
**M. Gunawardena**

**Faculty Fellow:**  
**D. Simon**

**Professor Emeritus:**  
**C. Raymo**

The Department of Physics and Astronomy offers a B.S. in Physics, with an optional Astronomy concentration. The department also offers a B.A. in Physics with an optional Astronomy

concentration and minors in both Physics and Astronomy. The B.A. in Physics can also be awarded as part of Stonehill's Engineering 3+2 Program with the University of Notre Dame.

Another important mission of the Department of Physics and Astronomy is the dissemination of science to students who major in other disciplines. We currently offer six courses for the Cornerstone Program, covering topics that range from the history of physics and astronomy, to the foundations of quantum physics and relativity, to the search for planets around other stars and for life in the cosmos.

## PHYSICS, B.A.

The B.A. in physics is designed for students who wish either to pursue an interdisciplinary field or to teach at a primary or secondary level. The B.A. is also offered as part of the Stonehill's Engineering 3+2 Program with the University of Notre Dame.

A Bachelor of Arts (B.A.) in Physics includes 9 courses offered by the Physics department. All students in the major must take the following courses in Math and Science:

### First Year

#### Fall Semester

- CHM 113 - General Chemistry I (or a First-Year Seminar equivalent)
- MTH 125 - Calculus I
- PHY 121 - Physics I

#### Spring Semester

- MTH 126 - Calculus II
- PHY 122 - Physics II

### Sophomore Year

#### Fall Semester

- MTH 225 - Statistics for Science (not required of double majors in Physics and Chemistry)
- MTH 361 - Real Analysis I
- PHY 221 - Physics III

#### Spring Semester

- CHM 232 - General Chemistry II
- LC 235 - Integrative Seminar: MTH 261/PHY 221 Quantum Waves
- MTH 251 - Linear Algebra

#### Plus one or two of the following courses when offered

- PHY 222 - Classical Mechanics
- PHY 324 - Electromagnetism
- PHY 325 - Electronics

### Junior and Senior years

- PHY 222 - Classical Mechanics (if not completed earlier)
- PHY 324 - Electromagnetism (if not completed earlier)
- PHY 325 - Electronics (if not completed earlier)
- PHY 401 - Great Experiments in Modern Physics I
- PHY 403 - Topics in Physics (Math Methods in Physics) OR

- MTH 364 - Differential Equations and Dynamics
- PHY 403 - Topics in Physics (Capstone)

## PHYSICS, B.A., ASTRONOMY CONCENTRATION

The B.A. in physics is designed for students who wish either to pursue an interdisciplinary field or to teach at a primary or secondary level. The B.A. is also offered as part of the Stonehill's Engineering 3+2 Program with the University of Notre Dame.

A Bachelor of Arts (B.A.) in Physics with an Astronomy Concentration includes 9 courses offered by the Physics department. All students in the major must take the following courses in Math and Science:

### First Year

#### Fall Semester

- CHM 113 - General Chemistry I (or a First-Year Seminar equivalent)
- MTH 125 - Calculus I
- PHY 121 - Physics I

#### Spring Semester

- CHM 221 - Organic Chemistry I
- MTH 126 - Calculus II
- PHY 122 - Physics II

### Sophomore Year

#### Fall Semester

- MTH 225 - Statistics for Science (not required of double majors in Physics and Chemistry)
- MTH 361 - Real Analysis I
- PHY 221 - Physics III

#### Spring Semester

- LC 235 - Integrative Seminar: MTH 261/PHY 221 Quantum Waves
- MTH 251 - Linear Algebra

#### Plus one or two of the following courses when offered

- PHY 222 - Classical Mechanics
- PHY 322 - Astrophysics and Cosmology
- PHY 324 - Electromagnetism

### Junior and Senior Years

- PHY 222 - Classical Mechanics (if not completed earlier)
- PHY 322 - Astrophysics and Cosmology (if not completed earlier)
- PHY 324 - Electromagnetism (if not completed earlier)
- PHY 401 - Great Experiments in Modern Physics I
- PHY 403 - Topics in Physics (Math Methods in Physics) OR
- MTH 364 - Differential Equations and Dynamics
- PHY 404 - Topics in Astronomy (Capstone)

## PHYSICS, B.S.

The physics major is designed for students who are interested in pursuing a graduate school degree in either physics or astronomy, and those students who seek immediate employment in teaching, private industry or government jobs that require an advanced knowledge of physics.

A Bachelor of Science (B.S.) in Physics includes 11 courses offered by the department. All students in the major must take the following courses in Math and Science:

### First Year

#### Fall Semester

- CHM 113 - General Chemistry I (or a First-Year Seminar equivalent)
- MTH 125 - Calculus I
- PHY 121 - Physics I

#### Spring Semester

- MTH 126 - Calculus II
- PHY 122 - Physics II

### Sophomore Year

#### Fall Semester

- MTH 225 - Statistics for Science
- MTH 261 - Multivariable Calculus
- PHY 221 - Physics III

#### Spring Semester

- CHM 232 - General Chemistry II
- LC 235 - Integrative Seminar: MTH 261/PHY 221 Quantum Waves
- MTH 251 - Linear Algebra

#### Plus one or two of the following courses when offered

- PHY 222 - Classical Mechanics
- PHY 324 - Electromagnetism
- PHY 325 - Electronics

### Junior and Senior Years

- PHY 222 - Classical Mechanics (if not completed earlier)
- PHY 321 - Statistical Physics
- PHY 323 - Quantum Physics
- PHY 324 - Electromagnetism (if not completed earlier)
- PHY 325 - Electronics (if not completed earlier)
- PHY 401 - Great Experiments in Modern Physics I
- PHY 403 - Topics in Physics (Math Methods in Physics) OR
- MTH 364 - Differential Equations and Dynamics
- PHY 403 - Topics in Physics (capstone)

## PHYSICS, B.S., ASTRONOMY CONCENTRATION

The physics major is designed for students who are interested in pursuing a graduate school degree in either physics or astronomy, and those students who seek immediate employment in teaching, private industry or government jobs that require an advanced knowledge of physics.

A Bachelor of Science (B.S.) in Physics with an Astronomy concentration includes 11 courses offered by the department. All students in the major must take the following courses in Math and Science:

### First Year

#### Fall Semester

- CHM 113 - General Chemistry I (or a First-Year Seminar equivalent)
- MTH 125 - Calculus I
- PHY 121 - Physics I

#### Spring Semester

- CHM 221 - Organic Chemistry I
- MTH 126 - Calculus II
- PHY 122 - Physics II

### Sophomore Year

#### Fall Semester

- MTH 225 - Statistics for Science
- MTH 261 - Multivariable Calculus
- PHY 221 - Physics III

#### Spring Semester

- LC 235 - Integrative Seminar: MTH 261/PHY 221 Quantum Waves
- MTH 251 - Linear Algebra

#### Plus one or two of the following courses when offered

- PHY 222 - Classical Mechanics
- PHY 322 - Astrophysics and Cosmology
- PHY 324 - Electromagnetism

### Junior and Senior Years

- PHY 222 - Classical Mechanics (if not completed earlier)
- PHY 321 - Statistical Physics
- PHY 322 - Astrophysics and Cosmology (if not completed earlier)
- PHY 323 - Quantum Physics
- PHY 324 - Electromagnetism (if not completed earlier)
- PHY 403 - Topics in Physics (Math Methods in Physics) OR
- MTH 364 - Differential Equations and Dynamics
- PHY 404 - Topics in Astronomy (Capstone)
- PHY 496 - Independent Research

## ASTRONOMY MINOR

A minor program in Astronomy is an excellent complement to programs in Mathematics, Chemistry, Computer Science, or Life

Sciences, especially for students planning on teaching at the secondary level, or for elementary education students with an interest in science. The minor is also useful for Business or Economics majors who will seek employment in science-related businesses.

The minor consists of six courses:

### Required Courses

- PHY 121 - Physics I
- PHY 122 - Physics II
- PHY 221 - Physics III
- LC 235 - Integrative Seminar: MTH 261/PHY 221 Quantum Waves

### Additional Courses

The two additional courses must be in Astronomy, exclusive of General Education courses.

MTH 393 - Numerical Analysis and CHM 333 - Physical Chemistry I may be substituted for one of these two courses.

## PHYSICS MINOR

A minor program in Physics is an excellent complement to programs in Mathematics, Chemistry, Computer Science, or Life Sciences, especially for students planning on teaching at the secondary level, or for elementary education students with an interest in science. The minor is also useful for Business or Economics majors who will seek employment in science-related businesses.

The minor consists of six courses:

### Required Courses

- PHY 121 - Physics I
- PHY 122 - Physics II
- PHY 221 - Physics III
- LC 235 - Integrative Seminar: MTH 261/PHY 221 Quantum Waves

### Additional Courses

The two additional courses must be in Physics, exclusive of General Education courses.

MTH 393 - Numerical Analysis and CHM 333 - Physical Chemistry I may be substituted for one of these two courses.

## Physics Department Requirements for the 3+2 Engineering Program with The University of Notre Dame

Stonehill College offers an Engineering Program in collaboration with The University of Notre Dame. Here we list the Physics, Chemistry, Computer Science and Math courses required by our department prior to the transfer to The University of Notre Dame at the end of the junior year.

Successfully completing these courses and finishing the studies at Notre Dame leads to a B.A. in Physics from Stonehill College and a B.S. in Engineering from The University of Notre Dame.

## Courses Required Of All Engineering students

### First Year

#### Fall Semester

- CSC 103 - Computer Science I
- MTH 125 - Calculus I
- PHY 121 - Physics I

#### Spring Semester

- CSC 104 - Computer Science II
- MTH 126 - Calculus II
- PHY 122 - Physics II

### Sophomore Year

#### Fall Semester

- MTH 261 - Multivariable Calculus
- PHY 221 - Physics III

#### Spring Semester

- LC 235 - Integrative Seminar: MTH 261/PHY 221 Quantum Waves

### Sophomore or Junior year

- CHM 113 - General Chemistry I (or a First-Year Seminar equivalent)
- CHM 232 - General Chemistry II OR
- CHM 221 - Organic Chemistry I
- MTH 251 - Linear Algebra
- PHY 403 - Topics in Physics (Math Methods in Physics) OR
- MTH 364 - Differential Equations and Dynamics

## General Education Requirements

In addition to the courses above, students must also fulfill the General Education requirements of Stonehill College before going to The University of Notre Dame.

## PHYSICS, B.A./AEROSPACE ENGINEERING, B.S. DUAL DEGREE

### Aerospace Engineering courses

These courses are typically taken in the Sophomore or Junior year.

- PHY 222 - Classical Mechanics
- PHY 321 - Statistical Physics
- PHY 420 - Engineering Statics
- PHY 425 - Solid Mechanics

## PHYSICS, B.A./CIVIL ENGINEERING, B.S. DUAL DEGREE

### Civil Engineering

These courses are typically taken in the Sophomore or Junior year.

- MTH 225 - Statistics for Science
- PHY 420 - Engineering Statics
- PHY 425 - Solid Mechanics

## PHYSICS, B.A./ELECTRICAL ENGINEERING, B.S. DUAL DEGREE

### Electrical Engineering

These courses are typically taken in the Sophomore or Junior year.

- CSC 221 - Computer Logic and Organization
- MTH 225 - Statistics for Science
- PHY 324 - Electromagnetism
- PHY 325 - Electronics

## PHYSICS, B.A./MECHANICAL ENGINEERING, B.S. DUAL DEGREE

### Mechanical Engineering courses

These courses are typically taken in the Sophomore or Junior year.

- PHY 222 - Classical Mechanics
- PHY 321 - Statistical Physics
- PHY 420 - Engineering Statics
- PHY 425 - Solid Mechanics

## POLITICAL SCIENCE AND INTERNATIONAL STUDIES

**Faculty:**  
**Peter Ubertaccio, Chairperson**

**Professor:**  
**R. Finnegan**

**Associate Professors:**  
**A. Ohanyan**  
**P. Ubertaccio**

**Assistant Professors:**  
**K. Buckman**  
**W. Ewell**  
**R. Rogers**  
**B. Scholz**

The Department of Political Science and International Studies offers a major with concentrations in Government and Politics, International Relations, or Public Administration and Public Policy. Minors in Political Science and International Studies, and Public Administration and Public Policy are also offered.

The mission of the major program in Political Science and International Studies is to offer students a broadly based core curriculum through which knowledge of the principles and practices of political life, democratic citizenship, and political activity are acquired. The major provides a foundation for graduate work and for careers in law, government service, elective office, journalism, international affairs, education, and related fields.

## POLITICAL SCIENCE & INTERNATIONAL STUDIES, B.A.

### MAJOR

A major in Political Science and International Studies consists of a minimum of thirteen courses, which include six core courses plus seven additional courses taken as part of a concentration in either Government and Politics or International Relations.

Students must take the following three pre-requisite courses:

- POL 123 - American Government and Politics
- POL 143 - International Politics
- POL 171 - Power, Order, and Justice

Students must also take the following additional course requirements:

- POL 310 - Political Science Research Methods
- POL 475 - Internship in Government
- POL 422 - Capstone Seminar

## Government and Politics Concentration

### American Government

Students must take two courses from this area:

- POL 203 - Religion, Politics, and the Law
- POL 233 - Law, Politics, and Society
- POL 247 - Elections in America
- POL 255 - Environmental Policy and Politics
- POL 332 - The American Presidency
- POL 336 - Constitutional Law and Politics
- POL 337 - Public Administration
- POL 341 - Civil Rights and Civil Liberties
- POL 343 - Public Opinion & Voting Behavior
- POL 345 - Inequity, Poverty, and American Democracy
- POL 351 - Public Policy Analysis
- POL 357 - Topics in Politics
- POL 360 - The United States Congress
- POL 390 - Politics in Washington, D.C.

### Political Theory

Students must take one course from this area:

- POL 222 - Political Ideologies
- POL 235 - American Political Thought
- POL 265 - Men, Women, and Justice
- POL 333 - Contemporary Political Theory
- POL 380 - Dirty Hands: Moral Dilemmas (Moral Inquiry)

### Comparative Politics

Students must take one course from this area:

- POL 273 - Politics of Developing Nations
- POL 285 - Modern Europe: Divided and United
- POL 340 - European Politics
- POL 347 - Ethnicity and Conflict Management
- POL 354 - Irish Politics



## International Relations

Students must take one course from this area:

- POL 245 - American Foreign Policy
- POL 249 - Contemporary Global Conflict
- POL 331 - War
- POL 344 - Contemporary Global Issues
- POL 353 - International Organizations and State Building
- POL 377 - International Political Economy

### Two additional courses at the 200 level or above

Plus two additional Political Science courses at the 200 level or above.

## International Relations Concentration

### Three Required Courses

Students must take the following three required courses:

- POL 245 - American Foreign Policy
- POL 331 - War
- POL 344 - Contemporary Global Issues

Mastery of a Foreign Language at the advanced level is also required.

Student must participate in a study abroad program.

### Four additional courses at the 200-level or above

Students must take four additional courses at the 200-level or above from the list below:

#### Business

- BUS 336 - International Business
- BUS 425 - Multinational Corporate Finance
- BUS 448 - Global Marketing
- BUS 465 - International Management

#### Communication

- COM 315 - Intercultural Communication

#### Economics

- ECO 219 - History of World Economic Development
- ECO 225 - China's Economic Miracle: A Closer Look
- ECO 311 - International Economics

#### English

- ENG 322 - World Cinema
- ENG 327 - European Cinema
- ENG 392 - Topics in Postcolonial and Global Literature
- ENG 395 - Introduction to Postcolonial Literature and Culture

#### Foreign Languages

- FRN 340 - French Cinema
- ITA 337 - Contemporary Italy Through Film

#### History

- HIS 205 - Irish-American Experience
- HIS 207 - The Holocaust
- HIS 208 - The Immigrant Experience in American History

- HIS 214 - Ireland: From Colony to Nation State
- HIS 216 - Modern Britain
- HIS 218 - Winston Churchill's World Wars
- HIS 219 - History of World Economic Development
- HIS 220 - Comparative Empires: Spain and Portugal
- HIS 227 - Renaissance and Revolutions: Early Modern Europe
- HIS 228 - History of U.S. Foreign Relations
- HIS 229 - Women and Gender in Early Modern Europe
- HIS 244 - Colonial Latin America
- HIS 245 - Modern France
- HIS 247 - Modern Germany
- HIS 257 - Modern Latin America
- HIS 262 - Medieval – Renaissance – Reformation
- HIS 265 - Western Civilization I
- HIS 266 - Western Civilization II
- HIS 270 - Modern China
- HIS 271 - World History I
- HIS 272 - World History II
- HIS 277 - History of Brazil
- HIS 279 - Modern Japan
- HIS 283 - East Asian History I
- HIS 284 - East Asian History II
- HIS 310 - Ancient Mediterranean Greece and Rome
- HIS 313 - Modern European Intellectual History
- HIS 332 - America in the Nuclear Age
- HIS 347 - Adolf Hitler and Nazi Germany
- HIS 351 - The French Revolution
- HIS 353 - A World at War
- HIS 360 - European Seminar: Topical
- HIS 362 - World History Seminar: Topical
- HIS 371 - The Age of Absolutism
- HIS 373 - Asian Encounters with Empire

#### Irish Studies

- IRS 200 - Christian Ireland, 431-1169
- IRS 201 - Medieval Ireland, 1169-1603
- IRS 202 - Pre-Famine Ireland, 1603-1845
- IRS 203 - Modern Ireland: 1845-1998
- IRS 204 - Contemporary Ireland: 1922-2002

#### Philosophy

- PHL 364 - Hegel and Marx

#### Political Science

- POL 249 - Contemporary Global Conflict
- POL 273 - Politics of Developing Nations
- POL 285 - Modern Europe: Divided and United
- POL 340 - European Politics
- POL 347 - Ethnicity and Conflict Management
- POL 353 - International Organizations and State Building
- POL 354 - Irish Politics
- POL 355 - Politics of East Asia
- POL 356 - Politics of the Middle East
- POL 377 - International Political Economy
- POL 381 - Citizens of the World

#### Religious Studies

- REL 206 - Islamic Traditions
- REL 209 - Religion and Culture of the Jewish People
- REL 210 - Religions of China and Japan
- REL 238 - Migrants, Immigrants, Refugees: Justice Issues and Catholic Responses

- REL 254 - Global Catholicism
- REL 256 - Church and Social Justice
- REL 267 - Liberation Theology: Latin American Perspectives
- REL 275 - Hard Rockin' Jews: Judaism and Pop Culture in Israel
- REL 307 - Buddhist Ethics
- REL 323 - Gods and War: Religion, Ideology, and Nationalism in Japan and the United States

#### Sociology

- SOC 202 - Sociology of Globalization
- SOC 228 - Cultural Anthropology
- SOC 314 - Peoples and Cultures of Europe
- SOC 316 - People & Cultures of Russia & East Europe

#### Visual Arts and Performing Arts

- VPH 214 - The Age of Cathedrals
- VPH 215 - Early Renaissance Art: Italy and the North
- VPH 216 - Nineteenth Century Art: Neoclassicism to Post-Impressionism
- VPH 217 - Early Modern Art: 1900-1945
- VPH 220 - From Bernini to Vermeer: Art of the Baroque
- VPH 225 - Art of the City: Greece and Rome
- VPH 229 - Topics in Non-Western Art
- VPH 314 - Masters of the Renaissance: Leonardo, Michelangelo, Raphael

## Public Administration and Public Policy Concentration

### Five Required Courses

Students must take the following five required courses:

- BUS 333 - Organizational Behavior
- ECO 176 - Microeconomic Principles
- ECO 178 - Macroeconomic Principles
- POL 337 - Public Administration
- POL 351 - Public Policy Analysis

### Two Additional Courses

Students must take two of the following courses:

- ECO 305 - Public Sector Economics
- ENV 275 - Environmental Law
- POL 221 - Education Policy and Politics
- POL 255 - Environmental Policy and Politics
- POL 345 - Inequity, Poverty, and American Democracy

## POLITICAL SCIENCE & INTERNATIONAL STUDIES MINOR

A minor in Political Science and International Studies consists of six courses offered by the Department, including POL 123, POL 134, POL 171, and any three courses from those listed above. The fifteen credits given for the Washington Internships do not count toward the Minor in Political Science and International Studies.

## PUBLIC ADMINISTRATION AND PUBLIC POLICY MINOR

### A minor in Public Administration and Public Policy consists of:

- BUS 333 - Organizational Behavior
- ECO 176 - Microeconomic Principles
- ECO 178 - Macroeconomic Principles
- POL 123 - American Government and Politics
- POL 337 - Public Administration
- POL 351 - Public Policy Analysis

## PSYCHOLOGY

### Faculty:

**Michael E. Tirrell, Chairperson**

### Professors:

**J. Hurley  
B. Klentz  
J. McCoy  
J. Nash  
R. Perkins**

### Associate Professors:

**L. Craton  
E. O'Hea  
C. Poirier  
M. Tirrell**

### Assistant Professor:

**N. Capezza**

### Faculty Fellow:

**D. Hurley**

The Department of Psychology offers a major and minor in Psychology.

The Psychology Department seeks to establish in students a strong foundation in the discipline. Emphasis is placed on examining and experiencing the research that has contributed to the current understanding of human behavior, mental processes, and emotional experience. In addition to learning basic principles in the core courses, Psychology students become fully involved in the science by designing and conducting research, analyzing data, and presenting findings. Furthermore, students are given the opportunity to pursue individual interests through elective courses. Together, the core courses and the electives prepare students for graduate work and for a variety of career paths. Finally, the department promotes student application of psychological principles for personal enrichment and for meaningful community service.

## The Curriculum

The Psychology curriculum begins with PSY 101 - General Psychology, a course that introduces students to the various areas within the field. General Psychology exposes students to the terminology, theories and methods that are part of psychology today. PSY 101 is a prerequisite for all other courses in the Department except PSY 261.

After the completion of General Psychology, students are able to enroll in all 200 level courses and most 300 level courses. It is recommended that 200 level courses be taken before 300 level courses, though that is not a requirement. The

400 level courses are geared for students who have a solid background in the field and are usually taken during the Junior and Senior years.

It is generally recommended that PSY 261 - Introduction to Statistics and PSY 271 - Research Methods in Psychology be completed by the end of the first semester of the Junior year. It is also advisable to, if possible, take PSY 261 and PSY 271 in consecutive semesters.

## PSYCHOLOGY, B.A. MAJOR

Students, in consultation with their psychology faculty advisors, will design their own sequence. Examples of sequences students can design include school psychology sequence, clinical psychology sequence, industrial-organizational psychology sequence, graduate school experimental psychology sequence, Masters level counseling psychology sequence, etc. The students' choices should be guided by their present and future goals.

All students are required to take at least 11 Psychology courses. These must include:

- PSY 101 - General Psychology
- PSY 261 - Introduction to Statistics
- PSY 271 - Research Methods in Psychology

Plus one of the following Capstones:

- PSY 450 - Advanced Psychology Seminar OR
- PSY 451 - Applying Psychological Principles

All students are also required to take five of the following eight courses:

- PSY 201 - Developmental Psychology I OR
- PSY 203 - Developmental Psychology II
- PSY 205 - Theories of Personality
- PSY 207 - Abnormal Psychology
- PSY 209 - Social Psychology
- PSY 305 - Theories of Learning
- PSY 415 - Brain and Behavior
- PSY 419 - Cognitive Psychology

All students must also take a minimum of two additional Psychology elective courses.

## Internships

Any Junior and Senior Psychology majors with GPA's of 3.00 or greater desiring to enroll in either PSY 475 - Internship in Applied Psychology I or PSY 476 - Internship in Applied Psychology II must schedule an appointment with Dr. Ellie Stein, the Psychology Department Internship Coordinator, prior to completing any Internship Application paperwork or contacting any placement sites.

The meeting should take place during the last month of the semester preceding the semester during which the internship will be completed. In addition to completing 120 hours of field placement for a three credit internship, students will be expected to submit professional journal entries weekly and to meet periodically both individually and in group settings with Dr. Stein. Readings and additional writing assignments will be assigned as necessary in order to enhance performance at the placement.

Only one Internship may be included as part of the courses needed to fulfill the major.

## PSYCHOLOGY MINOR

A minor in Psychology introduces the student to the various methods and theories that psychologists utilize in investigating behavior and mental processes.

Students who are interested in obtaining a minor in Psychology must take the following courses:

- PSY 101 - General Psychology
- PSY 207 - Abnormal Psychology
- PSY 201 - Developmental Psychology I OR
- PSY 203 - Developmental Psychology II
- PSY 205 - Theories of Personality OR
- PSY 209 - Social Psychology
- PSY 305 - Theories of Learning OR
- PSY 415 - Brain and Behavior
- and an elective within the Department.

### Note:

Any student who elects a minor in Psychology should note that all required courses may not be offered each semester. Accordingly, it is recommended by the Department that all students carefully plan their sequence of courses with a Department member so as to ensure that they complete all requirements.

## RELIGIOUS STUDIES

### Faculty:

**Christopher Ives, Chairperson**

### Professors:

**P. Beisheim  
T. Clarke  
J. Favazza  
R. Gribble, C.S.C.  
C. Ives  
J. Lanci  
G. Shaw**

### Associate Professors:

**P. DaPonte  
M. J. Leith  
S. Lowin**

### Assistant Professors:

**N. DesRosiers  
S. Wilbricht**

The Department of Religious Studies offers a major and minor in Religious Studies.

The Department of Religious Studies focuses on the religious beliefs and practices of communities and individuals throughout history and in the present. It introduces students to religious traditions worldwide, and to the ways in which those traditions have been studied. In a liberal arts setting, Religious Studies is an integrative discipline, embracing virtually all aspects of human experience, as expressed in history, art, literature, social organization, politics, scientific exploration, and ethics. In the Catholic tradition of the quest for greater understanding, the Department of Religious Studies helps students develop critical appreciation of their own traditions and those of others.

In the General Education curriculum, the Department introduces students to the study of religion through the required first-year course. Students may also explore specific topics in

the study of religion in a variety of Learning Communities and Moral Inquiry courses.

Majors and minors in Religious Studies explore rigorously and array of compelling human questions, the distinctive beliefs and practices of religious people across cultures, and the various roles that religions play in society. Because Religious Studies is an integrative discipline, majors and minors have gone on to pursue graduate study and careers in such fields as journalism, law, education, business, and healthcare, as well as in various forms of ministry.

## Electives

Students who have fulfilled their Religious Studies Cornerstone requirement may take any other REL courses as electives, subject to availability.

## RELIGIOUS STUDIES, B.A. MAJOR

Students who major in Religious Studies must take a minimum of 30 credits of Religious Studies courses, not including the Religious Studies Cornerstone course. As part of those 30 credits, students must take the following courses:

- One course in Biblical and Ancient Religions
- One course in Christian History, Theology, and Practice
- One course in World Religions
- REL 411 - Approaches to the Study of Religious Traditions
- REL 412 - Senior Thesis

With the advice of a faculty mentor, majors will, within these parameters, select courses and a senior thesis topic that accord closely with the major's specific interests in Religious Studies, such as ancient religions, biblical studies, religion in the modern world, religion and gender, or comparative religious ethics. As appropriate, with the approval of the Chairperson, students may take a course in other departments to fulfill major requirements.

All Religious Studies majors must pursue a major Capstone research project, REL 412, normally in the spring semester of their senior year. This paper should demonstrate a working knowledge of academic approaches to the study of religions and focus on a topic selected by the student in consultation with a Religious Studies faculty member with whom the student consults in tutorial meetings. REL 412 students must also present their research at a colloquium.

## Biblical and Ancient Religions

- REL 200 - The Ten Commandments
- REL 251 - Introduction to the Old Testament
- REL 252 - Introduction to the New Testament
- REL 255 - Religions in the Roman Empire
- REL 261 - Women in Early Christian Tradition
- REL 263 - Women's Religions in the Ancient Mediterranean World
- REL 268 - Images of Jesus
- REL 301 - Islam and the Bible: Jewish and Muslim Morality and Ethics
- REL 302 - Violence and Sex in the Bible
- REL 304 - Job and the Problem of Suffering
- REL 312 - Archaeology and the Bible

- REL 313 - Jerusalem: The Holy City
- REL 315 - Dreams and the Sacred
- REL 317 - Gods, Kings and Justice in the Ancient World
- REL 490 - Directed Study

## Christian History, Theology, and Practice

- REL 200 - The Ten Commandments
- REL 226 - Women, Slaves & Sin: Paul and the Creation of Christianity
- REL 233 - American Catholic Social History
- REL 234 - The Mystery of Evil
- REL 235 - The God Question: Modern Challenges to Faith and Christian Responses
- REL 236 - Faith in Christ and Religious Pluralism
- REL 237 - Moral Conflicts: Case Studies in Moral Confrontation
- REL 238 - Migrants, Immigrants, Refugees: Justice Issues and Catholic Responses
- REL 248 - Christian Prayer, Liturgy and Sacrament
- REL 252 - Introduction to the New Testament
- REL 253 - Models of the Church: Historical Developments
- REL 254 - Global Catholicism
- REL 256 - Church and Social Justice
- REL 261 - Women in Early Christian Tradition
- REL 262 - Religion in America
- REL 267 - Liberation Theology: Latin American Perspectives
- REL 268 - Images of Jesus
- REL 300 - The Catholic Tradition: Past and Present
- REL 303 - The Virgin Mary and Visions of the Feminine in Christianity
- REL 304 - Job and the Problem of Suffering
- REL 309 - Psychology and Religion
- REL 311 - Ethics and Sacrament: The Church in Crisis
- REL 313 - Jerusalem: The Holy City
- REL 316 - Neoplatonism
- REL 325 - Theology and Community Service
- REL 327 - Vatican II: Revolution Or Reform
- REL 328 - Death
- REL 329 - Justice, Peace, Ecology
- REL 333 - The American Catholic Experience
- REL 335 - Popular Religion
- REL 340 - Jesus and Moral Decisions
- REL 341 - Spiritual Autobiography
- REL 343 - Christian Theology as Ideology
- REL 344 - Globalization: Catholic Perspectives and Responses
- REL 346 - Christian Celebration: The Mass
- REL 476 - Internship in Campus Ministry
- REL 477 - Internship in Parish Ministry
- REL 478 - Internship in Catholic Ministry
- REL 490 - Directed Study

## World Religions

- REL 206 - Islamic Traditions
- REL 209 - Religion and Culture of the Jewish People
- REL 210 - Religions of China and Japan
- REL 275 - Hard Rockin' Jews: Judaism and Pop Culture in Israel

- REL 301 - Islam and the Bible: Jewish and Muslim Morality and Ethics
- REL 307 - Buddhist Ethics
- REL 313 - Jerusalem: The Holy City
- REL 314 - Mysticism: The Experience of Transcendence
- REL 315 - Dreams and the Sacred
- REL 316 - Neoplatonism
- REL 323 - Gods and War: Religion, Ideology, and Nationalism in Japan and the United States
- REL 336 - Women in the Islamic Tradition
- REL 338 - Sex and God: Jewish and Muslim Erotic Love Poetry
- REL 347 - Topics in Religious Approaches to Moral Issues
- REL 373 - Buddhism, Nature & Environmental Ethics
- REL 490 - Directed Study

## RELIGIOUS STUDIES MINOR

Minors in Religious Studies must take six courses beyond the first-year course. These courses must include one course in each of the following areas: Biblical and Ancient Religions; Christian History, Theology, and Practice; and World Religions.

See the Religious Studies major for a list of courses.

## SOCIOLOGY AND CRIMINOLOGY

**Faculty:**  
**Christopher Wetzel, Chairperson**

**Professors:**  
**K. Branco**  
**S. Guarino-Ghezzi**

**Assistant Professors:**  
**M. Boyd**  
**A. Currul-Dykeman**  
**A. Rocheleau**  
**E. Tucker**  
**C. Wetzel**

**Instructors:**  
**P. Kelley**  
**D. Walsh**

**Faculty Fellow:**  
**A. Murphy**

**Professor Emeritus:**  
**J. Broderick**

The Department of Sociology and Criminology offers majors and minors in Sociology and in Criminology.

The Department offers a program in the liberal arts tradition to provide students with a deeper understanding of the social forces and dynamic changes affecting both contemporary society and personal lives. To this end, the Department emphasizes an analysis of social and behavioral patterns that underlie communal life in the United States and globally. Dedicated to both the social scientific as well as the humanistic traditions, faculty work with students to teach such important skills as systematic observation, critical thinking, statistical sophistication, and the variety of possible explanations for a better understanding of our world as well as of ourselves.

The Sociology and Criminology majors also provide a foundation for careers in many fields, such as social service and human resources, criminal justice and the law, research in public and private agencies, and preparation for graduate work in sociology, criminology, law, social work and related areas. To accomplish these goals, the Department offers three concentrations in Sociology: (1) General Sociology (major or minor), (2) Youth and Family Services, and (3) Social Research, as well as a major or minor in Criminology.

## CRIMINOLOGY, B.A.

Criminology is an interdisciplinary program which has a liberal arts foundation stressing critical thinking and communication skills. The program requires that students take a critical look at aspects of the criminal justice system such as police, courts, prisons, diversion programs, criminal laws and restorative justice practices. In addition to this institutional analysis, other courses examine the nature of individuals and groups which are in conflict with the law. Direct contact with social service or criminal justice agencies is required through an internship placement.

This program is more aligned with the liberal arts aspects of undergraduate education than it is with training for careers in criminal justice and social service, but it does help to prepare students for entry-level employment as well as graduate and law school.

Majors are required to complete a minimum of 10 courses in Sociology and Criminology.

### First or Sophomore Year

- CRM 201 - Criminology
- SOC 101 - Introduction to Sociology

### Sophomore or Junior Year

- CRM 310 - Research Methods for Criminology
- CRM 311 - Statistical Analysis in Criminology

### Junior or Senior Year

- CRM 475 - Internship in Criminology

#### In addition, students must take:

#### Two of the following law-related courses\*

- CRM 303 - Procedural Criminal Law
- CRM 305 - Substantive Criminal Law
- CRM 307 - Mechanics of the Courtroom
- CRM 324 - Alternative Resolutions in Criminal Justice
- CRM 333 - The Accused

#### Note:

\*Any one of CRM 303, CRM 304, CRM 305, CRM 307, CRM 324 or CRM 333 may be used as an elective course if not used to satisfy the law requirement above.

#### Three of the following elective courses, of which at least one, but preferably two, must be a 400-level seminar

- CRM 120 - Critical Introduction to Criminal Justice
- CRM 204 - Sociology of the Prison
- CRM 208 - Sex Offenders: Patterns and Behaviors

- CRM 224 - Juvenile Delinquency
- CRM 273 - Crime and Mental Illness
- CRM 314 - Practicum: Victims in the Courtroom
- CRM 318 - Federal Criminal Process
- CRM 322 - Violent Crime and Federal Initiatives
- CRM 335 - Spatial Crime Analysis
- CRM 409 - Seminar: Deviance and Control
- CRM 410 - Seminar: Juvenile Justice
- CRM 411 - Seminar: Police and Society
- CRM 412 - Seminar: Punishment and Public Policy
- CRM 430 - Seminar: Race, Class and Gender in the Criminal Justice System
- CRM 432 - Seminar: At-Risk Families and Youths
- CRM 440 - Seminar: White Collar Crime
- CRM 497 - Senior Thesis
- SOC 216 - Native Americans in the 21st Century
- SOC 220 - Political Sociology
- SOC 329 - Anthropology of Violence
- SOC 405 - Seminar on Public Sociologies
- SOC 407 - Seminar: Social Movements
- SOC 408 - Seminar: Studying Culture
- SOC 413 - Seminar: Sociology of Education
- SOC 415 - Seminar: American Inequality
- SOC 421 - Seminar: Oppression

#### Note:

Two of the following Political Science of Psychology courses may be taken for Criminology major or minor concentrations, provided that the courses are not being counted toward a major or minor in another department.

### Political Science

- POL 233 - Law, Politics, and Society
- POL 336 - Constitutional Law and Politics
- POL 337 - Public Administration

### Psychology

- PSY 207 - Abnormal Psychology
- PSY 411 - Counseling Practicum I

## SOCIOLOGY, B.A.

Majors are required to complete a minimum of nine courses in Sociology beyond SOC 101.

Students may not double major in Sociology and Criminology.

The required courses for each of the three concentrations follow:

### General Sociology Concentration

#### First or Sophomore Year

- SOC 101 - Introduction to Sociology

#### Sophomore or Junior Year

- SOC 210 - Survey of Research Methods for Sociology
- SOC 311 - Statistical Analysis in Sociology

#### Junior or Senior Year

- SOC 305 - Sociological Theories
- SOC 312 - Qualitative Research starting with Class of 2012
- SOC 475 - Internship in Applied Sociology

#### Note:

Four Electives in the major chosen in consultation with Departmental Advisor.

#### Please note:

100-level courses, beyond SOC 101, do not count toward the major.

#### All students must take at least one Seminar, but preferably two, from the following:

- CRM 409 - Seminar: Deviance and Control
- CRM 410 - Seminar: Juvenile Justice
- CRM 411 - Seminar: Police and Society
- CRM 430 - Seminar: Race, Class and Gender in the Criminal Justice System
- CRM 432 - Seminar: At-Risk Families and Youths
- CRM 440 - Seminar: White Collar Crime
- SOC 405 - Seminar on Public Sociologies
- SOC 407 - Seminar: Social Movements
- SOC 408 - Seminar: Studying Culture
- SOC 413 - Seminar: Sociology of Education
- SOC 415 - Seminar: American Inequality
- SOC 416 - Seminar: Love, Intimacy and Human Sexuality
- SOC 421 - Seminar: Oppression

### Youth and Family Services Concentration

Requirements are the same as General Sociology except students take three out of the following eight courses as Major electives:

- CRM 224 - Juvenile Delinquency
- CRM 410 - Seminar: Juvenile Justice
- CRM 432 - Seminar: At-Risk Families and Youths
- SOC 205 - Sociology of Marriage and Family
- SOC 227 - Human Services
- SOC 230 - Families in Cross-Cultural Perspective
- SOC 237 - Sociology of Gender
- SOC 416 - Seminar: Love, Intimacy and Human Sexuality

### Social Research Concentration

Required Courses are the same as General Sociology except students must also take:

- CRM 335 - Spatial Crime Analysis OR
- SOC 408 - Seminar: Studying Culture

## CRIMINOLOGY MINOR

A minor in Criminology consists of a minimum of six courses, which are to include CRM 201 - Criminology, and at least one of the courses in Criminal Law, and four elective criminology courses.

## SOCIOLOGY MINOR

A minor is designed for students who are interested in Sociology as a liberal arts subject. The minor curriculum can accommodate the student's special interest in developing an understanding of human social life, its causes, and its consequences. A minor in Sociology consists of a minimum of six courses which must include SOC 101 and SOC 305 and four Sociology electives.

## VISUAL AND PERFORMING ARTS

### Faculty:

**Carole Calo, Chairperson**  
**Allyson Sheckler, Associate Chairperson**

### Professors:

**C. Calo**  
**P. Sankus**

### Associate Professors:

**S. Savage-Rumbaugh**  
**C. Walters**

### Assistant Professors:

**L. Goldberg**  
**D. Kinsey**  
**A. Sheckler**  
**G. Stanton**

### Instructor:

**L. Redpath**  
**V. Robertson**

### Faculty Fellow:

**C. Ellis**

### Scene Designer:

**K. Brown**

### Technical Director:

**J. Petty**

### Costume Designer:

**J. Halpert**

The Department offers an Art History, Graphic Design, Studio Arts, and an Arts Administration major with concentrations in Museum Studies and Performing Arts, as well as a general Visual and Performing Arts major with optional concentrations in Music and Theatre Arts.

Minors in Art History, Dance, Music, Studio Arts, and Theatre Arts are also offered.

### Programs of Study/Courses

The Visual and Performing Arts Department provides a variety of courses to enhance students' Liberal Arts foundation through appreciation of their cultural heritage. Students develop perceptual and analytical skills while exploring the ideological, religious, political, and personal factors, which have shaped creative expression throughout the centuries.

In Art History, Music History and Theatre History courses students gain an appreciation for the artistic and musical modes through which artists have grappled with essential aspects of the human condition in various cultures during different historical periods. In Studio, Performance, and Theatre Arts classes, through hands-on study of specific techniques, students explore their own creative potential.

The Visual and Performing Arts Department seeks to expand the definition and activities of the traditional arts to include art as a social catalyst, to engage students in social service and practical experience through outreach programs and internships. The Visual and Performing Arts majors prepare students for graduate work or career possibilities in museums,

galleries, corporate collections, graphic design, photography, teaching, art therapy, theatre and music performance and production.

### ART HISTORY, B.A.

The Art History Major requires 11 courses.

#### Required Courses

- VPH 181 - History of Art I
- Four 200-level Art History (VPH) courses
- Three 300-level Art History (VPH) courses (may include Internship)
- Two Studio Arts (VPS) courses

#### Art History Capstone

Seniors are required to take a Capstone course in their major area of study.

- VPH 440 - Exhibitions and Collections: An Inside Look OR
- VPH 441 - Research Seminar in Art History

### ARTS ADMINISTRATION, B.A.

The Arts Administration Major requires 11 courses.

Students in the Arts Administration Major will choose one of two areas of concentration:

**Museum Studies** - which includes art museums and galleries, as well as non-profit arts organizations, OR

**Performing Arts** - which may be focused on theatre, music or dance.

Students may also find that this major fits well as a double major with, Art History, Business, Marketing, or Communication.

#### Required Courses

- VPH 184 - Introduction to Arts Administration
- Internship (may include a full-semester New York, Washington D.C., or international internship)

#### Choose three of the following:

- BUS 101 - First-Year Business Experience
- BUS 203 - Financial Accounting
- BUS 333 - Organizational Behavior
- BUS 340 - Marketing Principles OR
- VPG 202 - Graphic Design Foundations
- BUS 357 - The Roles of Not-for-Profit Organizations in America

#### Museum Studies Concentration

- VPH 181 - History of Art I
- VPH 332 - Museology
- VPH 440 - Exhibitions and Collections: An Inside Look
- Must also take three additional courses in Art History (VPH) at the 200, 300 or 400 level

#### Performing Arts Concentration

- VPT 220 - Production and Stage Management
- VPM 183 - History of Music I: European Roots OR

- VPT 181 - History of the Theatre I OR
  - VPT 182 - History of the Theatre II
  - VPM 240 - Music Theory OR
  - VPT 205 - Stagecraft
  - VPM 450 - Capstone in Music OR
  - VPT 406 - Seminar in Theatre Arts II
  - One additional 100 or 200-level course in an area of interest (Theatre, Music or Dance) <sup>1</sup>
  - One additional 300-level course in an area of interest (Theatre, Music or Dance) <sup>2</sup>
- <sup>1</sup> Students may take three semesters of the same one-credit performance-based course from the following list and count it as one 100-level course:

- VPM 133 - Collegiate Chorale (1 credit)
  - VPM 134 - Concert Band (1 credit)
  - VPM 137: A - Chamber Music: Orchestra (1 credit)
  - VPM 137: B - Chamber Music Workshop: Vocal Ensemble (1 credit)
  - VPM 139 - Guitar Ensemble (1 credit)
- <sup>2</sup> Students may take three semesters of the same one-credit dance-based course below and count it as one 300-level course:
- VPD 357 - Dance Company (1 credit)

### GRAPHIC DESIGN, B.A.

The Graphic Design Major requires 11 courses.

#### Graphic Design Courses

Choose eight of the following courses

- VPG 202 - Graphic Design Foundations
- VPG 203 - Introduction to Digital Imaging
- VPG 230 - Publication Design
- VPG 302 - Package Design
- VPG 303 - Typography: Letterforms and Words in Graphic Design
- VPG 304 - Advertising Design
- VPG 305 - Web Site Design
- VPG 306 - Motion Graphics
- VPG 307 - 3-D Graphics, Illustration and Animation
- VPG 405 - Advanced Study in Graphic Design
- VPG 475 - Internship in Graphic Design

#### Art History Courses

Choose two of the following courses

- VPH 181 - History of Art I
- VPH 209 - History of Photography
- VPH 217 - Early Modern Art: 1900-1945
- VPH 218 - Art Since 1945
- VPH 440 - Exhibitions and Collections: An Inside Look

#### Graphic Design Capstone

Seniors are required to take a Capstone course in their major area of study.

- VPG 423 - Graphic Design Portfolio

#### Portfolio Review

Graphic Design Majors are required to complete portfolio reviews during the Sophomore or Junior and Senior years.

Sophomores and Juniors will complete their portfolio review in the spring semester.

Seniors will complete their Capstone portfolio review on the fall semester reading day.

Students may contact Professor David Kinsey for details about the portfolio review.

## STUDIO ARTS, B.A.

The Studio Arts Major requires 11 courses.

### Required Courses

- VPH 181 - History of Art I
- Two 200- or 300-level Art History courses
- Two of the following 100-level Studio Arts courses
- VPS 102 - Introduction to Color
- VPS 104 - Drawing Foundations
- VPS 107 - Design Fundamentals
- Three 200-level Studio Arts courses
- Two 300- or 400-level Studio Arts courses excluding VPS 406 ; (May include a VPS 475 - Internship in Studio Arts)

### Studio Arts Capstone

Seniors are required to take a Capstone course in their major area of study.

- VPS 406 - Advanced Studio Seminar

### Portfolio Review

Graphic Design Majors are required to complete portfolio reviews during the Sophomore or Junior and Senior years.

Sophomores and Juniors will complete their portfolio review in the spring semester.

Seniors will complete their Capstone portfolio review on the fall semester reading day.

Students may contact Professor David Kinsey for details about the portfolio review.

## VISUAL AND PERFORMING ARTS GENERALIST MAJOR, B.A.

The Visual and Performing Arts Generalist Major requires 11 courses.

### Required Courses

Students may choose from any offerings in the Visual and Performing Arts Department.

- At least Two 100-level courses
- Three to Four 200-level courses
- Three to Four 300- or 400-level courses
- A Visual and Performing Arts Internship or Directed Study

Visual and Performing Arts majors may also choose a specific concentration in Music or Theatre Arts. See those programs for specific concentration requirements which vary slightly from the Generalist major.

## VISUAL AND PERFORMING ARTS, B.A., MUSIC CONCENTRATION

The Visual and Performing Arts Major with a Concentration in Music requires 11 courses.

### Required Courses

- VPH 181 - History of Art I
- One additional Art History course
- VPM 183 - History of Music I: European Roots
- VPM 184 - History of Music II: Non-Western Traditions
- VPM 240 - Music Theory

### Performance Based Courses

At least one 3-credit course or three semesters of the same 1-credit course from the following list of performance-based courses:

- VPM 132 - Instrument Methods and Musicianship: Jump on the Bandwagon (3 credits)
- VPM 133 - Collegiate Chorale (1 credit)
- VPM 134 - Concert Band (1 credit)
- VPM 137: A - Chamber Music: Orchestra (1 credit)
- VPM 137: B - Chamber Music Workshop: Vocal Ensemble (1 credit)
- VPM 139 - Guitar Ensemble (1 credit)
- VPM 231 - Piano Workshop (3 credits)
- VPM 232 - Voice Workshop (3 credits)
- VPM 331 - Advanced Piano Workshop (3 credits)

### Additional Courses

The remaining four courses will be in Music History.

### Music Capstone

Seniors are required to take a Capstone course in their major area of study.

- VPM 450 - Capstone in Music

## VISUAL AND PERFORMING ARTS, B.A., THEATRE ARTS CONCENTRATION

The concentration in Theatre Arts provides the student with an additional focus of study in the humanities, education, and collaborative arts. The study of drama incorporates theoretical and practical knowledge in a variety of areas touching many cultures and eras. The personal development of the student is aided by a deeper understanding of the workings of the human imagination and emotions, the use of the body and voice as a means of expression, and the complexities of interpersonal relationships as seen in art and life. By taking part in the production of plays, the student's sense of responsibility and self-discipline are further tested and strengthened. This program enables students to pursue further goals which may include: graduate work in theatre and related fields; creative dramatics in primary, secondary and special needs education; writing; development

of community theatres; arts management; and careers stressing interpersonal communication.

The Visual and Performing Arts Major with a Concentration in Theatre Arts requires 11 courses.

### Required Courses

- VPT 181 - History of the Theatre I
- VPT 182 - History of the Theatre II
- VPT 203 - Acting I
- VPT 205 - Stagecraft
- Two or more 300- or 400-level Theatre Arts courses

### Additional Courses

Of the eleven courses required, nine must be Theatre Arts (VPT) courses, (VPT 225 and VPT 226 are excluded).

The other two courses may be additional Theatre Arts (VPT) courses, or chosen from the following: COM 215, COM 220, EDU 316, ENG 204, ENG 280, ENG 322, ENG 324, ENG 325, ENG 326, ENG 327, ENG 353, ENG 354, ENG 357, ENG 381, ENG 382, VPD 141, VPM 232, VPD 256, VPD 257.

### Theatre Arts Capstone

Seniors are required to take a Capstone course in their major area of study.

Students may contact Professor Patricia Sankus for details about the Capstone Practicum.

- VPT 415 - Theatre Practicum I OR
- VPT 416 - Theatre Practicum II

### Production Requirements

Along with course work, the student must participate in at least four departmental productions (not including work required by courses). The work may involve performance, directing, dramaturgy, design, playwriting, publicity or technical areas and must be approved by the Program Director.

### ART HISTORY MINOR

The Art History Minor requires six courses.

### Required Courses

- VPH 181 - History of Art I
- Three 200-level Art History (VPH) courses; and
- Two 300-level Art History (VPH) courses.
- It is recommended that Art History minors take VPH 440 - Exhibitions and Collections: An Inside Look and/or do an Internship.

### DANCE MINOR

The Dance Minor requires six courses.

### Required Courses

- VPD 186 - Introduction to Dance History
- VPD 257 - Introduction to Dance Composition
- VPD 255 - Ballet I OR
- VPD 356 - Ballet II
- One 300-level Dance (VPD) course
- Two additional Dance (VPD) courses

## ACADEMIC LIFE

Dance minors are also encouraged, though not required, to participate in VPD 357 - Dance Company .

### MUSIC MINOR

The Music Minor requires six courses.

#### Required Courses

- VPM 183 - History of Music I: European Roots
- VPM 184 - History of Music II: Non-Western Traditions OR
- VPM 235 - American Music in the 20th Century
- VPM 240 - Music Theory
- VPM 231 - Piano Workshop OR
- VPM 232 - Voice Workshop
- Two additional Music (VPM) courses

### STUDIO ARTS MINOR

The Studio Arts Minor requires six courses.

#### Required Courses

- One Art History (VPH) course
- Two 300-level Studio Arts (VPS) courses
- Three other Studio Arts (VPS) courses

### Portfolio Review

Studio Arts Minors (and any other Minor who have completed four or more Studio Arts courses) are required to complete portfolio reviews during the Sophomore or Junior and Senior years.

Sophomores and Juniors will complete their portfolio review in the spring semester.

Seniors will complete their portfolio reviewed on the fall semester reading day.

Students may contact Professor David Kinsey for details about the portfolio review.

### THEATRE ARTS MINOR

The Theatre Arts Minor requires six courses.

#### Required Courses

- VPT 181 - History of the Theatre I
- VPT 182 - History of the Theatre II
- VPT 203 - Acting I
- VPT 205 - Stagecraft
- One 300 or 400-level Theatre Arts (VPT) course
- One additional Theatre Arts (VPT) course (VPT 225 and VPT 226 are excluded).

### Production Requirements

Along with course work, a Theatre Arts minor must assist in at least three departmental productions (not including work required by courses). The work may involve performance, directing, dramaturgy, design, playwriting, publicity or technical areas and must be approved by the Program Director.

## WRITING

#### Faculty:

**Todd Gernes, Program Director**

#### Associate Professor:

**J. Chichetto, C.S.C., Department of Communication**

**T. Gernes, Department of History**

#### Assistant Professor:

**D. Sprague, Writing Program**

Writing courses explore all dimensions of the writing process, seeking to extend and deepen the student's awareness of writing processes and to develop composing and critical thinking skills.



## COURSE DESCRIPTIONS

**American Studies****AMS 110 - WOMEN REIMAGINING HISTORY (FIRST-YEAR SEMINAR)**

Four Credits Fall Semester

In this course we will look at how women and in particular women of color writers and filmmakers have challenged and complicated our understanding of U.S. history, culture, and politics in the 20th century. In the context of immigration, slavery, and the lives of Native Americans, we will analyze what these stories of self and community tell us about how important race and gender are to our understanding of the past. Likely texts/films include: Maxine Hong Kingston's *Woman Warrior*, Toni Morrison's *Beloved*, Louise Erdrich's *Tracks*, Lourdes Portillo's *Señorita Extraviada* (film), and Ursula Biemann's *Performing the Border* (film).

*Prerequisite(s):* Open to First-Year students only.

Fulfills the **First-Year Seminar** and **Cornerstone Literature** Requirements.

**AMS 200 - INTRODUCTION TO AMERICAN STUDIES**

Three Credits Fall Semester

Introduction to the study of America from an interdisciplinary perspective, emphasizing critical analysis of culture through exploration of a wide range of cultural artifacts including literary and historical texts, visual images and material objects. Students will examine the many aspects of thought, expression, and behavior that have shaped and defined the complex society of the United States while exploring their own relationship to America's diverse history and culture. Of particular concern are the diverse cultural experiences and meaning that shape individual and collective notions of American identity.

**AMS 320 - TOPICS IN AMERICAN STUDIES**

Three Credits

Offers the opportunity to study a specific issue or topic in American Studies in greater depth. Seminar format focuses on classroom discussions and research. Topic will be announced prior to registration. May be taken more than once.

**AMS 333 - THE GUITAR IN AMERICAN CULTURE**

Three Credits Fall Semester

This course explores the electric guitar as instrument, symbol, and artifact in modern American culture. Taking an interdisciplinary approach, we will assess the impact of the electric guitar on various kinds of music, from blues to heavy metal, and dig into the lives of the musicians and manufacturers who gave the electric guitar its iconic power.

**AMS 420 - SEMINAR IN AMERICAN STUDIES**

Three Credits Spring Semester

Provides research tools, strategies, and guidance for the elaboration of a significant research project in an area of American cultural studies with emphasis on the collaborative selection and research of issues for discussion as well as on sharing the process of project development. The specific content of this course varies with the instructor.

*Prerequisite(s):* Junior Standing

**AMS 475 - INTERNSHIP IN AMERICAN STUDIES**

Three Credits Fall and Spring Semesters

Practical experience in a local organization such as a government office, museum, arts agency, or social action group. Allows students to translate American Studies theory and method into professional skills and opportunities.

**AMS 490 - DIRECTED STUDY**

Three Credits Fall and Spring Semesters

An in-depth interdisciplinary study of a question under the tutorial direction of a faculty member.

**Applied Learning****APL 001 - FIRST-YEAR TRANSITIONS**

Zero Credits Fall Semester

All first-year students take a zero-credit, introductory course that has been designed to emphasize the expectations, resources, and skills needed for a successful transition into the Stonehill community. First-Year Transitions represents a comprehensive approach toward assisting students to better understand their role in the educational experience Stonehill College provides. Through course activities and assignments, student will explore healthy and purposeful strategies for academic success and to shape their future. Facilitated by a faculty or staff member, the First-Year Transitions course will meet for a limited number of weeks in the fall semester. A trained student leader will also be paired with the facilitator to provide not only a student perspective on the subject matter covered, but act as another resource to help answer any questions that could arise during the first semester at Stonehill.

**APL 042 - APPLICATIONS OF LEARNING THEORY**

One Credit Fall and Spring Semesters

Cornell system of note-taking taught along with individual learning style assessment, exam strategies and SQ3R method of text book reading. Learn how to break up large tasks and complex ideas into small understandable parts. Strategies have shown to produce significant improvements in GPA. Study skills class for first year students.

**APL 300 - POST-GRADUATE PREPARATION SEMINAR – LAW SCHOOL I**

One Credit Fall Semester

Students will learn methods for answering each of the LSAT question types as they appear on the LSAT. Test-taking strategies to maximize your strengths and minimize your weaknesses will be emphasized. The course begins with a full-length, three-hour pre-test which will be corrected and discussed during the second class. Mandatory homework will be taken from released LSATs and will support principles taught in class. Classes during the first session meet twice a week on Sunday and Wednesday, for four hours per session, for the first month of the Fall Semester and the last month and ½ of the spring semester. Students enrolled in this one credit course will be billed an additional \$300 on their semester tuition bills. Pre-requisites: Junior or Senior Standing

**APL 301 - POST-GRADUATE PREPARATION SEMINAR – LAW SCHOOL II**

One Credit Fall Semester

Students will hear from law school admission officers, the pre-law advisor and other Stonehill Faculty, and will discuss strategies for applying to law school, the personal statement, develop a list of criteria important to the student, and a list of potential law schools. Law School II will meet from October to December in the Fall Semester only.

*Prerequisite(s):* Senior standing and Permission of Director.

**APL 310 - G.R.A.S.P.: PREPARING FOR YOUR JOURNEY**

One Credit Fall and Spring Semesters

This course is designed to assist students in preparing for their study abroad experience, enabling them to gain a deeper perspective on their expectations of and motivations for studying abroad. The course will facilitate enhanced cultural awareness of self and other, enabling students to have an immersive and transformative overseas experience.

*Prerequisite(s):* Permission of Assistant Director of International Programs.

**APL 311 - G.R.A.S.P.: REFLECTIONS FROM ABROAD**

One Credit Fall and Spring Semesters

This course is designed to maximize cultural learning, self reflection, and immersion in the host community while participating in a study abroad program. Conceptually, it builds upon APL310, promoting a deeper understanding of the cultural self and a richer appreciation for a diverse global community.

*Prerequisite(s):* APL 310 .

**APL 312 - G.R.A.S.P.: A THOUGHTFUL RETURN**

One Credit Fall and Spring Semesters

This course is designed to assist students in reentry to their home environments following their study abroad program and to address the questions of "what just happened?" and "now what?". Students will identify, process, and integrate their newly acquired cultural selves, incorporating what they have learned into future life experiences.

*Prerequisite(s):* APL 310 and APL 311.

**APL 475 - INTERNSHIP IN CAREER PLANNING**

Three Credits Fall and Spring Semesters

Trains interns to assist first-year students in the career decision-making process by: Providing an informational overview of the Career Planning Program, interviewing students, interpreting the Strong Interest Inventory, and giving tours of Career Services. Interns have the opportunity to sharpen writing skills through weekly reports of interview sessions. Designed to assist third- and fourth-year students in developing professional work habits, as well as strengthening communication, interpersonal, and organizational skills. For more information please contact Dick Grant, Associate Dean of Student Achievement.



## Arabic

### ARB 131 - ELEMENTARY ARABIC I

Three Credits Fall Semester

This is the first course in a two-semester sequence introducing students to Modern Standard Arabic. By completing both semesters, students will reach the "novice high" proficiency level as defined by the American Council on the Teaching of Foreign Languages, in speaking, listening, reading, writing, and cultural competence.

### ARB 132 - ELEMENTARY ARABIC II

Three Credits Spring Semester

This course is a continuation of ARB 131 - Elementary Arabic I.

*Prerequisite(s): ARB 131.*

### ARB 231 - INTERMEDIATE ARABIC I

Three Credits Fall Semester

This is the first course of the two-semester sequence in Modern Standard Arabic at the Intermediate level. By completing both semesters, students will reach the "Intermediate Mid-Level" in speaking, listening, reading, and writing, as defined by the American Council on the Teaching of Foreign Languages.

*Prerequisite(s): ARB 132 or equivalent.*

### ARB 232 - INTERMEDIATE ARABIC II

Three Credits Spring Semester

This course is continuation of ARB 231 - Intermediate Arabic I.

*Prerequisite(s): ARB 231.*

## Biochemistry

### BCH 343 - BIOCHEMISTRY I

Three Credits Fall Semester

Structure and dynamics of amino acids, peptides and proteins. Enzyme mechanisms and kinetics. Function and mechanisms of coenzymes, survey of carbohydrates, lipids, biological membranes and nucleic acids. An introduction to the bioenergetics and mechanisms of metabolism.

*Prerequisite(s): CHM 222.*

### BCH 344 - BIOCHEMISTRY II

Three Credits Spring Semester

A comprehensive examination of metabolism of carbohydrates, lipids, proteins and nucleic acids.

*Prerequisite(s): BCH 343.*

### BCH 345 - BIOCHEMISTRY LABORATORY

Three Credits Spring Semester

Application of modern techniques to the characterization of biomolecules with an emphasis on proteins and nucleic acids; analysis of enzyme kinetics; and basic techniques used in molecular biology, including DNA isolation, cloning, sequencing and analysis of gene products.

*Prerequisite(s): BCH 343.*

### BCH 449 - BIOCHEMISTRY SEMINAR AND THESIS

Four Credits Fall and Spring Semesters

All third- and fourth-year Biochemistry and Chemistry majors meet with the entire Biochemistry Program and Chemistry Department faculty once a week for both internal and external presentations. During the fall semester of the third and fourth years, each student is required to prepare and present a half-hour seminar on a topic of his/her choice found in a current professional journal. During the fall semester of the fourth year, each student will be expected to write a thesis. Preferably the thesis will cover experimental and theoretical research that the student has actually done. Each student will be expected to defend his/her thesis in the spring semester of the fourth year. Four credits are obtained in the second semester of the fourth year.

*Prerequisite(s): Junior standing.*

### BCH 475 - INTERNSHIP IN BIOCHEMISTRY

Three to Fifteen Credits Fall and Spring Semesters

Opportunity to obtain research or practical experience in biochemistry at an industrial, government, hospital or university setting. Approval of the site supervisor and the Director of the Biochemistry Program required.

### BCH 490 - DIRECTED STUDY

Three Credits Fall and Spring Semesters

Investigation in some field for which the student has special interest not covered by a normally-scheduled course. Student must present plans in advance of pre-registration to some full-time faculty member who will agree to direct and evaluate the project.

*Prerequisite(s): Approval of the faculty member directing the project and the Director of the Biochemistry Program required.*

### BCH 496 - INDEPENDENT RESEARCH

Three Credits Fall and Spring Semesters

Opportunity for students to do an advanced research project in a specialized area under the direction of a member of the Biochemistry faculty.

*Prerequisite(s): Approval of the faculty member directing the project and the Director of the Biochemistry Program required.*

### BCH 497 - BIOCHEMISTRY SENIOR THESIS

Three Credits Fall and Spring Semesters

Students complete an advanced research project in a specialized area under the direction of a Biology or Chemistry faculty member, resulting in a senior thesis. This course will be graded on a pass/fail basis.

*Prerequisite(s): Senior standing in the Program; approval of both the faculty member directing the project and the Director of the Biochemistry Program required.*

## Biology

### BIO 101 - BIOLOGICAL PRINCIPLES I

Four Credits Fall Semester

Fall semester introduces the concepts of molecular biology, the cell, energetics, genetics, and ecology. Spring semester is an introduction to the structure,

function, and diversity of living organisms. (CORE). Three hours of laboratory per week.

Fulfills the General Education **Natural Scientific Inquiry** requirement.

### BIO 102 - BIOLOGICAL PRINCIPLES II

Four Credits Spring Semester

Spring semester is an introduction to the structure, function, and diversity of living organisms. (CORE). Three hours of laboratory per week.

*Prerequisite(s): Prerequisite for BIO 102: BIO 101.*

### BIO 103 - HUMAN ANATOMY AND PHYSIOLOGY I

Four Credits Fall Semester

Introduction to the human body. Fall semester focus includes integument, skeleton, muscles, and nervous system. Spring semester focuses on circulatory, respiratory, digestive, urogenital and endocrine systems. Three hours of laboratory per week.

### BIO 104 - HUMAN ANATOMY AND PHYSIOLOGY II

Four Credits Spring Semester

Introduction to the human body. Spring semester focuses on circulatory, respiratory, digestive, urogenital and endocrine systems. Three hours of laboratory per week.

### BIO 118 - NUTRITION AND WELLNESS

Three Credits Fall and Spring Semesters

Concepts of general nutrition, such as healthy diets, vitamin supplements, sports nutrition, and eating disorders. Emerging topics include genetically modified foods, fad diets, and the global impact on our everyday food choices. Recommended for non-science majors.

### BIO 119 - THIS IS YOUR BODY UNDER STRESS (FIRST-YEAR SEMINAR)

Four Credits Fall Semester

"Stress" has many definitions in society today. We will explore the neuroendocrine definition of stress and how this definition continues to evolve. By contrasting healthy biology with the effects of perceived/experienced stress on each bodily system, the course will also serve as an introduction to anatomy and physiology.

*Prerequisite(s): Open to First-Year Students Only.*

Fulfills the **First-Year Seminar** and Cornerstone **Natural Scientific Inquiry** Requirements.

### BIO 200 - TOPICS IN BIOLOGY

Three Credits Fall Semester

This course utilizes primary literature to examine biological topics. The objective is to facilitate student learning by combining critical reading of the primary literature with discussion and short lectures to provide background. Assessment will involve oral presentations, written work and tests. Course may be taken twice, if topics differ.

*Prerequisite(s): BIO 101*

### BIO 211 - CELL BIOLOGY

Four Credits Fall Semester

An overview of eukaryotic cell structure and function. Topics include: mechanisms

of protein processing, vesicular transport, intercellular and intracellular communication; cell cycle regulation; cell proliferation, differentiation and programmed cell death. (CORE) Four hours of laboratory per week.

*Prerequisite(s):* BIO 101, BIO 102.

## BIO 212 - GENETICS

Four Credits Spring Semester

Classical genetics of eukaryotes, the biochemistry of gene function, regulation of gene expression, mutation and repair, and genetics of prokaryotes and viruses. Laboratory work stresses classical and molecular genetics research techniques. (CORE) Three hours of laboratory per week.

*Prerequisite(s):* BIO 101, BIO 102 and BIO 211

## BIO 218 - NUTRITION

Three Credits Spring Semester

An introduction to nutritional biology. Topics include: nutrients and their role in growth, development, health and disease treatment.

*Prerequisite(s):* BIO 101 or BIO 103.

## BIO 290 - SCIENTIFIC METHODS: THE OCEAN

Three Credits Spring Semester

History of marine science. Ocean environmental factors. Diversity of organisms adapted to different marine communities. Value of marine resources. Some lab work involving microscopy and dissection. Independent visit to the New England Aquarium outside of class time required.

Fulfills the General Education **Natural Scientific Inquiry** requirement.

## BIO 291 - SCIENTIFIC METHODS: BLOOD AND MEDICINE

Three Credits Fall and Spring Semesters

An understanding of why and how medical diagnostic tests are performed, in sickness and in "wellness." An historical overview of such procedures is presented. Topical issues such as AIDS, cholesterol, diabetes, transfusions, and transplants are discussed.

Fulfills the General Education **Natural Scientific Inquiry** requirement.

## BIO 296 - SCIENTIFIC METHODS: FEMALE MEDICAL ISSUES

Three Credits Alternate Years: Spring 2013, 2015

Explores the history and epidemiology of medical issues of women and disease processes. Subjects of inquiry include female cancers, heart disease, osteoporosis, AIDS, domestic violence, and other issues having direct impact upon women; particular attention is focused on scientific studies, both past and present.

Fulfills the General Education **Natural Scientific Inquiry** requirement.

## BIO 301 - PARASITOLOGY

Four Credits Spring Semester (Not Offered 2012-2013)

An exploration of parasites and their complex life-cycles. We will study a wide variety of parasites, their hosts, the vectors that carry them, and the diseases that they cause. We will emphasize

human diseases and the immune responses to parasites. Three hours of laboratory per week.

*Prerequisite(s):* BIO 101, BIO 102.

This course fulfills the Structural Organismic requirement.

## BIO 303 - ENVIRONMENTAL BOTANY

Four Credits Alternate Years: Fall 2011, 2013

Structure and function of lower and higher plants. Ecological principles. Evolutionary relationships. (CORE, ENVIRONMENTAL BIOLOGY OPTION) Three hours of laboratory or field work per week.

*Prerequisite(s):* BIO 101 - BIO 102, or ENV 200.

## BIO 304 - MOLECULAR BIOLOGY

Four Credits Fall Semester

Advanced study in the concepts and applications of molecular biology. Three hours of laboratory per week.

*Prerequisite(s):* BIO 101, BIO 102, BIO 211, BIO 212 and CHM 222

This course fulfills the Functional Organismic requirement.

## BIO 305 - MARINE ECOSYSTEMS

Four Credits Fall Semester

Physical, chemical, and biological features of marine ecosystems. Ecological principles. Study of the local Massachusetts coastal region. (CORE, ENVIRONMENTAL BIOLOGY OPTION) Three hours of laboratory or field work per week.

*Prerequisite(s):* BIO 101 - BIO 102, or ENV 200.

## BIO 307 - ECOLOGY

Four Credits Spring Semester

Structure and dynamics of populations, communities, and ecosystems. Mathematical models. (CORE, ENVIRONMENTAL BIOLOGY OPTION) Three hours of laboratory or field work per week.

*Prerequisite(s):* BIO 101 - BIO 102, or ENV 200.

## BIO 309 - MICROBIOLOGY

Four Credits Spring Semester

A survey of microorganisms with emphasis on bacteria. Topics include: microbial cell biology, growth, metabolism, and genetics; control of microbial growth; host-microbe interactions; and environmental microbiology. Two 75-minute laboratory periods per week.

*Prerequisite(s):* BIO 101, BIO 102 and BIO 211

This course fulfills the Structural Organismic requirement.

## BIO 310 - DEVELOPMENTAL BIOLOGY

Four Credits Fall Semester

This course will provide students with an understanding of the fundamental concepts of animal and plant development. The course will investigate and integrate the genetic, molecular, and cellular mechanisms of development, organismal diversity in development, and the evolution of developmental processes. Topics will include genetics and gene expression, cell communication, fertilization, cleavage,

gastrulation, axis specification, organogenesis, neural development, sex determination, morphogens, patterning, and stem cells.

*Prerequisite(s):* BIO 211, BIO 212

This course fulfills the Structural Organismic requirement.

## BIO 311 - COMPARATIVE VERTEBRATE ANATOMY

Four Credits Fall Semester

System-by-system comparative study of vertebrate anatomy with emphasis on functional morphology. Integrated lecture/lab approach. Three hours of laboratory per week.

*Prerequisite(s):* BIO 101, BIO 102.

This course fulfills the Structural Organismic requirement.

## BIO 312 - VERTEBRATE PHYSIOLOGY

Four Credits Spring Semester

Principles governing the function of excitable and contractile tissues, respiration, circulation, kidney function, and osmoregulation in vertebrates with emphasis on the maintenance of homeostasis. Three hours of laboratory per week.

*Prerequisite(s):* BIO 101, BIO 102.

This course fulfills the Functional Organismic requirement.

## BIO 313 - TEACHING THE SCIENCES

Three Credits Spring Semester

For Science majors minoring in secondary education. Experimentation with and evaluation of teaching methods in the science classroom/ laboratory. Students design, teach and evaluate lessons and laboratory exercises. Analysis of the student's comprehension of the fundamental principles of biology and chemistry. Focus on laboratory safety issues.

*Prerequisite(s):* BIO 101, BIO 102.

## BIO 314 - MEDICAL LABORATORY SCIENCE

Four Credits Fall Semester

Introduction to theory and practice of medical laboratory testing, including the diagnosis and treatments for leukemia, anemia, AIDS, etc. including hematology, immunology, urinalysis, clinical chemistry, and blood banking. Recommended for students interested in allied health professions. Two-and-a-half hours of laboratory per week.

*Prerequisite(s):* BIO 101, BIO 102.

This course fulfills the Functional Organismic requirement.

## BIO 315 - ELECTRON MICROSCOPY TECHNIQUES

Three Credits Fall Semester

Preparation, viewing, and photography of ultrathin sections of biological materials. Preparation involves fixing, embedding, sectioning, and staining.

*Prerequisite(s):* BIO 101, BIO 102.

**BIO 321 - BIOLOGY OF CANCER**

Three Credits Alternate Years: Spring 2012, 2014

Study of the genetic, molecular and cellular mechanisms of cancer and its effect at the tissue, organ and organismic levels. Symptoms, stages and treatment options, ongoing research studies, insurance issues, and the impact of the sequencing of the human genome will be discussed.

*Prerequisite(s): BIO 101, BIO 211.*

**BIO 323 - EVOLUTION**

Four Credits Fall and Spring Semesters

Mechanisms of evolutionary change. Classical and molecular approaches to evolutionary analysis will be introduced and primary literature will be used to illustrate current examples. Problem-based learning will be used in the laboratory. (CORE) Three hours of laboratory per week.

*Prerequisite(s): BIO 101, BIO 102, BIO 211 and BIO 212.*

**BIO 324 - ENDOCRINOLOGY**

Four Credits Spring Semester

The endocrine system plays an integrative and regulatory role in the organism. Therefore endocrinology can be discussed in relation to complex biology and behavior. The role of hormones in a variety of topics, including reproductive biology, stress, and diabetes will be discussed. Three hours of laboratory per week.

*Prerequisite(s): BIO 101, BIO 102 and BIO 211.*

This course fulfills the Functional Organismic requirement.

**BIO 326 - ADVANCED CELL BIOLOGY**

Four Credits Spring Semester

This course builds upon the topics covered in cell biology. It examines current models for intracellular processes including membrane trafficking, cytoskeletal function, cell signaling, the regulation of the cell cycle and differentiation into specific cell types. It incorporates material from both the assigned textbook and from current scientific literature. Students will be required to participate in analysis of assigned research articles, including a group oral presentation. Three hours of laboratory per week starting in spring 2014.

*Prerequisite(s): BIO 211, BIO 212.*

**BIO 406 - ETHOLOGY**

Three Credits Spring Semester

Historical, developmental, immediate, and ultimate determinants of animal behavior. Evolutionary theories of behavior illuminate animal tactics for survival, sociality, and reproduction. Topics include foraging, habitat selection, predator avoidance, migration, communication, learning, competition, aggression, deception, affiliation, courtship, mating, and parental care.

*Prerequisite(s): BIO 101, BIO 102 or ENV 200.*

This course fulfills the Functional Organismic and Capstone requirements.

**BIO 409 - IMMUNOLOGY**

Four Credits Fall Semester

Explores the cellular and dissolved components and complex mechanisms that protect humans and other animals from disease. Four hours of lecture per week includes review and in-depth investigation and discussion of immune-related disease in humans.

*Prerequisite(s): BIO 101, BIO 102 and BIO 211.*

This course fulfills the Functional Organismic and Capstone requirement.

**BIO 412 - NEUROSCIENCE**

Four Credits Fall Semester

The nervous system is our liaison with the world. Tissues, organs, and molecules of the nervous system are identified. Brain anatomy, the action potential, neurons and neurotransmitters are discussed. Brain mechanisms underlying learning and memory, reproduction and addiction are examined. Conditions including stroke, multiple sclerosis and schizophrenia are discussed. Three hours of laboratory per week.

*Prerequisite(s): BIO 101 - BIO 102, BIO 211, BIO 312 or PSY 415.*

This course fulfills the Functional Organismic requirement. Also fulfills the Capstone requirement for Neuroscience and Biology.

**BIO 416 - ADAPTATION TO THE ENVIRONMENT**

Three Credits Alternate Spring Semesters (2014, 2016)

Explores physiological adaptations that allow organisms to survive various challenges to homeostasis in harsh environments. The role of physiological parameters such as size, metabolism, and conductance in ecology. Students will present, discuss, and critically evaluate data from a variety of sources.

*Prerequisite(s): BIO 101, BIO 102 and two 300 or 400 level biology courses.*

This course fulfills the Functional Organismic requirement.

**BIO 417 - BIOLOGY OF WHALES**

Three Credits Spring Semester

Biology and natural history of cetaceans, emphasizing whales and dolphins of the western North Atlantic. Evolution, anatomy, behavior, field identification, the history of whaling and contemporary conservation problems. One evening each week, in Boston, plus weekend field trips. (Marine Studies Consortium course. Limited space. Apply through Prof. Tyrrell.)

*Prerequisite(s): BIO 101, BIO 102 and two upper-level biology courses.*

**BIO 418 - BIOLOGY OF FISHES**

Four Credits Spring Semester

Evolution, systematics, anatomy, physiology, and behavior of freshwater and anadromous fishes. Predator/prey relationships, host/symbiont interactions, roles of fishes as herbivores. Inter-/intraspecific relationships among fish populations. One evening each week, in Boston, plus weekend field trips. (Marine Studies Consortium course. Limited to fourth-year students. Apply through Prof. Tyrrell.)

*Prerequisite(s): BIO 101, BIO 102 and two upper-level biology courses.*

**BIO 419 - WETLANDS: ECOLOGY, HYDROLOGY, RESTORATION**

Three Credits Fall Semester

Role of wetlands in hydrology and landscape ecology. Functions of marshes, swamps and bogs in water and nutrient cycles and in biodiversity. Links between wetlands and human activities (agriculture, coastal development, fisheries). Legal framework for protection/restoration of wetlands. (Marine Studies Consortium course. Limited space. Apply through Prof. Tyrrell.)

*Prerequisite(s): Prerequisites: One year introductory science (biology, chemistry or physics); two semesters of upper-level science. Marine Studies Consortium course.*

**BIO 421 - SCIENTIFIC CRITIQUE**

Three Credits Spring Semester (not in 2013)

A critical study of primary and secondary scientific literature and how that literature is constructed and reviewed for publication. Emphasis is on development of critiquing techniques and the writing skills needed for publication in peer-reviewed journals.

*Prerequisite(s): BIO 101, BIO 102, BIO 212 and CHM 222.*

This course fulfills the Capstone requirement

**BIO 423 - VIROLOGY**

Three Credits Alternate Years: Spring 2013, 2015

Structure and biology of the viruses of eukaryotes and prokaryotes. Emphasis is on the interaction between viral genetic systems and the host cell environment and defense systems.

*Prerequisite(s): BIO 101, BIO 102, BIO 211 and BIO 212*

This course fulfills the Capstone requirement.

**BIO 475 - INTERNSHIP IN BIOLOGICAL SCIENCES**

Three to Fifteen Credits Fall, Spring &amp; Summer Semesters

Experience in hospital (research, clinical) or related setting (laboratory, veterinary hospital, dental clinic, medical industry, environmental agency or nonprofit organization). Individually tailored. Consult Medical Science Coordinator prior to registration.

*Prerequisite(s): Junior standing and permission of Internship Coordinator and Department Chairperson.*

**BIO 490 - DIRECTED STUDY**

Three Credits Fall and Spring Semesters

Investigation in some field not covered by normally scheduled courses. Before pre-registration, the student presents plans to a full-time faculty member who agrees to direct/ evaluate the project.

*Prerequisite(s): Approval of both the faculty member directing the project and the Department Chairperson required.*

## BIO 496 - INDEPENDENT RESEARCH

Three Credits Fall and Spring Semesters

Opportunity for a student to do a research project in a specialized area of Biology under the direction of a member of the Biology faculty.

*Prerequisite(s): Approval of both the faculty member directing the project and the Department Chairperson required.*

## BIO 498 - SENIOR HONORS THESIS I

One Credit Fall Semester

The course provides the opportunity for a student to write a senior thesis based on an independent research (BIO 496), a research internship (BIO 475), a S.U.R.E. project, or other college-level biological research experience. Students are encouraged to complete most or all of the research prior to enrollment in BIO 498. This course is graded Pass/Fail and is only available in the Fall semester.

*Prerequisite(s): Approval of both the faculty member directing the project (thesis advisor) and the Department Chairperson is required. Open to senior Biology and Neuroscience majors only.*

This course in combination with BIO 499 fulfills the Capstone requirement

## BIO 499 - SENIOR HONORS THESIS II

Three Credits Fall and Spring Semesters

This course is designed to provide students with an opportunity to complete the revisions to the Senior Honors Thesis (submitted in the fall semester) and to prepare an oral presentation.

*Prerequisite(s): BIO 498 and approval of both the faculty member directing the project (thesis advisor) and the Department Chairperson.*

This course is graded with a letter grade. In the fall semester the course is only open to seniors who intend to graduate in December.

This course in combination with BIO 498 fulfills the Capstone requirement.

## Business Administration

### BUS 101 - FIRST-YEAR BUSINESS EXPERIENCE

Four Credits Fall Semester

Through structured business simulation, students are introduced to the disciplines of accounting, finance, management, marketing and international business. Emphasis is placed on critical thinking, oral and written case analyses, oral presentations, teamwork current events and interaction with guest speakers. The course also includes discussions of ethical practices, historical and global issues affecting today's organizations. Only open to First Year Students.

### BUS 124 - SPORT MANAGEMENT

Three Credits Fall Semester

Overview of the field of sport management (professional and amateur; athletic and recreational) with emphasis on facility planning and management, special event planning, fiscal management and budgeting, international sports, personnel management, marketing and promotion, and risk management. Discussion of current issues in sports and their solutions.

### BUS 203 - FINANCIAL ACCOUNTING

Three Credits Fall and Spring Semesters

Fundamental principles and theories of financial accounting. Emphasis placed on the understanding and use of financial statements for the corporation. Interpretation and use of financial statement information in business decisions, and a study of the system that produces this information.

### BUS 204 - MANAGERIAL ACCOUNTING

Three Credits Fall and Spring Semesters

Concepts and practices of managerial accounting. Topics include: cost behavior and cost-volume-profit analysis, contribution margin reporting, profit planning and budgeting, standard costs, performance analysis, decentralized operations, and relevant costs for decision making.

*Prerequisite(s): BUS 203.*

### BUS 206 - QUANTITATIVE ANALYSIS

Three Credits Fall and Spring Semesters

Introduction to the techniques and reasoning processes of statistical analysis. Emphasis on statistical reasoning and critical analysis of statistical evidence. Statistical software is used to support computational tasks. Topics include study design, data collection, descriptive statistics, elementary probability, discrete and continuous distributions, confidence interval estimation, tests of hypotheses for numerical and categorical data, and simple linear regression.

*Prerequisite(s): MTH 119 or MTH 125.*

Fulfills the General Education **Statistical Reasoning** requirement.

### BUS 207 - INTERMEDIATE STATISTICS FOR BUSINESS

Three Credits Alternate Years: Fall 2009, 2010

Multivariate statistical techniques appropriate to business problems. Emphasis on study design and effective use of software to incorporate statistical reasoning in common business situations. Topics include design of experiments, Analysis of Variance, simple and multiple regression analysis, residual analysis and time series forecasting.

*Prerequisite(s): BUS 206 or MTH 145 or MTH 225 or ECO 241 or PSY 261.*

### BUS 307 - DATA COMMUNICATIONS AND APPLICATIONS

Three Credits Offered Periodically

Introduction to data communications in a business setting: issues facing users and managers involving communications among computers, local area and wide area networks, file transfers, utility services, and group projects. Covers both theory and direct experience with the latest versions of graphics-based programs: Windows, desktop publishing, visual presentations, and remote databases via Internet access.

*Prerequisite(s): Sophomore standing.*

### BUS 308 - DECISION SUPPORT SYSTEMS, TOOLS AND OPERATIONS MANAGEMENT

Three Credits Fall and Spring Semesters

Study of characteristics and capabilities of advanced, interactive decision support systems. Hands-on practice with models and tools such

as linear programming, PERT, trend analysis, risk analysis, and other techniques using EXCEL.

*Prerequisite(s): BUS 206 or MTH 145 or MTH 225 or ECO 241 or PSY 261.*

### BUS 309 - DATABASE APPLICATIONS

Three Credits Fall and Spring Semesters

Explores the role of information systems in a small business setting. The theory and design of business systems prepare the students for extensive hands-on labs, developing applications using popular software packages.

### BUS 310 - MANAGEMENT INFORMATION SYSTEMS

Three Credits Fall and Spring Semesters

Concepts and principles of computer-based information systems in organizations. Topics include: management decisions and human information processing; review of computing fundamentals; varieties of computer-based information systems; systems life cycle. Readings, lectures, discussion, and case studies are used to explore concepts and their applications.

*Prerequisite(s): Junior standing.*

### BUS 311 - INTERMEDIATE ACCOUNTING I

Three Credits Fall Semester

Explores the environmental and conceptual framework of accounting; assumptions and principles underlying the financial statements. In-depth coverage of cash, receivables, and inventory.

*Prerequisite(s): BUS 203. May not receive credit for both BUS 311 and BUS 324.*

### BUS 312 - INTERMEDIATE ACCOUNTING II

Three Credits Spring Semester

Provides in-depth coverage of the accounting issues involved in plant assets, intangibles, liabilities, leases, stockholder's equity, earning per share and revenue recognition. statement.

*Prerequisite(s): BUS 203.*

### BUS 316 - ACCOUNTING SYSTEMS

Three Credits Fall Semester

In this course, students learn to think about accounting from a systems perspective, design accounting systems from a needs perspective, and evaluate them from a risk assessment perspective. Also, covers how accounting systems work, building ethical values into the accounting system, internal control concepts, leveraging the use of technology for competitive advantage, and system flowcharting. A significant group project and class presentation is required involving the evaluation of internal control using an interactive simulation.

*Prerequisite(s): BUS 204 and BUS 206 or MTH 145 or MTH 225 or ECO 241 or PSY 261.*

### BUS 320 - CORPORATE FINANCE

Three Credits Fall and Spring Semesters

Emphasizes understanding financial markets and the financial management of corporations. Stresses the firm's procurement, allocation, and control of funds and their relationship to the firm's objectives of profitability and liquidity. Covers the concepts of interest rates, financial analysis, risk and return, analysis of investment

decisions and capital budgeting, debt and equity financing, and dividend policies. Lectures, problems, and readings are employed.

*Prerequisite(s): BUS 203.*

## **BUS 321 - ADVANCED CORPORATE FINANCE & MODELING**

Three Credits Fall Semester

Course covers intermediate topics in financial management. Emphasis on the major concepts of business finance, including capital budgeting and investment decisions, capital structure and financing decisions, financial analysis, and value creation. These concepts are explored through lectures, problems, readings, and class discussions.

*Prerequisite(s): BUS 320.*

## **BUS 324 - CORPORATE FINANCIAL REPORTING**

Three Credits Fall Semester

Examination of the corporate reporting process from the point of view of the financial statement user. Emphasizes understanding the information that corporations are required to provide stockholders; interpreting the meaning of this information; and assessing how this information is used by investors. Focuses on the concept of earning quality and involves the extensive use of cases.

*Prerequisite(s): BUS 203. May not receive credit for BUS 324 and BUS 311.*

## **BUS 326 - MANAGERIAL NEGOTIATION AND DECISION MAKING**

Three Credits Spring Semester

This is a senior Management Capstone course whose goal is to provide insights and tools which enable students to improve their negotiating and decision-making skills, as well as to understand the actions of others. Extensive use of readings, cases and experiential exercises.

*Prerequisite(s): Junior standing.*

## **BUS 327 - INVESTMENTS**

Three Credits Fall Semester

This course stresses the fundamental analysis and valuation of stocks, bonds, and derivative financial instruments. Trading procedures, regulatory matters, portfolio theory, and the proper specification of risk versus return are covered.

*Prerequisite(s): BUS 320*

May not receive credit for both BUS 327 and ECO 401.

## **BUS 333 - ORGANIZATIONAL BEHAVIOR**

Three Credits Fall and Spring Semesters

The study of individuals and groups within the context of the organization. Topics include leadership, motivation, group processes, decision-making, workplace diversity, power, conflict and negotiation, communication, and organizational culture. Particular emphasis will be placed on relevant and important issues facing organizations today. Extensive use of cases, skill-based exercises, and readings.

*Prerequisite(s): Sophomore Standing.*

## **BUS 334 - BUSINESS ETHICS: THE PHILOSOPHY OF MANAGERIAL FREEDOM AND CORPORATE RESPONSIBILITY**

Three Credits Fall and Spring Semesters

Examination of ethical theories and their application to the world of business. Specific topics include: contemporary views on economic justice, corporate social responsibility, ethical issues in advertising, preferential hiring and reverse discrimination, privacy in employment.

*Prerequisite(s): GENP 100 or GENP 140 and Junior standing.*

Fulfills the General Education **Moral Inquiry** requirement.

## **BUS 335 - HUMAN RESOURCE MANAGEMENT**

Three Credits Fall and Spring Semesters

Provides an overview of the human resources field and the opportunity to study common employment practices in organizations. Topics include employee recruitment, selection, orientation, training and development, retention, performance management, rewards and compensation, benefits, counseling, employment legislation, the changing workplace and diversity, and labor relations. Emphasis is on current, relevant, and important issues through cases and readings.

*Prerequisite(s): Sophomore standing.*

## **BUS 336 - INTERNATIONAL BUSINESS**

Three Credits Fall and Spring Semesters

This course introduces the students to the economic, political, and cultural environments affecting international business. In addition, the influence of government on trade, foreign direct investment, foreign exchange, export and import strategies, and the impact of multinational enterprises will be discussed. Students will also be exposed to the comprehensive set of dynamics that comprise international business decision environments and will learn to evaluate alternative courses of action in a global setting. Particular emphasis will be placed on areas of current importance. Extensive use of cases and readings.

*Prerequisite(s): Junior standing.*

## **BUS 340 - MARKETING PRINCIPLES**

Three Credits Fall and Spring Semesters

Explores the role marketing plays within firms and within society. Describes fundamental principles and methods underlying the national and international system of providing goods and services for consumers and business users in the profit and nonprofit sectors. Studies the tasks and decisions facing marketing managers in planning, implementing, and controlling marketing programs, and the ethical implications of these decisions.

*Prerequisite(s): Sophomore standing.*

## **BUS 341 - MARKETING RESEARCH**

Three Credits Fall Semester

Discusses the tools and techniques available for gathering, analyzing, and using information to aid marketing decision making. Covers topics such as problem definition, research design formulation, measurement, research instrument development, sampling techniques, data collection, data interpretation and analysis,

and presentation of research findings. Skills acquired are used in a survey research project.

*Prerequisite(s): BUS 206 and BUS 340, and Junior standing.*

## **BUS 342 - CONSUMER BEHAVIOR**

Three Credits Spring Semester

Application of behavior science theory and research to the consumption behavior of individuals in society. Examines the consumer decision process and the effect on consumer decision making of external environmental influences (culture, sub-culture, social class, reference groups, family, and personal influences) and of internal psychological influences (personality and lifestyle, learning, motives, perception, and beliefs and attitudes).

*Prerequisite(s): BUS 340, and Sophomore standing.*

## **BUS 343 - SALES MANAGEMENT**

Three Credits Fall Semester

This course takes the perspective of the professional sales manager with emphasis on strategic and administrative issues in the design, development and direction of the sales organization and the evaluation of sales force performance.

*Prerequisite(s): BUS 340, and Junior standing.*

## **BUS 344 - ADVERTISING MANAGEMENT**

Three Credits Spring Semester

Nature and scope of advertising and its place within marketing strategy decisions and society. Examines the advertising management function in its historical, social, legal, and economic contexts. Studies methods of planning, preparing, placing, and evaluating an advertising message in the applicable media. Advertising principles are applied in the development of an advertising campaign project.

*Prerequisite(s): BUS 340, and Sophomore standing.*

## **BUS 345 - BUSINESS-TO-BUSINESS MARKETING**

Three Credits Spring Semester

Marketing products and services to businesses, industries, governments, and not-for-profit institutions. Emphasizes differences between business and consumer markets, the importance of distribution channels, and the development of strategies for implementation and control of organizational marketing systems.

*Prerequisite(s): BUS 340, and Sophomore standing.*

## **BUS 346 - RETAIL MANAGEMENT**

Three Credits Fall Semester

Managerial problems and policies concerning financing, location, organization structure, merchandising policies, advertising and sales promotion, pricing, personnel management, operating and service policies, accounting and control, and other related retail management problems. Topics include nonstore retailing such as direct mail or other forms of home shopping.

*Prerequisite(s): BUS 340, and Junior standing.*

**BUS 347 - NEW PRODUCTS MANAGEMENT**

Three Credits Fall Semester

Considers the role of new products in organizations and society. Focuses on special problems firms encounter in the new product development process: generating and evaluating new product ideas, market testing, introducing and marketing new consumer and industrial products. Studies factors which account for new product successes and failures in the marketplace.

*Prerequisite(s): BUS 340, and Junior standing.*

**BUS 352 - LEGAL ENVIRONMENT OF BUSINESS**

Three Credits Fall and Spring Semesters

An introduction to the nature, sources, and institutions of the law, and of the basic legal framework within which business operates. The course exposes students to tort law, criminal law, contracts, agency, and business organizations including general and limited partnerships, limited liability companies, and corporations. May not receive credit for both BUS 352 and BUS 354.

**BUS 354 - BUSINESS LAW**

Three Credits Fall and Spring Semesters

This course examines the law of contracts, agency, and business organizations; torts, and criminal law. The course material is covered through a combination of readings, lectures, problem analysis, and case studies. May not receive credit for both BUS 352 and BUS 354.

**BUS 357 - THE ROLES OF NOT-FOR-PROFIT ORGANIZATIONS IN AMERICA**

Three Credits Offered as Needed

An examination of the history and function of not-for-profit organizations in the United States. Topics include the study of the distinctive nature of the not-for-profit enterprise; the different types of not-for-profits; their foundation and establishment as tax-exempt organizations; management, tax, and fund-raising issues; and current challenges facing them in fulfilling their mission. Students will have direct contact with a not-for-profit organization to illustrate the issues discussed in class.

**BUS 358 - FUNDAMENTALS OF ENTREPRENEURSHIP AND SMALL BUSINESS**

Three Credits Spring Semester

A case study course which concentrates on the underlying rationale for starting a business, the methods and techniques involved in initiating and leaving a business venture, and the ongoing problems encountered in managing a business activity. The student is given practical exposure to entrepreneurship through guest speakers, casework, and projects.

**BUS 360 - OPERATIONS AND SUPPLY CHAIN MANAGEMENT**

Three Credits Fall and Spring Semesters

Examines the principles, techniques, and methodologies required to successfully operate an organization in today's dynamic environment. The course will address both strategic and tactical issues of operations management and evaluate their impact on competitiveness, productivity, flexibility, quality,

and cost. The course will draw on case studies and the analysis of real-world situations.

*Prerequisite(s): BUS 206 or MTH 145 or MTH 225 or ECO 241 or PSY 261, and Junior standing.*

**BUS 400 - TOPICS IN INTERNATIONAL BUSINESS**

Three Credits Offered as Needed

This course will introduce new topics into the international business curriculum in the areas of accounting, finance, operations, human resources, marketing, etc.

*Prerequisite(s): BUS 336 and Junior standing.*

**BUS 414 - TAX ACCOUNTING**

Three Credits Fall Semester

A study of federal income tax laws as they apply to individuals, unincorporated businesses and an overview of business entities.

*Prerequisite(s): BUS 204.*

**BUS 417 - AUDITING**

Three Credits Spring Semester

Auditing philosophy and technique, with emphasis on the professional auditing environment, critical thinking, auditing standards, professional ethics, and legal responsibility. Also, the auditor's report, internal control, evidential matter, working papers, statistical sampling, auditing computerized systems, and the development of audit programs.

*Prerequisite(s): BUS 316, and Senior standing.*

**BUS 420 - TOPICS IN ACCOUNTING**

Three Credits Fall and Spring Semesters

This course will introduce new topics into the accounting curriculum in the areas of auditing, accounting systems, activity-based management, taxation, international accounting, FASB regulations, Sarbanes-Oxley, forensic accounting, etc.

*Prerequisite(s): Junior standing.*

**BUS 425 - MULTINATIONAL CORPORATE FINANCE**

Three Credits Spring Semester

Study and understanding of financial management in an international business setting. This course discusses the concepts and techniques of international financial risk management, using currency hedging techniques, international investment decisions, and international money markets and financing decisions. Using lecture, discussions, and readings, the course provides a framework to evaluate international business transactions.

*Prerequisite(s): BUS 320, and Junior standing. May not receive credit for both BUS 425 and ECO 343.*

**BUS 428 - SEMINAR IN FINANCIAL MANAGEMENT**

Three Credits Spring Semester

Use of readings and case studies to understand the types of analysis performed and decisions made by the financial managers of corporations, focusing on valuation concepts and managing for value. Students explore specific financing and investing decisions made by the firm's management, capital structure, capital budgeting, and long-term financing decisions. Stresses

student's analysis and problem solving skills and requires active class participation.

*Prerequisite(s): BUS 320, and Senior standing.*

**BUS 429 - ENTREPRENEURIAL FINANCE**

Three Credits Spring Semester

This course is intended for students interested in the often-mysterious and often-misunderstood world of venture capital. Unlike the study of Corporate Finance that focuses on the financial decision-making of large public corporations, this course will focus on the study of the financing of small and medium-sized businesses from the perspective of both the entrepreneur and the venture investor.

*Prerequisite(s): BUS 203 and BUS 320*

**BUS 430 - TOPICS IN FINANCE**

Three Credits Offered as Needed

This course will introduce new topics into the finance curriculum in the areas of corporate finance, investments, financial institutions, derivative securities, etc.

*Prerequisite(s): BUS 320 and (BUS 327 or ECO 401) and Junior standing.*

**BUS 434 - ADVANCED ACCOUNTING**

Three Credits Fall and Spring Semesters

Studies issues related to specialized financial accounting topics such as pensions, deferred income taxes, business combinations, foreign operations, foreign currency translations, and not-for-profit accounting.

*Prerequisite(s): Junior standing.*

**BUS 435 - ADVANCED TAXATION**

Three Credits Spring Semester

Examines the federal tax laws as they apply to C Corporations, S Corporations, Partnerships, Trusts, and Estates. Topics include the philosophy of taxation and tax credits, the statutory administrative and judicial sources of the tax law, and tax administration and practice. Tax research and planning procedures and the use of automated systems in tax preparation are also covered. A research project and class presentation is required.

*Prerequisite(s): Junior standing.*

**BUS 436 - ADVANCED MANAGERIAL ACCOUNTING**

Three Credits Spring Semester

This course will focus on the strategic role of management accountants in today's organizations and how strategic management accounting systems help organizations to meet their strategic objectives of quality, cost, and time. The structure and process of the production method and cost measurement system will be studied and analyzed in light of technological, cultural, and global factors influencing the organization.

*Prerequisite(s): BUS 204, and Junior standing.*

**BUS 438 - BUSINESS AND SOCIETY**

Three Credits Offered Periodically

Examines the relationships of business firms to institutions and individuals within society. Considers the interactions of business and various

stakeholders in society – employees, investors, consumers, governments, neighbors, and others – and the tensions among democratic values, a free enterprise economy, the rights of individuals, and the demands of a global economy.

*Prerequisite(s): Junior standing.*

#### **BUS 440 - TOPICS IN MARKETING**

Three Credits Offered as Needed

This course will introduce new courses into the marketing curriculum in the areas of consumer behavior, e-commerce, international marketing, marketing research, sales management, retail management, business-to-business marketing, new business development, channels of distribution, relationship marketing, sport marketing, etc.

*Prerequisite(s): BUS 340, and Junior standing.*

#### **BUS 443 - ENTREPRENEURIAL STRATEGIES AND ELECTRONIC COMMERCE**

Three Credits Spring Semester

Survey of electronic commerce, including the process of buying and selling goods, services and information over networks, primarily using Internet technologies to manage various business processes. Emphasizes the managerial rather than the technological approach. Describes major advantages, limitations and risks. Topics include applications to business-to-consumer, business-to-business and intrabusiness applications.

*Prerequisite(s): BUS 340, and Sophomore standing.*

#### **BUS 445 - DIRECT MARKETING**

Three Credits Spring Semester

This course covers the concepts and techniques of direct marketing programs that include direct mail, telephone, catalog, email, and web-base marketing. Emphasis is on the planning, design, and execution of direct marketing campaigns utilizing databases, modeling and profiling techniques.

*Prerequisite(s): BUS 206 and BUS 340, and Sophomore standing.*

#### **BUS 448 - GLOBAL MARKETING**

Three Credits Fall Semester

Study of the marketing of goods and services in the international environment, the activities that take place within the firm preparing to enter the international marketplace, and the issues relevant to coordinating the marketing activities of the multinational corporation. Emphasizes the cultural, economic, and political factors affecting marketing strategies. Extensive use of case studies.

*Prerequisite(s): BUS 340, and Junior standing.*

#### **BUS 454 - MARKETING STRATEGY**

Three Credits Fall and Spring Semesters

This senior course for Marketing majors enables the student to apply what has been learned in other business courses to the analysis of a variety of Marketing Management problem identification-solution generation situations presented via real cases. Emphasis is on oral presentation and defense of evaluations made and solutions proposed. Some written case analysis is required.

*Prerequisite(s): Senior standing. BUS 341 or BUS 342, and Senior standing.*

#### **BUS 460 - TOPICS IN MANAGEMENT**

Three Credits Offered as Needed

This course will introduce new topics into the management curriculum in the areas of organizational behavior, organization development, human resource management, operations management, entrepreneurship, etc.

*Prerequisite(s): BUS 333, and Junior standing.*

#### **BUS 465 - INTERNATIONAL MANAGEMENT**

Three Credits Fall Semester

Senior course for majors in International Business. Integrates the strategic issues of managing a multinational firm with the cultural, political, economic, and social environments of global commercial enterprises.

*Prerequisite(s): BUS 336, and Junior standing.*

#### **BUS 469 - POLICY AND STRATEGY**

Three Credits Fall and Spring Semesters

Capstone course for all business seniors. Focuses on the roles of executive management and the processes involved in the development and implementation of strategy in a complex, global economy. Extensive use of cases, industry simulation and team assignments.

*Prerequisite(s): BUS 204, BUS 206, BUS 320, BUS 333, BUS 340 and Senior Standing.*

#### **BUS 475 - INTERNSHIP IN BUSINESS ADMINISTRATION**

Three Credits Fall and Spring Semesters

The internship program is designed to enhance knowledge of the environment and constraints of an organizational setting. It is geared to give the student an opportunity to apply concepts and skills acquired in the classroom. Registration must be approved by the Department Chairperson, the faculty member supervising the internship, and the supervisor in the cooperating organization.

*Prerequisite(s): Junior or Senior standing and 2.8 GPA. See Internship Coordinator for other requirements.*

#### **BUS 490 - DIRECTED STUDY**

Three Credits Fall and Spring Semesters

Investigation in some field for which the student has special interest not covered by a normally-scheduled course. Student must present plans in advance of pre-registration to some full-time faculty member who will agree to direct and evaluate the project. At the time of pre-registration the student must obtain the signature of this faculty member and of the Chairperson of the Department.

#### **Catholic Studies**

##### **CAT 490 - DIRECTED STUDY: CATHOLIC STUDIES**

Three Credits Fall and Spring Semesters

An in-depth study of a Catholic Studies question under the direction of a faculty member.

*Prerequisite(s): Approval of faculty member directing the project and the Catholic Studies Program Director.*

#### **Chemistry**

##### **CHM 110 - GENERAL CHEMISTRY I: ART, CHEMISTRY? ARTIST, SCIENTIST? (FIRST-YEAR SEMINAR)**

Five Credits Spring Semester

This course will explore the relationship between chemistry and art and, more generally, will examine the world of art through a scientific lens. In addition to general chemistry principles, topics will include: the traditional dichotomy between science and art; the chemistry of color; making oil paint; the effects of acid rain on marble; radio carbon dating; and the properties of light. Six hours of combined class/laboratory each week.

*Prerequisite(s): Open to First-Year Students Only.*

Is the equivalent of CHM 113 - General Chemistry I.

Fulfills the **First-Year Seminar** and Cornerstone **Natural Scientific Inquiry** Requirement.

##### **CHM 111 - GENERAL CHEMISTRY I: THE ENVIRONMENT AND SOCIETY (FIRST-YEAR SEMINAR)**

Five Credits Fall Semester

This course explores key topics in chemistry, including: atoms, molecules, measurements, bonding, aqueous solutions, and thermodynamics. Applications are introduced related to the environmental theme, i.e., ozone depletion, global warming, water quality, and energy. Through reading, writing, and class discussions, students learn to understand critical environmental issues at the molecular-level. Six hours of combined class/laboratory each week.

*Prerequisite(s): Open to First-Year Students only.*

Is the equivalent of CHM 113 - General Chemistry I .

Fulfills the **First-Year Seminar** and Cornerstone **Natural Scientific Inquiry** Requirement.

##### **CHM 113 - GENERAL CHEMISTRY I**

Four Credits Fall and Spring Semesters

The fundamentals of chemistry are covered including: matter and measurement, atomic structure and the periodic table, chemical reactions and stoichiometry, chemical bonding, thermodynamics, and an introduction to chemical kinetics and equilibrium. Six hours of combined class/laboratory each week.

Fulfills the General Education **Natural Scientific Inquiry** requirement.

##### **CHM 195 - THE SCIENCE OF ART**

Three Credits Spring Semester

The science behind light, color, and vision as they relate to art. The chemistry of painting materials. The scientific history of glass, paper, ceramics and metals as art materials. The effects of technological advances on art. Other topics include preservation, restoration, authentication, and forgery detection.

Fulfills the General Education **Natural Scientific Inquiry** requirement.

**CHM 221 - ORGANIC CHEMISTRY I**

Four Credits Spring Semester

The basics of organic chemistry are covered including: structure and bonding of alkanes, alkenes, aromatic hydrocarbons and alkynes; functional groups containing heteroatoms; chromatography; spectroscopy; stereochemistry; methods of studying organic reaction; and an introduction to mechanisms of organic reactions. Three periods of lecture and a four-hour laboratory session each week.

*Prerequisite(s): CHM 110, CHM 111 or CHM 113.*

**CHM 222 - ORGANIC CHEMISTRY II**

Four Credits Fall Semester

The mechanistic and synthetic organic chemistry relating to nucleophilic substitution, elimination, additions to carbon-carbon multiple bonds, aromatic substitution, addition and substitution at carbonyls, substitution alpha to carbonyls, rearrangements, and polymerizations. The organic chemistry of natural compounds (e.g. peptides, carbohydrates, etc.) is introduced. Three periods of lecture and a four-hour laboratory session each week.

*Prerequisite(s): CHM 221.*

**CHM 232 - GENERAL CHEMISTRY II**

Four Credits Spring Semester

The course further develops the introductory physical and analytical chemistry initiated in CHM 113, while introducing new topics in order to complete the coverage of all general chemistry concepts. The topics covered include gases, states of matter, solutions, nuclear chemistry, and an in-depth treatment of kinetics and the equilibria of acid-base, solution, and electrochemical reactions. Three periods of lecture and a three-hour laboratory session each week.

*Prerequisite(s): CHM 110, CHM 111 or CHM 113 and Sophomore standing or permission of both the Engineering Program Director and the Department of Chemistry Chairperson.*

**CHM 244 - INORGANIC CHEMISTRY**

Four Credits Spring Semester

This course covers fundamentals of central topics in inorganic chemistry from historical to modern-day perspectives. Topics include: Coordination compounds (history, structure, bonding theories, reactivity, applications); solid state chemistry (crystals, lattices, radius ratio rule, defect structures, silicates & other minerals); and descriptive chemistry of the elements. Three periods of lecture and a three-hour laboratory session each week.

*Prerequisite(s): CHM 222*

**CHM 331 - ANALYTICAL CHEMISTRY**

Four Credits Fall Semester

An in-depth study of chemical equilibrium in acid-base, complexation, oxidation-reduction and precipitation reactions. Quantitative chemical analysis using titrimetric, spectrophotometric, potentiometric and more is discussed in detail in lecture and performed in the laboratory including rigorous statistical evaluation of experimental data. Three periods of lecture and a four-hour laboratory session each week.

*Prerequisite(s): CHM 232 or CHM 244.*

Fulfills the General Education **Statistical Reasoning** requirement.

**CHM 333 - PHYSICAL CHEMISTRY I**

Four Credits Fall Semester

This course is an in-depth exploration of key chemistry topic in thermodynamics, quantum mechanics, spectroscopy and kinetics. Specific applications of physical chemistry are given in terms of material, nanoscience, biochemistry, environmental chemistry, and technology.

*Prerequisite(s): MTH 126 & CHM 232 or CHM 244*

**CHM 334 - PHYSICAL CHEMISTRY II**

Four Credits Alternate Years: Spring 2013, 2015

This course is an in-depth exploration of key chemistry topics in thermodynamics and kinetics. The course material covers phase diagrams, chemical equilibrium, molecular motion and dynamics.

*Prerequisite(s): CHM 333.*

**CHM 432 - ADVANCED ANALYTICAL CHEMISTRY**

Three Credits Alternate Years: Spring 2014, 2016

Principles of instrumental analysis: Potentiometry, electrolysis, polarography, spectrophotometry, fluorimetry, atomic absorption, chromatography, and chemical separations. Three periods of lecture each week.

*Prerequisite(s): CHM 331, CHM 333.*

**CHM 435 - ADVANCED ORGANIC CHEMISTRY**

Three Credits Alternate Years: Spring 2014, 2016

Recent Advances in Organic Chemistry. Topics may include: strategies for organic synthesis, reaction mechanisms, elucidation of structure and stereochemistry of organic compounds using physical and spectroscopic methods. Three periods of lecture each week.

*Prerequisite(s): CHM 333.*

**CHM 442 - INSTRUMENTAL ANALYSIS: THEORY AND PRACTICE**

Three Credits Alternate Years: Spring 2014, 2016

An in-depth examination of atomic and molecular parameters and how the application of current laboratory instrumentation can elucidate fundamental chemical phenomena based on these parameters. Two four-hour laboratory sessions each week.

*Prerequisite(s): CHM 331, CHM 333.*

*Corequisite(s): CHM 432, CHM 443.*

**CHM 443 - PHYSICAL CHEMISTRY III**

Three Credits Alternate Years: Spring 2014, 2016

The Schrodinger equation is applied to several models including: a particle-in-a-box, the harmonic oscillator, and the rigid rotator. Models are explored in light of vibrational and rotational spectroscopy. The hydrogen atom is studied along with approximation methods for many-electron atoms.

*Prerequisite(s): CHM 333*

**CHM 444 - ADVANCED INORGANIC CHEMISTRY**

Four Credits Alternate Years: Spring 2013, 2015

This course builds upon the fundamentals of inorganic chemistry learned in CHM 244

and also includes recent advances in the field. Topics include: symmetry, group theory, molecular orbital's, frontier orbital's, ligand field compounds, organometallic reactions and catalysis, bioinorganic and environmental chemistry.

*Prerequisite(s): CHM 244 and CHM 333.*

**CHM 446 - TOPICS IN CHEMISTRY**

Three Credits Offered Periodically

In-depth coverage of up-to-date advanced chemical topics. This course is an advanced chemistry elective for Chemistry, Biochemistry, and Biology majors. The specific content focuses on cutting edge science in the specific sub-discipline of the faculty member teaching the course.

*Prerequisite(s): CHM 232 or CHM 244 and permission of Department Chair.*

**CHM 449 - SEMINAR AND THESIS**

Four Credits Fall and Spring Semesters

All third- and fourth-year Chemistry and Biochemistry majors meet with Chemistry and Biochemistry faculty once a week for both internal and external seminar presentations. During the fall semester of the third and fourth years each student is required to prepare and present a half-hour seminar on a topic of his/her choice found in a current professional journal. During the fall semester of the fourth year, each student will be expected to write a thesis. Preferably this thesis will cover experimental or theoretical research the student has actually done. Each student will be expected to defend his/her thesis in the spring semester of the fourth year.

*Prerequisite(s): Junior standing.*

**CHM 475 - INTERNSHIP IN CHEMISTRY**

Three Credits Fall and Spring Semesters

Research or practical experience in the field at an outside industrial, government, hospital, or university setting. Must be approved by the Department Chairperson, the Faculty member supervising the Internship, and the Supervisor in the cooperating organization.

**CHM 490 - DIRECTED STUDY**

Three Credits Fall and Spring Semesters

Opportunity for upper level students to do advanced work in a specialized area of chemistry.

*Prerequisite(s): Approval of both the faculty member directing the work and the Department Chairperson required.*

**CHM 496 - INDEPENDENT CHEMICAL RESEARCH**

Three Credits Fall and Spring Semesters

Students carry out an advanced research project in a specialized area of chemistry under the direction of a faculty member from the Department of Chemistry. The research may be part of an ongoing project being conducted by the faculty member, or the student and faculty member may develop an original project. May be taken more than once.

*Prerequisite(s): Approval of both the faculty member directing the project and the Department Chairperson required.*



**CHM 497 - SENIOR THESIS**

Three Credits Fall Semester

Students complete an advanced research project in a specialized area of chemistry under the direction of a chemistry faculty member, resulting in a senior thesis. This course will be graded on a pass/fail basis.

*Prerequisite(s): Senior standing in the department; approval of both the faculty member directing the project and the Department Chairperson required*

**Chinese****CHN 131 - ELEMENTARY CHINESE I**

Three Credits Fall Semester

An introduction to modern standard Chinese commonly referred to as Mandarin. Focus of the course is on basic listening, speaking, reading and writing skills and Pinyin (spelling the sound) system. Students will learn common vocabulary, simple sentence structures and everyday conversational Chinese. Both simplified and traditional character formations will be introduced but the writing will emphasize the simplified form. Chinese culture, customs and history will be incorporated into the course curriculum. By the end of the course, students will master the Pinyin system and use this tool to increase the efficiency of their learning.

**CHN 132 - ELEMENTARY CHINESE II**

Three Credits Spring Semester

This course is a continuation of CHN 131 - Elementary Chinese I. Character writing and accuracy in pronunciation are emphasized. Students will learn more about the components and structure of Chinese characters and etymological information. More complex sentence patterns and grammatical structures will be introduced. Students will develop the power of reading comprehension and consecutive speaking and writing. Internet, Chinese-English dictionary, Chinese newspapers and wide variety of resources will be used to enhance classroom learning.

*Prerequisite(s): CHN 131 or equivalent.*

**CHN 231 - INTERMEDIATE CHINESE I**

Three Credits Fall Semester

For students with 2-3 years of high school Chinese or equivalent. Through both semesters of the intermediate course, students expand their previous ability in their foreign language and develop the ability to: when speaking, use strings of related sentences; when listening, understand most spoken language when the message is deliberately and carefully conveyed by a speaker accustomed to dealing with learners; when writing, create simple paragraphs; when reading, acquire knowledge and new information from comprehensive authentic text. The course will integrate Chinese culture with language learning to enhance the understanding of cultural influence on the language.

*Prerequisite(s): CHN 132 or equivalent.*

**CHN 232 - INTERMEDIATE CHINESE II**

Three Credits Spring Semester

This course is a continuation of CHN 231 - Intermediate Chinese I.

*Prerequisite(s): CHN 231 or equivalent.*

**CHN 331 - ADVANCED CHINESE I**

Three Credits Fall Semester

In both semesters of Advanced Chinese, students build upon their previous ability and develop the ability to: speak simple dialogue of paragraph length; understand most authentic speech; write a series of coherent paragraphs; read authentic text to acquire information. The course integrates history and culture, as well as contemporary events and issues.

*Prerequisite(s): CHN 232 .*

**CHN 332 - ADVANCED CHINESE II**

Three Credits Spring Semester

This course is a continuation of CHN 331 - Advanced Chinese I.

*Prerequisite(s): CHN 331 or equivalent.*

**CHN 333 - CHINESE TV SERIES**

Three Credits Fall and Spring Semesters

Study of contemporary Chinese TV Series with an emphasis on conversation, culture and language proficiency. The class will view and discuss TV episodes. Students will study the corresponding scripts, related grammar and vocabulary. Completion of written and oral assignments is also required.

*Prerequisite(s): CHN 232 or equivalent.*

**Communication****COM 103 - PUBLIC SPEAKING**

Three Credits Fall and Spring Semesters

Theory and practice of communicating in one-to-many situations. Students research, organize, and deliver several types of speeches, as well as critique various forms of public communication.

**COM 105 - INTERPERSONAL COMMUNICATION**

Three Credits Fall and Spring Semesters

The basic elements of interpersonal communication, with special emphasis on developing knowledge and skills applicable to face-to-face interactions between individuals. The class facilitates an exploration of verbal and nonverbal communication.

**COM 107 - MEDIATED COMMUNICATION**

Three Credits Fall and Spring Semesters

An overview of the history, structure, performance, content, effects and future of the mass media, including issues of media ownership, regulation, and the importance of advertising.

**COM 110 - NAVIGATING THE MEDIA LANDSCAPE (FIRST-YEAR SEMINAR)**

Four Credits Fall Semester

This course will provide an overview of the history, structure, performance, content, effects, and future of mediated communication, including issues of media ownership, regulation, and

media literacy. As a first-year writing-intensive seminar, students will engage in frequent writing assignments, rigorous analysis of texts, critical thinking, and information literacy.

*Prerequisite(s): Open to First-Year Students only*

Is the equivalent to COM 107 - Mediated Communication.

Fulfills the **First-Year Seminar** requirement.

**COM 201 - BUSINESS AND PROFESSIONAL COMMUNICATION**

Three Credits Not Offered 2012-2013

Advanced study and practice in specialized audience analyses, conference procedures, group problem solving, interviewing techniques, and professional presentations.

**COM 203 - STUDIES IN PERSUASION**

Three Credits Fall and Spring Semesters

Analysis of social aspects of persuasion, cultural basis for belief and theories of attitude change. Examination of reasoning and rhetoric in advertising, political campaigns, and social movements.

**COM 205 - SMALL GROUP COMMUNICATION**

Three Credits Not Offered 2012-2013

Theory and practice of communication in small groups. Highlights the communicative dimensions of decision-making, leadership, cohesiveness, and conflict in the small group setting.

**COM 207 - MEDIA CRITICISM**

Three Credits Fall and Spring Semesters

Survey of internal and external constraints in production of mediated messages. Analysis of news, advertising, and entertainment processes and products.

*Prerequisite(s): COM 107.*

**COM 215 - VIDEO PRODUCTION: PRINCIPLES AND TECHNIQUES**

Three Credits Fall and Spring Semesters

Understanding the principles and elements of video: the camera, lighting, direction, editing, sound. Practice in making a video composition.

*Prerequisite(s): COM 107 or JRN 100.*

**COM 220 - UNDERSTANDING FILM**

Three Credits Fall Semester

Introduction to film analysis through the study of a variety of film texts, with an emphasis on film form, and how the various components of filmmaking, including elements of mise-en-scene, cinematography, editing, sound and music, and narrative structure function within that system.

**COM 310 - ORGANIZATIONAL COMMUNICATION**

Three Credits Fall and Spring Semesters

Principles of communication in business and nonprofit organizations. Topics include communication theories, leadership and motivation, superior-subordinate communication, organizational culture, networks, and conflict management.

*Prerequisite(s): COM 105 or COM 205.*

## COM 311 - PUBLIC RELATIONS I: PRINCIPLES

Three Credits Fall and Spring Semesters

Theoretical and practical. Written and visual materials for a variety of organizational goals. Tools of communication, public relations – law and ethics, problem solving, persuasion and public opinion, media relations.

*Prerequisite(s): COM 203 or COM 310 or BUS 333 or BUS 340.*

## COM 312 - PUBLIC RELATIONS II: PRACTICES

Three Credits Fall and Spring Semesters

Practice of public relations in several typical environments: public agencies, corporations and the like; case study method.

*Prerequisite(s): COM 311 or JRN 100*

## COM 313 - GENDER AND COMMUNICATION

Three Credits Fall and Spring Semesters

Examines the impact of gender, or male-female perspectives, on the communication process. Topics discussed within a variety of contexts.

## COM 314 - MEDIA INDUSTRIES

Three Credits Wintersession

Advanced survey of media organization operation, including ownership, personnel, programming, and audience research.

*Prerequisite(s): COM 107.*

Offered to Los Angeles Interns only.

## COM 315 - INTERCULTURAL COMMUNICATION

Three Credits Fall and Spring Semesters

Examines the role of communication in the creation and transmission of cultural knowledge and practice. Discusses the impact of communication differences in cross cultural contexts.

*Prerequisite(s): COM 105.*

## COM 316 - FAMILY COMMUNICATION

Three Credits Spring Semester

This course is designed as an introduction to communication phenomena in the setting of the family. The overall goal is help you understand how, through communication, we develop, maintain, enhance, or disturb family relationships. Students will learn verbal & nonverbal skills that can help promote healthy family communication.

*Prerequisite(s): COM 105*

## COM 318 - PERSUASION AND SOCIAL MOVEMENTS

Three Credits Alternate Years: Fall 2013, 2015

Role of discourse in the life cycle of social movements. Rhetorical analysis of stages of movement development. Examination of theory and research.

*Prerequisite(s): COM 203.*

## COM 319 - POLITICAL COMMUNICATION

Three Credits Alternate Years: Fall 2012, 2014

Examines nature and impact of diverse communication strategies in political contexts,

such as congressional and presidential campaigns and legislative discussion of social issues.

*Prerequisite(s): COM 203.*

## COM 320 - PERSUASION AND PUBLIC INFLUENCE

Three Credits Not Offered 2012-2013

Critical analysis of the rhetorical significance of selected public discourse. Examines the roles of persuasion in the public realm.

## COM 321 - FILM GENRES

Three Credits Alternate Years: Spring 2013, 2015

A historical survey of several American film genres.

*Prerequisite(s): COM 220.*

## COM 322 - COMMUNICATION RESEARCH METHODS

Three Credits Fall and Spring Semesters

Introduction to basic techniques for investigating common communication problems. Topics include focus group interviews, questionnaire design, critical methodology, content analysis, and other basic data collection methods used in communication organizations. Designed for Communication majors seeking a research course which emphasizes practical applications.

*Prerequisite(s): Sophomore standing.*

## COM 323 - HONORS-FILM CENSORSHIP AND AMERICAN CULTURE

Three Credits Not Offered 2012-2013

Examines the continuing battle over film content, a battle as old as the medium itself. Against recurrent threats of federal censorship, filmmakers have struggled to present messages that have often been at odds with a vast array of powerful groups, from the Catholic Legion of Decency to National Organization for Women. Discussions will cover the erosion of the Production Code and the institution of a Rating system.

*Prerequisite(s): COM 220. Limited to honors scholars.*

## COM 325 - LEADERSHIP AND COMMUNICATION

Three Credits Fall Semester

Examination of leadership theories and diverse styles of leading within various contexts. In particular, this course will explore the vital role of communication processes in relation to leadership effectiveness. This course will also give students the opportunity to reflexively examine their own styles of leadership as well as identify areas for continued improvement.

*Prerequisite(s): COM 103 and COM 105.*

## COM 330 - MEDIA REGULATION

Three Credits Alternate Years: Spring 2010, 2012

Examines how control, from government censorship to forms of industry regulation, is exhibited over the media. The history of media censorship, including significant cases and precedent-setting legal decisions, is examined. The focus is on the differences between censorship and regulation, and the similarities and differences among various mass media outlets. Among the topics covered are libel,

indecentcy, obscenity, and other examples of speech not protected by the First Amendment.

*Prerequisite(s): COM 107.*

## COM 333 - TOPICS IN MEDIATED COMMUNICATION

Three Credits Fall and Spring Semesters

The topics of this seminar vary according to student's needs and interests.

*Prerequisite(s): COM 107*

Course may be taken three times.

## COM 412 - ADVANCED INTERPERSONAL COMMUNICATION

Three Credits Spring Semester

Examines major theories and research in interpersonal communication, including advanced investigation of concepts introduced in CO 105. Topics include theories of relationship development and decline, marriage and family communication, and communicative competence.

*Prerequisite(s): COM 105 or COM 205.*

## COM 414 - SPECIAL TOPICS IN COMMUNICATION

Three Credits Offered as Needed

The topics of this seminar vary according to student needs and interests. Course may be taken three times.

## COM 417 - COMMUNICATION THEORY

Four Credits Fall and Spring Semesters

An advanced survey of major communication theories. Focus on how communication theories are built and tested and how different theories are related. Includes theories from interpersonal, organizational, persuasion, and other communication areas.

*Prerequisite(s): COM 322 and Senior standing. Instructor consent required for Juniors.*

## COM 418 - RHETORICAL THEORY

Three Credits Not Offered 2012-2013

A consideration of the intellectual tradition of rhetoric from a theoretical and critical perspective. Ideas from the classical, modern, and contemporary periods are examined.

*Prerequisite(s): COM 322 and Senior standing. Instructor consent required for Juniors.*

## COM 419 - MEDIATED COMMUNICATION THEORY

Four Credits Fall and Spring Semesters

Survey of development of mediated communication theory and research. Discussion of production, mediation, reception, and effects theories. Students will take part in an extensive community-based learning project at an after-school program.

*Prerequisite(s): COM 207 and COM 322 and Senior standing. Instructor consent required for Juniors.*

## COM 452 - COMMUNICATION HONORS THESIS

Three Credits Fall and Spring Semesters

In consultation with a faculty member, students in the Department of Communication Honors Program conduct original research on a topic related to their emphasis in communication. Students must begin their research no later

than one semester prior to the semester in which they plan to graduate. An official copy of the thesis will remain on file with the Department and with the college archives.

*Prerequisite(s): COM 322 and open to Junior and Senior Communication Majors in the Department of Communication Honors Program. Permission of Instructor.*

May be repeated for a maximum of 6 credits.

## COM 475 - INTERNSHIP IN MASS COMMUNICATION

Three Credits Fall and Spring Semesters

Experience in the practice of mass media complementary to the work done in courses.

*Prerequisite(s): COM 107, minimum of 3.0 GPA and permission of Internship Coordinator.*

## COM 476 - INTERNSHIP IN ORGANIZATIONAL COMMUNICATION

Three Credits Fall and Spring Semesters

Experience in the practice of public relations and other forms of organizational communication complementary to work done in courses.

*Prerequisite(s): COM 310 or COM 311, minimum of 3.0 GPA and permission of Internship Coordinator.*

## COM 477 - INTERNSHIP IN POLITICAL COMMUNICATION

Three Credits Fall and Spring Semesters

Experience in the practice of political communication complementary to the work done in courses.

*Prerequisite(s): COM 203, minimum of 3.0 GPA and permission of Internship Coordinator.*

## COM 490 - DIRECTED STUDY

Three Credits Fall and Spring Semesters

Opportunity for upper-level students to do an advanced research project or investigation in a field of special interest not covered by a normally-scheduled course. Student and a full-time faculty member familiar with the student's area of interest agree on a plan of study and research and on evaluation methods.

*Prerequisite(s): Approval of both the faculty member directing the project and the Department Chairperson required.*

## Criminology

### CRM 110 - FROM CSI TO LOCKUP: MYTHS AND REALITIES (FIRST-YEAR SEMINAR)

Four Credits Fall Semester

An introduction to the major institutions of criminal justice from a social scientific perspective. Examines the structure and operation of police, courts, and corrections. Theories and concepts of criminology and other disciplines will be used to describe the workings of the criminal justice system and to raise questions for critical analysis.

*Prerequisite(s): Open to First-Year Students only.*

Is the equivalent of CRM 120 - Critical Introduction to Criminal Justice.

Fulfills the **First-Year Seminar** and Cornerstone **Social Scientific Inquiry** Requirement.

### CRM 120 - CRITICAL INTRODUCTION TO CRIMINAL JUSTICE

Three Credits Fall and Spring Semesters

An introduction to the major institutions of criminal justice from a social scientific perspective. Examines the structure and operation of police, courts, and corrections. Theories and concepts of sociology and other disciplines will be used to describe the workings of the criminal justice system and raise questions for critical analysis.

Fulfills the General Education **Social Scientific Inquiry** requirement.

### CRM 201 - CRIMINOLOGY

Three Credits Fall and Spring Semesters

This course provides a broad overview of sociological and interdisciplinary theories of criminal behavior and social control. Students learn how to analyze theories and research on crime for the purpose of advancing theory as well as developing policies for crime prevention and control. Not open to first-year students in their first semester.

### CRM 204 - SOCIOLOGY OF THE PRISON

Three Credits Spring Semester

Particular stress is placed on basic structure of American prisons – their purposes and their effects. Focal questions include: Who goes to prison? What happens to those imprisoned? What happens to those released from prison? Prison policy development and implementation with regards to current criminological theory and research and current public opinion are discussed as a central concluding theme.

*Prerequisite(s): SOC 101 or CRM 201.*

### CRM 208 - SEX OFFENDERS: PATTERNS AND BEHAVIORS

Three Credits Fall Semesters

This course examines theories and research on sexual assault and sex offenders, evaluates the effectiveness of assessment and treatment practices, and explores supervision/legal strategies designed to prevent recidivism of sex offenders.

*Prerequisite(s): CRM 201*

### CRM 224 - JUVENILE DELINQUENCY

Three Credits Fall and Spring Semesters

An examination of juvenile delinquency in American society. Topics included are the historical background and "invention" of delinquency, cross-cultural definitions of delinquency, theories of delinquency, social class differences, and the juvenile court system. The course critically examines the social, health, and mental health services which have been utilized by this society in attempts to prevent or "treat" delinquent behavior.

*Prerequisite(s): SOC 101 and CRM 201.*

### CRM 273 - CRIME AND MENTAL ILLNESS

Three Credits Spring Semester

The course examines crime and mental illness, including social-psychological theories of crime; co-occurring psychological disorders; problem-solving courts (drug treatment, mental health, and re-entry) comprising the emerging field of

"therapeutic jurisprudence"; and mentally ill offenders in prison and community settings. Sociological issues of gender, class and race will be discussed wherever relevant.

### CRM 303 - PROCEDURAL CRIMINAL LAW

Three Credits Fall Semester

Due process of law; arrest; search and seizure; electronic surveillance; entrapment, right to counsel; privilege against self-incrimination; plea bargaining; double jeopardy.

*Prerequisite(s): CRM 120 or CRM 201.*

### CRM 304 - VICTIMS IN THE COURTROOM

Three Credits Fall Semester

Involves the study of crime victims and their experiences with the Criminal Justice System. Will focus on the dynamics of intimate partner violence and its history as a social problem. A substantial portion of the course will focus on the mechanics of the courtroom as they relate to crime victims.

*Prerequisite(s): CRM 120 or CRM 201.*

### CRM 305 - SUBSTANTIVE CRIMINAL LAW

Three Credits Spring Semester

Principles of criminal liability, defenses to crime, the insanity defense, crimes against property, crimes against the habitation, crimes against the person, and the justification for punishment.

*Prerequisite(s): CRM 120 or CRM 201.*

### CRM 307 - MECHANICS OF THE COURTROOM

Three Credits Fall Semester

Preparation of witnesses; examination of legal techniques of discrediting and impeachment of witnesses; scope of direct and cross-examination; rules of evidence; burden of proof and burden of persuasion; ethical responsibilities of prosecution and defense; division of responsibility between judge and jury.

*Prerequisite(s): CRM 120 or CRM 201.*

### CRM 310 - RESEARCH METHODS FOR CRIMINOLOGY

Three Credits Fall Semester

An introduction to quantitative and qualitative research methods employed for conducting research in criminology. Topics include: problem selection and definition; relationship between theory and research; measuring crime; sampling; data collection and analysis; understanding the "Action Research" model; developing goals, objectives, and performance measures; creating a research design; and program evaluation methods. Research designs considered include surveys, content and secondary data analysis, interviewing, field observation, and experiments.

*Prerequisite(s): CRM 120 or CRM 201.*

### CRM 311 - STATISTICAL ANALYSIS IN CRIMINOLOGY

Three Credits Spring Semester

An introduction to descriptive and inferential statistics as applied to the field of criminology. Topics include: measures of distribution, frequency, cross-tabulation, and analysis of variance and correlation. The course will also cover creating variable lists, data coding, creating databases for criminal justice agencies, analyzing the data using

a variety of software packages, and presenting the data in narrative and graphic formats. Students will learn how to use Microsoft ACCESS to create databases, the Statistical Package for the Social Sciences to analyze data, and Microsoft PowerPoint for statistical presentations.

*Prerequisite(s): SOC 101 .*

Fulfills the General Education **Statistical Reasoning** requirement.

## **CRM 314 - PRACTICUM: VICTIMS IN THE COURTROOM**

Three Credits Alternate Years: Spring 2013, 2015

A select group of students will have the opportunity to go to court on a weekly basis. Under the supervision of the instructor, the students will assist victims of crimes through the judicial process. Duties will include: restraining order applications; preparation of victim impact statements; and appearing before the judge.

*Prerequisite(s): CRM 304 and permission of instructor.*

## **CRM 318 - FEDERAL CRIMINAL PROCESS**

Three Credits Fall and Spring Semesters

This course examines federal authority and responsibility for criminal acts, including constitutional issues, federal statutes (RICO, money laundering, tax offenses, domestic terrorism, public corruption), federal enforcement agencies, criminal procedure, federal grand jury, and Federal Sentencing Guidelines. Unique tools available to federal law enforcement agencies and prosecutors – asset forfeiture, electronic interception, the Patriot Act – will be discussed.

*Prerequisite(s): CRM 120 and (CRM 303 or CRM 305).*

## **CRM 322 - VIOLENT CRIME AND FEDERAL INITIATIVES**

Three Credits Fall Semester

This course examines current patterns of violent crime in the US, such as gang violence and spousal abuse, and the role of federal criminal justice agencies in designing and implementing agency partnership models to reduce crime in local communities.

*Prerequisite(s): SOC 101 or CRM 201.*

## **CRM 324 - ALTERNATIVE RESOLUTIONS IN CRIMINAL JUSTICE**

Three Credits Fall Semester

Mediation is an effective method of reducing or resolving conflict between disputing parties. Its use is widespread: in government (courts, international diplomacy); as a professional service for businesses and families; in schools; and in community crime prevention where gangs are prevalent. Techniques of mediation are learned through reading, demonstration, and role-play.

*Prerequisite(s): SOC 101 or CRM 201.*

## **CRM 333 - THE ACCUSED**

Three Credits Fall and Spring Semesters

This course contemplates the criminal justice system (primarily in the Commonwealth of Massachusetts) from the perspective of the

defendant and his counsel and from arrest to post-trial in misdemeanor and felony court. Beginning with the attorney-client relationship and continuing throughout criminal proceedings, defendants and defense counsel face challenges distinct from law enforcement and prosecutors. The course examines the unique challenges that the accused, whether guilty or not, encounter in the modern criminal justice system.

*Prerequisite(s): CRM 201.*

## **CRM 335 - SPATIAL CRIME ANALYSIS**

Three Credits Spring Semester

Introduces a variety of methods and techniques for the visualization, exploration, and modeling of crime data using geographic mapping. Emphasis on mapping real life crime data and exploring mapping technology as a strategic planning tool for law enforcement agencies. The main objectives are to teach students the basic concepts of geographic mapping and its use by a variety of criminal justice agencies using ArcView Mapping software.

## **CRM 352 - TOPICS IN CRIMINOLOGY**

Three Credits Not Offered 2009-2010

Examines topics of current interest in criminology, including the etiology and characteristics of specific categories of crime. The specific content focuses on timely, cutting edge research and case studies that are of academic importance. Content varies as topics evolve.

## **CRM 409 - SEMINAR: DEVIANCE AND CONTROL**

Three Credits Offered Periodically

Examines the concept of deviance in society and its implications for the study of contemporary behavior. The first half of the semester focuses on the competing perspectives on deviant behavior and implications. The second half examines how individual and organizational deviance is defined, reacted to, and managed.

*Prerequisite(s): CRM 201 or SOC 101.*

## **CRM 410 - SEMINAR: JUVENILE JUSTICE**

Three Credits Alternate Years: Spring 2013, 2015

This course examines promising strategies, primarily in the private sector, for handling juvenile offenders. Students directly observe programs and work with program managers to develop plans to expand community-based and private-sector support. Presentation, advocacy, and networking skills are emphasized.

*Prerequisite(s): CRM 224 and one additional CRM course.*

## **CRM 411 - SEMINAR: POLICE AND SOCIETY**

Three Credits Spring Semester

Police discretion and values. Affirmative action, hiring, training, police organization, police and the community. Research and evaluation in criminology.

*Prerequisite(s): CRM 201 and one additional CRM course.*

## **CRM 412 - SEMINAR: PUNISHMENT AND PUBLIC POLICY**

Three Credits Alternate Years: Fall 2012, 2014

Seminar will focus on the development of punishment policy, judicial discretion, and the sanctioning process. It will trace the history of punishment in the US; compare our policies with those of other countries; and examine the impact of punitive society. Students will study death penalty policy, considering its morality, implementation, and impact.

*Prerequisite(s): CRM 201, or CRM 204.*

## **CRM 430 - SEMINAR: RACE, CLASS AND GENDER IN THE CRIMINAL JUSTICE SYSTEM**

Three Credits Alternate Years: Spring 2012, 2014

A comparative examination of women and minorities in the criminal justice system. Topics include: women and minority offenders; women and minority victims; women and minorities at different stages of the criminal justice process (police, courts, and corrections); women and minorities employed within the system; and societal attitudes toward women and minorities involved in the system.

*Prerequisite(s): CRM 201 and one additional CRM course.*

## **CRM 432 - SEMINAR: AT-RISK FAMILIES AND YOUTHS**

Three Credits Fall and Spring Semesters

This course examines characteristics of the growing numbers of families and youths on the “fault line” of present-day society in the United States. Causes and solutions that have been proposed to understand, control, and redress problems of at-risk families and youths are discussed. Topics include social stratification, victimization, crime prevention, innovative school programs, and other social intervention programs.

*Prerequisite(s): CRM 224.*

## **CRM 440 - SEMINAR: WHITE COLLAR CRIME**

Three Credits Fall Semester

The course focuses on crimes committed by persons of respectability and high social status as opposed to traditional “street crimes” normally spotlighted in criminal justice courses. Such crimes include: restraint of trade, misrepresentation in advertising, infringement of patents and copyrights, unfair labor practices, financial fraud, and violations of trust. The extent, societal costs, and enforcement practices of such crimes are evaluated. Implications for prevention and for the punishment of offenders are presented for class discussion. The case method is used as the basis of class structure.

*Prerequisite(s): CRM 120 or SOC 101.*

## **CRM 475 - INTERNSHIP IN CRIMINOLOGY**

Three Credits Fall and Spring Semesters

The Capstone course for the major, the Internship provides an academic experience in which the third- or fourth-year student (only) contribute to the ongoing organizational process while learning to apply criminology theories to observations of structure, function, and process in a particular correctional, court, or law enforcement agency.

*Prerequisite(s): Written permission of the faculty member supervising the internship.*

**CRM 490 - DIRECTED STUDY**

Three Credits Fall and Spring Semesters

Supervised reading and research directed by Department member. Permission of the faculty member directing the project and the Department Chairperson.

**CRM 497 - SENIOR THESIS**

Three Credits Fall Semester

Fourth-year students will polish their communication skills and build on prior coursework. The goal is preparation of a paper suitable for presentation at an annual meeting of a professional association during the spring semester. Taught in seminar/workshop format, the course includes presentations from departmental faculty about conducting research in sociology, criminology and anthropology.

*Prerequisite(s):* Permission of Department Chairperson.

**Computer Science****CSC 101 - FROM GUTENBERG TO GATES**

Three Credits Fall and Spring Semesters

This course explores the history of information technology and its impact on our society. It provides students with the background to understand these changes and the tools they need to manage them, as well as a strong foundation in research, critical thinking, and oral and written communication skills.

*Prerequisite(s):* No prerequisites.

Fulfills the General Education **Natural Scientific Inquiry** requirement.

**CSC 102 - BASIC PROGRAMMING**

Three Credits Not Offered 2012-2013

An introduction to computers and programming using Visual Basic .NET. Problem solving using top-down design and procedural abstraction, visual design for the desktop and the web, databases, and fundamental hardware and software structures. Useful in any career that uses computer technology.

*Prerequisite(s):* No prerequisites.

Fulfills the General Education **Natural Scientific Inquiry** requirement.

**CSC 103 - COMPUTER SCIENCE I**

Four Credits Fall Semester

An introduction to programming and problem solving using Java. Topics include: Input and Output; Selection; Repetition; Methods; Recursion; Arrays; Classes and Objects.

**CSC 104 - COMPUTER SCIENCE II**

Four Credits Spring Semester

Inheritance; Polymorphism; Exceptions; Stream IO; Elementary Data Structures; Graphics; Event Driven Programming.

*Prerequisite(s):* CSC 103.

**CSC 105 - HEALTHY COMPUTER USE FOR COMPUTER SCIENCE**

One Credit Fall Semester

Healthy computer use for computer scientists using the Alexander Technique. Survey medical literature related to computer use and musculoskeletal disorders. Pathomechanics of the human-computer interface. Ergonomic conditioning, physical conditioning, mental conditioning and work conditioning. Based on the Alexander Technique: a way of uncovering and correcting mental and physical habits that lead to musculoskeletal injury.

**CSC 195 - HOW COMPUTERS WORK**

Three Credits Alternate Years: Spring 2013, 2015

An exploration of how computers work: what goes on inside the computer (hardware), how to program computers (software), the Internet and communication revolution, artificial intelligence, and the limits of computation.

Fulfills the General Education **Natural Scientific Inquiry** requirement.

**CSC 201 - DISCRETE MATHEMATICS FOR COMPUTER SCIENCE I**

Three Credits Fall Semester

Discrete mathematical models for applications in computer science. Mathematical induction, graphs, trees, sets, equivalence relations, functions, and partially ordered sets. Asymptotic complexity, Big-O, and Big Omega, recursion and recurrence equations, finite and infinite sums. Predicate logic and first order logic. Basic counting methods, simple combinatorics. Probability and Markov Chains. Linear algebra, applications of linear algebra in computer science.

*Prerequisite(s):* MTH 126, CSC 104.

**CSC 202 - DISCRETE MATHEMATICS FOR COMPUTER SCIENCE II**

Three Credits Spring Semester

Discrete mathematical models for applications in computer science. Mathematical induction, graphs, trees, sets, equivalence relations, functions, and partially ordered sets. Asymptotic complexity, Big-O, and Big Omega, recursion and recurrence equations, finite and infinite sums. Predicate logic and first order logic. Basic counting methods, simple combinatorics. Probability and Markov Chains. Linear algebra, applications of linear algebra in computer science.

*Prerequisite(s):* MTH 126, CSC 104.

**CSC 211 - DATA STRUCTURES**

Three Credits Fall Semester

The fundamental methods used to organize data in computer algorithms: stacks, queues, linked lists, trees, graphs, searching, and sorting. Design and analysis of algorithms.

*Prerequisite(s):* CSC 104.

**CSC 221 - COMPUTER LOGIC AND ORGANIZATION**

Three Credits Alternate Years: Fall 2013, 2015

The basics of digital logic design. Binary representation of information, Boolean algebra, truth tables, combinatorial logic, Karnaugh maps, memory elements, flip flops, latches, registers,

RAM and variations. ALU's, control logic, and finite state machines. The design of a simple computer. Gates and their implementation with transistors and integrated circuits.

*Prerequisite(s):* CSC 103.

**CSC 281 - ADVANCED PROGRAMMING**

Three Credits Spring Semester

Programming for the world wide web. Design patterns. Presentation Layer: XHTML, CSS, Javascript. Processing Layer: XSLT, Servlet Frameworks. Data Layer: XML, Document Object Model.

*Prerequisite(s):* CSC 211 (with a grade of C- or better).

**CSC 304 - COMPUTER ARCHITECTURE**

Three Credits Alternate Years: Spring 2014, 2016

The basics of computer organization, architecture and assembly language. Instructions sets, address modes, and the run/time stack are explored by programming on a RISC machine. CPU and ALU design, performance analysis, pipelining, cache, virtual memory are examined. Trade-offs between RISC, CISC and advanced architectures is discussed. Assumes basic knowledge of digital logic.

*Prerequisite(s):* CSC 221.

**CSC 311 - ALGORITHMS AND COMPLEXITY**

Three Credits Alternate Years: Spring 2013, 2015

Basic algorithm techniques: recursion, dynamic programming, greedy method branch and bound. Analysis of algorithms: recurrence equations, NP-completeness, asymptotic complexity. Applications include graph and combinatorial algorithms.

*Prerequisite(s):* CSC 201 and (CSC 211 with a grade of C- or better).

**CSC 312 - COMPILER DESIGN**

Three Credits Alternate Years: Fall 2013, 2015

Finite automata and lexical analysis, context free grammars, top-down and bottom-up parsing, syntax directed translation, symbol table techniques, runtime storage administration, code generation, optimization.

*Prerequisite(s):* CSC 211 (with a grade of C- or better).

**CSC 314 - OPERATING SYSTEMS**

Three Credits Alternate Years: Fall 2012, 2014

Process management, concurrency, virtual storage organization, processor management, auxiliary storage management, operating system performance.

*Prerequisite(s):* CSC 211 (with a grade of C- or better).

**CSC 323 - PROGRAMMING LANGUAGES**

Three Credits Alternate Years: Spring 2014, 2016

Formal language concepts including syntax and basic characteristics of grammars. Control structures, data flow, run-time considerations. Scripting, Functional, and Logic languages.

*Prerequisite(s):* CSC 211 (with a grade of C- or better).

**CSC 325 - DATABASE MANAGEMENT SYSTEMS**

Three Credits Alternate Years: Spring 2013, 2015

Data Modeling using the Entity-Relationship approach. The Relational Model and Relational Algebra. SQL. Functional dependencies and normalization. Database design Process. Record storage and primary file organization. Index structures for files. Concurrency control techniques.

*Prerequisite(s): CSC 211 (with a grade of C- or better).*

**CSC 382 - ARTIFICIAL INTELLIGENCE**

Three Credits Alternate Years: Spring 2013, 2015

Introduction to artificial intelligence. Knowledge representation. Natural language processing. Deduction and inference. Expert systems. Computer vision. Robotics. Programming in LISP, PROLOG, or another AI language.

*Prerequisite(s): CSC 211 (with a grade of C- or better).*

**CSC 384 - THEORY OF COMPUTATION**

Three Credits Alternate Years: Fall 2012, 2014

Introduction to the general theory of computation. Formal grammars: regular, context-free, and context-sensitive languages. Formal automata: finite-state and pushdown models. Decidability. Turing Machines. The Chomsky hierarchy. NP-Completeness and Complexity Theory. Also listed as MTH 384.

*Prerequisite(s): CSC 201.*

**CSC 390 - DATA NETWORKING**

Three Credits Alternate Years: Fall 2013, 2015

Data Networking: Data communication system components, network architecture, layered protocols, traffic analysis, and capacity planning.

*Prerequisite(s): CSC 211 (with a grade of C- or better).*

**CSC 393 - NUMERICAL ANALYSIS**

Three Credits

For description and semester schedule, see MTH 393.

**CSC 399 - TOPICS IN COMPUTER SCIENCE**

Three Credits Not Offered 2012-2013

An advanced topic in an area of current interest in computer science.

**CSC 400 - COMPUTER SCIENCE CAPSTONE**

Four Credits Spring Semester

Large-scale software project involving teamwork, written reports and oral presentations.

*Prerequisite(s): Senior standing in Computer Science.*

**CSC 450 - COMPUTER SCIENCE HONORS THESIS**

Three Credits Fall and Spring Semester

For fourth-year students in the Computer Science Honors Program. Students are required to consult with a faculty member regarding a suitable thesis topic. The final project is judged by a panel of three faculty members. The project may be completed either in one or two semesters.

*Prerequisite(s): A grade-point average of 3.5 in all Computer Science courses.*

**CSC 475 - INTERNSHIP IN COMPUTER SCIENCE**

Three Credits Fall and Spring Semesters

Opportunity for qualified students to work in the computer industry under professional supervision.

**CSC 490 - DIRECTED STUDY**

Three Credits Fall and Spring Semesters

Opportunity for upper level students to do advanced work in a specialized area of computer science.

*Prerequisite(s): Permission of faculty member directing the project and the Department Chairperson required.*

**Economics****ECO 110 - THE ECONOMICS OF EBAY (FIRST-YEAR SEMINAR)**

Four Credits Spring Semester

Why do some items sell for such ridiculously high prices at auctions of reputable establishments such as Christie's, Bonham's, Sotheby's or even eBay? Has it ever occurred to you why the owners of a house listed for \$1.5 million last year cannot get 1/3 of that price this year? In this class we will examine the way consumers and businesses think and behave as rational entities.

*Prerequisite(s): Open to First-Year Students only.*

Is the equivalent of ECO 176 - Microeconomic Principles.

Fulfills the **First-Year Seminar** and Cornerstone **Social Scientific Inquiry** Requirement.

**ECO 111 - THE UNDERCOVER ECONOMIST (FIRST-YEAR SEMINAR)**

Four Credits Fall Semester

Economics is the study of how to get the most out of life and to help others to do so as well. Your mission, if you choose to accept it, is to develop your economic lens, seek out various mysteries that surround us, and discover both the seen and unseen.

*Prerequisite(s): Open to First-Year Students only.*

Is the equivalent of ECO 176 - Microeconomic Principles

Fulfills the **First-Year Seminar** and Cornerstone **Social Scientific Inquiry** Requirements.

**ECO 112 - HUMANS BEHAVING BADLY: ECONOMIC PERSPECTIVES (FIRST-YEAR SEMINAR)**

Four Credits Spring Semester

This course blends behavioral economics and microeconomics, covering traditional topics: why markets work (or don't) the societal benefits of active competition, the controversy behind free trade, and why some pollution is a good thing; and other important questions: why companies use coupons rather than low prices, why retailers increasingly use "free" in their advertising, and why the US organ donation system causes unnecessary deaths.

*Prerequisite(s): Open to First-Year Students only.*

Is the equivalent of ECO 176 - Microeconomic Principles.

Fulfills the **First-Year Seminar** and Cornerstone **Social Scientific Inquiry** Requirements.

**ECO 120 - FINANCIAL INTELLIGENCE (FIRST-YEAR SEMINAR)**

Four Credits Spring Semester

In this course students will learn how to use Bloomberg as a tool to access economic and financial indicators to make economic decisions that impact individuals, businesses, and, on a larger scale, governments.

*Prerequisite(s): Open to First-Year Students only.*

Is the equivalent of ECO 178 - Macroeconomic Principles.

Fulfills the **First-Year Seminar** and Cornerstone **Social Scientific Inquiry** Requirements.

**ECO 121 - ZOMBIE ECONOMICS: VIEWS FROM DEAD ECONOMISTS (FIRST-YEAR SEMINAR)**

Four Credits Spring Semester

In this role-playing course, students will immerse themselves in the character of a well-known, dead economist and engage in the great debates in macroeconomics: what determines value, what is the role of government, etc. Students will come to know where historical figures stand on the controversial issues in economic thought.

*Prerequisite(s): Open to First-Year Students only.*

Is the equivalent of ECO 178 - Macroeconomic Principles.

Fulfills the **First-Year Seminar** and Cornerstone **Social Scientific Inquiry** Requirements.

**ECO 176 - MICROECONOMIC PRINCIPLES**

Three Credits Fall and Spring Semesters (more sections offered in fall)

Economic analysis of product and resource markets. The consumption behavior of households, the price and output decisions of firms under various forms of market structure, the distribution of income.

Fulfills the General Education **Social Scientific Inquiry** requirement.

**ECO 178 - MACROECONOMIC PRINCIPLES**

Three Credits Fall and Spring Semesters (more sections offered in spring)

Descriptive, historical and theoretical treatment of the overall level of economic activity, prices and employment within the framework of American capitalism. Contributions of Smith, Ricardo, Keynes, and others.

*Prerequisite(s): ECO 176 or the First-Year Seminar equivalent.*

Fulfills the General Education **Social Scientific Inquiry** requirement.

**ECO 205 - ECONOMICS OF SOCIAL ISSUES AND PUBLIC POLICY**

Three Credits Spring Semester

Economic analysis of issues often neglected in traditional economics courses, emphasizing policies that may alleviate social problems. Topics include healthcare, education, crime, substance abuse, cigarette smoking, gambling, housing, and family issues.

*Prerequisite(s): ECO 176 or the First-Year Seminar equivalent.*

**ECO 206 - UNITED STATES ECONOMIC HISTORY**

Three Credits Alternate Years: Fall 2013 and 2015

Basic economic analysis is used to study important aspects of the economic history of the United States. Concentration is on the period from 1830 to 1945, when the U.S. became a major industrial power. Emphasized are the development of big business, the effect of race and gender on markets, opportunities and incomes, and government policy.

Crosslisted with HIS 251.

Not open to first semester students.

**ECO 210 - IMPACT OF THE NEWS ON FINANCIAL MARKETS**

Three Credits Fall Semester

This course examines the impact of news on financial markets, using tools of economics, Bloomberg and financial news from the media, it examines how the financial markets in the United States and the globe behave and move in advance of the news--based on their expectations as well as in response to the news.

*Prerequisite(s): ECO 176 and ECO 178 or their corresponding First-Year Seminar equivalents.*

**ECO 211 - ECONOMICS OF LABOR UNIONS**

Three Credits Fall Semester

Examines the historical and current role of organized labor in the U.S. and its impact on employment, wages, prices, and trade. Additional topics include collective bargaining, labor market discrimination, and the globalization of production.

*Prerequisite(s): ECO 176 and ECO 178 or their corresponding First-Year Seminar equivalents.*

**ECO 217 - ECONOMIC HISTORY OF THE 20TH CENTURY AMERICAN FAMILY**

Three Credits Spring Semester

The course traces the socioeconomic progress of a variety of American families over the century. Changes in real income, employment conditions, labor force participation, education, residence, and family life are examined within the context of larger economic, political, and social events such as immigration, war, depression, the labor movement, civil rights, and women's rights.

*Prerequisite(s): ECO 176 and ECO 178 or their corresponding First-Year Seminar equivalents.*

**ECO 219 - HISTORY OF WORLD ECONOMIC DEVELOPMENT**

Three Credits Alternate Years: Fall 2012 and 2014

The world has experienced an extraordinary but unevenly distributed increase in material

living standards over the last 250 years. This course examines major developments, issues, and controversies related to long run economic development and change. Themes include the causes of technological leadership, the connection between technological change and business structure, and the spread of industry.

Crosslisted with HIS 219.

**ECO 225 - CHINA'S ECONOMIC MIRACLE: A CLOSER LOOK**

Three Credits Not Offered 2010-2011

An introduction to the unprecedented developments taking place in the most populous and fastest growing nation. Focus on China's metamorphosis from a centrally planned socialist state to a market economy under the umbrella of political suppression. Additional emphasis of the unintended consequences of their current "economic growth at any cost" policies from the perspective of economic theory, as well as from a cross section of disciplines including political science, religion, sociology, communications, and film studies.

*Prerequisite(s): ECO 176 and ECO 178 or their corresponding First-Year Seminar equivalents.*

**ECO 241 - ECONOMIC STATISTICS**

Three Credits Fall Semester

Descriptive statistics; probability distributions; expected values; the binomial distribution; the normal distribution; sampling and sampling distributions; statistical inference – estimation and hypothesis testing; index numbers.

Fulfills the General Education **Statistical Reasoning** requirement.

**ECO 242 - ECONOMETRICS**

Three Credits Spring Semester

Is secondary smoke harmful? Learn econometrics to appropriately answer questions like this. The theory and application of multivariate regression analysis. We concentrate on problems of estimation and hypothesis testing of the direction and magnitude of possible causal relationships among variables. We use STATA econometrics software.

*Prerequisite(s): ECO 176 and ECO 178 (or their corresponding First-Year Seminar equivalents) and ECO 241.*

**ECO 244 - THE ECONOMICS OF SPORTS**

Three Credits Spring Semester

The course analyzes the industry of sports, especially professional and big-time college sports, using and developing tools of economic analysis, mainly microeconomics. Topics include the salary structure of professional team sports and the effects of free agency; the factors affecting sports attendance; the value of sports programming to broadcasters, and the effect of television revenues; the effect of the NCAA on television contracts and student-athlete choices; the economic effects of professional sports franchises and stadia.

*Prerequisite(s): ECO 176 and ECO 178 (or their corresponding First-Year Seminar equivalents) and completion of any Stastical Reasoning course.*

**ECO 246 - FORENSIC ECONOMICS**

Three Credits Fall Semester

Forensic Economics is the study of the contributions made by economists in providing expert opinions related to the measurement of economic damages in a vast array of legal dilemmas and circumstances. Such circumstances include the wrongful death associated with medical malpractice, discrimination and wrongful termination, catastrophic personal injuries, and others. This course provides students with an opportunity to "do economics" by incorporating active learning techniques associated with the functions of the forensic economist.

*Prerequisite(s): ECO 176 and ECO 178 (or their corresponding First-Year Seminar equivalents), and statistics from any discipline. Familiarity with spreadsheet software (such as Excel) is also strongly recommended.*

**ECO 301 - INTERMEDIATE MICROECONOMICS**

Three Credits Fall Semester

Theory of consumer behavior, the firm, product and factor markets, with emphasis on application of theory to real world problems.

*Prerequisite(s): ECO 176 and ECO 178 or their corresponding First-Year Seminar equivalents.*

**ECO 303 - INTERMEDIATE MACROECONOMICS**

Three Credits Fall and Spring Semesters

Theory of income, employment, and output; economic fluctuations, inflation, interest rates, growth, and stabilization policy.

*Prerequisite(s): ECO 176 and ECO 178 or their corresponding First-Year Seminar equivalents.*

**ECO 305 - PUBLIC SECTOR ECONOMICS**

Three Credits Fall Semester

Theoretical and empirical microeconomic analysis of government policy with respect to the efficient allocation of resources and the equitable distribution of income. Learn how appropriately chosen government policy enhances (rather than hinders) efficiency and equity in our society.

*Prerequisite(s): ECO 176 and ECO 178 or their corresponding First-Year Seminar equivalents.*

**ECO 309 - MONEY AND BANKING**

Three Credits Fall Semester

Analysis of the operation of financial markets and financial institutions focusing on financial intermediaries including commercial banks, investment banks and the central bank. Examines the structure and performance of the bond and stock markets, derivatives, and other financial instruments. Extensive use current market information prepares students with the real-world knowledge and experience necessary for careers in the financial world.

*Prerequisite(s): ECO 176 and ECO 178 or their corresponding First-Year Seminar equivalents.*

**ECO 311 - INTERNATIONAL ECONOMICS**

Three Credits Not Offered 2010-2011

This course covers the major themes of the theory of international trade. The gains from trade, tariff and non-tariff barriers to trade, the

theories of international trade such as the theory of absolute and comparative advantage and the Heckscher-Ohlin theory will be studied. The justifications for trade protection, its effects on the economy, historical and contemporary U.S. trade policy and the economics of regional trade agreements will also be discussed.

*Prerequisite(s): ECO 176 and ECO 178 or their corresponding First-Year Seminar equivalents.*

## **ECO 317 - ECONOMICS AND THE LAW**

Three Credits Alternate Years: Fall 2011, 2013

Focus on how an understanding of the law is furthered by an awareness of the economic background against which it operates. The course draws from economic principles developing concepts such as efficiency, property rights, regulation and income distribution. Applications of these ideas include crime, discrimination, health, the environment, professional sports, gun control, and the legal services industry.

*Prerequisite(s): ECO 176 and ECO 178 or their corresponding First-Year Seminar equivalents.*

## **ECO 319 - URBAN AND REGIONAL ECONOMICS**

Three Credits Spring Semester

Economic analysis of urban and regional dynamics, especially changing population and business location factors. Examines the problems of modern cities, e.g., housing, transportation, education, crime, and the cost of providing municipal services.

*Prerequisite(s): ECO 176 or the First-Year Seminar equivalent.*

## **ECO 321 - ECONOMICS OF HEALTHCARE**

Three Credits Spring Semester (Will also be offered Fall 2012)

Economic analysis of healthcare delivery markets, physician and nurse shortages, insurance industry distortions, models of hospital behavior, demand and supply considerations, impact of market failure.

*Prerequisite(s): ECO 176 or the First-Year Seminar equivalent.*

## **ECO 323 - LABOR ECONOMICS AND MANPOWER POLICY**

Three Credits Fall Semester

Economic analysis of labor markets, supply and demand considerations, labor force participation, wage determination models, discrimination theories, unemployment, manpower planning programs, and other public policies.

*Prerequisite(s): ECO 176 and ECO 178 or their corresponding First-Year Seminar equivalents.*

## **ECO 327 - ENVIRONMENTAL ECONOMICS**

Three Credits Spring Semester

Topics in natural resource and energy economics and environmental regulation, include the allocation, development, conservation, and scarcity of natural resources. We study pollution control through taxes, quotas and standards using cost-benefit models as a policy guide. Types of energy resources, substitutability, conversion and the relevance of energy to economic growth is discussed.

*Prerequisite(s): ECO 176 or the First-Year Seminar equivalent.*

## **ECO 329 - INDUSTRIAL ORGANIZATION**

Three Credits Spring Semester

Analysis of industries with varying degree of monopoly power and influence: monopolies, cartels, oligopolies, and monopolistic competition. Firm strategies, under both collusive arrangements and competitive pressures. Policy implications like antitrust and regulation. Effects of asymmetrically held information – how parties with information try to use it, those lacking information try to make up for it.

*Prerequisite(s): ECO 176 and ECO 178 (or their corresponding First-Year Seminar equivalents), and one Statistical Reasoning course.*

## **ECO 333 - MONETARY THEORY AND POLICY**

Three Credits Spring Semester

The roles of money, central banking, and monetary policy in the economy. How the Fed reacts to different news and how to predict the impact of the Fed reaction on the financial community. Topics start with the Classical Theory moving onto the Keynesian Theory and Milton Friedman's Modern Quantity Theory. Different Theories on demand for money and supply of money and their impact on the conduct and results of monetary policy are examined.

*Prerequisite(s): ECO 309 and ECO 303.*

## **ECO 335 - MANAGERIAL ECONOMICS**

Three Credits Alternate Years: Fall 2011, 2013

The application of economic theory and analysis to managerial decision-making. Topics include optimization techniques, alternative pricing policies, various strategic decision making analysis. Senior level managers provide interactive lectures emphasizing the decision-making process applicable to their firm or industry.

*Prerequisite(s): ECO 301, ECO 303, ECO 241, ECO 242 or equivalent.*

## **ECO 337 - MATHEMATICAL ECONOMICS**

Three Credits Not Offered 2012-2013

Applications of calculus, linear algebra and differential equations to economic modeling, equilibrium analysis, optimization, comparative static analysis, dynamic analysis and game theory. Topics include: theory of the firm, consumer theory, macroeconomic models, and more.

*Prerequisite(s): MTH 125 - MTH 126, and ECO 301 - ECO 303; recommended: MTH 251.*

## **ECO 341 - FORECASTING**

Three Credits Not Offered 2012-2013

Examination of modern forecasting methods utilized in economics and business with concentration on econometric models, exponential smoothing techniques, and time-series models. Advanced time-series models, including advanced exponential smoothing techniques and autoregressive integrated moving average (ARIMA) techniques (Box-Jenkins models). Evaluation and comparison of forecasting models and techniques.

*Prerequisite(s): ECO 242 or equivalent.*

## **ECO 343 - INTERNATIONAL FINANCE**

Three Credits Fall Semester

Different aspects of the international financial markets, international trade, and balance of payments are studied by using analytical models of an open economy. This course examines the structure and the performance of the foreign exchange market through an extensive use of the Bloomberg technology. Using Bloomberg, students learn the interactions between economic news, global financial markets and exchange rates. Particular emphasis is placed on current issues related to the global financial crisis, international monetary system, the European Union and The European Bank. Other topics include money and financial management for international corporations, interest and commodity arbitrage, spot and forward currency markets. Bloomberg Financial Terminals and Bridge Telerate are used in the course in order to give students a more hands-on knowledge of the international financial markets.

*Prerequisite(s): ECO 176 and ECO 178 or their corresponding First-Year Seminar equivalents.*

May not receive credit for both ECO 343 and BUS 425.

## **ECO 401 - PORTFOLIO MANAGEMENT**

Three Credits Spring Semester

This course is for students interested in pursuing careers in the investment world. It provides them with the necessary tools to obtain positions in portfolio management, investment banking, and money management of mutual funds, retirement assets, pension funds, and banks' trusts. Topics include risk/ return strategies, optimal portfolio theory, the Capital Asset Pricing Model, fixed-income portfolio management, options markets, option valuation, and futures and swaps. Bloomberg Financial Terminals and Bridge Telerate are used extensively in the course, as they are in the financial community. This simulates the interaction between markets, and creates a virtual trading investment opportunity. Familiarity with this real-world tool prepares students for the jobs mentioned above.

*Prerequisite(s): ECO 309 or ECO 303, and consent of the Instructor. May not receive credit for both ECO 401 and BUS 327.*

## **ECO 420 - FIXED INCOME ANALYSIS**

Three Credits Spring Semester

This course covers valuation and portfolio management techniques for fixed income securities. Major topics include: the term of structure or interest rates; the measurement and management of price volatility using duration and immunization; credit risk embedded options and option-adjusted spreads; mortgages and prepayments risk; and international bond portfolios.

*Prerequisite(s): ECO 309 or BUS 327.*



## ECO 421 - SEMINAR IN ECONOMIC RESEARCH

Three Credits Fall Semester

Major works of economic history are studied to better understand the field's major narratives and methodology. Students write a major research paper, provide each other feedback, and present their research to the department.

*Prerequisite(s): Senior EC major, ECO 241, ECO 301 and ECO 303.*

Fall 2011 Capstone seminar for Economics majors.

## ECO 449 - ECONOMICS HONORS THESIS I

Three Credits Fall Semester

Thesis-writing seniors in the economics Honor Program are required to consult with a faculty advisor and to begin research for a thesis. This requires a minimum of a well-developed topic, comprehensive review of the literature and evidence that sufficient data is available to conduct empirical work, as demonstrated in writing and through an oral presentation to the economics faculty. Consult "Departmental Honors Program" section for more detail.

*Prerequisite(s): Senior Standing, acceptance to the Economics Honors Program, consent of Department Chair.*

## ECO 450 - ECONOMICS HONORS THESIS II

Three Credits Spring Semester

Thesis-writing seniors in the Economics Honors Program are required to complete a thesis paper and will make an oral presentation to the economics faculty in accordance with Department's timetable. Consult "Department Honors Program" section for more detail.

*Prerequisite(s): ECO 449, Senior Standing, acceptance to the Economics Honor Program, consent of Department Chair.*

## ECO 475 - INTERNSHIP IN ECONOMIC RESEARCH

Three Credits Fall and Spring Semesters

Students work at a business or government organization (sponsor) under the supervision of both a faculty member and the sponsor. The field of study and sponsoring organization is specific to the student's interest. In the past, students have worked in a wide variety of fields, including brokerage firms, state and local government agencies, private banks, and consulting organizations. The student's main academic requirement is to successfully complete a detailed paper describing the connection between their internship responsibilities and economic theory and quantitative techniques.

*Prerequisite(s): Minimum 3.0 GPA and permission of the Internship Coordinator and Department Chairperson required.*

## ECO 490 - DIRECTED STUDY

Three Credits Fall and Spring Semesters

Investigation in some field for which the student has special interest not covered by a normally-scheduled course. Student must present plans in advance of pre-registration to some full-time faculty member who will agree to direct and evaluate the project.

*Prerequisite(s): Permission of the faculty member directing the project and the Department Chairperson required.*

## Education

### EDU 102 - FOUNDATIONS OF EDUCATION

Three Credits Fall and Spring Semesters

Introduces students to the field of elementary education. Built both on abstract and concrete experiences: two-thirds of course time is devoted to historic, social, and philosophical foundations of education. Current issues and information concerning teacher certification are included in the course. Fieldwork directly with elementary children is included.

*Prerequisite(s): Open to first-year or sophomore-year students only.*

Pre-practicum recommended.

Fulfills the General Education **Social Scientific Inquiry** requirement.

### EDU 104 - EARLY CARE AND EDUCATION

Three Credits Fall Semester

Covers historical, social and philosophical foundations of early childhood education and the integrated preschool. It examines a variety of instructional models in the field and looks at developmentally appropriate practice in terms of classroom environments, classroom management and constructivist learning theories. Fieldwork is required.

*Prerequisite(s): Open to first-year or sophomore-year students only.*

Pre-practicum recommended.

### EDU 125 - LEARNING TO TEACH I

One Credit Fall and Spring Semesters

A series of six evening seminars facilitated by Stonehill faculty and professional education practitioners. EDU 125 will focus on secondary students and their unique learning needs. Topics will include: Who are our students? Where do they come from? And how do we reach them?

Pre-practicum recommended.

### EDU 201 - DEVELOPMENTAL THEORIES

Three Credits Fall and Spring Semesters

Developmental Theories focuses on the cognitive, social, emotional, linguistic, physical and cultural development of children (from conception through adolescence) and how their development impacts the learning and teaching process. Course emphasizes the application of theory and research from the field of psychology to the realm of teaching and learning in contemporary classrooms.

Pre-practicum recommended.

### EDU 202 - READING: THEORY AND INSTRUCTION

Three Credits Fall and Spring Semesters

Introduces principles and procedures for teaching the fundamentals of reading. Examines reading as a process. Emphasizes current reading research, methodology, multicultural concerns, reading disability, innovative practices, grouping patterns, and changing language philosophies. Emergent literacy through the intermediate grades.

*Prerequisite(s): EDU 102 or EDU 104. Not open to first-year students.*

### EDU 208 - PLANNING FOR MULTICULTURAL LEARNING

Three Credits Not Offered 2012-2013

Defines concerns regarding human diversity as they relate to the education process. Engages students in a personal and group process toward understanding differences. Extends student awareness for the variety, richness, and contrasts in cultures as a basis for appreciating the force of culture in identity, behavior, belief, and attitude. Develops ability to perceive and analyze the sources and consequences of prejudice, discrimination, and racism. Relates all the above to teaching concerns. Emphasizes students' choice of material for reflection and examination.

### EDU 209 - CREATING AN INCLUSIVE LEARNING ENVIRONMENT

Three Credits Fall and Spring Semesters

Examines disabling conditions, legal requirements, and the instructional methods/techniques used for serving exceptional children and youth in the regular classroom, with strong emphasis on inclusion, diversity, and multiculturalism. Fieldwork with students with special needs is required.

Pre-practicum required. Not open to first-year students.

### EDU 210 - CHILDREN IN PRESCHOOLS AND KINDERGARTEN

Three Credits Spring Semester

Course for Early Childhood majors and others interested in familiarizing themselves with the needs of preschool and kindergarten children as they apply to school environments. Explores the physical, emotional, social, cognitive, and creative needs of the child 3 through 5 years of age with and without disabilities. Focuses on typical and atypical development, early literacy, parents and families, the role of play and other concerns of the Early Childhood field. Field Work: One half day per week.

Pre-practicum required. Not open to first-year students.

### EDU 213 - INCLUSIVE LEARNING IN EARLY EDUCATION

Three Credits Spring Semester

Provides students with a comprehensive study of issues surrounding children (ages birth to school age) who have special needs. Focus includes legislation, Early Intervention and the role of the family in the education of a young exceptional child. Fieldwork with preschool/ kindergarten students with special needs is required.

Pre-practicum required. Not open to first-year students.

### EDU 220 - CHILDREN'S LITERATURE

Three Credits Fall and Spring Semesters

Develops an awareness of and sensitivity to children's literature. Builds skills necessary to guide children's experiences with literature. Explores a variety of genres including multicultural literature. Not open to first-year students.

## EDU 225 - LEARNING TO TEACH II

One Credit Fall and Spring Semesters

A series of six evening seminars facilitated by Stonehill faculty and professional education practitioners. EDU 225 will focus on administration and governance – i.e. the decision-making process within middle schools and high schools. Topics will include: missions statement and philosophies; Massachusetts DESE and U.S. Department of Education; school committee, school board, and board of trustees superintendent and principal and legal issues.

*Prerequisite(s): EDU 125.*

Pre-practicum required.

## EDU 301 - ASSESSMENT AND ANALYSIS IN EDUCATION

Three Credits Fall and Spring Semesters

A systematic and comprehensive exploration that introduces the prospective teacher to the elements of measurement and elements of evaluation essential to good teaching. Course content also examines statistical reasoning as it applies to educational research and practice.

*Prerequisite(s): EDU 102 or EDU 104.*

*Course requires junior status or higher.*

Fulfills the General Education **Statistical Reasoning** requirement.

## EDU 306 - SPEECH AND LANGUAGE DEVELOPMENT

Three Credits Fall and Spring Semesters

Investigates normal children's acquisition of sounds, structures, and meanings of their native language. The stages of language acquisition discussed in light of: (a) the organization and description of adult language, (b) biological and cognitive development, and (c) universal and individual patterns of development.

## EDU 307 - CLASSROOM MANAGEMENT

Three Credits Fall and Spring Semesters

Relationship of classroom organization to academic achievement and classroom behavior. An analysis of alternative classroom designs, patterns of interactions, and hierarchies of learning to create a well-organized and effective learning environment. Not open to first-year students.

## EDU 312 - ART, MUSIC AND MOVEMENT

Three Credits Spring Semester

Course focus is on art, music and movement as creative processes, as expressive modalities and as educative and insight-building tools for children with and without disabilities. Course work stresses a developmental perspective of children's art, music and movement expression. Not open to first-year students.

## EDU 315 - CURRICULUM AND INSTRUCTIONAL DESIGN

Three Credits Fall Semester

Course familiarizes PK–12 pre-service teachers with instructional and pedagogical approaches and materials for teaching. Develops beginning competence in designing and evaluating curricular programs and activities. Course emphasizes lesson planning, unit planning, and implementation

in the PK-12 classroom. Computer literacy skills are addressed throughout the course.

*Prerequisite(s): EDU 102 or EDU 104, Course requires junior status or higher.*

Pre-practicum: one full day per week required.

## EDU 316 - CLASSROOM THEATER

Three Credits Spring Semester

An introduction to dramatic literature suitable for use in grades K-6. The use of this type of material has been shown to increase reading skills, self-image, and sense of community. To experience this type of learning, students undergo the process involved in classroom drama so that they might better utilize this teaching philosophy in their own classrooms.

## EDU 320 - TEACHING MATH, SCIENCE & TECHNOLOGY

Three Credits Fall and Spring Semesters

Course focuses on developing content/pedagogy aligned with national standards in the STEM fields (science, technology, engineering & mathematics). Emphasis will be placed on how students learn within these disciplines. Course culminates in the creation of a community based STEM project.

Pre-practicum required.

## EDU 325 - LEARNING TO TEACH III

One Credit Fall and Spring Semesters

A series of six evening seminars facilitated by Stonehill faculty and professional education practitioners. EDU 325 will focus on teaching and learning. Topics will include: meeting individual student needs; Special Education; English Language Learners; classroom management; and standardized testing.

*Prerequisite(s): EDU 225.*

Pre-practicum required.

## EDU 327 - DIAGNOSIS AND REMEDIATION OF READING DISABILITIES

Three Credits Not Offered 2012-2013

Examination of diagnostic techniques used in the identification of reading disabilities. Students will develop a remedial plan based on diagnostic information.

*Prerequisite(s): EDU 202 and (EDU 209 or EDU 213).*

## EDU 330 - READING & WRITING IN THE CONTENT AREAS

Three Credits Not Offered 2012-2013

Development of techniques to meet the reading and writing needs of students across content areas. Emphasis is placed on strategies which teach students to improve learning through application of reading and writing techniques. Not open to first-year students.

## EDU 333 - TOPICS IN EDUCATION

Three Credits

In-depth coverage of an up-to-date advanced educational topic. This course is an advanced education elective for Education majors / Secondary Education minors. Specific content

focuses on cutting edge educational theory and practice in the specific sub-discipline of the faculty member teaching the course. Course is repeatable with consent of Department Chair.

## EDU 430 - PRACTICUM: EARLY CHILDHOOD EDUCATION

Nine Credits Fall and Spring Semesters

Supervised practicum leading to initial teaching licensure [Teacher: Early Childhood: Teacher of Students with and Without Disabilities, (PK-2)]. Practicum hours in two settings (1) PK/K & (2) 1st /2nd grade. Evaluation based upon Massachusetts DESE Initial License Teaching Standards.

*Prerequisite(s): Senior standing, completion of all Education requirements, minimum 3.0 GPA, passing scores on all MTEL subtests, and consent of Director of Licensure, Placement and Supervision. Must be taken concurrently with EDU 440.*

## EDU 435 - PRACTICUM: ELEMENTARY EDUCATION

Nine Credits Fall and Spring Semesters

Supervised practicum leading to initial teaching licensure [Elementary (1-6)]. Evaluation based upon Massachusetts DESE Initial License Teaching Standards.

*Prerequisite(s): Senior standing, completion of all Education requirements, minimum 3.0 GPA, passing scores on all MTEL subtests, and consent of Director of Licensure, Placement and Supervision. Must be taken concurrently with EDU 440.*

## EDU 437 - PRACTICUM: SECONDARY EDUCATION 5-12 LEVEL

Nine Credits Fall and Spring Semesters

Supervised practicum leading to initial teaching licensure [Secondary (content area, e.g. foreign language): 5-12]. Practicum hours in two settings (1) middle school & (2) high school. Evaluation based on Massachusetts DESE Initial License Teaching Standards.

*Prerequisite(s): Senior standing, completion of all Education requirements, minimum 3.0 GPA, passing scores on all MTEL subtests, and consent of Director of Licensure, Placement and Supervision. Must be taken concurrently with EDU 440.*

## EDU 439 - PRACTICUM: SECONDARY EDUCATION 8-12 LEVEL

Nine Credits Fall and Spring Semesters

Supervised practicum leading to initial teaching license [Secondary (content area, e.g. Biology, Chemistry, English, History, Mathematics, Political Science/Political Philosophy): 8-12]. Evaluation based on the Massachusetts DESE Initial License Teaching Standards.

*Prerequisite(s): Senior standing, completion of all Education requirements, minimum 3.0 GPA, passing scores on all MTEL subtests, and consent of Director of Licensure, Placement and Supervision. Must be taken concurrently with EDU 440.*

## EDU 440 - PRACTICUM: REFLECTIVE SEMINAR

Three Credits Fall and Spring Semesters

Series of evening seminars taken concurrently with appropriate practicum. Facilitated by Stonehill faculty and professional education practitioners, this capstone seminar will address

current issues of best practice in education. Issues around assessment and evaluation of teaching as well as professional development and teacher support will be addressed.

*Prerequisite(s): Senior standing, completion of all Education requirements, minimum 3.0 GPA, passing scores on all MTEL subtests, and consent of Director of Licensure, Placement and Supervision.*

Must be taken concurrently with EDU 430, EDU 435, EDU 437, or EDU 439.

#### **EDU 475 - SENIOR FIELD PROJECT**

Nine or Twelve Credits Fall and Spring Semesters

Field experience for 15 weeks, 3 or 5 days per week. Student will design a field-based research project in consultation with an Education Department faculty member.

*Prerequisite(s): Senior standing and permission of instructor and Department Chairperson required.*

#### **EDU 476 - INTERNSHIP IN EDUCATION**

Three Credits Fall and Spring Semesters

Research or practical experience in the field of education at an outside agency. The upper-class student is expected to carry out a supervised assignment based upon experiences in the field working alongside a supervising practitioner.

*Prerequisite(s): Permission of instructor and Department Chairperson required. Not open to first-year students.*

#### **EDU 490 - DIRECTED STUDY IN EDUCATION**

Three Credits Fall and Spring Semesters

Investigation in a field of education for which the student has special interest not covered by a normally-scheduled course. Students must present plans in advance of course selection to a full-time faculty member who will agree to direct and evaluate the project.

*Prerequisite(s): Approval of both faculty member directing the project and the Department Chairperson. Not open to first-year students.*

#### **EDU 496 - INDEPENDENT RESEARCH IN EDUCATION**

Three Credits Fall and Spring Semesters

Opportunity for upper-class students to carry out an advanced research project in a specialized area of education under the direction of a faculty member from the Education Department. The research may be part of an ongoing project being conducted by the faculty member, or the student and faculty member may develop an original project.

*Prerequisite(s): Approval of both faculty member directing the project and the Department Chairperson. Not open to first-year students.*

### **English**

#### **ENG 110 - ISLAND LIVING/ISLAND LEAVING (FIRST-YEAR SEMINAR\*)**

Three or Four Credits Fall and Spring Semesters

This seminar will explore the literature of islands. This will be a semester-long inquiry into how the unique conditions of island living shape literature and culture. We will study texts about castaways, pirates, tourists, islanders, and

adventurers in order to discern what makes stories about islands so compelling and enduring.

*Prerequisite(s): \*Four-Credit version open to First-Year Students only.*

Three-credit version fulfills the **Cornerstone Literature** Requirement.

\*Four-credit version fulfills the **First-Year Seminar** and **Cornerstone Literature** Requirements.

#### **ENG 111 - RITES OF PASSAGE: METAMORPHOSIS IN WESTERN LITERATURE (FIRST-YEAR SEMINAR\*)**

Three or Four Credits Fall Semester

This course introduces students to the methods and strategies of critical thinking and writing, focusing on the theme of transformation (physical and otherwise) in Western literature, from Ovid through Shakespeare and on to the nineteenth and twentieth centuries. Through close reading of our key texts, we will explore issues of language, power, gender, race, class, and identity formation, and consider the ways in which literature is itself a process of metamorphosis.

*Prerequisite(s): \*Four-Credit version open to First-Year Students only.*

Three-Credit version fulfills the **Cornerstone Literature** Requirement.

\*Four-Credit version fulfills the **First-Year Seminar** and **Cornerstone Literature** Requirements.

#### **ENG 112 - REPRESENTATION AND THE ELUSIVE REAL IN THE MOVING IMAGE (FIRST-YEAR SEMINAR\*)**

Three or Four Credits Fall Semester

This seminar will introduce students to film, and film representation, through theory and practice: intensive study of film language, technique, and theory will be followed by a basic introduction to film-making (creating short films). This will enable students to apply the theories and techniques they have learned in class.

*Prerequisite(s): \*Four-Credit version open to First-Year Students only.*

Three-Credit version fulfills the **Cornerstone Literature** Requirement.

\*Four-Credit version fulfills the **First-Year Seminar** and **Cornerstone Literature** Requirements.

#### **ENG 113 - MACHINE CULTURE: OUR TECHNOLOGY, OURSELVES (FIRST-YEAR SEMINAR\*)**

Three or Four Credits Spring Semester

This course explores the representation of technology as created by artists from ancient Athens to the 21st century. Questions we will pursue: is technology the friend or foe of humanity? Will machines enable our perfection or enhance our flaws? Should our machines be more or less like us?

*Prerequisite(s): \*Four-Credit version open to First-Year Students only.*

Three-Credit version fulfills the **Cornerstone Literature** Requirement.

\*Four-Credit version fulfills the **First-Year Seminar** and **Cornerstone Literature** Requirements.

#### **ENG 115 - THE IMPORTANCE OF BEING LAZY: IDLERS, LOAFERS, AND SLACKERS IN LITERATURE**

Three Credits Fall Semester

The figure of the shiftless loungeur who resists the powerful imperative to work hard (or to work at all) has long been a literary mainstay. In this course we will read works from Shakespeare to Melville and beyond to ask questions about the cultural opposition of work and leisure. You will get acquainted with famous slackers from various significant moments in western cultural history, in poems, dramas, novels, and films—from Shakespeare's history play *Henry IV, Part 1*, for instance, in which the heir to the English throne prefers to hang around with sketchy characters in taverns rather than toil at the palace; to Herman Hesse's novel *Narcissus and Goldmund*, about an overachiever and a gifted bum; to the "Dude," a bowling slacker from Los Angeles in the Coen brothers' *The Big Lebowski*. You will also read widely in social and cultural history on the subject of idleness, and become familiar with key literary terms and concepts.

Fulfills the **Cornerstone Literature** requirement.

#### **ENG 116 - LITERATURE IN TRANSLATION?**

Three Credits Fall Semester

Many of the texts that you read in your core courses are translations into English. What exactly does it mean to read a text in translation? We will ask and answer that question, using these 19th-century texts: Baudelaire, Les Fleurs du mal/Flowers of Evil; Flaubert, *Madame Bovary*; Tolstoy, *Anna Karenina*.

Fulfills the **Cornerstone Literature** Requirement.

#### **ENG 117 - THE SUBJECT OF TRAVEL**

Three Credits Fall Semester

One of the oldest and most intriguing themes found in Western literature is that of movement, travel and exploration. From the Classical epics of Homer and Virgil to the narratives of Renaissance exploration to the 20th century novel, travel and the subsequent descriptions of oneself and others form a very broad area of literature. In fact, the phrase "the subject of travel literature" can be understood in two ways: first, travel literature as a type or sub-genre of literature and, second, how we read individuals as "subject" to the places they find themselves in, and how they in turn describe and create people and places in language as textual subjects. In this course, we'll explore both of these levels – the generic and the subjective – and come to terms with the problem of representing people and places which at first seem quite alien to us. We'll also explore the metaphor of reading and writing as themselves a type of "travel."

Fulfills the **Cornerstone Literature** Requirement.

#### **ENG 118 - IN/BEYOND THE TRENCHES: MASCULINITY, MEMORY, AND WAR NARRATIVES**

Three Credits Fall Semester

This course examines how fiction writers, poets, filmmakers and theorists have engaged with the challenges of narrating the (often traumatic) experiences of war. While questions of how we write the history of war and what role memory plays in this will be central to our discussions,

the overarching thematic focus of the course is the social construction of gender (particularly masculinity) in literary and cinematic narratives of war. In addition to literary texts, we will also examine the narratives constructed around current wars and war-related events, such as the aftermath of 9/11. Possible sub-themes include: trench war experience and shell shock in World War I literature; post-traumatic stress disorder, trauma, and “the return of the soldier” in Vietnam War literature and film; the current wars in Iraq and Afghanistan; war and 9/11. Among the texts likely to be included: the British “trench poets,” fiction by Virginia Woolf and Ernest Hemingway, Pat Barker’s *Regeneration*, Tim O’Brien’s *In the Lake of the Woods*, war blogs, and current event news stories. Students can expect to write at least three papers, contribute to an on-line discussion forum, collaborate on a team film presentation, and participate in lively discussion.

Fulfills the **Cornerstone Literature** Requirement.

### ENG 119 - GODS AND MONSTERS

Three Credits Spring Semester

This course focuses on the dialogue between classical authors and later artists who re-visit, revise, re-voice the epic tradition. We will work on certain skills: close reading, engaging with and applying secondary literature, thinking through complex ideas, formulating readings of these texts that engage ourselves and our readers through the nature of their ideas and the vigor of their prose. Authors will include Euripides, Homer, Ovid, Virgil, and Anne Carson. We will also examine film, music, and dance.

Fulfills the **Cornerstone Literature** Requirement.

### ENG 120 - “THE LUNATIC, THE LOVER, AND THE POET”: METAPHOR AND THE UNCONSCIOUS

Three Credits Spring Semester

This course explores the connections between reading strategies encouraged by lyric poetry, fairy tales, and Freud’s account of the operation of dream narratives. Texts to be examined include drama, fiction, and essays by such authors as William Shakespeare, Charles Perrault, Sigmund Freud, and Angela Carter, as well as poetry by W.H. Auden, W.S. Merwin, Sylvia Plath, Wallace Stevens, Adrienne Rich, and William Carlos Williams. We will also look at films from Alfred Hitchcock, David Kaplan, and Wes Craven.

Fulfills the **Cornerstone Literature** Requirement.

### ENG 121 - VIOLENCE AND NONVIOLENCE

Three Credits Spring Semester

We only have to look around us to see that our world is defined in a fundamental way by violence. Writers and thinkers from various historical moments have both recognized the problem of violence in society and have offered critiques of it. Our study this term will be guided by the following question: what perspective does literature provide on the issues of violence and nonviolence in the world? We will encounter novelists, poets, playwrights, and essayists whose work contains original, thought-provoking, and moving representations of and reflections on violence and nonviolence. We will pose a number of additional questions of our readings:

how do these texts represent the causes and consequences of violence? How do the texts convey the relationships among different types of violence – interpersonal, political, psychological, and socioeconomic? Is nonviolence a viable ethical position in these texts? How is nonviolence defined, and what, if any, are the impediments to lessening the violence of the world? Lastly, what might the role of literature, and art more generally, be in our imagining of nonviolence?

Fulfills the **Cornerstone Literature** Requirement.

### ENG 122 - SEVEN NOBEL LAUREATES

Three Credits Spring Semester

In this course students will read from and write about the work of seven recent winners of the Nobel Prize in Literature who write in English. The seven laureates whom we’ll read are from various parts of the globe, but their recognition by the Nobel Committee suggests that their work speaks not just about its place of origin but to something beyond national borders. Is this perhaps what is meant by “world literature”? We’ll explore this question and others via the fiction of South Africans Nadine Gordimer and J. M. Coetzee, American Toni Morrison, and Trinidadian-born Briton V. S. Naipaul; the poetry of Seamus Heaney of Ireland and Derek Walcott of Saint Lucia; and the plays of London-born Harold Pinter. Naturally, we’ll read and discuss their Nobel lectures, too, as well as other prose works wherein our writers discuss why they write, for whom they write, and what they imagine the role of literature to be in the world.

Fulfills the **Cornerstone Literature** Requirement.

### ENG 123 - “IN SICKNESS AND IN HEALTH”: BODIES IN LITERATURE

Three Credits Spring Semester

Our thematic focus is the representation of human bodies in the works of poets, dramatists, novelists, and film makers at various significant moments in western cultural history. As we read some famous and influential literary texts alongside less familiar works, we will become acquainted with key concepts and methodologies employed in literary studies. The course is divided into two conceptual blocks: one is devoted to representations of the monstrous body, a subject that has preoccupied writers (and filmmakers) for a very long time and produced some of the great classics of the western literary canon two of which we read this semester, Frankenstein and *The Metamorphosis*. The other centers on the relationship between literature and medicine, and ranges widely from Giovanni Boccaccio’s fourteenth-century account of the plague in Florence to David Feldshuh’s late-twentieth century play about the infamous Tuskegee experiment in 1930s rural Alabama, to poetry by practicing physicians and healthcare workers

Fulfills the **Cornerstone Literature** Requirement.

### ENG 124 - ON THE ROAD: ENCOUNTERS WITH THE “OTHER”

Three Credits Spring Semester

In this course we will ask how authors from Homer to Kerouac write about journeying and encounters with “other” people, places, ideas, values, and

modes of conduct. The texts we read come from disparate historical periods and from a variety of cultural contexts. As we investigate their formal and stylistic elements and their possible meanings, we will become acquainted with different literary modes, from poetry, to drama, to prose. Although the overarching theme of the course is the journey and the encounter with “otherness,” the individual texts we read present very different engagements with the subject. The journeys about which we read may be mythic, factual, intellectual, spiritual, and/or artistic; they may constitute a rite of passage or initiation; they may be brief or interminable, alienating or rewarding; they may end tragically or lead to new understanding. The course emphasizes close reading and open questioning of cultural meaning. And these are some of the works you will encounter this semester: Homer’s *Odyssey*; selections from Chaucer’s *Canterbury Tales*; Shakespeare’s *Tempest*; Goethe’s *Faust*; and Kerouac’s *On the Road*.

Fulfills the **Cornerstone Literature** Requirement.

### ENG 125 - OF ‘SAVAGES’ AND CIVILIZATION

Three Credits Spring Semester

This course examines the figure of “the primitive” (and its avatars: the “cannibal,” the “barbarian,” the “savage,” and so on) in Western literature and visual art from the sixteenth to the twentieth century. We will trace the persistent life of these invented “Others” from early modern travel narratives and drama to Enlightenment-era philosophy to modern anthropology, social science, novels, and imperial politics. Through these texts, we will examine how racial, ethnic, and national identities are intertwined with the emergence of the modern conception of the human—and of the idea of “the modern” itself. Our semester will end with a section devoted to the Sudanese novelist Tayeb Salih to consider how a postcolonial African author responds to European constructions of Otherness. Additional texts to be covered may include Montaigne’s “On Cannibals,” Shakespeare’s *Othello*, Darwin’s *The Descent of Man*, Stevenson’s *The Strange Case of Dr. Jekyll and Mr. Hyde*, Kipling’s “Gunga Din,” Gauguin’s *Noa Noa*, Conrad’s *Heart of Darkness*, Gide’s *The Immoralist*, Maugham’s *The Moon and Sixpence*, Forster’s *A Passage to India*, and Orwell’s essays.

Fulfills the **Cornerstone Literature** Requirement.

### ENG 126 - LOVE AND OTHER DIFFICULTIES

Three Credits Spring Semester

What does it mean to desire something—or someone? What is the nature of the relationship between the enamored and the object of desire? In this course, we will explore love and desire as fundamental aspects of identity and self-awareness as well as central themes of literature across diverse cultures and historical periods. Through readings in poetry, drama and fiction, we will examine desire in its many forms, from desire for friendship and familial connection to romantic and libidinal desire, to the desire for material goods and power. Authors to be considered may include Plato, Ovid, Shakespeare, Keats, Brontë, Freud, Rilke, Joyce, Kafka, Nabokov, Wilde, Mann, Duras, Neruda, García Márquez, and Morrison.

Fulfills the **Cornerstone Literature** Requirement.

**ENG 127 - THE ART OF MEMORY**

Three Credits Fall Semester

This course will be an interdisciplinary study of memory that encourages students to investigate both critically and creatively how different artists, writers, and filmmakers depict memory. We will discuss not only how it's used in their work, but also how they represent the way it functions and how different approaches and mediums reveal or expose different aspects of experience. Artists, writers, filmmakers and composers we may explore include: Jonathan Caouette's *Tarnation*, Chris Marker's *La Jetee*, poet Marie Howe's *What the Living Do*, Marcel Proust's *In Search of Lost Time*, Joe Brainard's *I Remember*, as well as various essays (by authors such as Joel Agee and bell hooks). We will also examine the artwork of Christian Boltanski, Felix Gonzalez-Torres, and Harry Dodge and Stanya Kahn, as well as composer William Basinski's *Disintegration Loops*.

Fulfills the **Cornerstone Literature** Requirement.

**ENG 128 - WONDERLANDS (FIRST-YEAR SEMINAR\*)**

Three or Four Credits Fall Semester

A portal opens to another world: what wonders will we find there? In this course, we will travel down rabbit holes, through secret doorways, across borders, and back in time, encountering the stuff of dreams—and sometimes nightmares. Along the way, we will ask what these alternate realities tell us about our own world and our own imaginations.

*Prerequisite(s): \*Four-Credit version open to First-Year Students only.*

Three-credit version fulfills the **Cornerstone Literature** Requirement.

\*Four-credit version fulfills the **First-Year Seminar** and **Cornerstone Literature** Requirements.

**ENG 129 – MONSTROUS REPRESENTATIONS**

Three Credits Fall Semester

The topic of this course is, simply put, monsters. These figures have occupied the imagination for centuries. Even today, they continue to haunt our cultural consciousness in literature and film. Horrifying, strange, sometimes even seductive, monsters inhabit the space of difference, calling into question cultural values (such as those of gender, race, sexuality, etc.) and exposing the anxieties, fears, and desires of the cultures that generate them. But what does it mean to be a monster? What separates monsters from men? What happens when these boundaries are crossed? Why do monsters always return? In what ways do they change with each new return? How do they stay the same? In this course, we will examine these and other questions as we encounter monstrous representations from a variety of literary periods and genres. Through studying figures as diverse as the Blemmyae of medieval travel narratives, the creations of Dr. Moreau, and Bram Stoker's *Count Dracula*, we will investigate what these monsters can tell us about the cultures that create and consume them.

Fulfills the **Cornerstone Literature** Requirement.

**ENG 130 - FAIRY TALES, FOLKLORE AND FANTASY**

Three Credits

Fairy tales, folklore and fantasy are repositories for literary and cultural expression across the

boundaries of period and genre. This course will use the lens of the fairy tale, its reinterpretation and adaptation, to introduce students to various literary genres, including poetry, prose and drama, as well as close reading, literary analysis, and critical thinking. Texts, from a diverse range of nineteenth- and twentieth-century authors, will be thematically linked through questions of class and gender that often surface in the re-imaginings of classic tales.

Fulfills the **Cornerstone Literature** Requirement.

**ENG 200 - INTRODUCTION TO LITERARY STUDIES**

Three Credits Fall and Spring Semesters

Introduction to the vocabulary and practices of criticism and the skills of close reading.

**ENG 201 - LITERARY HISTORY I**

Four Credits Fall Semester

Introduction to English literary history through poetry, drama, and narrative from Anglo-Saxon roots to the development of British literary genres in the medieval and early modern periods.

**ENG 202 - LITERARY HISTORY II**

Three Credits Spring Semester

Exploration of literature in the modern period, paying particular attention to the development of genres, the expansion of the British Empire, and the emergence of the British and American literary traditions.

**ENG 204 - DRAMA**

Three Credits Spring Semester

Through the study of traditional and non-traditional types of drama (to include screenplays as well), students are introduced to new ways of classifying and reading texts. Designed for both entering and upper-level students with a particular emphasis on close reading.

**ENG 205 - FICTION**

Three Credits Fall Semester

Through the study of traditional and non-traditional types of fiction (to include short stories as well), students are introduced to new ways of classifying and reading texts. Designed for both entering and upper-level students with a particular emphasis on close reading.

**ENG 220 - INTRODUCTORY TOPICS IN LITERATURE**

Three Credits Fall and Spring Semesters

Introductory literary seminars that emphasize the development of writing and analytic skills necessary for upper-division English courses. Topics will vary from semester to semester. Priority given to first- and second-year students. May be taken twice.

**ENG 257 - GLOBAL DETECTIVE FICTION**

Three Credits Not Offered 2012-2013

A critical study of contemporary novels by authors offering new, globally inflected twists on an old form. Readings might include mysteries and crime fictions by Henning Mankell, Luiz Garcia Roza, Dennis Potter, Alexander McCall Smith, and Donna Leon.

**ENG 271 - FILM AND STORY**

Three Credits Alternate Years: Fall 2013, 2015

An introduction to film art through a comparison of its distinguishing features with those of fiction and of drama.

**ENG 272 - FILM HISTORY**

Three Credits Spring Semester

A survey of major film industries and canonical texts presented in a chronological order serving specific themes (for example, film-making in a given geographical region).

**ENG 273 - HITCHCOCK**

Three Credits Alternate Years: Fall 2012, 2014

A survey of Alfred Hitchcock's work and obsessions. This course welcomes students with no prior experience in the study of film. Additional screening time required.

**ENG 280 - SHAKESPEARE FOR EVERYONE**

Three Credits Alternate Years: Spring 2014, 2016

This course provides a general introduction to the drama of William Shakespeare. We will carefully explore the genres that Shakespeare mastered – comedy, tragedy, romance, and the history play – by focusing primarily on how Shakespeare uses language to create character and dramatic tension and engages with larger ethical, social, and political questions.

**ENG 300 - CRITICAL THEORY**

Three Credits Fall and Spring Semesters

Introduction to contemporary theory – its origin and framework – by examining literary criticism as an institutional discourse.

*Prerequisite(s): ENG 200.*

**ENG 301 - TOPICS IN MEDIEVAL LITERATURE**

Three Credits Fall Semester

A thematic study of texts, figures, and influences associated with the literature of the Middle Ages. May be taken twice.

**ENG 304 - TOPICS IN EARLY MODERN LITERATURE**

Three Credits Spring Semester

A thematic study of texts, figures, and influences associated with the literature of the early modern period. May be taken twice.

**ENG 306 - TOPICS IN BRITISH LITERATURE, 1700-1900**

Three Credits Fall and Spring Semesters

A critical analysis of various cultural and literary issues that emerge in British literature. May be taken twice.

**ENG 307 - TOPICS IN BRITISH LITERATURE, 1900 - PRESENT**

Three Credits Fall Semester

A critical analysis of various cultural and literary issues that emerge in British Literature in the twentieth and twenty-first centuries. May be taken twice.

## ENG 310 - TOPICS IN WORLD LITERATURE

Three Credits Offered Periodically

A critical analysis of literature outside of the American and British traditions. May be taken twice.

## ENG 315 - THE ROMANTIC AGE

Three Credits Fall Semester

A comprehensive study of the literature of the Romantic Age in British literature (1789-1832). Examination of the poetry, novels, drama, and non-fiction prose of the period with attention to aesthetic inheritance and historical context. Authors include Blake, Wordsworth, Coleridge, Godwin, Burke, Wollstonecraft, Paine, Keats, Percy Shelley, Mary Shelley, Byron, Austen, Scott, Hazlitt, De Quincey, Clare, and others.

## ENG 322 - WORLD CINEMA

Three Credits Spring Semester

A critical study of specific topics related to cinema production in countries outside of Europe and North America, with emphasis on the periods since the introduction of sound.

## ENG 323 - FILM INDUSTRY

Three Credits Alternate Years: Spring 2013, 2015

An historical introduction to the economics and politics of film production.

## ENG 324 - TELEVISION DRAMA

Three Credits Spring Semester

A survey of television genres based on contemporary critical theories.

## ENG 325 - FILM AND IDEOLOGY

Three Credits Not Offered 2012-2013

A critical study of films representing the images, myths, and rituals that reflect commonly held beliefs and attitudes regarding sex, gender, race, and class.

## ENG 326 - AMERICAN CINEMA

Three Credits Not Offering 2012-2013

A critical study of specific topics related to the American narrative film, with emphasis on the periods since the introduction of sound.

## ENG 327 - EUROPEAN CINEMA

Three Credits Spring Semester

A critical study of specific topics related to the European narrative film, with emphasis on the periods since the introduction of sound.

## ENG 328 - FILM AND GENDER

Three Credits Not Offered 2012-2013

The study of gender issues on both sides of the camera: the representation of gender in film and the participation of women and men in film production. Texts include classic and contemporary cinema and critical readings.

## ENG 329 - RACE IN AMERICAN FILM

Three Credits Not Offered 2012-2013

An exploration of the politics and aesthetics of race in American cinema.

## ENG 333 - TOPICS IN SCIENCE FICTION

Three Credits Not Offered 2012-2013

An exploration of various themes in science fiction and fantasy. May be taken twice.

## ENG 336 - THE ROMANCE

Three Credits Alternate Years: Spring 2013, 2015

An historical survey of the romance from Heliodorus to the Harlequin.

## ENG 342 - TOPICS IN CREATIVE WRITING: POETRY

Three Credits Fall and Spring Semesters

An introduction to poetry writing that will include the examination of literary models in a variety of genres, writing exercises, and writing workshops. May be taken twice.

## ENG 343 - TOPICS IN CREATIVE WRITING: SHORT FICTION

Three Credits Fall and Spring Semesters

An introduction to narrative writing, including description, setting, dialogue, characterization, plot. May be taken twice.

## ENG 344 - TOPICS IN CREATIVE NON-FICTION

Three Credits Not Offered 2012-2013

An introduction to the various practices of the emerging field of creative non-fiction, including memoir, personal essay, literary journalism, travel writing, and hybrid forms that blur the boundaries between fiction and nonfiction.

## ENG 345 - TOPICS IN ADVANCED CREATIVE WRITING: FICTION

Three Credits Spring Semester

This course will provide students who have already taken ENG 343 the opportunity to advance their fiction-writing skills and develop longer, more complex narrative forms.

*Prerequisite(s):* ENG 343 or Consent of Instructor.

Course may be taken twice.

## ENG 346 - TOPICS IN ADVANCED CREATIVE WRITING: POETRY

Three Credits Spring Semester

This course allows students to further develop the skills acquired in the beginning poetry workshop by concentrating on more complex aspects of poetic practice. Students will work on composing and revising their own poetry, critiquing peer work in a workshop setting, and reading the work of established poets.

*Prerequisite(s):* ENG 342 or Consent of Instructor.

Course may be taken twice.

## ENG 347 - TOPICS IN CATHOLICISM AND LITERATURE

Three Credits Not Offered 2012-2013

An engagement with Catholic writers and themes in British and American Literature. May be taken twice.

Fulfills the General Education **Catholic Intellectual Traditions** requirement.

## ENG 348 - TOPICS IN RELIGION AND LITERATURE

Three Credits Not Offered 2012-2013

This course examines the emergence of spiritual themes and traditions in literary texts. May be taken twice.

## ENG 349 - TOPICS IN IRISH LITERATURE

Three Credits Not Offered 2012-2013

A critical analysis of various cultural and literary issues that emerge in Irish fiction, poetry, and drama. May be taken twice.

## ENG 350 - CHAUCER

Three Credits Spring Semester

A study of Chaucer's poetry, with attention to the cultural and political forces that shaped late medieval poetics.

## ENG 353 - SHAKESPEARE

Three Credits Fall Semester

Close readings of Shakespeare's work.

## ENG 354 - SHAKESPEARE'S RIVALS

Three Credits Spring Semester

A study of theater in early modern culture, with attention to the drama of Shakespeare's competitors: Kyd, Marlowe, Jonson, and Middleton.

## ENG 356 - TOPICS IN BRITISH AND CONTINENTAL LITERATURE 1660-1800

Three Credits Spring Semester

A critical study of various genres and figures from the Restoration through the 18th century. May be taken twice.

## ENG 357 - ENGLISH AND IRISH DRAMA

Three Credits Not Offered 2012-2013

A critical survey of dramatic genres and texts from England and Ireland with a focus on specific themes and on performance texts.

## ENG 358 - CLASSICAL BACKGROUNDS TO ENGLISH LITERATURE

Three Credits Not Offered 2012-2013

An introduction to the literature of ancient Greece and Rome, including mythology, Greek drama, and the epic poems of Homer and Virgil.

## ENG 359 - NINETEENTH-CENTURY BRITISH POETRY

Three Credits Spring Semester

A critical reading of Romantic and Victorian poets, along with relevant prose.

## ENG 360 - AMERICAN LITERATURE TO 1865

Three Credits Not Offered 2012-2013

A chronological survey of texts, figures, and influences associated with American literature of the period.

## ENG 361 - AMERICAN LITERATURE, 1865-PRESENT

Three Credits Spring Semester

A chronological survey of texts, figures, and influences associated with the period.

## ENG 362 - TOPICS IN POETRY

Three Credits Not Offered 2012-2013

A critical reading of poetry. Topics vary from semester to semester. May be taken twice.

## ENG 366 - TOPICS IN TWENTIETH-CENTURY AMERICAN LITERATURE

Three Credits Fall Semester

An examination of themes in twentieth-century literature. Topics will vary from semester to semester. May be taken twice.

## ENG 367 - TOPICS IN NINETEENTH-CENTURY AMERICAN LITERATURE

Three Credits Fall Semester

An examination of themes in nineteenth-century literature. Topics will vary from semester to semester. May be taken twice.

## ENG 368 - RACE, ETHNICITY, AND AMERICAN CULTURE

Three Credits Not Offered 2012-2013

An exploration of the relationship between American racial and ethnic politics and twentieth-century American culture.

## ENG 369 - AFRICAN-AMERICAN LITERATURE

Three Credits Alternate Years: Fall 2013, 2015

An exploration of landmarks in African-American writing from the time of slavery to the contemporary period.

## ENG 371 - TOPICS IN CONTEMPORARY LITERATURE

Three Credits Fall Semester

A critical study of contemporary writing linked by thematic or theoretical interests. May be taken twice.

## ENG 380 - MODERN POETRY

Three Credits Not Offered 2012-2013

A critical analysis of issues of voice, persona, and genre in modern and contemporary poetry.

## ENG 381 - MODERN DRAMA

Three Credits Not Offered 2012-2013

A critical survey of world drama since the late nineteenth century.

## ENG 382 - AMERICAN DRAMA

Three Credits Not Offered 2012-2013

A study of specific topics related to North American plays of the twentieth century.

## ENG 385 - TAKING THE VICTORIANS TO THE MOVIES

Three Credits Not Offered 2012-2013

An exploration of why the Victorians have never gone out of style, using films to understand the novels on which they are based and vice-versa.

## ENG 389 - ALTERNATIVE MODERNISMS

Three Credits Not Offered 2012-2013

An examination of the anti-colonial, feminist, and queer foundations of literary modernism between 1890 and 1945.

## ENG 390 - TOPICS IN MODERNISM

Three Credits Fall and Spring Semester

Critical study of representative literature from the modernist period. May be taken twice.

## ENG 391 - TOPICS IN GENDER & SEXUALITY STUDIES

Three Credits Fall Semester

A study of issues of gender, race, and class as they emerge in critical and literary texts. May be taken twice.

## ENG 392 - TOPICS IN POSTCOLONIAL AND GLOBAL LITERATURE

Three Credits Spring Semester

An investigation of themes within the frame of postcolonial studies. Topics will vary from semester to semester. May be taken twice.

## ENG 394 - SEXUALITY AND TEXTUALITY

Three Credits Not Offered 2012-2013

A critical examination of the definitions of sexual orientation found in diverse texts.

## ENG 395 - INTRODUCTION TO POSTCOLONIAL LITERATURE AND CULTURE

Three Credits Not Offered 2012-2013

A critical introduction to the poetry, fiction, and drama of the postcolonial world. Discussions will be informed by an introduction to postcolonial theory.

## ENG 398 - TELLING TALES: THEORIES OF NARRATIVE

Three Credits Spring Semester

The study of how and why we construct stories: an introduction to narrative theory, using texts from Jane Austen to comic books.

*Prerequisite(s): ENG 200*

## ENG 422 - SEMINAR

Three Credits Fall and Spring Semesters

An examination of thematically related works within the framework of contemporary critical theory.

*Prerequisite(s): ENG 300.*

**Fall topic:** Keats, Shelley and the Romantic Age.

**Spring topics:** (1) Race, Gender and Reform in the 19th Century America; (2) Are We Postracial Yet? Roots Culture and the Rise of Identity in Contemporary America.

## ENG 475 - INTERNSHIP

Three Credits Fall and Spring Semesters

Designed to give English majors an acquaintance with – and experience in – careers that extend from their training in the major. Internships provide a practicum where students work for a particular business and a seminar where students meet on a regular basis with the instructor.

## ENG 476 - TEACHING APPRENTICESHIP

Three Credits Fall and Spring Semesters

Designed for senior English majors seriously intending to pursue graduate study, this apprenticeship gives the students experience

in creating and coordinating a general studies course under the direction of a faculty member.

*Prerequisite(s): ENG 200 and ENG 300, and permission of Department Chairperson. May be taken twice.*

## ENG 497 - SENIOR THESIS

Three Credits Fall and Spring Semesters

A course for students who want to do an extended project.

*Prerequisite(s): Permission of the Department Chairperson.*

## Environmental Studies

### ENV 101 - ECO REPRESENTATIVES

One Credit Fall and Spring Semesters

Students enrolled will learn the basics of ecological sustainability, and then design and implement education programs for their peers (in their residence hall or among the commuter population).

*Prerequisite(s): First-Year Students and Sophomores only.*

### ENV 200 - PRINCIPLES OF ENVIRONMENTAL SCIENCE

Three Credits Fall and Spring Semesters

Fundamentals of the life sciences and physical sciences as they pertain to our environmental problems and solutions, as well as consideration of the pertinent social sciences such as economics. This interdisciplinary science course teaches relevant basic research techniques for field and lab work, and students will conduct research on real environmental problems.

Fulfills the General Education **Natural Scientific Inquiry** requirement.

### ENV 270 - ENVIRONMENTAL ETHICS

Three Credits Fall and Spring Semesters

This course will satisfy the requirement under Moral Reasoning. Moral theory aims to discover actions that are universally binding while allowing for individual differences and various circumstances. This course examines ethical theories as applied to contemporary problems and specifically problems related to the natural environment.

Fulfills the General Education **Moral Inquiry** requirement.

### ENV 275 - ENVIRONMENTAL LAW

Three Credits Fall Semester

This course explores rationales for environmental protection; the choice of policy instruments to address environmental problems; and the roles played by governmental and non-governmental actors. Practical experience with issues of environmental law will be gained through a partnership with the Natural Resources Trust of Easton.

### ENV 295 - ENVIRONMENTAL GEOLOGY

Three Credits Fall Semester

A systems approach to geology and landforms, including ecosystems that develop on the abiotic substrate. Scientific study of the earth's

modern and ancient lithosphere, hydrosphere and atmosphere. Includes substantial field work both on- and off-campus.

Fulfills the General Education **Natural Scientific Inquiry** requirement.

## ENV 299 - ECOLOGY, THEOLOGIES AND WORLDVIEWS

Three Credits Not Offered 2011-2012

How does our world function? Where do we fit, ecologically and cosmically? Methodological and historical approaches to understanding reality from scientific and religious perspectives. Consideration of ecological principles, biodiversity and evolution; realism/relativism; scientific materialism/biblical literalism; reductionism/holism; immanence/transcendence; ecospiritualities/ecotheologies.

Fulfills the General Education **Natural Scientific Inquiry** requirement.

## ENV 301 - WATER RESOURCE MANAGEMENT

Three Credits Fall Semester

Offered through the Massachusetts Bay Marine Studies Consortium. Interdisciplinary examination of water, our most precious natural resource. A look at water from scientific, historical, and cultural viewpoints. Survey of contemporary water problems in all dimensions: political, economic, and technological.

## ENV 302 - COASTAL ZONE MANAGEMENT

Three Credits Spring Semester

Current issues in coastal environmental affairs. Scientific, legal, economic, management, and technical aspects of coastal issues are integrated into problem-solving exercises. History of the degradation and clean-up of Boston Harbor.

*Prerequisite(s): Course in Biology, Chemistry, Geology, or Environmental Planning.*

## ENV 325 - INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS

Four Credits Spring Semester

Introduction to geographical information systems technology, focusing on spatial data acquisition, development and analysis in the science and management of natural resources. Topics covered include basic data structures, data sources, data collection, data quality, geodesy and map projections, spatial and tabular data analysis, digital elevation data and terrain analysis, cartographic modeling, and cartographic layout. Laboratory exercises provide practical experiences that complement the theory covered in lecture.

*Corequisite(s): ENV 200, ENV 295 and CHM 113*

## ENV 350 - CLIMATE SCIENCE

Three Credits Fall Semester

An overview of the Earth's climate system, including major physical and chemical components and interactions. Students will acquire the scientific perspective necessary to competently assess issues related to current climate change concerns.

*Prerequisite(s): CHM 222 or CHM 232.*

## ENV 375 - TOPICS IN ENVIRONMENTAL STUDIES

Three Credits Offered Periodically

This special topics course may be offered by faculty in a focused area of environmental study and may vary from semester to semester.

*Prerequisite(s): ENV 200*

This course may be taken twice.

## ENV 376 - TOPICS IN ENVIRONMENTAL SCIENCES

Three Credits Offered Periodically

This special topics course may be offered by faculty in a focused area of environmental science and may vary from semester to semester.

*Prerequisite(s): ENV 200 and CHM 113.*

Course may be taken twice.

## ENV 475 - ENVIRONMENTAL INTERNSHIP

Three Credits Fall and Spring Semesters

Opportunity for qualified students to work in the environmental industry under professional supervision.

## ENV 490 - DIRECTED STUDY

Three Credits Fall and Spring Semesters

Opportunity for upper level students to do advanced work in a specialized area of environmental studies.

## ENV 496 - SENIOR THESIS

Three Credits Fall and Spring Semesters

Independent scholarly work under the guidance of a faculty member, resulting in a substantial written work.

## French

### FRN 131 - ELEMENTARY FRENCH I

Three Credits Fall Semester

For students with no previous study or 1-2 years of high school French. During the first semester students develop the ability to: when speaking and writing, use short sentences, learned words and phrases, simple questions, and commands; when listening, understand some ideas and familiar details presented in a clear, uncomplicated speech; when reading, understand short texts enhanced by visuals. During the second semester students expand their ability from the first semester, and develop the ability to: when speaking and listening, use and understand learned expressions, sentences, and strings of sentences, questions, and commands; when writing, create simple paragraphs; when reading, understand important ideas and some details in highly contextualized authentic texts. During both semesters content includes: the Self (family, friends, home, rooms, health, school, schedules, leisure activities, campus life, likes and dislikes, shopping, clothes, prices, sizes and quantity, pets and animals) and Beyond Self (geography, topography, direction, buildings and monuments, weather and seasons, symbols, cultural and historical figures, places and events, colors, numbers, days, dates, months, time, food and customs, transportation, travel, and professions and work.)

### FRN 132 - ELEMENTARY FRENCH II

Three Credits Spring Semester

This course is a continuation of FRN 131 - Elementary French I.

*Prerequisite(s): FRN 131.*

### FRN 231 - INTERMEDIATE FRENCH I

Three Credits Fall Semester

For students with 2-3 years of high school French. In the Intermediate courses students expand their previous ability in their foreign language, and develop the ability to: when speaking, use strings of related sentences; when listening, understand most spoken language when the message is deliberately and carefully conveyed by a speaker accustomed to dealing with learners; when writing, create simple paragraphs; when reading, acquire knowledge and new information from comprehensive authentic text. Content includes topics culturally pertinent to the language; e.g., history, art, literature, music, cultural affairs, and civilization, with an emphasis on significant people and events in these fields. Familiar topics may include career choices, the environment, social issues, and political issues.

*Prerequisite(s): FRN 132 or equivalent.*

### FRN 232 - INTERMEDIATE FRENCH II

Three Credits Spring Semester

This course is a continuation of FRN 231 - Intermediate French I.

*Prerequisite(s): FRN 231 or equivalent.*

### FRN 331 - ADVANCED FRENCH I

Three Credits Fall Semester

For students with three or more years of French. In the Advanced courses students expand their previous ability in their foreign language, and develop the ability to: when speaking, use simple dialogue of paragraph length in a series of cohesive and coherent paragraphs; when listening, understand most authentic spoken language; when writing, create a series of coherent paragraphs; when reading, acquire knowledge and new information from comprehensive authentic text. Content embraces concepts of broader cultural significance, including institutions, such as the educational system, the government, and political and social issues in the target culture. Both concepts and abstract topics of human and personal interest including music, literature, the arts, and the sciences.

*Prerequisite(s): FRN 232 or equivalent.*

### FRN 332 - ADVANCED FRENCH II

Three Credits Spring Semester

This course is a continuation of FRN 331 - Advanced French I.

*Prerequisite(s): FRN 331 or equivalent.*

### FRN 333 - FRENCH CULTURE AND CIVILIZATION I

Three Credits Fall Semester

Study of contemporary French culture and its recent history, social issues, economy, attitudes and institutions.

*Prerequisite(s): (Recommended 4 years of high school French) FRN 332 or higher.*



**FRN 334 - FRENCH CULTURE AND CIVILIZATION II**

Three Credits Spring Semester

This course is a continuation of FRN 333 - French Culture and Civilization I.

*Prerequisite(s): FRN 333 or equivalent. (Recommended 4 years of high school French)*

**FRN 335 - SURVEY OF FRENCH LITERATURE I**

Three Credits Fall Semester

Survey of writers representing major movements in French Literature from the Middle Ages to the present.

*Prerequisite(s): FRN 332 or higher. (Recommended 4 years of high school French)*

**FRN 336 - SURVEY OF FRENCH LITERATURE II**

Three Credits Spring Semester

This course is a continuation of FRN 335 - Survey of French Literature I.

*Prerequisite(s): FRN 335 or equivalent. (Recommended 4 years of high school French)*

**FRN 337 - FRENCH CONVERSATION AND COMPOSITION**

Three Credits Fall Semester

Builds fluency in both oral and written work. Students learn to express themselves with more ease and to write with advanced level of thought, organization and linguistic correction. Materials used will include newspapers, films and literary texts.

*Prerequisite(s): FRN 332 or higher.*

**FRN 338 - HISTOIRE(S) DE RIRE(S): COMEDY IN FRENCH CULTURE**

Three Credits Spring Semester

Study of social satire and comedy in French culture. We will attempt to understand what is funny and how one laughs in a variety of literary texts, songs, comics, TV shows and films. The course will explore the humorous mechanisms of irony, caricature, parody, satire, situational comedy, black humor, etc.

*Prerequisite(s): FRN 332 or higher.*

**FRN 340 - FRENCH CINEMA**

Three Credits Fall and Spring Semesters

Study of contemporary French cinema with an emphasis on conversation and language proficiency.

*Prerequisite(s): FRN 332 or higher. (Recommended 4 years of high school French)*

**FRN 342 - GENDER CONSTRUCTION IN FRANCOPHONE CULTURE**

Three Credits Fall Semester

The course examines how race, gender and sexuality are represented in literary works by French male and female authors and film directors and how they have used alterity as a mirror for self-reflection, as an example for social change, and as the locus of a threat to cultural homogeneity.

*Prerequisite(s): FRN 332 or higher.*

**FRN 348 - NINETEENTH CENTURY FRENCH LITERATURE**

Three Credits Spring Semester

Major aesthetic movements in French literature from the nineteenth century. Poems and novels associated with Romanticism, Realism and Symbolism will be studied with an attention to the dialogue between literature and fine arts.

*Prerequisite(s): FRN 332 or higher and ability to read prose in French.*

**FRN 475 - INTERNSHIP IN FRENCH STUDIES**

Three Credits Fall and Spring Semesters

Opportunity for qualified student to work with their foreign language skills in a variety of professional areas. Field placement depends on the student's interests and abilities.

*Prerequisite(s): FRN 332 or higher.*

**Gender and Sexuality Studies****GND 101 - INTRODUCTION TO GENDER AND SEXUALITY STUDIES**

Three Credits Spring Semester

This course fosters critical thinking about sex and gender. It is an interdisciplinary and cross-cultural study of the key questions and debates surrounding the biological, psychological and sociological determinants of gender. This course examines historical and contemporary issues including systems of gender oppression, media, education, work, parenting, health and wellness, and violence.

**GND 110 - IS SEX DESTINY? (FIRST-YEAR SEMINAR\*)**

Three or Four Credits Spring Semester

What is the relationship between biological sex and gendered social roles? What is "natural" behavior for men and women? How do concepts of nature evolve to offer different answers to that question? This course investigates different responses to these questions from the Classical Period to contemporary postmodernism.

*Prerequisite(s): \*Four-Credit version open to First-Year Students only.*

Three-Credit version fulfills the **Cornerstone Literature** Requirement.

\*Four-Credit version fulfills the **First-Year Seminar** and **Cornerstone Literature** Requirements.

**GND 111 - AMERICAN WOMEN POETS (FIRST-YEAR SEMINAR)**

Four Credits Fall Semester

In this course, we will read poetry written by American women during the 19th, 20th, and 21st centuries. We will consider how gender identity is constructed by, and interacts with, race, class, history, geography, politics, and socio-economic realities in America in an attempt to arrive at an understanding of a vision (or visions) American women poets seek to articulate and how this understanding of our culture(s) and lives helps inform American literature as a whole.

*Prerequisite(s): Open to First-Year Students only.*

Fulfills the **First-Year Seminar** and **Cornerstone Literature** Requirements.

**GND 300 - TOPICS IN GENDER AND SEXUALITY STUDIES**

Three Credits Spring Semester

Introductory seminars that investigate a timely topic from the perspective of gender and/or sexuality studies. Topics vary semester to semester. Course may be taken three times.

**GND 475 - INTERNSHIP**

Three Credits Fall and Spring Semesters

An internship with a focus on gender and/or sexuality, culminating in a critical reflection project. Possible internships include working in women's organizations, domestic abuse shelters, rape crisis centers, law offices, women's resource centers, gay and lesbian organizations, and political campaigns. The internship is supervised by a committee consisting of two or three faculty members. Students must obtain project approval from the program Directors before beginning the internship (more details are provided on the "Student Proposal for Capstone Project" form on the program website).

**GND 490 - DIRECTED STUDY**

Three Credits Fall and Spring Semesters

An in-depth study of an original research question regarding gender and/or sexuality, culminating in a major project. The directed study is supervised by a committee consisting of two or three faculty members. Students must obtain project approval from the program Directors before beginning the directed study (more details are provided on the "Student Proposal for Capstone Project" form on the program website).

**Greek****GRK 131 - INTRODUCTION TO ATTIC GREEK I**

Three Credits Fall and Spring Semesters

Introduction to Attic Greek, the language of the great poets, historians and philosophers of the Classical Age. In the first year the students learn the declensions of nouns, gender and number of modifiers, and the conjugations of verbs. By the end of the course they will be able to read sentences from the New Testament, Aristotle and Plato.

**GRK 132 - INTRODUCTION TO ATTIC GREEK II**

Three Credits Fall and Spring Semesters

The continuation of the course on the grammar, syntax and vocabulary of ancient Greek. Special emphasis is placed on the voices, moods and tenses of the Greek verbs, and the more complicated clausal constructions. At the end of the course all the basic grammar of the language will be covered, and the students will be able to read more extensive and complicated texts.

*Prerequisite(s): GRK 131*

**German****GRM 131 - ELEMENTARY GERMAN I**

Three Credits Fall Semester

For students with no previous study or 1-2 years of high school German. During the first semester students develop the ability to: when speaking and writing, use short sentences, learned words

and phrases, simple questions, and commands; when listening, understand some ideas and familiar details presented in a clear, uncomplicated speech; when reading, understand short texts enhanced by visuals. During the second semester students expand their ability from the first semester, and develop the ability to: when speaking and listening, use and understand learned expressions, sentences, and strings of sentences, questions, and commands; when writing, create simple paragraphs; when reading, understand important ideas and some details in highly contextualized authentic texts. During both semesters content includes: the Self (family, friends, home, rooms, health, school, schedules, leisure activities, campus life, likes and dislikes, shopping, clothes, prices, sizes and quantity, pets and animals) and Beyond Self (geography, topography, direction, buildings and monuments, weather and seasons, symbols, cultural and historical figures, places and events, colors, numbers, days, dates, months, time, food and customs, transportation, travel, and professions and work.)

### **GRM 132 - ELEMENTARY GERMAN II**

Three Credits Spring Semester

This course is a continuation of GRM 131 - Elementary German I.

*Prerequisite(s): GRM 131 or equivalent.*

### **GRM 231 - INTERMEDIATE GERMAN I**

Three Credits Fall Semester

In the Intermediate courses students expand their previous ability in their foreign language, and develop the ability to: when speaking, use strings of related sentences; when listening, understand most spoken language when the message is deliberately and carefully conveyed by a speaker accustomed to dealing with learners; when writing, create simple paragraphs; when reading, acquire knowledge and new information from comprehensive authentic text. Content includes topics culturally pertinent to the language; e.g., history, art, literature, music, cultural affairs, and civilization, with an emphasis on significant people and events in these fields. Familiar topics may include career choices, the environment, social issues, and political issues.

*Prerequisite(s): GRM 132 or equivalent.*

### **GRM 233 - GERMAN THROUGH FILM**

Three Credits Spring Semester

This fourth-semester course uses 5 contemporary German films and a myriad of activities around them to continue the development of skill related to the "5Cs" underlying foreign language pedagogy: Communication, Culture, Connection, Comparison, and Community.

*Prerequisite(s): GRM 231 or equivalent.*

### **GRM 331 - GERMANY SINCE 1945**

Three Credits Fall Semester

For students with three or more years of German. In this fifth-semester course students expand their previous ability in their foreign language, and develop the ability to: when speaking, use simple dialogue of paragraph length in a series of cohesive and coherent paragraphs; when listening, understand most authentic spoken

language; when writing, create a series of coherent paragraphs; when reading, acquire knowledge and new information from comprehensive authentic text. Content embraces concepts of broader cultural significance, including institutions, such as the educational system, the government, and political and social issues in the target culture. Both concepts and abstract topics of human and personal interest including music, literature, the arts, and the sciences.

*Prerequisite(s): GRM 233 or 3-4 years of High School German.*

### **GRM 333 - GERMANY TODAY**

Three Credits Spring Semester

This sixth-semester course uses the latest events in Germany to refine the skills related to the "5Cs" underlying foreign language pedagogy: Communication, Culture, Connection, Comparison, and Community. Students read, view, discuss, and write about reports of those events in internet editions of German magazines and newspapers and internet videos.

*Prerequisite(s): GRM 331 or equivalent.*

## **Healthcare Administration**

### **HCA 101 - AMERICAN SIGN LANGUAGE I**

Three Credits Fall Semester

Introduces American Sign Language and deaf culture, focusing on frequently used signs, basic rules of grammar, non-manual aspects of ASL, introductory fingerspelling, and some cultural features of the deaf community.

### **HCA 102 - AMERICAN SIGN LANGUAGE II**

Three Credits Spring Semester

Continues basic language and culture study. Offers an opportunity to build receptive and expressive ASL vocabulary. Topics include the use of signing space and further use of non-manual components, including facial expression and body postures.

*Prerequisite(s): HCA 101.*

### **HCA 103 - INTRODUCTION TO GERONTOLOGY**

Three Credits Fall and Spring Semesters

The process of aging. How does and will it affect me personally? What is our national response to the problems associated with aging? How does ageism, or aged-based prejudice affect society? What social, governmental, financial, and healthcare systems operate to help the aged and in what ways do they fail? What can I do to change that? Students identify and combat ageism, in themselves and in other social institutions. Distinctions between normal aging and disorders which occur in the older people. Bio-psycho- social theories of aging. Evaluation of aging services.

### **HCA 105 - HEALTHCARE FOUNDATIONS**

Three Credits Fall and Spring Semesters

Examines the parts of the healthcare system in the U.S. and stresses the patient and family as the primary focus of the system. Who are the players in health services? What are the structures of the system and the behaviors of the system participants, and how does our present system prevent meaningful reform?

### **HCA 170 - DISABILITY?**

Three Credits Fall and Spring Semesters

What do the words disability, handicapped and challenged really mean? In what ways am I disabled and how can I use that knowledge? What has science contributed to our challenged populations? What are the personal and societal values toward challenged populations? How have history and religion contributed to those values? Am I, are we, doing enough? Students review personal and societal fears about disability, learn to confront and change negative attitudes and values, understand medical causes, effects and treatment of a wide range of clinical disorders, and develop a belief and value system which includes positive attitudes toward the emotionally and physically challenged.

### **HCA 191 - AIDS AND EMERGING INFECTIONS**

Three Credits Fall and Spring Semesters

An examination of the biomedical, social, cultural, political, and historical issues surrounding AIDS and emerging infections.

Fulfills the General Education **Natural Scientific Inquiry** requirement.

### **HCA 200 - CREATIVE PROCESS**

Three Credits Fall and Spring Semesters

Developed to respond to an environment of shrinking resources and expanding regulation, this course explores the creative process. Examine theory and practice methods to increase creative potential in yourself and those around you. Turn problems into challenges with active practice of theoretical concepts; consider issues of ethics, supervision, innovation, productivity, resource management and service development in the light of what is known about creativity. This course is designed for any student.

### **HCA 205 - COMPUTER CONCEPTS FOR HEALTHCARE**

Three Credits Fall Semester

Principles of analysis, design, evaluation, selection, acquisition, and utilization of information systems in healthcare. Review of current trends in information technology and how information systems support high-quality patient care. Business software applications are an essential ingredient of the course and are used in student projects.

### **HCA 208 - THE CONTINUUM OF LONG TERM HEALTHCARE SERVICE**

Three Credits Spring Semester

What is and who makes up the continuum? Who are its clients? The course examines medical care from hospitals to hospices, from nursing homes to informal care giving. Case management, financing, and ethical issues are studied and evaluated. Focus is placed on the physical, emotional, and spiritual needs of clients and families. Case studies are emphasized.

*Prerequisite(s): HCA 105.*

### **HCA 209 - PUBLIC AND COMMUNITY HEALTH**

Three Credits Spring Semester

This course reviews the principles, legal authority, historical development, and future of public health. The specific mission of public health

with respect to the following topics is discussed: infectious disease, environmental health, maternal and child health, AIDS, substance abuse, and tobacco control. Disparities in health status, the relationship of poverty to poor health, the prioritization of the most prominent community health problems, and the mobilization of local resources to address them are considered.

### **HCA 219 - EPIDEMIOLOGY**

Three Credits Spring Semester

The role of epidemiology as a tool for analyzing health problems in managerial settings. Introduction to study designs, bias, confounding, and significance; association and causation.

### **HCA 220 - HEALTHCARE POLICY AND POLITICS**

Three Credits Fall Semester

Historical development of the nation's system of healthcare including visions for the future. Review of healthcare policy development and implementation at the local, state, and federal levels; major healthcare and related social issues and concerns are addressed in both readings and class discussions.

### **HCA 250 - MIND, BODY, SPIRIT, AND HEALTH**

Three Credits Fall Semester

This course reviews alternative approaches to health promotion and health interventions. It contrasts Western medicine with strategies that utilize the mind and spirit in building defenses against illness and in coping with the problems of chronic pain. The increasing roles of these alternative approaches in current healthcare delivery systems are discussed.

### **HCA 300 - QUALITY ASSESSMENT METHODS**

Three Credits Spring Semester

The purpose of this course is twofold: to provide the tools necessary to conduct patient based assessments that meet the internal and external measurement needs of community medical practices, hospitals, and other healthcare facilities; to provide a working knowledge of the essential qualitative and quantitative Continuous Quality Improvement measurement techniques necessary for process improvement in healthcare facilities.

*Prerequisite(s): HCA 105.*

### **HCA 301 - HEALTH COMMUNICATION**

Three Credits Fall and Spring Semesters

Introduction to the theory and practice of communication within the healthcare context. Topics include interpersonal communication (e.g., provider-patient, physician-nurse, family-patient, family-provider), communication within health service organizations, and external communication between health service organizations and third-party payers and regulators (e.g., conflict management, negotiation, public relations). Designed for those majoring or minoring in Communication or Healthcare Administration; recommended for anyone interested in working in a facility providing Healthcare services.

### **HCA 303 - QUALITY IMPROVEMENT AND METHODS IN HEALTHCARE**

Three Credits Not Offered 2012-2013

Examines the critical principles underlying quality improvement principles and practices in the context of healthcare: motivating clinicians and patients to change their behavior; methodologies for motivation; models or paradigms that govern professional thinking.

*Prerequisite(s): HCA 105.*

### **HCA 321 - ECONOMICS OF HEALTHCARE**

Three Credits Fall Semester

Economic analysis of healthcare delivery markets, physician and nurse shortages, insurance industry distortions, models of hospital behavior, demand and supply considerations, impact of market failure.

*Prerequisite(s): ECO 176.*

### **HCA 323 - HEALTHCARE LAW**

Three Credits Fall and Spring Semesters

Examines legal issues in provision of healthcare services. What are the three sources of law? What should you do if your healthcare facility is sued for malpractice? What is informed consent? Do you have to tell a patient everything? What should be documented in a medical record and when can such a record be released? When can a patient refuse treatment? When can a healthcare facility refuse to treat a patient? What are a patient's rights? Negotiation and legal writing skills are developed. Recommended for anyone interested in working in a facility providing healthcare social services, either as a manager or a provider.

### **HCA 325 - HEALTHCARE FINANCE**

Three Credits Spring Semester

Focuses on: How do I make sense of financial statements? How can I use accounting information to manage effectively? How can I determine the relative "health" of healthcare organizations? How can I budget more effectively? What special issues are raised in the complex area of third-party insurance reimbursement and how will that affect an organization's behavior?

### **HCA 326 - HEALTHCARE SUPPLY CHAIN MANAGEMENT**

Three Credits Fall Semester

The role of supply chain management in the healthcare industries: what are supply chains and how do they work? The course studies not only traditional logistics or operation management but also marketing, new product development, finance, and customer service. Material presented in lectures and through case studies.

### **HCA 330 - HEALTHCARE PRODUCT AND SERVICE DELIVERY**

Three Credits Spring Semester

This course is intended to teach the skills needed to keep organizations competitive in the constantly changing healthcare environment. The course discusses developments in the healthcare field that require managers to have heightened skills in strategic planning and competitive analysis. The course also examines the models that exist for delivering quality service to consumers and how to build a base of loyal customers.

### **HCA 334 - COMPARATIVE HEALTH SYSTEMS**

Three Credits Not Offered 2012-2013

An examination of the organization, finance, and performance of healthcare systems in selected developed and developing countries to identify possible lessons that can be applied to other healthcare systems. Also, a consideration of the impact of globalization on health services delivery: greater consumer responsibility, demographic shifts, regulatory approval schemes, intellectual property processes, public reporting of provider quality, and performance-adjusted reimbursement.

### **HCA 335 - HEALTHCARE EMPLOYMENT LAW**

Three Credits Spring Semester

Examines legal issues regarding interviewing, hiring, and disciplining employees. What questions can you legally not ask during an interview? What shouldn't you say in a reference? When can you legally fire an employee? Are personnel policies on a contract between the employer and the employee? Training and motivational skills developed.

### **HCA 336 - SUPERVISION/LEADERSHIP**

Three Credits Fall and Spring Semesters

How do I establish a proper work setting, getting the most from myself and those who work for me? How do I hire, discipline and fire employees? How do I set proper objectives for the work environment? How do I counsel the "problem employee"? Heavy use of casework and role play with significant focus on understanding and using leadership styles, and developing conflict resolution and negotiating skills.

### **HCA 337 - STRATEGIC MANAGEMENT OF HEALTHCARE ORGANIZATIONS**

Three Credits Not Offered 2012-2013

Strategy formulation and evaluation for healthcare organizations. Employing an extensive study of strategic concepts along with case studies, this course will focus on evaluating the external and internal environments of organizations. Tools and techniques for analyzing strategies will also be introduced.

*Prerequisite(s): HCA 336.*

### **HCA 410 - HEALTHCARE ADMINISTRATION SENIOR SEMINAR**

Three Credits Fall and Spring Semesters

Stresses problem identification, selection of alternative solutions, solution implementation and evaluation; case method is used; management memos and senior research paper required. Capstone course.

### **HCA 411 - SPECIAL TOPICS IN HEALTHCARE**

Three Credits Offered Periodically

Through readings and discussion, this course reviews the relationship of poverty to wellbeing; the value of community organization in mobilizing needed changes in the healthcare system; the importance of a stronger role for women in healthcare deliberations; the cowardice of government inaction in the face of devastating health problems; the limits of modern technology in addressing some of our most recalcitrant social problems.

**HCA 475 - INTERNSHIP IN HEALTHCARE ADMINISTRATION**

Three Credits Fall and Spring Semesters/Summer

Usually fulfilled by a 400-hour, for-credit experience in the summer between third and fourth years. Tailored to the student, placement requires a high level of employment-like preparation (resumes, interview, etc.). Student evaluation is performed by the on-site preceptor and faculty advisor. Locations may be selected from medical organizations affiliated with the program or identified by the student with respect to geographic needs or other criteria. Paid stipend usually available.

**HCA 490 - DIRECTED STUDIES**

Three Credits Fall and Spring Semesters

Supervised reading and research. Permission of faculty member directing the project and the Department Chairperson required.

**HCA 495 - FIELD STUDY**

Three Credits Fall and Spring Semesters

A limited number of 10 hours per week field studies are available each semester. Field for the highly motivated student.

**History****HIS 110 - BECOMING MODERN: AMERICA IN THE 1920S (FIRST-YEAR SEMINAR\*)**

Three or Four Credits Not Offered 2012-2013

Celebrated in the popular imagination as the age where "anything goes," America in the 1920s witnessed modernizing and traditional forces clash over such issues as immigration, prohibition, radicalism, consumerism and changing moral standards. This course explores the cultural ferment of the time, examining how the forces of modernity and traditionalism made the Twenties both liberating and repressive.

*Prerequisite(s): \*Four-Credit version open to First-Year Students only.*

Considered a **United States History**.

Three-Credit version fulfills **Cornerstone History** Requirement.

\*Four-Credit version fulfills the **First-Year Seminar** and **Cornerstone History** Requirements.

**HIS 111 - NEW YORK, NEW YORK (FIRST-YEAR SEMINAR\*)**

Three or Four Credits Fall and Spring Semesters

This course examines the rise of New York City from the 18th century to its emergence as the nation's most modern metropolis. It follows the city through a number of growing pains including the notorious Civil War draft riots, the rise of the slums, the emergence of an urban youth culture and the development of the nation's first amusement park on Coney Island.

*Prerequisite(s): \*Four-Credit version open to First-Year Students only.*

Considered a **United States History**.

Three-Credit version fulfills the **Cornerstone History** Requirement.

\*Four-Credit version fulfills the **First-Year Seminar** and **Cornerstone History** Requirements.

**HIS 112 - HERETICS, REFORMERS AND RADICALS: WOMEN & POWER IN AMERICAN HISTORY (FIRST-YEAR SEMINAR\*)**

Three or Four Credits Not Offered 2012-2013

This course focuses on women who challenged the gendered hierarchies of their eras. We will examine a collection of women from the 17th to the 20th centuries who developed new modes of exercising power in American public life and overturned longstanding ideas about the weakness and subordination of women.

*Prerequisite(s): \*Four-Credit version open to First-Year Students only.*

Considered a **United States History**.

Three-Credit version fulfills the **Cornerstone History** Requirement.

\*Four-Credit version fulfills the **First-Year Seminar** and **Cornerstone History** Requirements.

**HIS 113 - FAITH & VIOLENCE IN EARLY MODERN EUROPE (FIRST-YEAR SEMINAR\*)**

Three or Four Credits Fall Semester

This course introduces students to college-level historical research within a specific topical framework: religious violence, persecution and conflict in post-Reformation Europe. Using primary and secondary readings, students will analyze the willingness to kill (inquisitions, witch hunts, religious warfare), the willingness to die (martyrdom), and the emergence of religious toleration and coexistence.

*Prerequisite(s): \*Four-Credit version open to First-Year Students only.*

Considered a **European History**.

Three-Credit version fulfills the **Cornerstone History** Requirement.

\*Four-Credit version fulfills the **First-Year Seminar** and **Cornerstone History** Requirements.

**HIS 114 - THE OUTBREAK OF THE GREAT WAR (FIRST-YEAR SEMINAR\*)**

Three or Four Credits Fall Semester

The outbreak of the Great War almost a century ago had both proximate and more remote causes; it also had immediate as well as enduring consequences. This course will consider, from social and cultural, political and military perspectives, both what led to and what followed from the First World War.

*Prerequisite(s): \*Four-Credit version open to First-Year Students only.*

Considered a **European History**.

Three-Credit version fulfills the **Cornerstone History** Requirement.

\*Four-Credit version fulfills the **First-Year Seminar** and **Cornerstone History** Requirements.

**HIS 115 - THE DECLARATION OF INDEPENDENCE IN WORLD HISTORY (FIRST-YEAR SEMINAR\*)**

Three Credits Fall and Spring Semesters

This course introduces students to one of the most significant documents in world history: The Declaration of Independence. We will read the original draft in order to uncover the elusive document's "original meaning."

Then, we will examine the intellectual and political underpinnings of the Declaration along with its impact on world history.

*Prerequisite(s): \*Four-Credit version open to First-Year Students only.*

Considered a **United States History**.

Three-Credit version fulfills the **Cornerstone History** Requirement.

\*Four-Credit version fulfills the **First-Year Seminar** and **Cornerstone History** Requirements.

**HIS 116 - ANTI-SEMITISM, NAZISM, AND THE HOLOCAUST (FIRST-YEAR SEMINAR\*)**

Three Credits Not Offered 2012-2013

An examination of Europe's antisemitic past that culminated in the rise of National Socialism and the Holocaust of European Jews. Special emphasis will be given to eyewitness biographical accounts of this tragic history.

*Prerequisite(s): \*Four-Credit version open to First-Year Students only.*

Considered a **European History**.

Three-Credit version fulfills the **Cornerstone History** Requirement.

\*Four-Credit version fulfills the **First-Year Seminar** and **Cornerstone History** Requirements.

**HIS 117 - PATHFINDERS: A GLOBAL HISTORY OF EXPLORATION (FIRST-YEAR SEMINAR\*)**

Three Credits Spring Semester

The history of exploration is the history of convergence—how humans knit together the globe after tens of thousands of years of divergence. From Polynesian seafarers to Christopher Columbus and from the Vikings to David Livingstone, we examine the pathfinders who have shaped our world.

*Prerequisite(s): \*Four-Credit version open to First-Year Student's only.*

Considered a **World History**.

Three-Credit version fulfills the **Cornerstone History** Requirement.

\*Four-Credit version fulfills the **First-Year Seminar** and **Cornerstone History** Requirements.

**HIS 118 - BENEATH THE SKULL AND CROSS BONES: A GLOBAL HISTORY OF PIRACY (FIRST-YEAR SEMINAR\*)**

Three Credits Fall Semester

We explore the global phenomenon of piracy from the ancient Mediterranean to modern Somalia. We examine the daily lives of pirates and the role pirates played in global political, social, and economic transformations. We question the origins and consequences of piracy highlighting major events and personalities in the history of piracy.

*Prerequisite(s): \*Four-Credit version open to First-Year Students only.*

Considered a **World History**.

Three-Credit version fulfills the **Cornerstone History** Requirement.

\*Four-Credit version fulfills the **First-Year Seminar** and **Cornerstone History** Requirements.

**HIS 119 - CHUCK BERRY'S AMERICA: THE UNITED STATES FROM 1955 TO 1965 (FIRST-YEAR SEMINAR\*)**

Three Credits Fall and Spring Semesters

An examination of how entrenched ideas about race, gender, sexuality, class, age roles and social behavior all came under direct challenge with the emergence of rock and roll and youth culture during the tumultuous decade from 1955 to 1965.

*Prerequisite(s): \*Four-Credit version open to First-Year Students only.*

Considered a **United States History**.

Three-Credit version fulfills the **Cornerstone History** Requirement.

\*Four-Credit version fulfills the **First-Year Seminar** and **Cornerstone History** Requirements.

**HIS 120 - CROSSCURRENTS AND CONNECTIONS: ENCOUNTERS IN THE ATLANTIC WORLD (FIRST-YEAR SEMINAR\*)**

Three Credits Not Offered 2012-2013

In this course we will view early America through the lens of migration and Atlantic history: exploring the intersections and linkages between Old World and New, and the experience and voices of those who crossed the Atlantic up to the nineteenth century.

*Prerequisite(s): \*Four-Credit version open to First-Year Students only.*

Considered a **United States History**.

Three-Credit version fulfills the **Cornerstone History** Requirement.

\*Four-Credit version fulfills the **First-Year Seminar** and **Cornerstone History** Requirements.

**HIS 121 - PERSPECTIVES ON CHINA (FIRST-YEAR SEMINAR\*)**

Three or Four Credits Fall Semester

This course follows in the footsteps of Venetian merchants, Japanese monks, British diplomats, Western missionaries and other foreign visitors to China's shores throughout the centuries. We explore what happens when cultures meet for the first time, how they perceive one another, and how this shapes the writing of history.

*Prerequisite(s): \*Four-Credit version open to First-Year Students only.*

Considered a **United States History**.

Three-Credit version fulfills the **Cornerstone History** Requirement.

\*Four-Credit version fulfills the **First-Year Seminar** and **Cornerstone History** Requirements.

**HIS 122 - MADE IN CHINA: A HISTORY OF TRADE AND CULTURE (FIRST-YEAR SEMINAR\*)**

Three Credits Spring Semester

China is an economic power today, but has also been a vibrant center of global trade and production for centuries prior. We explore this history from socio-cultural and material perspectives, from the Silk Roads to the Ming voyages, from martial arts films to stereotypes of the "Chinese entrepreneur."

*Prerequisite(s): \*Four-Credit version open to First-Year Students only.*

Considered a **World History**.

Three-Credit version fulfills the **Cornerstone History** Requirement.

\*Four-Credit version fulfills the **First-Year Seminar** and **Cornerstone History** Requirements.

**HIS 123 - FLEEING TO ENGLAND (FIRST-YEAR SEMINAR\*)**

Three or Four Credits Spring Semester

From Voltaire in 1726 to Freud in 1938, for personal and political reasons, a number of prominent continental Europeans needed to flee to England. This course will survey these episodes as case studies in English constitutional history, in order to understand how England came to constitute a modern European refuge.

*Prerequisite(s): \*Four-Credit version open to First-Year Students only.*

Considered a **European History**.

Three-Credit version fulfills the **Cornerstone History** Requirement.

\*Four-Credit version fulfills the **First-Year Seminar** and **Cornerstone History** Requirements.

**HIS 124 - HISTORY OF AMERICAN FREEDOM (FIRST-YEAR SEMINAR\*)**

Three Credits Not Offered 2012-2013

This course examines the idea of freedom in U.S. history from the American Revolution to the present. It focuses on how this idea, so central to American identity, has evolved and has been contested throughout the nation's history.

*Prerequisite(s): \*Four-Credit version open to First-Year Students only.*

Considered a **United States History**.

Three-Credit version fulfills the **Cornerstone History** Requirement.

\*Four-Credit version fulfills the **First-Year Seminar** and **Cornerstone History** Requirements.

**HIS 203 - MODERN AMERICAN SOCIAL HISTORY**

Three Credits Not Offered 2012-2013

This course explores major social developments since 1850: Industrialization and the history of labor, immigration, urban growth, race relations, and the history of women and the family. Readings focus on both primary and secondary literature with an emphasis on oral history, local records, and material culture.

Considered a **United States History**.

**HIS 205 - IRISH-AMERICAN EXPERIENCE**

Three Credits Spring Semester

Irish background, different waves of Irish immigration, Irish contributions to politics, religion, business and fine arts, as well as the different interpretations of the Irish experience in America.

Considered a **United States History**.

**HIS 207 - THE HOLOCAUST**

Three Credits Not Offered 2012-2013

This course will offer an historical analysis of the Holocaust of European Jews under National Socialism. This includes a study of the origins of antisemitism, the rise of National Socialism, German Jews in the Weimar Republic and their exclusion from public life under National Socialism, the euthanasia action, Reichskristallnacht, ghettoization, deportation, and the concentration and death camps.

*Prerequisite(s): Sophomore standing.*

Considered a **European History**.

Fulfills the General Education **Moral Inquiry** requirement.

**HIS 208 - THE IMMIGRANT EXPERIENCE IN AMERICAN HISTORY**

Three Credits Not Offered 2012-2013

A comprehensive survey of America's immigrants from the colonial period to the present. It examines both the unique history of various ethnic groups who peopled America as well as comparative elements in their migration and settlement patterns from Europe, Asia, and Latin America.

Considered a **United States History**.

**HIS 209 - NATIVE AMERICAN HISTORY**

Three Credits Not Offered 2012-2013

An interdisciplinary survey of the aboriginal inhabitants of North America from pre-history to the present. Confronts long-standing stereotypes of Native Americans and seeks a deeper understanding of native beliefs, values, and historical experiences. Course deals extensively with European and Native American encounters and evaluates their continuing impact on indigenous communities.

Considered a **United States** or **World History**.

**HIS 214 - IRELAND: FROM COLONY TO NATION STATE**

Three Credits Fall Semester

An introduction to Ireland: its history, people, culture, and mystique. This course explores Irish history from the Norman invasion to the present. Topics include the Cromwellian settlement of Ireland, the Anglo-Irish estate system, revolution and nationalism in Ireland from 1780, the Great Famine, and Irish emigration.

Considered a **European History**.

**HIS 216 - MODERN BRITAIN**

Three Credits Fall Semester

This course will cover the history of Britain from the time of the Tudors to the 20th century. It will focus on the political, social, cultural, and intellectual history of England, Wales, Scotland, and Ireland.

Considered a **European History**.

## HIS 218 - WINSTON CHURCHILL'S WORLD WARS

Three Credits Spring Semester

This course will cover the World Wars by way of Winston Churchill's well-known histories of them; and in this way will be able to engage with the historical and historiographical issue that arise from the interest and the influence of his version of events.

Considered a **European History**.

## HIS 219 - HISTORY OF WORLD ECONOMIC DEVELOPMENT

Three Credits Spring Semester

For description, see ECO 219.

Cross-listed with ECO 219.

Considered a **World History**.

## HIS 220 - COMPARATIVE EMPIRES: SPAIN AND PORTUGAL

Three Credits Fall Semester

Investigation of the historical foundations and development of the Iberian Empires of Spain and Portugal, the first global maritime empires of the modern era, and evaluation of their historical significance; Columbus and the age of exploration and conquest; and the maturation and decline of the Iberian Empires.

Considered a **European** or **World History**.

## HIS 225 - HISTORY AND FILM

Three Credits Not Offered 2012-2013

For years, Hollywood has offered an array of films, both epic and provincial, that center upon events in history. Using primary and secondary written accounts, this course will view a comparative selection of these films in the search for "historical" truth.

*Prerequisite(s): Sophomore standing.*

Considered a **United States** or **European History**.

## HIS 227 - RENAISSANCE AND REVOLUTIONS: EARLY MODERN EUROPE

Three Credits Spring Semester

This course examines the major developments of a pivotal time in European history known as the Early Modern Era (1400-1800). These developments include the educational reforms of the Renaissance, the religious change and violence of the Reformation, the rise of centralized monarchies, European expansion overseas, the Enlightenment, and democratic revolutions.

Considered a **European History**.

Fulfills the General Education **Catholic Intellectual Traditions** requirement.

## HIS 228 - HISTORY OF U.S. FOREIGN RELATIONS

Three Credits Spring Semester

In this survey of American foreign relations from the late eighteenth century to the recent past, we will explore significant trends and changes to explain the movement of the United States from a fledgling nation, to regional power, to global empire, and, finally, to declining superpower.

Considered a **United States History**.

## HIS 229 - WOMEN AND GENDER IN EARLY MODERN EUROPE

Three Credits Not Offered 2012-2013

This history of women, men and gender in early modern Europe, between the Renaissance and the early nineteenth century. The course will consider philosophical, medical and religious beliefs about women and men, and the real and imagined roles that women played in early modern society: queens, scientist, healers, witches and saints.

Considered a **European History**.

## HIS 230 - HISTORY OF SEXUALITY IN AMERICA

Three Credits Not Offered 2012-2013

This course traces the history of sexuality in America from colonial times to the present. It explores the relationship between history and sexuality by examining the changing meanings of sexuality and its relationship to ideologies, economy, family and other historical forces.

Considered a **United States History**.

## HIS 233 - AMERICAN CATHOLIC SOCIAL HISTORY

Three Credits Spring Semester

An historical presentation of the numerous social issues, conflicts, and varied solutions in American Catholicism from the late 19th century forward with emphasis on how the many issues of society impacted Catholicism. The course demonstrates how the application of faith and various theological and philosophical theories were used in resolution of social conflict.

Crosslisted with REL 233.

Considered a **United States History**.

Fulfills the General Education **Moral Inquiry** and **Catholic Intellectual Traditions** requirement.

## HIS 241 - A HISTORY OF HORROR FILMS

Three Credits Not Offered 2012-2013

An examination of the history of horror films. This course is an excursion that will compare and contrast the fictional world of the macabre with the historical realities that form and challenge our social and cultural lives. With the aid of film, this course will analyze the phenomenon of the horror genre down through the ages.

Considered **United States** or **European History**.

## HIS 244 - COLONIAL LATIN AMERICA

Three Credits Not Offered 2012-2013

This course is a survey of the historical, economic, political, social, and cultural development of colonial Latin America from before the European discovery to the era of independence. It addresses the major themes and substance of the three centuries of colonial government and an appreciation for the complexity and diversity of colonial Latin America.

Considered a **World History**.

## HIS 245 - MODERN FRANCE

Three Credits Fall Semester

An examination of the rise of modern France from the 1789 Revolution to France's role in the search for European Union. This includes

a study of the reign of Napoleon, the Franco-Prussian War, the German Occupation and the Vichy regime, and De Gaulle and the Fifth Republic. The course will place special emphasis on the lives of French men and women.

Considered a **European History**.

## HIS 247 - MODERN GERMANY

Three Credits Not Offered 2012-2013

A history of Modern Germany from the 1871 unification under Chancellor Otto von Bismark through the fall of the Berlin Wall and reunification in 1990. The course material will consider such topics as German colonization, the World Wars, National Socialism, and Communism.

Considered a **European History**.

## HIS 251 - UNITED STATES ECONOMIC HISTORY

Three Credits Not offered 2012-2013

For description, see ECO 206.

Cross listed with ECO 206.

Not open to first semester students.

Considered a **United States History**.

## HIS 257 - MODERN LATIN AMERICA

Three Credits Not Offered 2012-2013

This course seeks to locate Modern Latin America (c. 1800-present) within a global framework and to understand the origins and development of the political, economic, social, and cultural issues that challenge and define Latin America today, including US foreign policy and changing ethnic, gender, and class relations.

Considered a **World History**.

## HIS 262 - MEDIEVAL – RENAISSANCE – REFORMATION

Three Credits Not Offered 2012-2013

Rise of Medieval Europe through the "barbarization" and Christianization of the Roman Order. Idea of Empire and Christendom, the conflict of Papacy and Kingship. Feudalization of Europe and the rise of cities, popular religious movements. The culmination and crisis of this order in Renaissance cities and its fragmentation in the political and religious conflicts of the Reformation Era.

Considered a **European History**.

## HIS 263 - RELIGION IN AMERICA

Three Credits Fall Semester

An examination of a variety of religious ideas, institutions, and traditions in the United States from the colonial period to the present. Special emphasis is placed upon questions of religious pluralism, religion and cultural identity, and religion in public life.

Cross-listed with REL 262.

Considered a **United States History**.

Fulfills the General Education **Catholic Intellectual Traditions** requirement.

## HIS 265 - WESTERN CIVILIZATION I

Three Credits Fall Semester

An examination of the historical development of culture and society in the pre-modern era with a focus on the theoretical justifications for authority, law, freedom, and community.

Considered a **European History**.

Fulfills the **Cornerstone History** Requirement.

## HIS 266 - WESTERN CIVILIZATION II

Three Credits Spring Semester

A survey of the rise of the nation state and nationalism among the masses from the 16th century to the present. This course explores such topics as industrialization, geography, modern warfare, colonization, totalitarianism, and the Cold War.

Considered a **European History**.

Fulfills the **Cornerstone History** Requirement.

## HIS 270 - MODERN CHINA

Three Credits Not Offered 2012-2013

An introduction to the dramatic transformations in China's political, economic and socio-cultural life from the seventeenth century to the present. The course will cover transitions from dynastic to republican to communist rule, encounters with the West, socio-economic reforms, and the challenges of modernization in the world's oldest continuous civilization and bureaucratic state.

Considered a **World History**.

## HIS 271 - WORLD HISTORY I

Three Credits Fall Semester

This course examines the history of humanity from the emergence of our species to the early modern era. Explores how and why humans shifted from nomadic hunting and gathering to settled agriculture societies creating cities, states, and empires. Examines the consequences of this transition for human societies and the environment.

Considered a **World History**.

Fulfills the **Cornerstone History** Requirement.

## HIS 272 - WORLD HISTORY II

Three Credits Spring Semester

Examines the history of the human community from the early modern era to the present. Explores how and why industry, nation states, and European style economics have come to define the modern world. It analyzes the interconnections and interdependencies, nowadays called "globalization" that continue to define human historical development.

Considered a **World History**.

Fulfills the **Cornerstone History** Requirement.

## HIS 277 - HISTORY OF BRAZIL

Three Credits Spring Semester

This course examines the history of Brazil from 1500 to the present and explores its richly diverse culture, politics, economy, and geography that ultimately tie it to the histories of Europe, Africa, Asia, the U.S. Major themes include: race relations, national development, military dictatorships, and popular culture.

Considered a **World History**.

## HIS 279 - MODERN JAPAN

Three Credits Not Offered 2012-2013

From shogun to skinkansen – a survey of Japan from the seventeenth century to the present, examining the political, social and economic changes that accompanied its transformation from feudal shogunate to modern nation-state. Topics covered include the Meiji Revolution, modernization, the rise of nationalism, and Japan's relations with Western and Asian powers.

Considered a **World History**.

## HIS 281 - AMERICAN NATION I

Three Credits Fall and Spring Semesters

Comprehensive study of American historical development with a focus on the development of U.S. political principles, ideals, founding documents, institutions, and processes. Topics include modes of colonial life, geographical perspectives, the Revolution and Constitution, urban development, westward movement, constructions of race and gender, popular culture, the Civil War and Reconstruction.

Considered a **United States History**.

Fulfills the **Cornerstone History** Requirement.

## HIS 282 - AMERICAN NATION II

Three Credits Spring Semester

An analysis and interpretation of the development of American politics, foreign policy, and domestic society from Reconstruction to the present. Topics include the gilded society, world power, the rise of consumer culture, the New Deal, World War II, the Cold War, affluence and discontent.

Considered a **United States History**.

Fulfills the **Cornerstone History** Requirement.

## HIS 283 - EAST ASIAN HISTORY I

Three Credits Not Offered 2012-2013

A broad survey of major developments in East Asian history from the time of its earliest written records (circa 1200 B.C.E.) to 1800 C.E. Draws on primary sources, secondary scholarship, and examples of material culture to highlight key themes in the political, social and cultural life in China, Japan and Korea. These themes include state formation and dissolution, religious beliefs, political ideologies, philosophy and literature, economic activities and social relations.

Considered a **World History**.

## HIS 284 - EAST ASIAN HISTORY II

Three Credits Not Offered 2012-2013

An introduction to the turbulent histories of modern China, Japan and Korea, covering their major political, economic and socio-cultural transformations from 1800 onwards. Themes considered include encounters with Western military and economic expansion, the role of cultural exchanges in Asia, and the rapidly growing role of East Asia in present-day globalization.

Considered a **World History**.

## HIS 285 - WOMEN IN AMERICA: 1630-1865

Three Credits Not Offered 2012-2013

The history of women from the colonial era through the end of the nineteenth century. Examines the diversity of experiences among women of different races and classes in America, focusing on issues central to female experience: reproduction and family life, work, religion and reform, and political struggles for civil rights.

Considered a **United States History**.

## HIS 286 - ASIAN AMERICAN HISTORY

Three Credits Not Offered 2012-2013

Survey of Asian migration to and experiences in the United States from mid-nineteenth century to the present. Follows East, Southeast and Asian migrants through gold mines and sugar plantations, on the first transcontinental railroad and on agricultural frontiers, through struggles over citizenship and identity politics. Themes include immigration, race relations and multiculturalism in modern United States history.

Considered a **United States** or **World History**.

## HIS 287 - WOMEN IN MODERN AMERICA: 1865-1975

Three Credits Fall Semester

Survey course of U.S. Women's History from Reconstruction to 1975. Examines a diverse array of women's lives and experiences including women's rights activists, African-Americans, Native Americans and Immigrants. Topics will include civil rights, women in war, education, reform, marriage, family and reproduction, labor, consumer and popular culture.

Considered a **United States History**.

## HIS 301 - COLONIAL AMERICA

Three Credits Not Offered 2012-2013

This course examines the social consequences of colonization, migration and war in early America, 1500-1775. Emphasis is placed on the evolution of regional cultures, and the interaction of British colonies with competing European cultures (French, Spanish, Dutch), with Native Americans, and with African-American slaves.

*Prerequisite(s): Sophomore standing.*

Considered a **United States History**.

## HIS 304 - U.S. POPULAR CULTURE

Three Credits Fall Semester

An investigation of U.S. popular culture focusing on its ability to illuminate important themes in the nation's social, economic, and political development. A special emphasis will be given to twentieth-century popular culture. Important questions and themes will include popular culture's role in perpetuating attitudes regarding race and gender.

*Prerequisite(s): Sophomore standing.*

Considered a **United States History**.

**HIS 305 - U.S. POPULAR MUSIC**

Three Credits Spring Semester

In a seminar format, this course will analyze how American popular music reflected and shaped public notions about class, gender, and race. Topics will include jazz, rap, rock and roll, rhythm and blues, country, and folk music.

Considered a **United States History**.

**HIS 306 - CONTEMPORARY AMERICA**

Three Credits Not Offered 2012-2013

This course studies the political, social, and economic life of the United States in the post World War II era. Historically significant individuals, events, and programs and their contribution to the American nation are analyzed through presentations, critical reading, and writing.

*Prerequisite(s): Sophomore standing.*

Considered a **United States History**.

**HIS 308 - THE EARLY REPUBLIC**

Three Credits Not Offered 2012-2013

Explores the tumultuous years following the American Revolution when Americans fought over the meaning of the war and the future direction of the country. We will examine the major conflicts of the period, including ratification of the Constitution, slavery, reform movements, Indian removal, immigration and capitalist development.

*Prerequisite(s): Sophomore standing.*

Considered a **United States History**.

**HIS 310 - ANCIENT MEDITERRANEAN GREECE AND ROME**

Three Credits Spring Semester

A study of the ancient civilizations that coalesced into Hellenistic Culture with a focus on the political, institutional, and intellectual movements, which provided the context for the development of European Civilization.

*Prerequisite(s): Sophomore standing.*

Considered a **European History**.

Fulfills the General Education **Catholic Intellectual Traditions** requirement.

**HIS 313 - MODERN EUROPEAN INTELLECTUAL HISTORY**

Three Credits Not Offered 2012-2013

This course will cover the intellectual history of modern Europe by way of and engagement with four of the most compelling and influential modern European thinkers: Darwin, Marx, Nietzsche and Freud. Students will read substantial selections from their texts as well as some of the intellectual historiography.

*Prerequisite(s): Sophomore standing.*

Considered a **European History**.

Fulfills the General Education **Catholic Intellectual Traditions** requirement.

**HIS 320 - HISTORICAL METHODS AND MATERIALS**

Three Credits Fall and Spring Semesters

This course explores the nature and study of history along with introducing students to various types of evidence and their uses. Majors will prepare a detailed proposal for their Senior History Projects, including an extended assessment of primary sources.

*Prerequisite(s): Junior standing.*

Majors should register in their junior year in preparation for the Senior History Project.

**HIS 321 - AFRICAN-AMERICAN HISTORY I**

Three Credits Not Offered 2012-2013

This course explores African-American history and culture from the beginnings of slavery in America to the Civil War. Themes include ethnic origins in West Africa, the trans-Atlantic slave trade, the emergence of plantation societies in the Americas, slave resistance, the abolition movement, gender, Civil War and emancipation.

*Prerequisite(s): Sophomore standing.*

Considered a **United States History**.

**HIS 322 - AFRICAN-AMERICAN HISTORY II**

Three Credits Not Offered 2012-2013

This course surveys the history of African-Americans from emancipation to the present. It begins by exploring the meaning of black freedom during emancipation and Reconstruction. It examines the economic and cultural lives of African-Americans as they confronted segregation and Jim Crow laws in the American South. Other topics include the Great Migration, Harlem Renaissance, black nationalism, and Civil Rights.

*Prerequisite(s): Sophomore standing.*

Considered a **United States History**.

**HIS 324 - FROM JACKSON TO LINCOLN**

Three Credits Not Offered 2012-2013

Examination of the major political, social, and economic developments in U.S. Society from the election of Andrew Jackson to the presidency in 1828, to that of Abraham Lincoln in 1860.

Considered a **United States History**.

**HIS 325 - LINCOLN AND HIS AMERICA**

Three Credits Not Offered 2012-2013

An examination of the life and times of Abraham Lincoln, one of the most important and frequently studied figures in U.S. history. The course is conducted as a seminar, and readings include Lincoln's own speeches and writings as well as scholarly studies of his life and career.

*Prerequisite(s): Sophomore standing.*

Considered a **United States History**.

**HIS 326 - THE CHRISTIAN CHURCHES IN NAZI GERMANY**

Three Credits Not Offered 2012-2013

An examination of the choices that the Catholic and Protestant churches made under the impact of National Socialism. The course will also examine the reaction of the churches to the persecution of the Jews and the Holocaust.

*Prerequisite(s): Junior standing.*

Considered a **European History**.

Fulfills the General Education **Moral Inquiry** and **Catholic Intellectual Traditions** requirements.

**HIS 327 - AMERICAN CIVIL WAR AND RECONSTRUCTION**

Three Credits Spring Semester

Examines the era of the Civil War and Reconstruction in U.S. history (1860 – 1880), including the war's origins and consequences. The course explores, in addition to the military aspects of the war, the major political, social, and economic development of the period.

Considered a **United States History**.

**HIS 328 - PURSUITS OF HAPPINESS IN REVOLUTIONARY AMERICA**

Three Credits Not Offered 2012-2013

This course traces the events and conditions that led North American colonists to pursue life, liberty, and the pursuit of happiness through political conflict, revolution, and war. We will examine the breakup of empire in North America and consider how ordinary men and women, African-Americans, and Native Americans responded to and shaped revolutionary events.

*Prerequisite(s): Sophomore standing.*

Considered a **United States History**.

**HIS 329 - THE VIETNAM ERA AND ITS LEGACY**

Three Credits Not Offered 2012-2013

An examination of U.S. policy toward Southeast Asia and the war in Vietnam from the 1940s to the present. The course explores the origins of the U.S. military commitment in Southeast Asia and the ultimate failure of U.S. policy. The effects of the war on veterans and the home front, the peace movement, and the legacy of the war for contemporary U.S. society is also examined.

*Prerequisite(s): Sophomore standing.*

Considered a **United States History**.

**HIS 330 - UNITED STATES SEMINAR: TOPICAL**

Three Credits Fall Semester

Offers an opportunity to study a specific area or problem in U.S. history in greater depth. Seminar format focusing on discussion of primary sources and secondary literature. Alternating topics to be announced prior to registration.

*Prerequisite(s): Sophomore standing.*

Considered a **United States History**.



## HIS 332 - AMERICA IN THE NUCLEAR AGE

Three Credits Fall Semester

This course explores the origins and evolution of the nuclear age, both at home and abroad, looking at politics, diplomacy, as well as cultural and social trends. Students will also examine the continuing presence of nuclear weapons as cultural symbols and threats to world peace despite the end of the Cold War.

*Prerequisite(s): Sophomore standing.*

Considered a **United States History**.

## HIS 333 - THE AMERICAN CATHOLIC EXPERIENCE

Three Credits Fall Semester

A critical examination and analysis of the peoples, events, and ideas that shaped American Catholicism from the era of discovery to the 21st century. Catholicism's minority status and the perennial tension being American and Catholic are used as guiding principles in this study.

Crosslisted with REL 333.

Considered a **United States History**.

Fulfills the General Education **Catholic Intellectual Traditions** requirement.

## HIS 335 - THE DEBATE OVER SLAVERY IN ANTEBELLUM AMERICA

Three Credits Fall Semester

An examination of writing and speeches attacking and defending slavery in the United States between the American Revolution and the Civil War.

*Prerequisite(s): Senior standing.*

Considered a **United States History**.

Fulfills the General Education **Moral Inquiry** requirement.

## HIS 343 - CHRISTIAN THEOLOGY AS IDEOLOGY

Three Credits Alternate Years: Fall 2013, 2015

For description, see REL 343.

*Prerequisite(s): Sophomore standing.*

Cross-listed with REL 343.

Considered a **European History**.

## HIS 347 - ADOLF HITLER AND NAZI GERMANY

Three Credits Spring Semester

An in-depth study of the rise of Adolf Hitler and the Nazi movement from the establishment of the Weimar Republic through the end of World War II.

*Prerequisite(s): Sophomore standing.*

Considered a **European History**.

Fulfills the General Education **Moral Inquiry** requirement.

## HIS 349 - THE INQUISITION: MYTH AND HISTORY

Three Credits Fall Semester

Explores the myths and history of the Inquisition as a social, political and religious institution in Europe, the Americas, and in Goa, India, from its Medieval inception to its final abolition in the nineteenth century. Students will seek to understand why it was created, how it

functioned, the impact it had on the societies that sustained it, and why it was finally abolished.

Considered a **European** and **World History**.

Fulfills the General Education **Catholic Intellectual Traditions** requirement.

## HIS 351 - THE FRENCH REVOLUTION

Three Credits Not Offered 2012-2013

This course focuses on the decade of political upheaval in France (1789-1799) that later became a catalyst for widespread political changes in countries all around the world. In addition to the key events of the Revolution, students explore how ordinary people (including women and people of color) experienced this tumultuous event.

*Prerequisite(s): Sophomore Standing.*

Considered a **European History**.

## HIS 353 - A WORLD AT WAR

Three Credits Spring Semester

Organized violence represents one of the most common of human activities. Warfare shapes, and is shaped by, deep seated political, social, economic, religious, and technological values and attitudes. For good or ill, warfare has played, and continues to play, a key role in shaping the world we live in. The course explores warfare and its consequences from a world historical perspective from Paleolithic times to ancient China and the Middle East to modern day forms of state and extra-state violence.

Considered a **World History**.

## HIS 360 - EUROPEAN SEMINAR: TOPICAL

Three Credits Not Offered 2012-2013

Offers an opportunity to study a specific area or problem in European history in greater depth. Seminar format focusing on discussion of primary sources and secondary literature. Alternating topics to be announced prior to registration.

*Prerequisite(s): Sophomore standing.*

Considered a **European History**.

## HIS 362 - WORLD HISTORY SEMINAR: TOPICAL

Three Credits Fall Semester

Offers an opportunity to study a specific area or problem in World history in greater depth. Seminar format focusing on discussion of primary sources and secondary literature. Alternating topics to be announced prior to registration.

*Prerequisite(s): Sophomore standing.*

Considered a **World History**.

## HIS 371 - THE AGE OF ABSOLUTISM

Three Credits Not Offered 2012-2013

This course examines the political, social, and cultural conditions surrounding the development of strong, centralized monarchies of continental Europe and constitutional monarchy of England. Using film, art and primary sources students explore the daily lives of both kings and their subjects during this fascinating era.

*Prerequisite(s): Sophomore standing.*

Considered a **European History**.

## HIS 373 - ASIAN ENCOUNTERS WITH EMPIRE

Three Credits Not Offered 2012-2013

An examination of the imperial experience in East, Southeast and South Asia during the nineteenth and twentieth century's, encompassing the impact of both European and Asian expansions. Themes include issues of race, gender, modernization, orientalism and colonial legacies.

*Prerequisite(s): Sophomore standing.*

Considered a **World History**.

## HIS 380 - PUBLIC HISTORY

Three Credits Not Offered 2012-2013

This academic and experiential course looks at the practice, methods, and possibilities associated with practicing history in museums, historic sites, and archives. In the classroom, we will explore the nature of public history through curatorial, archival, and preservation issues, as well as examine the roles of education, interpretation, exhibitions, and living history. A substantial field component has students encountering museums, archives, and historic sites to interact with professionals, discover what public historians do, and critically assess their public history offerings. As a final project, students will collaboratively produce a museum exhibition at Stonehill.

*Prerequisite(s): Sophomore standing.*

Considered a **United States History**.

## HIS 385 - TOPICS IN U.S. WOMEN'S HISTORY

Three Credits Fall Semester

This course moves beyond a broad overview of the role of women in eighteenth and nineteenth century U.S. History to examine specific topics such as education, reform, labor, culture, and political organization in depth.

*Prerequisite(s): Sophomore standing.*

Considered a **United States History**.

## HIS 411 - SENIOR RESEARCH SEMINAR

Three Credits Fall and Spring Semesters

Training in historical research methodologies and strategies with practical instruction in archival research, note taking, analysis, argumentation, writing, citation, and oral presentation. This training will occur while engaged in researching and writing the senior thesis, which is the History major capstone project.

*Prerequisite(s): HIS 320; course must be taken concurrently with HIS 415.*

## HIS 415 - SENIOR HISTORY THESIS

Three Credits Fall and Spring Semesters

An independent, in-depth thesis designed in HIS 320 - Historical Methods and Materials, then carried out with the assistance of a faculty member. Arrangements with the faculty must be made at least one semester in advance and no later than the fall of the fourth year.

*Prerequisite(s): HIS 320*

**HIS 475 - HISTORY INTERNSHIP**

Three Credits Fall and Spring Semesters

Internships are available to History students to give them an opportunity to experience the relevance of the past to the present through active participation in contemporary institutions and organizations. Students work under the supervision of the departmental Internship Coordinator, maintain a field journal, and write a final paper.

**HIS 490 - DIRECTED STUDY**

Three Credits Fall and Spring Semesters

An in-depth study of an historical question under the tutorial direction of a faculty member.

*Prerequisite(s): Sophomore standing. Approval of faculty member directing the project and Department Chairperson required.*

**Honors Program****HON 100 - MOREAU HONORS LEADERSHIP SEMINAR**

One Credit Spring Semester

The Moreau Honors Leadership Seminar introduces Honors students to the practice of leadership in academic and co-curricular activities such as organizing lectures, musical or dramatic performances, or tutoring in after-school programs.

**HON 400 - HONORS THESIS SEMINAR**

One Credit Spring Semester

HON 400 provides a fitting close to students' experience in the Moreau Honors Program by requiring them: (1) to gather as a community for biweekly sessions (100 minutes) throughout the spring semester of their senior year; (2) to engage in workshops on graduate school and career possibilities in conversation with administrators and alumni, and (3) to give presentations in HON 400 on the capstone projects for their majors, which will be presented in the Moreau Honors Program. Please note that this is not a new requirement for the program, but replaces an Honors Capstone form with a course-based experience.

*Prerequisite(s): Open to Senior Moreau Honor Scholars only.*

**Interdisciplinary Studies****IND 357 - TOPIC IN INTERDISCIPLINARY STUDIES**

Three Credits Fall and Spring Semesters

This special topics course offers opportunities for study in various topics of interest within the field of interdisciplinary studies.

**IND 400 - FINAL INTEGRATIVE PROJECT FOR INTERDISCIPLINARY STUDIES**

Three Credits

The final unit of an interdisciplinary minor is a required integrative essay, project, or performance. A student must register for IND 400 the semester he or she will complete the integrative unit. Once enrolled in IND 400, the student and faculty sponsor must submit a detailed plan of study to the Director of the Martin Institute. The student will need to answer the following question: What form will this integrative unit take? They must note the specific description

of the proposed unit, the learning outcomes that will result, the criteria for assessment, the frequency of contact between student and faculty sponsor, and a preliminary list of readings and assignments. Students pursuing an Interdisciplinary Studies Major may also register for IND 400 as a capstone with the approval of the Director of the Martin Institute. For more information please refer to Academic Life & the Curriculum or contact the Program Director, Professor Peter Ubertaccio, Director of the Martin Institute.

*Prerequisite(s): Junior Standing, Completion of Interdisciplinary Minor Application.*

**IND 401 - INTERDISCIPLINARY CAPSTONE SEMINAR**

One Credit Fall and Spring Semesters

The Interdisciplinary Capstone seminar fulfills the Capstone requirement for students in interdisciplinary studies. Students in this enrichment seminar will focus on the nature of interdisciplinary and reflect on their own major experience.

*Prerequisite(s): Open to Senior Interdisciplinary Majors and Minors only.*

**Irish Studies****IRS 200 - CHRISTIAN IRELAND, 431-1169**

Three Credits Fall Semester

Early Irish culture and society from the introduction of Christianity in the 5th century, through the 8th century Viking invasion and the beginning of the 12th century Anglo-Norman conquest. Emphasizes literature created out of the rapprochement between the pagan tradition and the new religion. Includes extracts from Old-Irish literature including the heroic saga, Táin Bó Cuaigne (The Cattle-Raid of Cooley) and lyric poetry produced in monasteries.

**IRS 201 - MEDIEVAL IRELAND, 1169-1603**

Three Credits Spring Semester

The impact of the 12th century Anglo-Norman invasion on Irish social, political and cultural life. The creation of the pale region of Anglo-Norman dominance and the different culture from that of Gaelic Ireland. Provides a brief historical survey of Gaelic Ireland in the early middle ages and insight into the archaeology of the medieval Irish Church. Introduces the world of the Irish bardic poet and his work.

**IRS 202 - PRE-FAMINE IRELAND, 1603-1845**

Three Credits Spring Semester

The destruction of the Gaelic heroic world following defeat of Irish forces at the Battle of Kinsale and subsequent dispersal of native Irish and Old English aristocracy. Introduces political, social and economic structures of this period and the disintegration of Gaelic Irish cultural values and literary traditions from the Elizabethan period to the famines of the 1840s. Concludes with an overview of economic, social and demographic trends in pre-famine Ireland.

**IRS 203 - MODERN IRELAND: 1845-1998**

Three Credits Fall Semester

Introduces the patterns of modern and contemporary Irish life and culture from a

multidisciplinary perspective. Investigates the impact of famine on Irish society and the subsequent Gaelic Revival and Anglo-Irish Literary Revival from the 1880s until establishment of the Irish Free State in 1922. Explores the impact of cultural nationalism and the progress of 20th century literature in Irish and English. Studies the work of J.M. Synge, James Joyce, W.B. Yeats, Seamus Heaney and others. Examines the Irish response to changes in modern Irish society including religion, the family, social change, and the Irish economy.

**IRS 204 - CONTEMPORARY IRELAND: 1922-2002**

Three Credits Spring Semester

There is an underlying question examined through the different topics – how has Irish society been changed by the economic transformation that was initiated in the 1950s? Using sociological and political research in Ireland the course examines the planned economic growth and unplanned political and social changes that have come to shape contemporary Irish society and its place in Europe and the world.

**Italian****ITA 131 - ELEMENTARY ITALIAN I**

Three Credits Fall Semester

For students with no previous study or 1 year of high school Italian. During the first semester students develop the ability to: when speaking and writing, use short sentences, learned words and phrases, simple questions, and commands; when listening, understand some ideas and familiar details presented in a clear, uncomplicated speech; when reading, understand short texts enhanced by visuals. During the second semester students expand their ability from the first semester, and develop the ability to: when speaking and listening, use and understand learned expressions, sentences, and strings of sentences, questions, and commands; when writing, create simple paragraphs; when reading, understand important ideas and some details in highly contextualized authentic texts. During both semesters content includes: the Self (family, friends, home, rooms, health, school, schedules, leisure activities, campus life, likes and dislikes, shopping, clothes, prices, sizes and quantity, pets and animals) and Beyond Self (geography, topography, direction, buildings and monuments, weather and seasons, symbols, cultural and historical figures, places and events, colors, numbers, days, dates, months, time, food and customs, transportation, travel, and professions and work.)

**ITA 132 - ELEMENTARY ITALIAN II**

Three Credits Spring Semester

For students who have taken ITA 131 or 1 year of high school Italian. During the second semester students expand their ability from the first semester, and develop the ability to: when speaking and listening, use and understand learned expressions, sentences, and strings of sentences, questions, and commands; when writing, create simple paragraphs; when reading, understand important ideas and some details in highly contextualized authentic texts. During both semesters content includes: the Self (family, friends, home, rooms, health, school, schedules, leisure activities, campus life, likes and dislikes, shopping,

clothes, prices, sizes and quantity, pets and animals) and Beyond Self (geography, topography, direction, buildings and monuments, weather and seasons, symbols, cultural and historical figures, places and events, colors, numbers, days, dates, months, time, food and customs, transportation, travel, and professions and work.)

*Prerequisite(s): ITA 131.*

## **ITA 231 - INTERMEDIATE ITALIAN I**

Three Credits Fall Semester

For students with 2-3 years of high school Italian or placement at the Intermediate Level. In the Intermediate Courses students expand their previous ability in their foreign language, and develop the ability to: when speaking, use strings of related sentences; when listening, understand most spoken language when the message is deliberately and carefully conveyed by a speaker accustomed to dealing with learners; when writing, create simple paragraphs; when reading, acquire knowledge and new information from comprehensive authentic text. Content includes topics culturally pertinent to the language; e.g., history, art, literature, music, cultural affairs, and civilization, with an emphasis on significant people and events in these fields. Familiar topics may include career choices, the environment, social issues, and political issues.

## **ITA 232 - INTERMEDIATE ITALIAN II**

Three Credits Spring Semester

For students who have taken ITA 231 or with 2-3 years of high school Italian. In the Intermediate Courses students expand their previous ability in their foreign language, and develop the ability to: when speaking, use strings of related sentences; when listening, understand most spoken language when the message is deliberately and carefully conveyed by a speaker accustomed to dealing with learners; when writing, create simple paragraphs; when reading, acquire knowledge and new information from comprehensive authentic text. Content includes topics culturally pertinent to the language; e.g., history, art, literature, music, cultural affairs, and civilization, with an emphasis on significant people and events in these fields. Familiar topics may include career choices, the environment, social issues, and political issues.

*Prerequisite(s): ITA 231.*

## **ITA 331 - ITALY: LANGUAGE AND IDENTITY**

Three Credits Fall Semester

ITA 331 is designed to refine and apply language skills in writing, speaking, reading and listening beyond the Intermediate level. Topics on regional and national identity serve as a context for language acquisition. Students investigate what constitutes the Italian identity through the study of authentic texts and Internet resources. Class projects involve individual research about the history, art and popular culture of contemporary Italy.

*Prerequisite(s): ITA 232, or placement above the intermediate level, or consent of Instructor.*

## **ITA 332 - ITALIAN CONVERSATION AND COMPOSITION**

Three Credits Spring Semester

As a course leading to the Minor in Italian Studies for many students, ITA 332 is designed to strengthen speaking and writing skills through advanced vocabulary acquisition, listening comprehension and the analysis of short texts. Activities include discussions on cultural readings, conversations on current events as well as group and individual oral reports. Students write weekly compositions and use online collaboration tools such as blogs.

*Prerequisite(s): ITA 331, or placement above the intermediate level.*

## **ITA 337 - CONTEMPORARY ITALY THROUGH FILM**

Three Credits Fall Semester

An understanding of contemporary Italian society and culture by viewing, reflecting on, and discussing Italian films of the last sixty years. The class will analyze 6-8 films, learning their context and through them the key events that have shaped the national identity of Italy. Students will read a selection of essays on Italian cinema and complete writing assignments and oral presentations.

*Prerequisite(s): ITA 232, or placement above the intermediate level, or consent of Instructor.*

## **ITA 338 - ITALIAN CULTURE AND CIVILIZATION**

Three Credits Spring Semester

A broad overview of Italian culture from the Middle Ages to the present, highlighting key historical and literary developments of each century. Students will become familiar with a variety of texts from different fields of knowledge. To have course credit for Italian minor credit, students must read texts and write papers in Italian.

*Prerequisite(s): ITA 331 and ITA 332, ITA 337, or Consent of Instructor.*

## **ITA 490 - DIRECTED STUDY: SELECTED TOPICS**

Three Credits Fall and Spring Semesters

Directed Studies are granted on a variety of topics, which are usually selected at the recommendation of the professor. Students should have completed at least two semesters of 300-level Italian courses before doing a Directed Study.

*Prerequisite(s): Consent of the Instructor and Department Chair.*

## **Journalism**

### **JRN 100 - REPORTING AND NEWS WRITING**

Three Credits Fall and Spring Semesters

Principles and practices of gathering, writing, and editing news and feature material for mass media dissemination; stresses the craft of clear writing.

### **JRN 101 - ADVANCED REPORTING AND NEWS WRITING**

Three Credits Spring Semester

Focus on advanced writing, rewriting, and editing news articles.

*Prerequisite(s): JRN 100.*

## **JRN 222 - DEVELOPMENT OF AMERICAN NEWS MEDIA**

Three Credits Fall Semester

This course traces the development of the news media, print, and broadcast, from their beginning stages in the 1830s to the present. Primary attention is given to the economic, cultural, political, and social dimensions of the development processes.

## **JRN 309 - NARRATIVE WRITING**

Three Credits Not Offered 2012-2013

Learn to use fiction writing techniques in the growing non-fiction narrative writing field. Students will learn how to get the best interviews from people, how to develop characters, what type of research information is needed, where to get it and how to gather it to create riveting narrative stories.

*Prerequisite(s): JRN 100*

## **JRN 313 - JOURNALISM ETHICS AND LAW**

Three Credits Fall and Spring Semesters

The theory and practice of journalism in the United States within the parameters of both legal and ethical constraints.

## **JRN 421 - JOURNALISM PRACTICUM**

Three Credits Fall and Spring Semesters

Advanced news writing and research in the context of the student newspaper under the individual supervision of the instructor in a laboratory setting. May be taken twice.

*Prerequisite(s): JRN 100.*

## **JRN 475 - INTERNSHIP IN JOURNALISM**

Three Credits Fall and Spring Semesters

Opportunity for students, usually in their fourth year, to practice journalism with a news organization.

*Prerequisite(s): JRN 100, minimum 3.0 cumulative GPA, and permission of Internship Director. See Requirements for Internships in Communication.*

## **JRN 490 - DIRECTED STUDY**

Three Credits Fall and Spring Semesters

Opportunity for upper-level students to do an advanced research project or investigation in a field of special interest not covered by a normally-scheduled course. Student and a full-time faculty member familiar with the student's area of interest agree on a plan of study and research and on evaluation methods.

*Prerequisite(s): Approval of both the faculty member directing the project and the Department Chairperson required.*

## **Latin**

### **LAT 131 - ELEMENTARY LATIN I**

Three Credits Fall Semester

Introduction to Latin grammar and pronunciation. Development of listening, reading, and writing skills, and of the crosscultural effects of Latin on the English language and of the Romans upon American life. No previous experience necessary.

**LAT 132 - ELEMENTARY LATIN II**

Three Credits Spring Semester

This course is a continuation of LAT 131 - Elementary Latin I.

*Prerequisite(s): LAT 131 or equivalent.*

**LAT 231 - INTERMEDIATE LATIN I**

Three Credits Fall Semester

Intensive review of Latin grammar with an emphasis on the development of reading comprehension. Materials used will include a variety of readings in Latin.

*Prerequisite(s): LAT 132 or 2-3 years of high school Latin.*

**LAT 232 - INTERMEDIATE LATIN II**

Three Credits Spring Semester

This course is a continuation of LAT 231 - Intermediate Latin I.

*Prerequisite(s): LAT 231 or equivalent.*

**Learning Community**

The following descriptions represent learning communities that have been offered in the past and are meant to be illustrative. Learning Community offerings change from year to year. Current listings are available on the Registrar's website. Students select Learning Communities based on preference, but placement in the student's first choice is not guaranteed.

**LC 205 - INTEGRATIVE SEMINAR: HCA 105/BIO 291 THE PRACTICE OF MEDICINE AND YOU**

Three Credits

The seminar addresses medical issues of widespread concern: how diseases are diagnosed and treated; how structures of health care delivery affect health status; and, how patient's assertiveness intervention skills are developed for success as a patient in the modern health care system. Class involves guest lectures, visits to health care institutions, travel to the state house to see the legislative process at work, and team exercises.

**LC 207 - INTEGRATIVE SEMINAR: CSC 201/ CSC 211 MATHEMATICAL EXPERIMENTS IN COMPUTER SCIENCE**

Three Credits

Computers provide us with tools to explore mathematics in deeper ways than ever before. They allow empirical testing of mathematical conjectures with elusive proofs. Computers enable us to experimentally analyze algorithms whose performance defies theoretical analysis. This LC focuses on the delicate balance between theory and practice in computer science, revealing the dual and sometimes contradictory nature of computer science as both an engineering and a mathematical discipline.

**LC 209 - INTEGRATIVE SEMINAR: BIO 211/ CHM 222 ORGANIC CHEMISTRY OF THE CELL**

Three Credits

Students select, read, and critique primary literature that ties together topics concurrently learned in Cell Biology and Organic Chemistry II in order to develop their abilities to understand

and critically analyze the literature. The seminar culminates with student teams proposing an experiment or series of experiments that address a specific area of interest on the boundary between organic chemistry and cell biology. These proposals are presented in both written and oral forms, allowing fellow students to evaluate and expand upon the proposed ideas.

**LC 225 - INTEGRATIVE SEMINAR: ENV 200/ COM 320 CHANGE THE WORLD?**

Three Credits

In this LC, students will apply knowledge from the disciplinary courses to serve organizations addressing environmental and social justice problems. Such community-based learning will help each student understand the challenges and rewards of attempting to "change the world" as well as develop a variety of transferable skills in leadership, organizing and communication.

**LC 228 - INTEGRATIVE SEMINAR: HIS 207/REL 209 UNCOVERING JUDAISM AND NAZISM IN EUROPE**

Three Credits

The third course in this LC is a travel course – students travel to Poland (Warsaw, Lublin, Krakow), the Czech Republic (Prague), and Germany (Berlin). There, they examine historical sites associated with the Nazi Holocaust, sites significant to and representative of Jewish life and religious experience in Europe before the Holocaust, and those that demonstrate the rejuvenation of Jewish life in the locations today.

**LC 230 - INTEGRATIVE SEMINAR: SOC 212/ CSC 101 THROUGH THE LOOKING GLASS**

Three Credits

Using Cooley's theory of the Looking Glass Self, this LC explores how prevailing societal views about the poor and disadvantaged are reflected perspectives on social welfare and social policy. Students learn from one another as they engage in round table discussions on issues such as welfare reform, corporate welfare, universal health care, foster care legislation, and educational vouchers. Additionally, students participate in experiential learning activities, which bring greater relevancy to the policy issues being discussed.

**LC 235 - INTEGRATIVE SEMINAR: MTH 261/PHY 221 QUANTUM WAVES**

Three Credits Year-long Learning Community

With the creation of quantum mechanics in the 1920s, physicists conceived of a new and unexpected kind of wave that is neither a Newtonian (c. 1700) mechanical wave nor a Maxwellian (c. 1860) electromagnetic wave. These mysterious DeBroglie – Schroedinger waves of probability are the essence of quantum mechanics. These waves determine the structure of atoms and molecule, i.e. they are the deepest foundation of both physics and chemistry. While the mathematics of these quantum waves is similar to the classical waves already studied in PHY 221 and MTH 261, the physical, chemical, and philosophical consequences are breathtakingly different.

**LC 237 - INTEGRATIVE SEMINAR: BIO 298/ENV 270 ECOLOGY AND ETHICS IN ACTION: RESTORING THE EVERGLADES**

Three Credits

The integrative seminar of this LC is a travel course during Winter Break, camping in the Everglades! Students conduct ecological studies while exploring the ethical dimensions of the development of South Florida and the current restoration of the Everglades.

**LC 240 - INTEGRATIVE SEMINAR: BUS 333/PSY 204 BUILDING LEADERS**

Three Credits

The LC will allow students to build leadership skills by engaging in community service learning projects in conjunction with Brockton-based service organizations. A psychology course in young adult development provides the basis for understanding the processes of learning and self-development while a business course in organizational behavior provides models for the leader's role in organizations and offers students the opportunity to assess and develop their leadership potential.

**LC 245 - INTEGRATIVE SEMINAR: VPG 210/ SOC 232 SOCIETY THROUGH THE LENS**

Three Credits

"A photograph is worth a thousand words," especially those created by students learning Sociology and Documentary Photography. The students in this LC will learn the art and technique of black & white photography and how to use these skills to capture images that make people take notice of social issues such as racism, sexism, and problems of wealth and poverty in America. The knowledge they acquire in the sociology class will be connected to the photographs that they take to tell the stories of what they see as they perform community service and/or observe in the greater Brockton community.

**LC 254 - INTEGRATIVE SEMINAR: EDU 312/ENV 200 CHILDREN, SCIENCE AND THE ARTS: CLASSROOM PRACTICE**

Three Credits

This LC challenges students to use projectbased learning and environmental science to create and implement curriculum products focusing on the urban environment. Seminar hours will be a mixture of urban environmental science labs, field trips and group project time working with real teachers and real students in Brockton. (Successful completion of the project tasks will require additional time with school clients beyond the 3-hour seminar week.)

**LC 259 - INTEGRATIVE SEMINAR: ENG 220/VPG 224 MOVING STORIES**

Three Credits

This learning community will introduce students to basic structures and strategies of sequential imagery. Students will create work in animation and comics. Both narrative and non-narrative approaches will be examined. Topics covered will include pacing, design, point of view, structure, rhythm, character, and story development.

**LC 260 - INTEGRATIVE SEMINAR: VPM 232/VPD 256 STAGING AND PERFORMING MUSICAL THEATRE**

Three Credits

In this LC students will combine acting and movement with singing and character analysis. Students will learn and perform a variety of music designed to develop their voices and acting abilities. The semester will culminate in a performance of Songs and Scenes from American Musical Theatre. We welcome students interested in theatre tech. No prior experience is necessary.

**LC 261 - INTEGRATIVE SEMINAR: ENG 390/ENG 220 FREUD AND THE MODERN WORLD**

Three Credits

Students will examine the influence of Sigmund Freud and Freudian psychoanalysis on 19th-21st century European and American culture, as popularized across a wide range of cultural productions, including literature, the visual arts, film, television and new media

**LC 265 - INTEGRATIVE SEMINAR: BUS 320/ECO 178 THE IMPACT OF NEWS ON FINANCIAL MARKETS**

Three Credits

Using tools of finance and economics, the impact of macroeconomic data releases, business and financial news on the financial markets will be measured and evaluated. Students will work on individual and group research projects and make class presentations. Bloomberg financial software will be utilized as a tool to see the interaction between news and financial markets on a daily basis.

*Prerequisite(s): Prerequisite for BUS 320: BUS 203.*

**LC 267 - INTEGRATIVE SEMINAR: POL 357/REL 238 THE IMMIGRANT EXPERIENCE: LEGAL, POLITICAL, CULTURAL AND THEOLOGICAL DIMENSIONS**

Three Credits Year Long Learning Community

Students will critically reflect on and analyze the multiple dimensions of the present day immigrant situation they encounter from their placements in a variety of Immigration Centers in Fall River, Brockton, and Boston. The seminar will provide community-based learning and skill development so that students can study and experience directly the effects of government policy on the lives of individuals and families. The theological reflection and social analysis will assist students in the integration of the theoretical component studied in the courses.

*Prerequisite(s): Prerequisite for POL 357: POL 123, POL 143, or POL 171.*

**LC 269 - INTEGRATIVE SEMINAR: BUS 333/ BUS 336 CULTURE AND COMMERCE**

Three Credits Spring Semester

This LC draws upon the disciplines of economics, psychology, sociology and anthropology to provide students with a context within which to understand behavior within and among organizations engaged in global commerce. Includes spring break travel to the region being studied.

**LC 272 - INTEGRATIVE SEMINAR: BUS 336/ COM 313 WOMEN'S GLOBAL ISSUES**

Three Credits

This LC will explore women's issues in a global context, a theme that integrates the Gender and Communication and International Business courses. We will examine how women's voices are encouraged and expressed in different cultures and organizations. Specific topics will include: violence against women, women's human rights, women leaders, women-owned businesses, marriage and motherhood, work and family balance, and other relevant topics. This LC will incorporate invited speakers, peer presentations, lectures, readings, discussions, and on-campus and off-campus events relating to the subject area. Students will have the opportunity to research a topic of their choice for the concluding project. Both women and men are welcome to enroll in this LC.

**LC 278 - INTEGRATIVE SEMINAR: GENL 140/ GENP 140 FROM RUSSIA WITH LOVE (AND LAUGHTER, AND MADNESS, AND BEAUTY, AND REVOLUTION AND SUFFERING)**

Three Credits

The issue being examined: The cliché of all clichés about Russian Literature holds that it is "philosophical." Let's see how philosophy and literature (and other arts) illuminate/challenge/support one another, using texts selected by the students (from a list prepared by the instructors) as our material, and small, student-led reading groups (5 students per group) as our means. For First Year Honors Students (Class of 2013) Only.

**LC 279 - INTEGRATIVE SEMINAR: ENV 200/REL 335 SWAMP WALKS AND ROADSIDE SHRINES: THE RELIGION AND SCIENCE OF PLACE**

Three Credits

The seminar of this LC is a travel course during Winter Break, camping in the Everglades! Students will conduct environmental science analyses of the development of South Florida and the current restoration of the Everglades. We will also examine the role the environment plays, could play, or should play in the life of the human community – and vice versa, the importance of the human community with respect to the environment-exploring the various religious traditions and communities of South Florida. We'll spend 8 nights camping in the Everglades (approximate dates: January 2nd through 10th). Tents and cooking supplies will be provided. Students must bring sleeping bags.

**LC 281 - INTEGRATIVE SEMINAR: HIS 330/VPH 226 ART AND CIVIC CULTURE IN URBAN NEIGHBORHOODS**

Three Credits

In this LC we will explore issues of identity, place, and cultural synthesis through a community-based learning project that brings together Stonehill students and Brockton residents to create an integrated public art project that engages with local history.

**LC 282 - INTEGRATIVE SEMINAR: BIO 200/PSY 415 NEUROSCIENCE: MIND, BODY, COMMUNITY**

Three Credits

What makes us who we are? Is it our experiences? Is it our memory of our experiences? Is it our relationships with others? Is it our ability to know our loved ones? Neuroscientists have shown that brain disorders can selectively destroy each of these aspects of who we are. This LC combines aspects of biology (Topics in Biology) and psychology (Brain and Behavior) with a truly unique and exciting experience in that students will participate in community-based service learning at the Yawkey House of Possibilities, a facility on the Stonehill campus that provides care for children with neurodevelopmental illness. By combining these three experiences students will gain a deep and integrative insight into neurodevelopment from psychological, biological and personal perspectives.

**LC 283 - INTEGRATIVE SEMINAR: SOC 316/ HIS 241 INTO THE WOODS: CULTURAL TOURISM, HISTORY AND FOLKLORE**

Three Credits

The issue being examined is how folklore, history and myth intersect and contradict in popular representations of Eastern Europe (past and present) that are crafted for the tourist trade.

**LC 284 - INTEGRATIVE SEMINAR: BUS 320/ COM 315 BUSINESS AND COMMUNICATION IN CHINA: CHANGES AND CHALLENGES**

Three Credits

This is a travel LC designed to offer students not only a cross-disciplinary understanding of business and communication in modern China from a theoretical/conceptual perspective but also first-hand exposure to the changes and challenges China faces in business and communication. The LC will take students to China on a 10-day faculty-led trip in the spring semester of 2010. With its fast and vast changes and development, China has currently become a center of international business activities and is a driving force for global growth and integration. With its unprecedented social and economic transformation and its unique transition from a centrally-managed economy to a more market-based economy, China offers plenty of opportunities to see and learn about the social impact of its metamorphosis in terms of business and communication from domestic and global perspectives. This LC offers a cross-disciplinary approach, covering communications, business and finance, and exposes students to the larger Chinese historical, social and cultural environment. While in China, students will attend lectures or seminars offered by business scholars and practitioners on the campus of the University of International Business and Economics (UIBE) in Beijing, and they will also participate in field trips to business operations and cultural and historical sites in Beijing and its vicinity. Students will benefit greatly from this learning experience not only academically but also when they pursue internships and employment.

*Prerequisite(s): BUS 320 requires a prerequisite of BUS 203 and COM 315 requires a prerequisite of COM 105.*

## **LC 285 - INTEGRATIVE SEMINAR: SOC 101/VPT 216 SOCIETY ON STAGE**

Three Credits

This LC will explore pressing social questions (about race, gender, social class, religion, etc.) through the dual lens of sociology and theater. Students will read plays, attend performances, and dig into sociology's challenging topics with the goal of coming to a greater understanding of how people utilize different vehicles to interpret and inform others of some of society's most pressing issues. The integrated seminar will culminate with a public performance through which students will have the opportunity to express their own perspectives on fundamental issues confronting society today.

## **LC 290 - INTEGRATIVE SEMINAR: CRM 224/VPS 310 MENTORING THROUGH ART – THEORY AND PRACTICE**

Three Credits

This LC is a unique year-long immersion in art, community service and sociology. Students are paired with "kids at risk" from the greater Brockton area to create photographic-based art projects and to act as mentor to the child. To further students' understanding of their outreach experience, they will take CRM 432 Seminar: At-Risk Families and Youths, in the Spring and explore the issues involved in at-risk adolescence. No experience in photography or social work is required. You will learn the basics of photography while building an experience that will stay with you for a lifetime. Students with an interest not only in art, but in Sociology, Psychology, Art Therapy and Education, all are encouraged to participate.

## **LC 291 - INTEGRATIVE SEMINAR: POL 291/VPM 239 INDIGENOUS PEOPLES IN THE AMERICAS: MUSIC, CULTURE, AND GOVERNANCE**

Three Credits

Students will explore in-depth the politics, culture and music of indigenous people in the Americas. This includes travel to Peru during January break. A case study of indigenous populations in Peru will be done. Much of the travel time will be spent in Lima. The trip is designed for students to witness and study the economic, social, and political divisions in Latin America. Students will immerse themselves in indigenous culture and music and learn how music bridges political and socioeconomic gaps. The travel experience will provide a foundation for students to study and research indigenous populations.

## **LC 292 - INTEGRATIVE SEMINAR: HIS 380/VPH 226 ART AND CIVIC CULTURE IN URBAN NEIGHBORHOODS**

Three Credits

In this LC we will explore issues of identity, place, and cultural synthesis through a community-based learning project that brings together Stonehill students and Brockton residents to create an integrated public art project that engages with local history.

## **LC 293 - INTEGRATIVE SEMINAR: AMS 320/VPM 235 DANGEROUS CURVES: THE ART OF THE GUITAR**

Three Credits

This learning community explores the history and literature of the guitar as instrument, icon, and artifact, focusing chiefly on the American cultural context from the nineteenth century to the present. Linking a course in American Music in the 20th Century and an American Studies seminar with an interdisciplinary approach, we will track various kinds of American music, including classical, popular, blues, ragtime, jazz, folk, and rock. Students will engage in independent research of styles, composers, and performers and will experiment with musical performance. We will also examine the guitar as decorative object and cultural symbol, reviewing traditional manufacturing history (of Martin, Gibson, Fender, etc.) and recent developments in electronic gaming (Guitar Hero, etc.). Through the study of live and recorded music, students will be exposed to a variety of musical genres, familiar and unfamiliar. For a final project, students will assemble and customize their own electric guitar or bass, a fully functional instrument that visually expresses a key aspect of the LC. Although proficiency on the guitar is not required, openness to experimentation and performance is a must! There will be an additional \$300 lab fee for this LC.

## **LC 294 - INTEGRATIVE SEMINAR: SOC 232/VPT 216 SOCIAL PROBLEMS AND PERFORMANCE**

Three Credits

Through play readings and performance, difficult social problems such as: race, gender, sexuality, poverty, crime, drugs, globalization, oppression, will be presented, discussed and analyzed. Students in this LC will be exposed to a variety of playwrights and material that use the medium of theatre as a way to tackle many of the most difficult issues facing us today. The end goal of the LC is a performance presentation that will not only allow an understanding of the play texts but will also expose the Stonehill community to these social problems.

## **LC 295 - INTEGRATIVE SEMINAR: BIO 118/BIO 296 HEALTH PROMOTION AND DISEASE PREVENTION**

Three Credits

This LC will examine current diseases/illnesses affecting the U.S. population and research how we can increase the quality and years of healthy life through effective prevention and treatment initiatives. Community based service learning will be an integral part of this course. This LC is recommended for those interested in public health, health care, or any medical field.

## **LC 296 - INTEGRATIVE SEMINAR: POL 351/SOC 216 THE PARADOX OF SOVEREIGNTY: NATIVE NATIONS, PUBLIC POLICY, AND THE POLITICS OF POWER**

Three Credits

The Paradox of Sovereignty refers to the complex, dynamic relationship between Native American tribes and American democracy. This learning community will explore the questions of who are contemporary Native peoples and how do we understand their place in the larger American polity. Students will examine the legal, social and historical context of Native nations and analyze

the complex legal and political relationships within American government. Students will also gain expertise in policy analysis by working with real world clients from Native nations. The combined seminar will offer students the unique opportunities to directly learn from and experience a variety of Native communities locally and throughout the United States.

## **LC 300 - INTEGRATIVE SEMINAR: ENV 200/ ENV 270 FOOD JUSTICE: THE SCIENCE AND ETHICS OF WHAT WE EAT**

Three Credits

This LC will focus on ethical issues surrounding food production and distribution – and on taking action to address injustices. In particular, the students will be engaged in community-based learning, building connections between Brockton agencies that address food access (homeless shelters, food pantries) and Stonehill's attempts to assist this important work (especially via the new Farm at Stonehill).

This LC allows students to complete a natural scientific inquiry and a moral inquiry requirement along with the LC requirement of the Cornerstone Program.

## **LC 303 - INTEGRATIVE SEMINAR: HIS 321/VPM 234 LISTENING TO AFRICAN AMERICAN HISTORY**

Three Credits Year-Long Learning Community

This LC traces the development of African American music within the context of the major social, political, and economic changes that the African American community has experienced since emancipation. The journey begins with plantation life and the development of the blues, and it follows the trail through cosmopolitan New Orleans, the inspirations of gospel, the transformation of jazz with the migrations north to Chicago and New York, and the introduction of R&B and Rock-n-Roll. The journey ends with an examination of Hip-Hop and Rap as a window onto the post-civil rights era. A trip to New York City will enable students to visit key landmarks that were part of this musical and historical journey.

## **LC 304 - INTEGRATIVE SEMINAR: VPM 180/ PSY 271 THE MAKING OF MUSICAL MINDS**

Three Credits Year-Long Learning Community

In this LC, students will gain a basic knowledge of musical theory and structure and then use this language to explore recent research in the psychology of music through their own research and presentations. Students take Music Theory in the fall semester and apply this knowledge in the spring Seminar as they read, critique and present empirical studies on music perception/cognition, the development of musical preferences, the social psychology of music, and related topics.

## **LC 305 - INTEGRATIVE SEMINAR: BUS 340/COM 311 INTEGRATED MARKETING COMMUNICATION**

Three Credits

Integrated Marketing Communication (IMC) is the intersection of marketing, public relations, publicity, advertising, and sales support to promote organizations, products, and services. IMC is a relatively new trend and, by definition, interdisciplinary. IMC employs traditional media and approaches as well as new Web 2.0 and social media applications. IMC represents a robust

opportunity for students to apply marketing and communication theory and principles, and gain critical, in-demand career skills.

### Military Science

#### MIL 100 - LEADERSHIP LABORATORY

Not For Credit Fall and Spring Semesters

Required of all ROTC students, this 120-minute weekly laboratory stresses soldier skills, drill and ceremony, performance-oriented military instruction techniques, and practical applications of classroom theory. All students must attend the laboratory in uniform. ROTC Advanced Course students are the primary instructors using the cadet chain of command as the instructional framework. All laboratory periods are supervised by Active Duty Army cadre. Land navigation practical exercises are taught during the spring semester.

#### MIL 101 - LEADERSHIP AND PERSONAL DEVELOPMENT

One Credit Fall Semester

Introduces students to issues and competencies that are central to a commissioned officer's responsibilities. Establish framework for understanding officership, leadership, and Army values followed and "life skills" such as physical fitness and time management.

#### MIL 102 - INTRODUCTION TO TACTICAL LEADERSHIP

One Credit Spring Semester

Establishes foundation of basic leadership fundamentals such as problem solving, communications, briefings and effective writing, goal setting, techniques for improving listening and speaking skills and an introduction to counseling.

#### MIL 201 - FOUNDATIONS OF LEADERSHIP

One Credit Fall Semester

Students identify successful leadership characteristics through observation of others and self through experiential learning exercises. Students record observed traits (good and bad) in a dimensional leadership journal and discuss observations in small group settings.

#### MIL 202 - FOUNDATIONS OF TACTICAL LEADERSHIP

One Credit Spring Semester

Study examines how to build successful teams, various methods for influencing action, effective communication in setting and achieving goals, the importance of timing the decision, creativity in the problem solving process, and obtaining team buy-in through immediate feedback.

#### MIL 301 - LEADERSHIP AND PROBLEM SOLVING

Two Credits Fall Semester

Students conduct self-assessment of leadership style, develop personal fitness regimen, and learn to plan and conduct individual/small unit tactical training while testing reasoning and problem-solving techniques. Students receive direct feedback on leadership abilities.

#### MIL 302 - LEADERSHIP AND ETHICS

Two Credits Spring Semester

Examines the role communications, values, and ethics play in effective leadership. Topics include

ethical decision-making, consideration of others, spirituality in the military, and survey Army leadership doctrine. Emphasis on improving oral and written communication abilities.

#### MIL 401 - ADAPTIVE LEADERSHIP

Two Credits Fall Semester

Develops student proficiency in planning and executing complex operations, functioning as a member of a staff, and mentoring subordinates. Students explore training management, methods of effective staff collaboration, and developmental counseling techniques.

#### MIL 402 - LEADERSHIP IN A COMPLEX WORLD

Two Credits Spring Semester

Study includes case study analysis of military law and practical exercises on establishing an ethical command climate. Students must complete a semester long Senior Leadership Project that requires them to plan, organize, collaborate, analyze, and demonstrate their leadership skills.

#### MIL 405 - U. S. MILITARY HISTORY

One Credit Spring Semester

This course is designed to be an exploration into the evolution of modern warfare; with special emphasis on the technological developments, organization adaptations, and doctrinal innovations that have shaped the American military from its first conception in 1607 through the 1900's. The successful completion of this course meets the military history pre-commissioning requirement for U.S. Army ROTC cadets.

### Mathematics

#### MTH 101 - PRE CALCULUS

Three Credits Fall Semester

Algebraic equations and simplification: factoring, common denominators and conjugates. Graphs of equations. Lines, quadratic curves: equations and graphs. Graphing curves with intercepts and asymptotes. Examples using algebraic, logarithmic and exponential and trigonometric functions. Use of mathematics technology.

#### MTH 119 - APPLIED CALCULUS FOR BUSINESS

Three Credits Fall and Spring Semesters

A one-semester introduction to differential and integral Calculus designed for Business Administration majors. Topics include limits, derivatives, rates, exponential functions, antiderivatives, graphs, logarithms and exponential functions, antiderivatives, differential equations. The course emphasizes computation, problem-solving and applications. Students may not receive credit for MTH 119 and MTH 125.

#### MTH 125 - CALCULUS I

Four Credits Fall and Spring Semesters

Calculus of a single variable: functions, limits, derivatives, differentiation rules, applications of derivatives, integrals, techniques of integration, applications of integration, infinite sequences and series, first and second order differential equations. May not receive credit for both MTH 125 and MTH 119.

*Prerequisite(s): Prerequisite for MTH 126: MTH 125.*

#### MTH 126 - CALCULUS II

Four Credits Fall and Spring Semesters

Calculus of a single variable: functions, limits, derivatives, differentiation rules, applications of derivatives, integrals, techniques of integration, applications of integration, infinite sequences and series, first and second order differential equations. May not receive credit for both MTH 125 and MTH 119.

*Prerequisite(s): Prerequisite for MTH 126: MTH 125.*

#### MTH 143 - MATHEMATICAL REASONING FOR EDUCATION

Three Credits Fall Semester

A one-semester course designed for Education majors. The course includes a review of algebra and geometry. Further topics include: types of numbers, algebraic structures, theory of equations, combinatorics, probability and statistics, interpreting and analyzing data. The course emphasizes problem solving, quantitative and logical reasoning.

#### MTH 145 - BASIC QUANTITATIVE TECHNIQUES

Three Credits Fall and Spring Semesters

Basic methods of data analysis: organizing and summarizing data, probability, probability distributions, statistical inference.

Fulfills the General Education **Statistical Reasoning** requirement.

#### MTH 191 - THE LANGUAGE OF MATHEMATICS

Three Credits Fall Semester

Covers basic concepts, reasoning patterns, and the language skills which are fundamental to higher mathematics. These skills include the ability to read and write mathematics, employ common patterns of mathematical thought, and read the write proofs.

*Prerequisite(s): MTH 126 or consent of the instructor.*

Fulfills the General Education **Natural Scientific Inquiry** requirement.

#### MTH 193 - THE NON-EUCLIDEAN REVOLUTION

Three Credits Fall Semester (Not Offered 2012-2013)

Book I of Euclid's Elements; Plato and Kant on geometry; Euclid's controversial fifth postulate; Lobachevsky's alternative geometry. An intellectual adventure spanning 2100 years, whose outcome changed the way mathematicians view their subject.

Fulfills the General Education **Natural Scientific Inquiry** requirement.

#### MTH 207 - STATISTICAL REASONING: CHANCE

Three Credits Fall and Spring Semesters

An introduction to the ideas and issues of probability and statistics and their application in everyday life. Topics include: experiment design, descriptive statistics, chance and inference.

Fulfills the General Education **Statistical Reasoning** requirement.

## MTH 225 - STATISTICS FOR SCIENCE

Three Credits Spring Semester

Probability; descriptive statistics; normal distribution; inference; hypothesis testing; analysis of variance; sampling theory; correlation and regression. Examples from the sciences.

*Prerequisite(s): MTH 125 or MTH 119.*

Fulfills the General Education **Statistical Reasoning** requirement.

## MTH 251 - LINEAR ALGEBRA

Four Credits Spring Semester

The development of the methods and underlying ideas for solving systems of linear equations. Topics include: vectors, matrices, linear transformations, determinants and eigenvectors. Use of mathematical software MAPLE, in applications.

*Prerequisite(s): MTH 261.*

## MTH 261 - MULTIVARIABLE CALCULUS

Four Credits Fall Semester

Continuation of the sequence begun in Calculus I and II. Functions of several variables, analytic geometry, vectors, partial derivatives, multiple integration.

*Prerequisite(s): MTH 126.*

## MTH 270 - DISCRETE MATHEMATICS

Three Credits Spring Semester

Sets operations, Countability, Functions, Number Theory, Equivalence Relations, Recurrence Relations, Graphs, Combinatorics, Probability.

*Prerequisite(s): MTH 191.*

## MTH 351 - ABSTRACT ALGEBRA I

Three Credits Fall Semester

Groups, rings, fields, rings of polynomials, extension fields, automorphisms of fields, splitting fields, Galois theory.

*Prerequisite(s): MTH 270*

## MTH 352 - ABSTRACT ALGEBRA II

Three Credits Spring Semester

Groups, rings, fields, rings of polynomials, extension fields, automorphisms of fields, splitting fields, Galois theory.

*Prerequisite(s): MTH 351.*

## MTH 361 - REAL ANALYSIS I

Three Credits Fall Semester

Rigorous development of the theory of Calculus of one variable. Topics include: properties of the real line, sequences, series, limits, continuity and uniform continuity. Additional topics from differential and integral Calculus of one or more variables.

*Prerequisite(s): MTH 261 and MTH 191*

## MTH 362 - REAL ANALYSIS II

Three Credits Spring Semester

Rigorous development of the theory of Calculus of one variable. Topics include: properties of the real line, sequences, series, limits, continuity and uniform continuity.

Additional topics from differential and integral Calculus of one or more variables.

*Prerequisite(s): MTH 361.*

## MTH 363 - MODERN GEOMETRY

Three Credits Fall Semester

The axiomatic approach of Hilbert to Euclid's Elements. Geometry from the viewpoint of rigid transformations. Non-Euclidean Geometry. The roles of coordinates, both global and local. Geometrizations of low dimensional manifolds.

*Prerequisite(s): MTH 251, MTH 261.*

## MTH 364 - DIFFERENTIAL EQUATIONS AND DYNAMICS

Three Credits Alternate Years: Spring 2014, 2016

An introduction to qualitative and quantitative methods for ordinary differential equations. Topics include first and second order equations, existence and uniqueness of solutions, logistic models, planar linear systems (including phase portraits), regular singular points. Other topics selected from: flows, the stable manifold theorem, and Laplace transforms.

*Prerequisite(s): MTH 261.*

## MTH 371 - COMBINATORICS AND GRAPH THEORY

Three Credits Alternate Years: Fall 2013, 2015

Methods for determining, given some well defined operation, the number of ways it can be performed. Networks of dots and lines.

*Prerequisite(s): MTH 270.*

## MTH 377 - NUMBER THEORY

Three Credits Alternate Years: Spring 2013, 2015

Mathematical induction, prime numbers, Diophantine equations, congruences, sums of squares.

*Prerequisite(s): MTH 251 and MTH 270.*

## MTH 384 - THEORY OF COMPUTATION

Three Credits

For description and semester schedule see CSC 384.

## MTH 393 - NUMERICAL ANALYSIS

Three Credits Alternate Years: Fall 2013, 2015

Both theoretical and practical problems in the computational aspects of mathematics: approximation of functions, numerical differentiation, solutions to algebraic and differential equations; topics in linear algebra. Also listed as CSC 393.

*Prerequisite(s): MTH 251 and MTH 261.*

## MTH 395 - PROBABILITY

Three Credits Alternate Years: Fall 2012, 2014

Mathematical theory of probability, axioms and basic properties, random variables; continuous and discrete distributions, moments, generating functions, special distributions, law of large numbers, central limit theorem. Use of mathematical software in applications.

*Prerequisite(s): MTH 251 and MTH 261.*

## MTH 396 - STATISTICS

Three Credits Alternate Years: Spring 2013, 2015

Continuation of MTH 395. Theory and application of statistics; random sampling; organization of data; descriptive statistics; sample mean and additional special distributions, the theory of Estimators, applications of Estimation, Hypothesis Testing and Regression. Mathematical software is used in applications of Statistics.

*Prerequisite(s): MTH 395.*

Fulfills the General Education **Statistical Reasoning** requirement.

## MTH 399 - TOPICS IN MATHEMATICS

Three Credits Offered Periodically

## MTH 420 - SENIOR CAPSTONE: MATHEMATICAL MODELING

Four Credits Spring Semester

Students learn to create models of real world phenomena using mathematical tools such as difference equations, differential equations, lineal algebra, and calculus.

*Prerequisite(s): Math Major, Senior Standing.*

## MTH 475 - INTERNSHIP

Three Credits Fall and Spring Semesters

Requires approval of the Department Chairperson.

## MTH 490 - DIRECTED STUDY

Three Credits Fall and Spring Semesters

Opportunity for upper level students to do advanced work in a specialized area of mathematics. Permission of faculty member directing the project and the Department Chairperson required.

## MTH 496 - INDEPENDENT RESEARCH

Three Credits Fall and Spring Semesters

Students carry out an independent research project under the direction of a faculty member. The research may be part of an ongoing project being conducted by the faculty member, or the student and faculty member may develop an original project.

*Prerequisite(s): Approval of the faculty member and the Department Chairperson.*

## MTH 497 - SENIOR THESIS

Three Credits Fall and Spring Semesters

Students complete an independent scholarly work under the guidance of a faculty member, resulting in a substantial written work.

*Prerequisite(s): Senior standing in the department; approval of the faculty member and the Department Chairperson.*

## Philosophy

### PHL 100 - PHILOSOPHY: THE EXAMINED LIFE

Three Credits Fall and Spring Semesters

An introductory examination of the history and nature of Western philosophical thought from the ancient Greeks to the present.



**PHL 110 - GODS, SOULS, AND BODIES (FIRST-YEAR SEMINAR)**

Four Credits Fall and Spring Semesters

In this course, we will wrestle with big philosophical questions about ourselves, God, and the world. We will select our topics together, but here are some favorites: Why does God allow suffering? How do you know that this table is real? Do we have souls or are we just thinking meat? What happens when we die? Is everything relative?

*Prerequisite(s): Open to First-Year Students only.*

Is equivalent to PHL 100 - Philosophy: The Examined Life.

Fulfills the **First-Year Seminar** and **Cornerstone Philosophy** Requirements.

**PHL 111 - QUESTIONING LOVE AND DESIRE (FIRST-YEAR SEMINAR)**

Four Credits Fall Semester

The very word "philosophy" means love of wisdom, and love has been one of the central preoccupations of philosophers from ancient Greece to present times. This course will introduce students to philosophy through exploring the question of love and desire and their role in living meaningfully.

*Prerequisite(s): Open to First-Year Students only.*

Is equivalent to PHL 100 - Philosophy: The Examined Life.

Fulfills the **First-Year Seminar** and **Cornerstone Philosophy** Requirements.

**PHL 112 - THE EXAMINED LIFE (FIRST-YEAR SEMINAR)**

Four Credits Fall and Spring Semesters

In this course, we will examine some perennial issues in philosophy, including the nature of the self, knowledge, friendship and love, tragedy, and freedom and justice.

*Prerequisite(s): Open to First-Year Students only.*

Is the equivalent of PHL 100 - Philosophy: The Examined Life

Fulfills the **First-Year Seminar** and **Cornerstone Philosophy** Requirements.

**PHL 221 - ETHICS**

Three Credits Fall and Spring Semesters

An overview and discussion of the major ethical theories in the history of Western philosophy. Application to selected contemporary dilemmas.

*Prerequisite(s): PHL 100 (or Philosophy First-Year Seminar equivalent), and Junior standing.*

Fulfills the General Education **Moral Inquiry** requirement.

**PHL 222 - ETHICS: SELF AND SOCIETY**

Three Credits Fall and Spring Semesters

Ethical theories and problems in the matrix of the individual, state, and the global community.

*Prerequisite(s): PHL 100 (or Philosophy First-Year Seminar equivalent), and Junior standing.*

Fulfills the General Education **Moral Inquiry** Requirement.

**PHL 223 - INTRODUCTION TO MORAL REASONING**

Three Credits Fall and Spring Semesters

A non-historical introduction to ethics that will focus on basic theories and problems.

*Prerequisite(s): PHL 100 (or Philosophy First-Year Seminar equivalent), and Junior standing.*

Fulfills the General Education **Moral Inquiry** requirement.

**PHL 235 - BIOMEDICAL ETHICS**

Three Credits Fall and Spring Semesters

Discussion and resolution of ethical problems associated with the practice of medicine and the pursuit of biomedical research. Topics include: ethical issues in human experimentation; euthanasia; abortion; fetal research; and reproductive technologies.

*Prerequisite(s): PHL 100 (or Philosophy First-Year Seminar equivalent), and Junior standing.*

Fulfills the General Education **Moral Inquiry** requirement.

**PHL 236 - ETHICS AND THE ARTS**

Three Credits Spring Semester

Philosophy in dialogue with the Arts. Problems of ethics are examined using philosophic texts and works of literature and other arts.

*Prerequisite(s): PHL 100 (or Philosophy First-Year Seminar equivalent), and Junior standing.*

Fulfills the General Education **Moral Inquiry** requirement.

**PHL 241 - ELEMENTARY LOGIC**

Three Credits Fall Semester

The art of reasoning or argument: deductive and inductive. Terms as signs. Definition and division of terms and concepts. Relations between statements. Categorical deductive reasoning. Propositional logic. Predicate logic.

*Prerequisite(s): PHL 100 (or Philosophy First-Year Seminar equivalent).*

**PHL 251 - POLITICAL PHILOSOPHY**

Three Credits Fall Semester

A discussion of the major themes in the history of Western political philosophy. Key figures include Plato, Aristotle, Aquinas, Machiavelli, Hobbes, Locke, Rousseau, and Rawls.

*Prerequisite(s): PHL 100 (or Philosophy First-Year Seminar equivalent).*

**PHL 256 - SOCRATES**

Three Credits Spring Semester

A course on the philosophy of Socrates. Students will study Plato's early Socratic dialogues as well as texts by Xenophon and Aristophanes.

*Prerequisite(s): GENP 100 or GENP 140 or PHL 100.*

**PHL 262 - PHILOSOPHY OF FILM**

Three Credits Alternate Spring Semesters: 2013, 2015

Film and video have become increasingly important and pervasive in our world. This course will examine what philosophical theories

might teach us about film, and it will interrogate film in order to find out what it might teach us about philosophy as a way of questioning reality and discerning or creating meaning.

*Prerequisite(s): PHL 100 (or Philosophy First-Year Seminar equivalent).*

**PHL 264 - PHILOSOPHY OF ARCHITECTURE**

Three Credits Spring Semester

An investigation, proceeding both historically and transculturally, into how "meaning" is embodied in architecture. Reflection is guided especially by Christian Norberg-Schulz, who has developed a phenomenological approach to the study of architecture based upon the central ideas of Martin Heidegger.

*Prerequisite(s): PHL 100 (or Philosophy First-Year Seminar equivalent).*

Cross-listed in the Art History program as VPH 211.

**PHL 265 - READINGS IN CONTEMPORARY THOUGHT**

Three Credits Fall and Spring Semesters

An introduction to the philosophy of our time. Texts chosen to be readable. A focus on humanistic issues: how the unconscious controls behavior, where meaning and value come from, how one can be hoodwinked by political ideologies, whether the mind really exists, what to do about the loss of meta-narratives in our modern lives.

*Prerequisite(s): PHL 100 (or Philosophy First-Year Seminar equivalent).*

**PHL 283 - AESTHETICS**

Three Credits Spring Semester

Philosophical principles of art and beauty. Review of major classical and modern theories. Discussion of specific works of art from different historical periods.

*Prerequisite(s): PHL 100 (or Philosophy First-Year Seminar equivalent).*

Cross-listed in the Art History program as VPH 212.

**PHL 285 - PHILOSOPHY OF SCIENCE**

Three Credits Alternate Years: Spring 2011, 2013

A study of basic philosophical questions pertaining to the scientific endeavor and its methodology. Topics for discussion include: the foundations of science and the criteria for distinguishing science from non-science; conditions for the emergence and development of scientific theories; reductionism and the unity of science project; skepticism and limitations of the scientific method; implications of the scientific viewpoint for our understanding of the world in which we live and of the human condition (social and political implications of science).

*Prerequisite(s): PHL 100 (or Philosophy First-Year Seminar equivalent).*

**PHL 305 - HERMENEUTICS**

Three Credits Spring Semester

What is involved when we "interpret" a book, a poem, a movie, a painting, or any "text"? A philosophical analysis of the activity of understanding and interpretation as discussed by several Continental philosophers of the twentieth century.

*Prerequisite(s): PHL 100 (or Philosophy First-Year Seminar equivalent).*

**PHL 306 - PHILOSOPHY AND THE UNCONSCIOUS**

Three Credits Spring Semester

Descartes and other modern philosophers argued for the transparency of the self. Yet, this position was radically questioned and energetically rejected by a host of European and American philosophers, psychologists, authors, poets and artists from the late 19th century through the 20th century, and the protest continues into the present day. In particular, the course will examine how the notion of the "unconscious" has complexified our understanding of the self. Featured authors will include Schopenhauer, Nietzsche, Freud, and C.G. Jung.

*Prerequisite(s): PHL 100 (or Philosophy First-Year Seminar equivalent).*

**PHL 307 - PHILOSOPHY OF RELIGION**

Three Credits Alternate Years: Spring 2012, 2014

Religious experience; faith and reason; proofs for the existence of God and criticisms of them; the divine attributes.

*Prerequisite(s): PHL 100 (or Philosophy First-Year Seminar equivalent).*

**PHL 331 - METAPHYSICS**

Three Credits Alternate Years: Spring 2012, 2014

Speculative study of being in light of its causes and principles. Major themes: science of being as being, truth, goodness, substance, analogy, act and potency.

*Prerequisite(s): PHL 100 (or Philosophy First-Year Seminar equivalent).*

**PHL 332 - PHILOSOPHY OF KNOWLEDGE**

Three Credits Fall Semester

Nature and conditions of the act of human knowledge as such; the origin of human understanding and the possibility of knowing truth within diverse human sciences.

*Prerequisite(s): PHL 100 (or Philosophy First-Year Seminar equivalent).*

**PHL 341 - PLATO**

Three Credits Fall Semester

Selected dialogues of Plato. Problems and topics include: Plato's criticisms of Greek philosophy; the roles of love, poetry, and rhetoric in human knowledge and morality; the concept of forms.

*Prerequisite(s): PHL 100 (or Philosophy First-Year Seminar equivalent).*

**PHL 342 - ARISTOTLE**

Three Credits Alternate Years: Spring 2013

Aristotle's psychology, ethics, and metaphysics, and its importance to subsequent philosophers.

*Prerequisite(s): PHL 100 (or Philosophy First-Year Seminar equivalent).*

**PHL 343 - SOCRATES**

Three Credits Spring Semester

A course on the philosophy of Socrates. Students will study Plato's early Socratic dialogues as well as texts by Xenophon and Aristophanes.

*Prerequisite(s): PHL 100 (or Philosophy First-Year Seminar equivalent).*

**PHL 353 - MEDIEVAL PHILOSOPHY**

Three Credits Alternate Years: Spring 2014

Encounter of Greek philosophical theories with Christianity as seen through the works of representative medieval thinkers, especially Augustine, Thomas Aquinas, Duns Scotus and William of Ockham.

*Prerequisite(s): PHL 100 (or Philosophy First-Year Seminar equivalent).*

Fulfills the General Education **Catholic Intellectual Traditions** requirement.

**PHL 354 - THOMAS AQUINAS AND HIS CONTEMPORARIES**

Three Credits Fall Semester

In the 13th century when Aristotle's ideas were presented in Latin to the Christian theologians, a revolution in Western philosophical thought resulted. At the center of the intellectual controversies is the figure of Thomas Aquinas. Thomas, the most rational of theologians or the most religious of philosophers provided profound and innovative solutions to metaphysical, epistemological and moral problems. This course will examine his sources, his solutions and the responses of his contemporaries.

*Prerequisite(s): PHL 100 (or Philosophy First-Year Seminar equivalent).*

Fulfills the General Education **Catholic Intellectual Traditions** requirement.

**PHL 361 - DESCARTES TO HUME**

Three Credits Alternate Years: Fall 2011, 2013

Renaissance skepticism and the birth of Cartesianism. Descartes' mathematicism and the methodic doubt. The Meditations. The thinking self, proofs for God's existence, Cartesian dualism, and the problem of mind-body interaction. Locke's critique of innate ideas. Berkeley's immaterialism. Hume's empiricism as a prelude to Kantianism.

*Prerequisite(s): PHL 100 (or Philosophy First-Year Seminar equivalent).*

**PHL 363 - KANT**

Three Credits Alternate Years: Spring 2012, 2014

Issues from The Critique of Pure Reason will be addressed first, such as the difference between the thing in itself and appearance. Then Kant's moral philosophy will be discussed in detail. Slow and careful reading required.

*Prerequisite(s): PHL 100 (or Philosophy First-Year Seminar equivalent).*

**PHL 364 - HEGEL AND MARX**

Three Credits Fall Semester

Roots of Marxism in Hegel and Feuerbach. Humanism of young Marx. Praxis and alienation. History as dialectical. Nature of communism. Collaborative works of Marx and Engels.

*Prerequisite(s): PHL 100 (or Philosophy First-Year Seminar equivalent).*

**PHL 371 - EXISTENTIALISM**

Three Credits Fall Semester

The Existentialist thinkers of the 20th Century vigorously protested the abstraction and sterility of certain kinds of philosophical and theological discourse and demanded that we confront the life and death, flesh and blood issues of our existence. The course will examine the sources of their existential protest in the thought of the 19th Century thinkers Nietzsche and Kierkegaard and progress through a discussion of the major figures and works in the Existentialist movement of the 20th Century.

*Prerequisite(s): PHL 100 (or Philosophy First-Year Seminar equivalent).*

**PHL 372 - HEIDEGGER AND HIS INFLUENCE**

Three Credits Alternate Years: Spring 2013

An introduction to the thought of the most seminal philosopher of the 20th century. Topics discussed include the critique of metaphysics, theology, science, and technology; the structure of being-in-the-world; time and history; anxiety, death, radical finitude and authentic existence. Consideration of Heidegger's influence on contemporary thinking in philosophy and in all the major disciplines.

*Prerequisite(s): PHL 100 (or Philosophy First-Year Seminar equivalent).*

**PHL 374 - RECENT BRITISH AND AMERICAN ANALYTIC PHILOSOPHY**

Three Credits Spring Semester

A general introduction to recent 20th Century philosophy in Britain and America. Themes include: the attack on metaphysics; the nature of values; the way language works; the foundations of logic, science and mathematics; the attempt to reconcile science and human values.

*Prerequisite(s): PHL 100 (or Philosophy First-Year Seminar equivalent).*

**PHL 375 - FOUCAULT: POWER, TRUTH, SUBJECTIVITY**

Three Credits Alternate Years: Fall 2012, 2014

Michel Foucault, an influential French thinker of the 20th century, is best known for his analyses of the positive and productive relations between power and knowledge and his exploration of an ethics understood in terms of the care of the self and others. This course is intended to be an in-depth study of his thought, and the primary means of study will be a careful reading and evaluation of a selection of his key writings.

*Prerequisite(s): PHL 100 (or Philosophy First-Year Seminar equivalent).*

**PHL 421 - SENIOR PHILOSOPHY COLLOQUIUM**

Three Credits Fall and Spring Semesters

A senior philosophy major completes a capstone essay (plus an oral presentation and defense) on a philosopher or philosophical topic under the supervision of a department faculty member. Generally, this course is taken in the spring semester of the senior year.

*Prerequisite(s): Senior standing.*

**PHL 475 - INTERNSHIP**

Three Credits Fall and Spring Semesters

Prerequisite(s): Junior standing and permission of Internship Coordinator and Department Chairperson required.

**PHL 490 - DIRECTED STUDY**

Three Credits Fall and Spring Semesters

Supervised reading and research on selected topics.

*Prerequisite(s): Approval of faculty member directing the project and Department Chairperson required.*

**Physics and Astronomy****PHY 101 - BASIC PHYSICS I**

Four Credits Fall Semester

Fundamentals of physics for students of biology. Topics in classical mechanics, heat and molecular view of gases; electricity and magnetism, optics and modern physics. Three periods of lecture and two hours of laboratory a week for two semesters.

**PHY 102 - BASIC PHYSICS II**

Four Credits Spring Semester

Fundamentals of physics for students of biology. Topics in classical mechanics, heat and molecular view of gases; electricity and magnetism, optics and modern physics. Three periods of lecture and two hours of laboratory a week for two semesters.

*Prerequisite(s): MTH 125 and MTH 126 and PHY 101 .*

**PHY 121 - PHYSICS I**

Four Credits Fall Semester

Brief introduction to vectors and basic concepts of calculus; kinematics; Newton's laws, force, work and power; conservative forces, potential energy; momentum, collisions; rotational motion, angular momentum, torque; oscillations, simple harmonic motion; gravitation and planetary motion; fluid dynamics; kinetic theory of gases, thermodynamics; heat capacity and transport. Three periods of lecture and two hours of laboratory a week.

*Corequisite(s): MTH 125.*

**PHY 122 - PHYSICS II**

Four Credits Spring Semester

Brief introduction to the basic concepts of vector calculus, such as line and surface integrals, integral version of Gauss' theorem and Stokes' theorem; Coulomb's law, insulators and metals; electrostatic induction, potential energy; capacitance; currents, resistance, basic circuits, batteries; magnetism and currents; Ampere's law; motion of free charges in magnetic fields, mass spectroscopy; magnetic induction, Faraday's law; Maxwell's equations, electromagnetic waves; geometric and wave optics; light as photons, photoelectric effect. Three periods of lecture and two hours of laboratory a week.

*Prerequisite(s): MTH 125 Corequisite(s): MTH 126.*

**PHY 192 - ASTRONOMY IN THE SCIENTIFIC REVOLUTION**

Three Credits Fall and Spring Semesters

The development and establishment of heliocentric theory. Topics include celestial observations, the geocentric universe, Copernicus' rejection of geocentrism, Kepler's and Galileo's contributions to heliocentrism, 17th-century observations, and the gradual acceptance of heliocentrism. The course stresses exercises, observation, establishment of data, preparation of tables, and construction of mathematical models.

Fulfills the General Education **Natural Scientific Inquiry** requirement.

**PHY 193 - SCIENCE AND BELIEF**

Three Credits Fall and Spring Semesters

History of the relation between science and religion from Copernicus to David Hume: Catholic and Protestant reactions to the Copernican theory; the Galileo affair; rationalism and empiricism; Puritanism and science; the Enlightenment critique of religion; and the nature of belief in science and the role of "reason" in religion.

Fulfills the General Education **Natural Scientific Inquiry** requirement.

**PHY 194 - PHYSICS IN THE SCIENTIFIC REVOLUTION**

Three Credits Fall Semester

The development of classical mechanics. Topics include medieval Aristotelian principles of motion; the development of statics, kinematics and dynamics along with mathematical advances in the 17th century; and Newton's Principia. The course stresses exercises, observation, laboratory experiments, establishment of data, and the development of mathematical analysis and laws.

Fulfills the General Education **Natural Scientific Inquiry** requirement.

**PHY 196 - QUANTUM WORLD AND RELATIVITY**

Three Credits Fall and Spring Semesters

Introduction to the mysteries of quantum physics and relativity for the general student. Despite nearly a century of confirmations, the basic rules of quantum physics and relativity are still strange, mysterious, and counter-intuitive, and fun to think about. This course examines these rules – their discovery, content, and experimental verifications – and the people who created them – Einstein, Bohr, DeBroglie, Heisenberg, etc. You do not need to be a science major to take this course.

Fulfills the General Education **Natural Scientific Inquiry** requirement.

**PHY 221 - PHYSICS III**

Three Credits Fall Semester

Mechanical and electrical examples of damped, forced and resonant oscillations; the mechanical wave equation via Newton's mechanics; the electromagnetic wave equation via Maxwell's equations; traveling sound and electromagnetic waves; diffraction and interference, geometrical limit of wave optics.

*Prerequisite(s): MTH 125-MTH 126; and PHY 121-PHY 122.*

**PHY 222 - CLASSICAL MECHANICS**

Three Credits Offered Alternate Years

Lagrange's equations; central forces; kinematics and equations of motion for rigid bodies; Hamilton's equations; Hamilton-Jacobi equations; small oscillations; elements of fluid dynamics.

*Prerequisite(s): MTH 125-MTH 126; and PHY 121-PHY 122.*

**PHY 291 - PLANETS, MOONS AND THE SEARCH FOR ALIEN LIFE**

Three Credits

Earth and the solar system, the search for planets around other stars and a discussion about the probability of finding life on other planets or their moons. Topics include: birth of the solar system; early history of the Earth; emergence of life on our planet; mass life extinctions; space exploration of planets and moons in our solar system and search for extraterrestrial life; recent successful search for planets around other stars; possibility of discovering Earth-like planets around other stars in the near future. The course will include class activities, such as labs, and repeated visits to our astronomical observatory.

Fulfills the General Education **Natural Scientific Inquiry** requirement.

**PHY 292 - THE UNIVERSE**

Three Credits Spring Semester

Structure and evolution of the Universe. Topics include: a brief history of our ideas about the size of the Universe, from the Greeks to Copernicus; the Newtonian revolution and the defeat of the anthropocentric view of the cosmos; Einstein and the geometry of space-time; the Milky Way and the discovery of other galaxies; stellar evolution; supernovae; white dwarfs, neutron stars and black holes; pulsars; how stars produce the atomic building blocks of life; Big Bang and the expansion of the universe; discovery of microwave background radiation; and the mystery of dark matter. The course will include class activities, such as labs, and repeated visits to our astronomical observatory.

Fulfills the General Education **Natural Scientific Inquiry** requirement.

**PHY 321 - STATISTICAL PHYSICS**

Three Credits Offered Alternate Years

An introduction to the macroscopic view of thermodynamics: temperature, heat, work, entropy, equations of state, engines and refrigerators. Introduction to the microscopic or statistical view: Maxwell-Boltzmann distribution; microcanonical, canonical, and grand canonical distributions; quantum statistics of bosons and fermions; black body radiation; electronic and thermal properties of quantum liquids and solids.

*Prerequisite(s): PHY 121-PHY 122, and PHY 221, LC 235 recommended.*

**PHY 322 - ASTROPHYSICS AND COSMOLOGY**

Three Credits Fall Semester

Introduction to the structure of stars and hydrostatic equilibrium; stellar nuclear fusion; stellar evolution, the ultimate fate of stars, stellar super-winds and supernovae; stellar remnants:

white dwarfs, neutron stars and degeneracy pressure; x-ray sources; black holes and accretion disks; how relativity predicts the expansion of the universe; quasars and gamma ray bursts; modern cosmology: microwave background radiation; dark matter; vacuum energy; the formation of galaxies from gravitational instability; primordial synthesis of the elements; the Big Bang as a test of our high energy physics theories.

*Prerequisite(s): PHY 121-PHY 122, and PHY 221.*

### PHY 323 - QUANTUM PHYSICS

Three Credits Offered Alternate Years

Schrodinger wave equation and the statistical interpretation of the wave function; the time independent equation in one dimension – free particle, square wells, barriers, tunneling; the equation in three dimensions – hydrogen atom and angular momentum; identical particles and spin; multiparticle states and entanglement; introduction to solids and Bloch theorem.

*Prerequisite(s): PHY 121-PHY 122, and PHY 221 and MTH 251 (Linear Algebra), LC 235 is highly recommended.*

### PHY 324 - ELECTROMAGNETISM

Three Credits Offered Alternate Years

The sources, the properties and the waves of electromagnetic fields and potentials; Boundary value problems in electrostatics; Magnetostatics and Faraday's law; Electromagnetic Properties of media: dielectrics, diamagnetic, paramagnetic and ferromagnetic materials; Maxwell's equations in differential form; Relativistic basis of electromagnetism; Electromagnetic basis of geometric and wave optics: lenses, mirrors, diffraction, polarization.

*Prerequisite(s): PHY 121-PHY 122, and PHY 221.*

### PHY 325 - ELECTRONICS

Four Credits Offered Alternate Years

Analog electronic circuits, from RL, RC, RLC filters to transistors and operational amplifiers; introduction to digital circuits. The course includes both theory and a strong lab component.

*Prerequisite(s): PHY 121-PHY 122.*

### PHY 401 - GREAT EXPERIMENTS IN MODERN PHYSICS I

Three Credits Fall and Spring Semesters

Available experiments include: Cavendish experiment for the gravitational constant, Young's two-slit interference experiment, Fizeau's rotating mirror experiment for the speed of light, Maxwell's speed of light via electrical measurements, Thomson's experiment for the electron charge/mass ratio, Millikan's experiment for the electron charge, Einstein-Perrin's for Boltzmann's constant, Planck's constant via photoelectric effect, Planck's constant via hydrogen spectrum, Rutherford's experiment for nuclear size, Frank-Hertz experiment on inelastic electron-atom collisions. PHY 401 may be elected without PHY 402; however, to complete all of the experiments students will need both semesters. See Program Director.

*Prerequisite(s): PHY 121-PHY 122, and PHY 221.*

### PHY 402 - GREAT EXPERIMENTS IN MODERN PHYSICS II

Three Credits Fall and Spring Semesters

Available experiments include: Cavendish experiment for the gravitational constant, Young's two-slit interference experiment, Fizeau's rotating mirror experiment for the speed of light, Maxwell's speed of light via electrical measurements, Thomson's experiment for the electron charge/mass ratio, Millikan's experiment for the electron charge, Einstein-Perrin's for Boltzmann's constant, Planck's constant via photoelectric effect, Planck's constant via hydrogen spectrum, Rutherford's experiment for nuclear size, Frank-Hertz experiment on inelastic electron-atom collisions. PHY 401 may be elected without PHY 402; however, to complete all of the experiments students will need both semesters. See Program Director.

*Prerequisite(s): PHY 121-PHY 122, and PHY 221.*

### PHY 403 - TOPICS IN PHYSICS

Three Credits Fall and Spring Semesters

This is an umbrella title to accommodate any physics offering not included in the above list. The specific topics covered will be listed in pre-registration materials and will appear in the student's transcripts; for example, PHY 403, Topics in Physics – Medical Physics. Student may take several semesters of PY 403, because of a change in topic: e.g. Topics in Physics-Optics.

*Prerequisite(s): PHY 121-PHY 122, and PHY 221.*

### PHY 404 - TOPICS IN ASTRONOMY

Three Credits Fall and Spring Semesters

The mechanism for PHY 404 is the same as for PHY 403: examples are PHY 404 - Research in Extrasolar Planets, PHY 404 - Stellar Evolution or PHY 404 - Cosmology.

*Prerequisite(s): PHY 121-PHY 122, and PHY 221.*

### PHY 420 - ENGINEERING STATICS

Three Credits Fall Semesters

Introduces students to the basic principles of engineering statics. The course deals with forces acting on rigid bodies under static equilibrium. Topics include forces, force systems, moments, couples, first and second moments of areas and volumes, inertia, centroids, frames and trusses.

*Prerequisite(s): PHY 121*

### PHY 425 - SOLID MECHANICS

Three Credits Spring Semesters

The concepts of stress and strain and their relation are introduced. Axially loaded members, temperature effects, torsion, bending, combined loading and stress transformations are studied. Torsion, deflection of beams, stability and buckling of columns are discussed.

*Prerequisite(s): PHY 121, PHY 420*

### PHY 490 - DIRECTED STUDY

Three Credits Fall and Spring Semesters

This is an opportunity for upper level students to do advanced work in a specialized area of physics or astronomy.

### PHY 496 - INDEPENDENT RESEARCH

Three Credits Fall and Spring Semesters

Students carry out an independent research project under the direction of a faculty member. The research may be part of an ongoing project being conducted by the faculty member, or the student and faculty member may develop an original project. Approval of the faculty member and the Department Chairperson needed.

### PHY 497 - SENIOR THESIS

Three Credits Fall and Spring Semesters

Students complete an independent scholarly work under the guidance of a faculty member, resulting in a substantial written work.

*Prerequisite(s): Senior standing in the department; approval of the faculty member and the Department Chairperson.*

### Political Science

NOTE: For more complete descriptions of courses, and to view syllabi for selected department courses, please go to the "Course listings" link at the Political Science Department Home Page.

### POL 110 - POWER, ORDER, AND JUSTICE (FIRST-YEAR SEMINAR)

Four Credits Spring Semester

This course will explore the dilemmas facing all governments: on what principles should the political order be based? What is the nature of the just state? What determines citizenship, political authority, and power? What is the good life and how is it related to the political order and the satisfaction of justice?

*Prerequisite(s): Open to First-Year Students only.*

Is the equivalent to POL 171 - Power, Order, and Justice.

Fulfills the **First-Year Seminar** Requirement.

### POL 123 - AMERICAN GOVERNMENT AND POLITICS

Three Credits Fall and Spring Semesters

An introduction to the institutions and participants in American politics; the development of institutions and ideas from the founding era, the interaction among institutions and between the levels of government in the formulation and implementation of public policy, and the impact of citizens and groups on political behavior.

Fulfills the General Education **Social Scientific Inquiry** requirement.

### POL 134 - COMPARING STATES

Three Credits Fall and Spring Semesters

The variations in political systems of states will be explored in terms of the structures of states and their ideologies shaping their politics and their public policies. The international politics of states, how foreign policy is made, and how nations interact in conflict and cooperation will be examined.

## **POL 143 - INTERNATIONAL POLITICS**

Three Credits Fall Semester

An exploration of the formation of foreign policy, the structure and processes of international systems, patterns of conflict, economic and security issues, and institutions and processes of conflict resolution.

*Prerequisite(s): POL 134 for POL majors; no prerequisite for IS majors*

## **POL 171 - POWER, ORDER, AND JUSTICE**

Three Credits Fall and Spring Semesters

The dilemmas facing all governments: On what principles should the political order be based? What is the nature of the just state? What determines citizenship, political authority and power? What is the good life, and how is it related to the political order; and the satisfaction of justice?

## **POL 203 - RELIGION, POLITICS, AND THE LAW**

Three Credits Fall Semester

Viewed through the lenses of U.S. Supreme Court decisions, this course examines the intersection of religion and politics in American history. An exploration of how the place of religion in the public arena has been understood in different historical periods. In addition, current issues where organized religion and public policy clash are examined.

## **POL 221 - EDUCATION POLICY AND POLITICS**

Three Credits Spring Semester

An in depth investigation of the political dynamics and policy challenges in American education. This course explores the history and purpose of education, problems facing U.S. public education within an increasingly globally competitive world, governance structures, education finance, and specific education policy issues, standards and accountability, among others.

*Prerequisite(s): POL 123*

## **POL 222 - POLITICAL IDEOLOGIES**

Three Credits Fall Semester

An introduction to Western political ideologies: basic philosophical concepts, the theory of democracy and its critics, and various political ideologies including conservatism, fascism, feminism, liberalism, Marxism, and socialism.

*Prerequisite(s): POL 171.*

## **POL 233 - LAW, POLITICS, AND SOCIETY**

Three Credits Alternate Years: Spring 2011

This course examines law in practice with a focus on how individuals operate within and against the legal system. It explores the nature of law, its impact on the everyday lives of people, the judicial process, the art of legal reasoning, and the role of courts in initiating, directing, and resisting social change.

*Prerequisite(s): POL 123.*

## **POL 235 - AMERICAN POLITICAL THOUGHT**

Three Credits Not Offered 2010-2011

An exploration of the basic structure, values, and theoretical foundations of the American republic and its political development. The creation and definition of American political thinking

in the works of Locke, Jefferson, Madison, Tocqueville, Calhoun, Lincoln, and others.

*Prerequisite(s): POL 171.*

## **POL 245 - AMERICAN FOREIGN POLICY**

Three Credits Fall Semester

The interplay between American interests and the international political system is examined in terms of decision-making. Political pressures, ethical considerations, a changing security agenda, patterns of cooperation and conflict, trade and aid, human rights and resource distribution.

## **POL 247 - ELECTIONS IN AMERICA**

Three Credits Fall Semester

Elections re the signature events of American democracy and provide a mechanism to ensure democratic accountability. This course examines how elections in America are structured and how political parties shape the electoral system. The course also examines how interest groups, the media, and money impact electoral dynamics.

*Prerequisite(s): POL 123.*

## **POL 249 - CONTEMPORARY GLOBAL CONFLICT**

Three Credits Not Offered 2010-2011

Conflicts around the globe are grounded in ethno-national or ethno-religious foundations and exemplify this low level but intensely savage terrorism and war. The course will look at the explanations and analyze the causes of such wars and the strategies policy makers offer to deal with the consequences.

## **POL 255 - ENVIRONMENTAL POLICY AND POLITICS**

Three Credits Alternate Years: Spring 2012

The environment as a political issue, the rise of environmental concerns in America; the influence of public opinion on environmental policies; and some of the conflicts between the values of economic growth, energy needs, and environmental quality will be examined.

## **POL 265 - MEN, WOMEN, AND JUSTICE**

Three Credits Alternate Years: Fall 2011

An exploration of the arguments about women made by some of the greatest Western moral and political philosophers, feminist criticism of these arguments, and assessment of the reasoning of such arguments.

## **POL 273 - POLITICS OF DEVELOPING NATIONS**

Three Credits Not Offered 2010-2011

The application of theories of political development to selected countries in Asia, the Middle East, Africa, and Latin America. The course also examines problems of political development such as leadership, ideologies, political change, parties and political movement, nation-building, and constitutional development.

*Prerequisite(s): POL 134.*

## **POL 285 - MODERN EUROPE: DIVIDED AND UNITED**

Three Credits Not Offered 2010-2011

An exploration of the savage wars and cold war divisions in Europe in the twentieth century; the creation of a new form of economic and

political union by the nations of Western Europe after World War II; the expansion of the European Union after the end of the cold war.

## **POL 291 - AMERICAN POLITICAL HISTORY**

Three Credits Spring Semester

American governance from the 1960s to the present, the interplay of political and cultural forces during critical episodes, the Cold War, the Great Society, the Civil Rights Movements, the Reagan Era, and the War on Terrorism. Political Ideologies, domestic and foreign policy challenges, broad political, cultural and institutional changes are explored.

*Prerequisite(s): POL 123.*

## **POL 310 - POLITICAL SCIENCE RESEARCH METHODS**

Three Credits Fall Semester (2012)

This course provides an introduction to the methods that political scientists use to answer questions. Students will learn analytical tools to critically evaluate and conduct research. The course will cover research design, hypothesis formulation, and various qualitative and quantitative methods for collecting and analyzing data.

*Prerequisite(s): POL 123*

## **POL 331 - WAR**

Three Credits Spring Semester

The causes of war, military history with the interplay of strategy, technology and politics as the central focus, the nuclear threat and terrorism in the contemporary period. Prevention and the limitation of war and the moral and legal restraints on the activities of states are explored.

## **POL 332 - THE AMERICAN PRESIDENCY**

Three Credits Alternate Years: Fall 2011, 2013

The origins and growth of the American presidency, the Executive office, and its occupant, the relationship between the office and democratic government, the separation of powers and divided party government, and on the expansion of public administration during the twentieth century.

*Prerequisite(s): POL 123.*

## **POL 333 - CONTEMPORARY POLITICAL THEORY**

Three Credits Spring Semester

This course explores contemporary political theory from the perspective of core political concepts such as liberty, rights, and democracy. What does it mean to be free in a modern society? What does it mean to have rights, and what rights should individuals have? What does democratic theory expect of citizens?

*Prerequisite(s): POL 171 cannot be taken concurrently.*

## **POL 336 - CONSTITUTIONAL LAW AND POLITICS**

Three Credits Fall Semester

This course focuses on the structural form and institutional powers of American government. The central purpose of the course is to explore the question of constitutional interpretation. Who are the authoritative interpreters of the Constitution, what is the relationship between them, and what interpretive methodology should they employ?

*Prerequisite(s): POL 123.*

**POL 337 - PUBLIC ADMINISTRATION**

Three Credits Alternate Years: Spring 2012

Administration of public affairs; how public policy is put into effect by government bureaucracies; theories of government organizations; the political setting of bureaucracies; problems of budgeting and personnel; efficient and humane conduct of public business.

*Prerequisite(s):* POL 123.

**POL 340 - EUROPEAN POLITICS**

Three Credits Not Offered 2010-2011

The history, political structures, and politics of the major nations of Europe, the political ideologies and policies of Great Britain, Germany, France, and Italy. The European Union is central to the course and its expanding membership and deepening responsibilities are explored.

*Prerequisite(s):* POL 134.

**POL 341 - CIVIL RIGHTS AND CIVIL LIBERTIES**

Three Credits Alternate Years: Spring 2012

The primary goal of this course is to provide a broad understanding of the civil liberties and civil rights enjoyed by persons in the United States. The course explores the historical evolution of rights and liberties and their application to current controversies. The course covers freedom of religion, freedom of speech, the right to privacy, freedom from cruel and unusual punishments, protections against discrimination, and affirmative action.

*Prerequisite(s):* POL 123.

**POL 343 - PUBLIC OPINION & VOTING BEHAVIOR**

Three Credits Spring Semester

The course focuses on trends in public opinion on public issues, measurement of public opinion, and the forces affecting public opinion and its expression in various public activities. Specific issues explored in the course include public attitude formation, trends in public opinion on political issues, measurement of public opinion, and political participation and voting behavior in American elections.

*Prerequisite(s):* POL 123.

**POL 344 - CONTEMPORARY GLOBAL ISSUES**

Three Credits Spring Semester

Key issues in international relations: Terrorism, civil and ethnic conflict, economic interdependence, weapons of mass destruction, international political economy, human rights, failed states, and global warming.

**POL 345 - INEQUITY, POVERTY, AND AMERICAN DEMOCRACY**

Three Credits Alternate Years: Fall 2010, 2012

Democracy is based on the deal of political equality. Yet inequality is an undeniable feature of American society. How do inequity and poverty affect the working if American democracy? This seminar examines the nature and extent of poverty in the U.S., its causes and consequences, and the antipoverty effects of existing and proposed government programs and policies.

*Prerequisite(s):* POL 123.

**POL 347 - ETHNICITY AND CONFLICT MANAGEMENT**

Three Credits Alternate Years: Fall 2011, 2013

At the end of the Cold War global peace and security have proven short-lived due to the revival of ethnic conflicts. Competing theories on nationalism and ethnic conflict, modern conflict management tools and approaches and case studies: Kosovo, Bosnia and Herzegovina, Northern Ireland, Sudan, Sri Lanka, and Chechnya will be examined.

*Prerequisite(s):* POL 134.

**POL 351 - PUBLIC POLICY ANALYSIS**

Three Credits Fall Semester

The course examines the roles that values play in the making of public policy, considers why some problems reach the public agenda, and why some policies succeed. Using a variety of policy problems, students will hone their ability to analyze complex issues and develop concise reports of their findings and recommendations.

*Prerequisite(s):* POL 123.

**POL 353 - INTERNATIONAL ORGANIZATIONS AND STATE BUILDING**

Three Credits Alternate Years: Fall 2010, 2012

Explores the extent to which international organizations such as the United Nations and the World Bank are able to alter the contours of statehood and state sovereignty and whether such international organizations serve or dominate state actors. Case studies are Afghanistan, Bosnia, and Herzegovina, Kosovo and Iraq.

*Prerequisite(s):* POL 134.

**POL 354 - IRISH POLITICS**

Three Credits Not Offered 2010-2011

The development of Irish nationalism, the creation of the Irish state in 1922, and the building of the Irish State. Economic development, Church-state relations, and education are explored as well as unsolved puzzle of the Irish nation and state, Northern Ireland.

**POL 355 - POLITICS OF EAST ASIA**

Three Credits Alternate Years: Fall 2011, 2013

This course provides an introduction to the methods that political scientists use to answer questions. Students will learn analytical tools to critically evaluate and conduct research. The course will cover research design, hypothesis formulation, and various qualitative and quantitative methods for collecting and analyzing data. Students will also construct a research design for a political science topic of interest to them.

*Prerequisite(s):* POL 134 or POL 143

**POL 356 - POLITICS OF THE MIDDLE EAST**

Three Credits Alternate Years: Spring 2012, 2014

This course will focus on the Arab-Israeli conflict and relationships among the Arab states; the roll of the major powers in the Middle east' a consideration of ideas and political manifestations of nationalism, the impact of imperialism, problems of development, and politics of oil, finally, the impact of ethnicity, tribalism culture and religion in explaining politic in the Middle Eastern states.

*Prerequisite(s):* POL 134 and POL 143

**POL 357 - TOPICS IN POLITICS**

Three Credits Fall and Spring Semesters

From time to time, faculty members may offer a special course in their field of expertise. The course engages in analysis of selected topics in one of the four area fields of the discipline: Political Theory; American National Government; Comparative Politics; and International Relations.

*Prerequisite(s):* POL 123 or POL 134 or POL 171.

**POL 358 - MASSACHUSETTS STATE POLITICS**

Three Credits Spring Semester

A study of the organization, powers, processes and politics of state government in Massachusetts. Topics will include Massachusetts history, political institutions, budgeting, political leaders, and contemporary issuers in the state.

**POL 360 - THE UNITED STATES CONGRESS**

Three Credits Fall Semester

This course explores the politics of the U.S. Congress. Emphasis is placed on representation, the legislative process, and policy making. Congressional organization, namely committee systems and party leadership, are also examined to gain a deeper understanding of Congressional decision-making.

*Prerequisite(s):* POL 123.

**POL 377 - INTERNATIONAL POLITICAL ECONOMY**

Three Credits Spring Semester

The development of the modern international economy and strategies for the pursuit of wealth, order, and development, emerging trends shaping the post-Cold War international economic order, the global monetary order, multinational corporations, economic aid relationships, food and energy politics, market reforms in non-Western and former communist societies.

*Prerequisite(s):* POL 134.

**POL 380 - DIRTY HANDS: MORAL DILEMMAS**

Three Credits Alternate Years: Fall 2010, 2012

The difficult "problem of dirty hands" that is making morally unpalatable choices when confronting mutually exclusive and competing ethical claims. Works of modern political philosophy and classic literature explore some possible responses to such problems.

*Prerequisite(s):* POL 171.

Fulfills the General Education  
**Moral Inquiry** requirement.

**POL 381 - CITIZENS OF THE WORLD**

Three Credits POL 171 or GENP 100 or GENP 140

This course introduces students to ongoing debates within contemporary cosmopolitan political theory over what is morally required of us as our world increasingly becomes globally interconnected. Applications of cosmopolitan theory to real world dilemmas such as how to respond to crimes against humanity and how to assess actions of transnational non-governmental associations will be explored.

*Prerequisite(s):* POL 171 or GENP 100 or GENP 140

Fulfills the General Education  
**Moral Inquiry** requirement.

## **POL 390 - POLITICS IN WASHINGTON, D.C.**

Three Credits Alternate Years: Spring 2012

A series of seminars during the semester will focus on an in-depth study of power and politics in American government. During a two-week stay in Washington, D.C., students will combine traditional academic work with seminars with prominent individuals in government, journalism and the nonprofit sector.

## **POL 401 - POLITICAL SCIENCE HONORS THESIS I**

Three Credits Fall Semester

The Honors Program of Political Science & International Studies involves the writing of a thesis and a public defense. Each honors' student works closely throughout a full academic year with the faculty member(s) best able to offer advice on the topic of the thesis. POL401 consists of finalizing a literature review, outline, and initial draft of the thesis.

*Prerequisite(s): POL 123, POL 134, POL 171, and POL 310, and Senior Standing.*

## **POL 402 - POLITICAL SCIENCE HONORS THESIS II**

Three Credits Spring Semester

For accepted rising seniors, the Honors Program of Political Science & International Studies involves the writing of a thesis and a public defense. Each honor's student works closely throughout a full academic year with the faculty member(s) best able to offer advice on the topic of the thesis. POL402 consists of finishing the thesis and a public defense.

*Prerequisite(s): POL 401 .*

## **POL 422 - CAPSTONE SEMINAR**

Three Credits Fall and Spring Semesters

The course examines central themes, problems, and issues in the four fields of the discipline (Political Philosophy, American Politics, International Relations, and Comparative Government) resulting in a major research paper.

*Prerequisite(s): Political Science and International Studies majors only; Seniors standing.*

## **POL 475 - INTERNSHIP IN GOVERNMENT**

Three Credits Fall and Spring Semesters

Participation and research in local, state, and national government.

*Prerequisite(s): Minimum of 2.7 GPA and Junior Standing. Internship Application approved by Internship Coordinator and Department Chairperson required.*

## **POL 490 - DIRECTED STUDY**

Three Credits Fall and Spring Semesters

Supervised reading and research on selected topics.

*Prerequisite(s): Permission of the faculty member directing the project and the Department Chairperson.*

## **Psychology**

### **PSY 101 - GENERAL PSYCHOLOGY**

Three Credits Fall and Spring Semesters

Principles underlying physiological psychology, learning, perception, altered states of consciousness, human development, human memory and emotion, personality, social behavior, intelligence, and the behavior disorders.

*Prerequisite(s): Prerequisite for all other courses in the Department except PSY 261 and PSY 204.*

Fulfills the General Education **Social Scientific Inquiry** requirement.

### **PSY 110 - PSYCHOLOGICAL SCIENCE**

One Credit Spring Semester

Early exposure to the research process in a particular sub-field of psychology matching a faculty member's area of expertise and/or interest.

*Prerequisite(s): PSY 101 (May be taken concurrently).*

### **PSY 201 - DEVELOPMENTAL PSYCHOLOGY I**

Three Credits Fall and Spring Semesters

Study of child development from conception through preadolescence. It emphasizes an understanding of developmental research methods and theories and examines the physical, cognitive, social, emotional, personality and moral aspects of development.

*Prerequisite(s): PSY 101.*

### **PSY 203 - DEVELOPMENTAL PSYCHOLOGY II**

Three Credits Fall and Spring Semesters

Study of human development from early adulthood to death. It emphasizes an understanding of developmental research methods and theories and examines the physical, cognitive, social, emotional, personality and moral aspects of development. (PSY 201 is not a prerequisite for this course).

*Prerequisite(s): PSY 101.*

### **PSY 204 - HUMAN DEVELOPMENT IN THE YOUNG ADULT YEARS**

Three Credits Fall Semester

Overview of the theory and research examining psychological processes during adolescence and young adulthood. The focus will be on the fundamental changes of adolescence and young adulthood including, biological, cognitive and social-affective transitions. Emphasis on theoretical perspectives and empirical research findings.

### **PSY 205 - THEORIES OF PERSONALITY**

Three Credits Fall and Spring Semesters

Surveys the Psychoanalytic, the Neo-Analytic, the Biological, the Existential, the Cognitive, and Trait-Factor approaches to a study of personality. Comparative analysis and case study application of the major constructs as presented in the works of various theorists.

*Prerequisite(s): PSY 101.*

### **PSY 207 - ABNORMAL PSYCHOLOGY**

Three Credits Fall and Spring Semesters

Course employs the DSM-IV system of classifying and describing emotional dysfunctioning. It explores the etiology, course, and treatment of major disorders. Dynamics and treatment modalities are approached from the psychodynamic, behavioral, cognitive, and existential models. Examination of research and case studies, and a possible practicum experience.

*Prerequisite(s): PSY 101.*

### **PSY 209 - SOCIAL PSYCHOLOGY**

Three Credits Fall and Spring Semesters

Problems, concepts, and methods in the study of social behavior; including conformity, attitude development and change, interpersonal attraction, group processes, and social cognition.

*Prerequisite(s): PSY 101.*

### **PSY 261 - INTRODUCTION TO STATISTICS**

Three Credits Fall and Spring Semesters

Examines statistical techniques as used in the behavioral sciences. Topics include: descriptive statistics – measures of central tendency and variability; inferential statistics – principles of hypothesis testing, z test, t test, simple ANOVA, correlation and introduction to regression and chi square. Statistical analysis software complements use of computational formulae.

Fulfills the General Education **Statistical Reasoning** requirement.

### **PSY 262 - INTERMEDIATE STATISTICS**

Three Credits Spring Semester

Further examination of statistical techniques used in the behavioral sciences. Topics include: Two-way analysis of variance, repeated measures ANOVA, regression analysis, and nonparametric techniques (e.g., Mann-Whitney U, Kruskal-Wallis H test). Statistical analysis software complements use of computational formulae.

*Prerequisite(s): PSY 261.*

### **PSY 271 - RESEARCH METHODS IN PSYCHOLOGY**

Four Credits Fall and Spring Semesters

Examines the research methods used in Psychology including naturalistic observation, field and laboratory experiments, and survey methods. Discusses ethical standards in research, and critiques research articles. Students design, implement, and write-up research study.

*Prerequisite(s): PSY 101 and (PSY 261 or CRM 311 or SOC 311).*

### **PSY 303 - GROUP DYNAMICS**

Three Credits Fall Semester (Not Offered 2012-2013)

Examination of small group behavior through experiential learning and research. Includes discussion of group formation, norms, communication, leadership, influence, and decision making.

*Prerequisite(s): PSY 101.*

**PSY 305 - THEORIES OF LEARNING**

Three Credits Fall and Spring Semesters

Surveys the functionalistic, associationistic and cognitive schools of learning – applying constructs such as limits, incentives, practice, insight, transfer, and memory to education, child rearing, and adjustment therapy.

*Prerequisite(s): PSY 101.*

**PSY 311 - THEORIES OF COUNSELING**

Three Credits Fall Semester

Current approaches to counseling and psychotherapy (Freudian, Adlerian, Rogerian, Gestalt, Behavioral, Rational-emotive, Reality and Transactional Analysis). Integration of research and techniques.

*Prerequisite(s): PSY 101.*

**PSY 315 - PSYCHOLOGY OF WOMEN**

Three Credits Fall Semester

Examination of how and why women behave as they do, both from the perspective of cultural beliefs and scientific research. Topics include: contemporary psychodynamic and social constructionist theories of women's psychology; theoretical models of gender identity and gender roles as well as empirical bases for claims about gender differences; specific disorders associated with women; trends in current theory building; and language and communication bias.

*Prerequisite(s): PSY 101.*

**PSY 320 - INTRODUCTION TO HEALTH PSYCHOLOGY**

Three Credits Fall and Spring Semesters

Examination of how biological, psychological, and social factors interact with and affect health, recovery and adjustment of patients with serious health problems (e.g. cancer and heart disease), the efforts people make in promoting good health and preventing illness (weight control, smoking cessation, etc.), the treatments received and the strategies used to cope with medical problems and their stress/pain.

*Prerequisite(s): Pre-requisite: PSY 101.*

**PSY 341 - RESEARCH IN SOCIAL PSYCHOLOGY**

Three Credits Spring Semester (Not Offered 2012-2013)

In-depth training in conducting research in the field of Social Psychology. Students are involved in the design of the study, preparation of materials, collection of data, data analysis, and preparation of the scientific report.

*Prerequisite(s): PSY 101. Written consent of the Instructor required. Course may be repeated once with Instructor's permission.*

**PSY 342 - RESEARCH IN DEVELOPMENTAL PSYCHOLOGY**

Three Credits Fall Semester

In-depth training in conducting research in the field of Developmental Psychology through active participation in an ongoing program of research. Students are involved in the design of the study, preparation of materials, collection of data, data analysis, and preparation of the scientific report.

*Prerequisite(s): PSY 101. Written consent of the Instructor required. Course may be repeated once with Instructor's permission.*

**PSY 343 - RESEARCH IN BIOPSYCHOLOGY**

Three Credits Fall and Spring Semesters (Not Offered 2012-2013)

Internship course involving in-depth research training in the field of Biopsychology/ Neuroscience. Held at the Brockton V.A. Hospital research facilities; includes assisting in the conduct of sleep research in animals and schizophrenia research in humans. Scientific approaches range from neuropsych testing & behavioral studies to neuroanatomical & molecular investigations. Coursework includes: 8 to 12h/wk hands-on lab work; attendance at 1h/wk seminar; a 20 min oral presentation or written paper; VA hospital employee paperwork & medical clearance. Lab work and seminar schedule determined based on each student's schedule.

*Prerequisite(s): PSY 101. Lab visit and consent of instructor required. Useful background courses: PSY 261, PSY 271, PSY 415, BIO 412 with lab. Course may be repeated once with Instructor's permission.*

**PSY 347 - RESEARCH IN HEALTH PSYCHOLOGY**

Three Credits Offered Periodically

Training in the various facets of conducting health psychology research including hypothesis generation, study design and methods, data collection, and data analysis/interpretation. Projects may include the examination of existing data, the initiation of new projects or participation in ongoing projects at the UMASS Medical Center. Topic may include coping with cancer, eating disorders, substance abuse, etc.

*Prerequisite(s): PSY 271, PSY 320, and Consent of instructor. May be repeated once with Instructor permission.*

**PSY 351 - CHILD PSYCHOPATHOLOGY AND ITS TREATMENT**

Three Credits Spring Semester

Description of psychological disorders which present themselves in infancy and childhood (birth - 12 year olds). Exploration of specific treatment approaches used to date. Discussion of the impact of childhood psychopathology on the family, school system, neighborhood, and nation.

*Prerequisite(s): PSY 101 and PSY 201.*

**PSY 411 - COUNSELING PRACTICUM I**

Four Credits Fall Semester

Effective listening skills: attending, questioning, paraphrasing, reflecting feelings, summarizing, self-disclosing, confronting; child and adult therapy; field work.

*Prerequisite(s): PSY 205 or PSY 311 and permission of Instructor.*

**PSY 412 - COUNSELING PRACTICUM II**

Four Credits Spring Semester

Group therapy work; practice applying Adlerian and Gestalt theory to individual counseling; professional and ethical issues; field work.

*Prerequisite(s): PSY 411 and permission of Instructor.*

**PSY 413 - EXPERIMENTAL PSYCHOLOGY**

Three Credits Fall and Spring Semesters

Laboratory course in human and animal learning. Each student is expected to explore operant shaping, extinction rates, multiple scheduling, chaining, discrimination, and temporal factors in learning.

*Prerequisite(s): PSY 101 and permission of Instructor.*

**PSY 415 - BRAIN AND BEHAVIOR**

Three Credits Fall and Spring Semesters

Structure and function of nerve cells and the nervous system. Research methods in biopsychology, effects of brain damage, physiological principles underlying sleep, eating, abnormal behavior, drug effects, and memory.

*Prerequisite(s): PSY 101.*

**PSY 419 - COGNITIVE PSYCHOLOGY**

Three Credits Fall and Spring Semesters

Examination of the principles of cognition. Among the topics discussed are perception, attention, short-term memory, long-term memory, imagery, language, problem solving, reasoning, and judgment and decision-making. Includes a laboratory component which gives students hands-on experience with cognitive phenomena discussed in class.

*Prerequisite(s): PSY 101.*

**PSY 421 - PSYCHOLOGY AND THE LEGAL SYSTEM**

Three Credits Fall and Spring Semesters

Overview of the impact of Psychology on the legal system. Topics covered include how psychological research has influenced court decisions, an examination of the insanity defense, how competency to stand trial is determined, what psychological processes are involved in jury selection and jury decision making, the accuracy of eyewitness identification, and how children are viewed in the legal system.

*Prerequisite(s): PSY 101.*

**PSY 450 - ADVANCED PSYCHOLOGY SEMINAR**

Three Credits Fall and Spring Semesters

Capstone course in which students will review and synthesize major empirical/theoretical areas of psychology, including abnormal, personality, learning, cognition, social, developmental, statistics and physiological.

*Prerequisite(s): PSY 271, Senior Standing in Psychology, and permission of Instructor.*

**PSY 451 - APPLYING PSYCHOLOGICAL PRINCIPLES**

Three Credits Fall and Spring Semesters

Capstone course examining and evaluating psychological principles and their application in today's society. Topics include effective studying; breaking bad habits; influencing others and improving personal relationships; dealing with self-defeating behaviors such as shyness, anger and anxiety; raising children; and improving motivation.

*Prerequisite(s): PSY 271, Senior Standing in Psychology and permission of Instructor.*



**PSY 475 - INTERNSHIP IN APPLIED PSYCHOLOGY I**

Three or Six Credits Fall and Spring Semesters

Each student is expected to carry out a supervised assignment in a professional setting with emphasis placed on hospitals, schools, clinics, courts, and personnel departments in the local area. Registration must be approved by the Department Chairperson, by the faculty member supervising the project, and by the institution or agency conducting the program.

*Prerequisite(s): Junior standing and permission of Internship Coordinator and Department Chairperson required.*

**PSY 476 - INTERNSHIP IN APPLIED PSYCHOLOGY II**

Three or Six Credits Fall and Spring Semesters

Each student is expected to carry out a supervised assignment in a professional setting with emphasis placed on hospitals, schools, clinics, courts, and personnel departments in the local area. Registration must be approved by the Department Chairperson, by the faculty member supervising the project, and by the institution or agency conducting the program.

*Prerequisite(s): Junior standing and permission of Internship Coordinator and Department Chairperson required.*

**PSY 490 - DIRECTED STUDY**

Three Credits Fall and Spring Semesters

Supervised reading and research directed by Department member. Permission of faculty member directing the project and the Department Chairperson.

**PSY 496 - INDEPENDENT RESEARCH**

Three Credits Fall and Spring Semesters

Advanced Research Project under the direction of a Psychology faculty member.

*Prerequisite(s): Permission of the Faculty member directing the project and the Department Chairperson.*

**Religious Studies****REL 110 - WHY RELIGION? THE HERO'S JOURNEY (FIRST-YEAR SEMINAR\*)**

Three or Four Credits Fall Semester

This seminar will look at defining journeys in Greek, Roman, Hebrew and early Christian literature and inquire how they shaped and continue to shape cultural and religious identity.

*Prerequisite(s): \*Four-Credit version open to First-Year Students only.*

Three-Credit version fulfills the **Cornerstone Religious Studies** Requirement.

\*Four-Credit version fulfills the **First-Year Seminar** and **Cornerstone Religious Studies** Requirements.

**REL 111 - RELIGIONS OF THE WORLD**

Three Credits Spring Semester

This course will examine the way religion has been studied as an academic discipline. We will explore both Eastern and Western religious traditions in their historical contexts and will focus primarily on how various religious concepts are understood

and practiced in these major world religions. These will include the concepts of the Holy, revelation, sacred writings, good and evil, forgiveness, creation, the human condition, salvation, and ethics. In our study of religions we will explore a variety of practices in different historical contexts but common ground will be sought to illustrate how the sacred texts of each religious tradition define and illustrate how and why these groups practice the above mentioned concepts.

Fulfills the **Cornerstone Religious Studies** Requirement.

**REL 112 - SAINTS AND SINNERS IN CHURCH HISTORY**

Three Credits Fall Semester

Saints and sinners, much like victors and vanquished in war, are often determined by those who triumph in Church conflicts. This course will address several Church controversies throughout the 2000 years of its history, review the issues and debates that arose through the reading of primary and secondary sources, and who in the end were considered victors, saints, and the vanquished, sinners, in Church history.

Fulfills the **Cornerstone Religious Studies** Requirement.

**REL 113 - SACRED SPACE FROM MT. SINAI TO GROUND ZERO (FIRST-YEAR SEMINAR\*)**

Three or Four Credits Fall and Spring Semesters

What makes a place "sacred"? Who decides whether a place is sacred? What do people do in sacred spaces? This seminar will examine the nature of sacred space in theory, history and practice with a focus on sacredness in Judaism, Christianity and Islam. In addition, the course will ask if "non-religious" places can be sacred. The course includes a fieldtrip to the 9/11 Memorial in New York City.

*Prerequisite(s): \*Four-Credit version open to First-Year Students only.*

Three-Credit version fulfills the **Cornerstone Religious Studies** Requirement.

\*Four-Credit version fulfills the **First-Year Seminar** and **Cornerstone Religious Studies** Requirements.

**REL 114 - THE JOURNEY TOWARD RELIGIOUS MATURITY**

Three Credits Fall Semester

The course takes an interdisciplinary approach to examining the process by which a person achieves an adult faith in Christianity, Judaism, and Islam. Drawing from psychology and anthropology, we explore the phases of religious development in relation to myths and symbols, and we apply that understanding to a specific person and to a theological issue, while also considering how to read, critically and analytically, a non-religious text through the lens of religion.

Fulfills the **Cornerstone Religious Studies** Requirement.

**REL 115 - THE SUBJECT IS THE QUESTION OF GOD**

Three Credits Fall Semester

Religious traditions were established before humans were aware that they were subjects. With awareness of subjectivity, religious traditions have to be reconstructed on what we know today about the brain and universe. How is this possible in an atheistic universe? Beyond atheism, the very significance of the human as a subject open to freedom is the question of God.

Fulfills the **Cornerstone Religious Studies** Requirement.

**REL 116 - ABRAHAMIC FAITH**

Three Credits Fall Semester

This course is an investigation of the religious dimension of human experience, especially as it has been lived, understood and cherished among the three Abrahamic traditions of Judaism, Christianity, and Islam. Its guiding focus is the centrality of "faith" as a relational response to God who, in line with Abraham's foundational claim, is experienced as living. The course considers significant questions in conversation with some of the most important writings in the tradition of Western religious thought, as well as some of the basic questions that arise in the academic investigation of religion: What is the nature of religious experience? How does religion provide motivation and direction for the life of individuals and communities? How does religion nurture or inhibit human development and well-being?

Fulfills the **Cornerstone Religious Studies** Requirement.

**REL 117 - GODS, MYTHS, AND RITUALS IN THE ANCIENT MEDITERRANEAN**

Three Credits Fall Semester

This class investigates the diverse religions of the ancient Mediterranean world (ca. 600 BCE-400CE), including Greek and Roman religions, formative Judaism, and the earliest Christianity. The course explores the history and development of these traditions by examining topics related to issues of ritual, myth, sacred space, gender, and concepts of divinity within each group. Particular focus is placed on the ways in which these groups influenced one another and reshaped cultural and religious landscapes through competitive interaction. Through a critical analysis of the sources students will begin to understand the practices, beliefs, and experiences of the Greco-Roman world and the communities that produced them.

Fulfills the **Cornerstone Religious Studies** Requirement.

**REL 118 - THE RELIGIOUS QUEST**

Three Credits Fall Semester

This course explores pilgrimage in Christianity, Islam, and Buddhism in light of theories of pilgrimage, ritual, and sacred space. The primary focus will be on the pilgrimages to Lourdes, Santiago de Compostella, Mecca, and Buddhist sites in Japan and India. The course also considers how for many people—even those who do not consider themselves religious—pilgrimage serves as a model for living a meaningful life.

Fulfills the **Cornerstone Religious Studies** Requirement.

**REL 119 - RELIGION AND HOW TO CREATE ONE**

Three Credits Spring Semester

Is there a future for religion in the 21st century? This course will consist of a semester-long conversation—fueled by readings and a lot of writing—about the nature of spirituality and religion. To promote deep learning about how religions work and why they might still be valuable to our society, the class will see if it can develop a new religion, one that might better meet its generation's need for a way to make sense of—and meaning for—their lives.

Fulfills the **Cornerstone Religious Studies** Requirement.

**REL 120 - DEVIANCE AND THE DIVINE**

Three Credits Fall Semester

This course will use the concept of deviance as the lens through which we will study the three major monotheistic traditions of the world – Islam, Judaism and Christianity. What are the major tenets and beliefs of each? What do they share and where are the conflicts? What does each consider normative and why? When does a belief or practice cross the line in deviance? Ultimately, are they all simply deviants of one another? In our investigation, we will also look to some lesser known religious traditions as foils, such as Scientology, Raelianism, the Nation of Islam, Jews for Jesus, Mormonism, and Christian Science.

Fulfills the **Cornerstone Religious Studies** Requirement.

**REL 121 - RELIGION AS PHARMAKON: POISON OR CURE**

Three Credits Fall Semester

For the ancient Greeks pharmakon meant both cure and poison depending on the context. Religion functions in the same way: it can heal us but can also poison us. We will explore the ambiguity and the power—both healing and destructive—of religious traditions.

Fulfills the **Cornerstone Religious Studies** Requirement.

**REL 122 - PILGRIMAGE AND PASSAGE: RELIGION AS "SACRED" JOURNEY (FIRST-YEAR SEMINAR\*)**

Three or Four Credits Fall Semester

The course begins with the premise that all religions are at their best when they are “betwixt and between,” living in the threshold, open to new and unexpected horizons. After a close reading of the Book of Exodus, which will provide the opportunity to identify various themes associated with ritual passage, we will concentrate primarily on the study of the three chief monotheistic religions of Semitic origin: Judaism, Christianity, and Islam. The course will end with a brief exploration of Hinduism and Buddhism. Through comparative analysis of these religions, we will strive to determine similarities and differences in particular approaches to God, worship, institution, and moral conduct.

*Prerequisite(s): \*Four-Credit version open to First-Year Students only.*

Three-Credit version fulfills the **Cornerstone Religious Studies** Requirement.

\*Four-Credit version fulfills the **First-Year Seminar** and **Cornerstone Religious Studies** Requirements.

**REL 123 - DEMONS, DEVILS AND SATANS: MONSTERS OF RELIGION**

Three Credits Spring Semester

Monotheistic traditions maintain that God is both all-powerful and just. Yet, they simultaneously speak of demons, devils, and satans – characters who threaten both God and His control over the universe. How can such an obvious contradiction stand? This course will examine the narratives and images of demonic characters, by looking at scriptural texts, interpretive materials and folklore. In our investigation, we will address such questions as: Who or what is considered Evil? How does evil exist in a world in which God is good? Is there a universal concept of Satan? Do demons and the demonic straddle traditional lines or are they tradition-specific? In other words, does each tradition create the demon most appropriate for it? What are these characters good for? What can they tell us about how each tradition conceives of itself and its place in the human-God relationship?

Fulfills the **Cornerstone Religious Studies** Requirement.

**REL 124 - GOD DOESN'T DO RELIGION**

Three Credits Fall Semester

We tend to think that religion is all about God, but why? And if God “doesn't do religion,” who does? What do we even mean by “religion” in these questions? This course will inquire into the “building blocks” of religion and human religiousness, considering the practices of Jews, Christians and Muslims from an anthropological and historical perspective.

Fulfills the **Cornerstone Religious Studies** Requirement.

**REL 200 - THE TEN COMMANDMENTS**

Three Credits Not Offered 2011 - 2012

An examination of the Ten Commandments in their original context and the history of their interpretation as a code of ethics in Judaism and in Christianity. Issues to be considered include biblical authority, the relevance of ancient laws for modern societies, and ways they have been selectively observed and ignored.

*Prerequisite(s): One 100-Level Religious Studies Cornerstone Course .*

Fulfills the General Education **Moral Inquiry** requirement.

**REL 206 - ISLAMIC TRADITIONS**

Three Credits Alternate Years: Fall 2010, 2012

Studies the Arabian environment, Muhammed (founder), Qur'an (sacred writings), and mysticism, sects, and legal and social institutions of Islam.

**REL 209 - RELIGION AND CULTURE OF THE JEWISH PEOPLE**

Three Credits Spring 2012

A survey of key texts, beliefs, and practices of Jewish culture and religious practice, including the Bible, classic texts, holidays and holy days, Zionism, modern American Jews, and Israel.

**REL 210 - RELIGIONS OF CHINA AND JAPAN**

Three Credits Not Offered 2011 - 2012

An exploration of Confucianism and Taoism in China, and Shinto and Buddhism in Japan, with an emphasis on nature in these religions.

**REL 226 - WOMEN, SLAVES & SIN: PAUL AND THE CREATION OF CHRISTIANITY**

Three Credits Spring Semester

An investigation into the life, writings, and legacy of the Apostle Paul. The course will uncover the historical, philosophical, social, and religious forces that shaped the beliefs, practices, and experiences of the earliest Christians.

*Prerequisite(s): One 100-Level Religious Studies Cornerstone Course .*

**REL 233 - AMERICAN CATHOLIC SOCIAL HISTORY**

Three Credits Not Offered 2011 - 2012

An historical presentation of the numerous social issues, conflicts, and varied solutions in American Catholicism from the late 19th century forward with emphasis on how the many issues of society impacted Catholicism. The course demonstrates how the application of faith and various theological and philosophical theories were used in resolution of social conflict.

Cross-listed with HIS 233.

Fulfills the General Education **Moral Inquiry** and **Catholic Intellectual Traditions** requirements.

**REL 234 - THE MYSTERY OF EVIL**

Three Credits Spring Semester

An explanation of the questions of the origin of evil, the possibility of human evil, the ability to name evil in the context of cultural pluralism, and the compatibility of evil with the existence of a God who is all-good, all-powerful, as well as the possibility of hope for overcoming evil.

Fulfills the General Education **Catholic Intellectual Traditions** requirement.

**REL 235 - THE GOD QUESTION: MODERN CHALLENGES TO FAITH AND CHRISTIAN RESPONSES**

Three Credits Fall Semester

An examination of some of the traditional Christian arguments for belief in God, the challenges to faith that have arisen since the 18th century, and some Christian responses to those challenges. Students will be encouraged to develop their personal stances through critical engagement with a variety of texts.

Fulfills the General Education **Catholic Intellectual Traditions** requirement.

**REL 236 - FAITH IN CHRIST AND RELIGIOUS PLURALISM**

Three Credits Not Offered 2011 - 2012

Students will grapple with the issues involved in Christianity's engagement with other religious traditions through the lens of its understanding of Jesus. Students will look at the development of the classical doctrines about Christ and their connections to Christians' understanding of

their relationship to non-Christians in past eras. Students will also consider recent Christian attempts to address the question of pluralism.

Fulfills the General Education **Catholic Intellectual Traditions** requirement.

## REL 237 - MORAL CONFLICTS: CASE STUDIES IN MORAL CONFRONTATION

Three Credits Alternate Years: Fall 2011, 2013

An examination of the possible moral responses resulting from the application of Catholic Social Teaching to a variety of contemporary conflicts – e.g. the death penalty, war, water, global warming, worker justice, corporate responsibility – by applying values and concepts found within the Catholic and Christian Tradition.

Fulfills the General Education **Moral Inquiry** and **Catholic Intellectual Traditions** requirements.

## REL 238 - MIGRANTS, IMMIGRANTS, REFUGEES: JUSTICE ISSUES AND CATHOLIC RESPONSES

Three Credits Not Offered 2011 - 2012

An examination of the “immigrant” dimension of the American Catholic Church, past and present, exposing the injustices experienced by the marginalized outsider/newcomer, exploring the Catholic Church’s responses to these injustices utilizing Catholic social thought, and focusing on Hispanic culture and presence in the Catholic Church and American society.

Fulfills the General Education **Catholic Intellectual Traditions** requirement.

## REL 248 - CHRISTIAN PRAYER, LITURGY AND SACRAMENT

Three Credits Fall 2012

An introduction to the fundamentals of Christian liturgy, including the meaning of the assembly, ritual symbol and gesture, proclamation of sacred scripture, and blessing prayers in the context of relating liturgy to life.

*Prerequisite(s): One 100-level Religious Studies Cornerstone Course .*

Fulfills the General Education **Catholic Intellectual Traditions** requirement.

## REL 251 - INTRODUCTION TO THE OLD TESTAMENT

Three Credits Spring 2012

Literature of the Hebrew Bible. Survey of the religious, literary, and political history of ancient Israel. Students may not receive credit for both this course and REL 260.

*Prerequisite(s): One 100-Level Religious Studies Cornerstone Course .*

## REL 252 - INTRODUCTION TO THE NEW TESTAMENT

Three Credits Fall 2013

Literature of the New Testament in its religious and historical context. Life and ministry of Jesus, origins of earliest Christianity, the role of Paul, and the development of the Church.

*Prerequisite(s): One 100-Level Religious Studies Cornerstone Course .*

## REL 253 - MODELS OF THE CHURCH: HISTORICAL DEVELOPMENTS

Three Credits Alternate Years: Spring 2012, 2014

A study of various forms of the Church from its Apostolic beginnings, through the institutionalization process and Vatican II reforms, up to the present development of Base Christian Communities.

Fulfills the General Education **Catholic Intellectual Traditions** requirement.

## REL 254 - GLOBAL CATHOLICISM

Three Credits Spring 2013

Examination of the Catholic Church as it is understood in the historical, cultural, political, economic and religious context in various regions of the world. The course will utilize the documents of the five Special Synods of Bishops from Africa, Asia, Europe, Americas and Oceania Pope John Paul II’s Apostolic Exhortations in reaction to the Synods’ deliberations.

Fulfills the General Education **Catholic Intellectual Traditions** requirement.

## REL 255 - RELIGIONS IN THE ROMAN EMPIRE

Three Credits Not Offered 2011 - 2012

A study of ancient world views, mystery religions, gnosticism, and the rise of Christianity.

## REL 256 - CHURCH AND SOCIAL JUSTICE

Three Credits Fall Semester

An examination of the Catholic Church’s relationship to society and its responses to a variety of social, political, and economic issues.

Fulfills the General Education **Catholic Intellectual Traditions** requirement.

## REL 261 - WOMEN IN EARLY CHRISTIAN TRADITION

Three Credits Not Offered 2011 - 2012

An exploration of the roles played by women in the development of early Christianity and examination of the factors that led to the decline of women’s influence as a more institutionalized Christian religious system developed.

*Prerequisite(s): One 100-Level Religious Studies Cornerstone Course, and one additional REL course.*

## REL 262 - RELIGION IN AMERICA

Three Credits Alternate Years: Fall 2011, 2013

An examination of a variety of religious ideas, institutions, and traditions in the United States from the colonial period to the present. Special emphasis is placed upon questions of religious pluralism, religion and cultural identity, and religion in public life.

Cross-listed with HIS 263.

Fulfills the General Education **Catholic Intellectual Traditions** requirement.

## REL 263 - WOMEN’S RELIGIONS IN THE ANCIENT MEDITERRANEAN WORLD

Three Credits Alternate Years: Spring 2012, 2014

This class will explore the critical roles played by women in the religious traditions of ancient Egypt,

Greece, and Rome, as well as Judaism and earliest Christianity. It will introduce factors that led to the decline of women’s influence as Christianity developed a more institutionalized religious system.

*Prerequisite(s): One 100-Level Religious Studies Cornerstone Course, or Permission of Instructor.*

## REL 267 - LIBERATION THEOLOGY: LATIN AMERICAN PERSPECTIVES

Three Credits Not Offered 2011 - 2012

An examination of the development of liberation theology in the historical, political, economic, and cultural contexts of Latin America’s struggle to move from colonialism to freedom. The course also explores feminist theology, ecological theology, and indigenous people’s theology that are rooted in liberation theology.

Fulfills the General Education **Catholic Intellectual Traditions** requirement.

## REL 268 - IMAGES OF JESUS

Three Credits Not Offered 2011 - 2012

An introduction to Christology. After a strong grounding in the various biblical depictions of Jesus Christ, the course examines portraits of Jesus through the ages by close reading of theological, narrative, and visual images of Christ.

*Prerequisite(s): One 100-Level Religious Studies Cornerstone Course.*

## REL 275 - HARD ROCKIN’ JEWS: JUDAISM AND POP CULTURE IN ISRAEL

Three Credits Not Offered 2011 - 2012

For 2000 years Judaism has been a minority religion in majority “other” cultures. With the establishment of Israel, Judaism became the majority culture of a nation-state. This course examine how the religion of Judaism both influences and is influenced by the secular culture of the modern State of Israel.

*Prerequisite(s): One 100-Level Religious Studies Cornerstone Course.*

## REL 300 - THE CATHOLIC TRADITION: PAST AND PRESENT

Three Credits Alternate Years: Fall 2011, 2013

A study of Catholicism from historical and theological perspectives to aid students in attaining an appreciation for the richness of the Catholic Tradition in the past and present. Scripture, sacramental life, doctrinal teachings and development, moral issues, and the future Church direction are explored.

Fulfills the General Education **Catholic Intellectual Traditions** requirement.

## REL 301 - ISLAM AND THE BIBLE: JEWISH AND MUSLIM MORALITY AND ETHICS

Three Credits Not Offered 2011 - 2012

As brother religions vying for the same sacred history, Islam and Judaism trace the genesis of their spiritual and biological communities back to the very same founding parents. Yet Islam is not Judaism, Muslims are not Jews, and vice versa. Rather, the two traditions are, and understand themselves to be, distinct entities with distinct value systems. By comparing the

Jewish and Muslim accounts of the shared Biblical ancestors, as well the often colorful exegesis on these narratives, this course will investigate various matters of moral and ethical concern to these communities and the lessons thereby imparted by each tradition.

*Prerequisite(s): One 100-Level Religious Studies Cornerstone Course.*

Fulfills the General Education **Moral Inquiry** requirement.

### REL 302 - VIOLENCE AND SEX IN THE BIBLE

Three Credits Not Offered 2011 - 2012

Examines the dynamics of sex and violence in ancient Israel as they are presented in the biblical text. Topics include the construction of gender, the status of women and men in society and law, holy war, the characterization of physical violence as positive or negative, the gender of God and its implications.

*Prerequisite(s): One 100-Level Religious Studies Cornerstone Course.*

### REL 303 - THE VIRGIN MARY AND VISIONS OF THE FEMININE IN CHRISTIANITY

Three Credits Not Offered 2011 - 2012

The development of the Church's understanding of the Virgin Mary and of other feminine aspects of the transcendent in Christian spirituality. The course begins with Mary's ideological antecedents and the issue of the "historical Mary." It explores the relationship between images of the Virgin and theologies, controversies, and heresies, as well as contemporary feminist understandings of Mary and of the divine as feminine.

*Prerequisite(s): One 100-Level Religious Studies Cornerstone Course.*

### REL 304 - JOB AND THE PROBLEM OF SUFFERING

Three Credits Not Offered 2011 - 2012

An examination of the book of Job and its poetic treatment of the human condition. The course also considers other ancient Near Eastern texts that deal with the issue of evil in the world from a religious perspective, and later readings and retellings of Job by Blake, Frost, Jung, MacLeish, Fackenheim, and others.

### REL 307 - BUDDHIST ETHICS

Three Credits Spring 2012, Fall 2012

An exploration of traditional Buddhist ethics, moral arguments Buddhists have advanced about contemporary issues, and points of comparison with philosophical and Christian ethics.

*Prerequisite(s): One 100-Level Religious Studies Cornerstone Course.*

Fulfills the General Education **Moral Inquiry** requirement.

### REL 309 - PSYCHOLOGY AND RELIGION

Three Credits Not Offered 2011 - 2012

An examination of religion from the perspectives of the major psychological and psychoanalytic approaches to human behavior.

### REL 311 - ETHICS AND SACRAMENT: THE CHURCH IN CRISIS

Three Credits Not Offered 2011 - 2012

The failure to integrate sexuality into Christian life has created a crisis. The failure to understand human intimacy has eroded religious belief. Theories of ethics and human behavior, however, illuminate why intimacy is at the heart of Christian belief and ethics.

Fulfills the General Education **Moral Inquiry** requirement.

### REL 312 - ARCHAEOLOGY AND THE BIBLE

Three Credits Spring 2012

Introduction to the archaeology of Palestine, with special focus on the interrelationship of excavated and textual data.

### REL 313 - JERUSALEM: THE HOLY CITY

Three Credits Not Offered 2011 - 2012

A chronological study, from ancient times to the present, of the interplay between religion and politics that led to the designation of Jerusalem as the "holy city", through an examination of ancient and modern descriptions of the actual and the ideal Jerusalem by warriors, visionaries, pilgrims, historians, archaeologists, and inhabitants.

### REL 314 - MYSTICISM: THE EXPERIENCE OF TRANSCENDENCE

Three Credits Fall 2011

A study of mysticism from its origins in the Greek world to its expression in Christian and non-Christian forms. A "hands-on" approach to mystical practices is encouraged, and the reading of mystical texts is supplemented by field trips to contemplative communities.

### REL 315 - DREAMS AND THE SACRED

Three Credits Spring 2012

A study of the role of dreams and other rites of divination in ancient and modern religious experience. Biblical and classical sources are examined, and contemporary attempts to recover the sacred dimension of dreams also are considered.

### REL 316 - NEOPLATONISM

Three Credits Spring 2013

A study of the seminal writings of the Neoplatonists, their sources, and their influence on the development of later religious traditions.

### REL 317 - GODS, KINGS AND JUSTICE IN THE ANCIENT WORLD

Three Credits Spring 2012

Who speaks for Justice? Where does Justice come from? This course examines these and related questions by analyzing and comparing ancient texts such as the Babylonian law code of Hammurabi, Egyptian hymns, Homer's Odyssey, and the biblical prophets. Ancient works of art treating issues of justice are also examined.

*Prerequisite(s): One 100-Level Religious Studies Cornerstone Course.*

Fulfills the General Education **Moral Inquiry** requirement.

### REL 323 - GODS AND WAR: RELIGION, IDEOLOGY, AND NATIONALISM IN JAPAN AND THE UNITED STATES

Three Credits Spring 2013

An exploration of how religions in Japan and the United States have helped formulate national identities and mobilize citizens for war.

*Prerequisite(s): One 100-Level Religious Studies Cornerstone Course.*

### REL 325 - THEOLOGY AND COMMUNITY SERVICE

Four Credits Alternate Years: 2012, 2014

An exploration of questions about the relationship of theology and community service in contemporary society, in the context of a search for insight and understanding into personal experiences while volunteering service in a local social service agency. Offered jointly by Religious Studies and Campus Ministry.

*Prerequisite(s): One 100-Level Religious Studies Cornerstone Course.*

### REL 327 - VATICAN II: REVOLUTION OR REFORM

Three Credits Alternate Years: Spring 2012, 2014

An in-depth reading and analysis of the principal Vatican II documents to demonstrate how Catholicism today is transformed from earlier history. Contemporary issues, as understood in the light of the Vatican II Church, are explored.

Fulfills the General Education **Catholic Intellectual Traditions** requirement.

### REL 328 - DEATH

Three Credits Alternate Years: Spring 2013, 2015

An examination of death, dying, and bereavement from an interdisciplinary, biological/medical, sociological, psychological, philosophical, and theological perspective.

### REL 329 - JUSTICE, PEACE, ECOLOGY

Three Credits Alternate Years: Spring 2013, 2015

The local and global environmental crisis is examined from the perspective of contemporary theological developments, recent biblical scholarship, ecumenical statements, and Roman Catholic social teaching communicated in various papal and episcopal statements on the current crisis.

Fulfills the General Education **Catholic Intellectual Traditions** requirement.

### REL 330 - TOPICS IN RELIGIOUS STUDIES

Three Credits Offered Periodically

This seminar offers students and faculty an opportunity to investigate in some depth a specific area of the study of religion not normally otherwise addressed by the department. Topics are announced prior to registration. This course can be taken more than once with permission of the department chair.

*Prerequisite(s): One 100-Level Religious Studies Cornerstone Course.*

## REL 333 - THE AMERICAN CATHOLIC EXPERIENCE

Three Credits Spring 2012

A critical examination and analysis of the peoples, events, and ideas that shaped American Catholicism from the era of discovery to the 21st century. Catholicism's minority status and the perennial tension of being American and Catholic are used as guiding principles in this study.

Cross-listed with HIS 333.

Fulfills the General Education **Catholic Intellectual Traditions** requirement.

## REL 335 - POPULAR RELIGION

Three Credits Alternate Years: Fall 2011

An exploration of the substance of popular religion: theories of ritual activity, superstition, theories of the body, the nature of worship and prayer, and the role of sacred space.

*Prerequisite(s): One 100-Level Religious Studies Cornerstone Course.*

## REL 336 - WOMEN IN THE ISLAMIC TRADITION

Three Credits Fall 2011

The treatment of women and women's issues in the Islamic tradition through both primary sources (in translation) and secondary sources: women in Muhammad's life and the role they played in Islamic society; the treatment of women and women-related issues in the Islamic tradition, including both legal and non-legal matters; and the writings of modern Muslim women scholars on Islam as they look at these same issues with a new perspective and present new interpretations.

## REL 338 - SEX AND GOD: JEWISH AND MUSLIM EROTIC LOVE POETRY

Three Credits Not Offered 2011 - 2012

An examination of the erotic love poetry penned by imams and rabbis of the 10th-13th centuries. We will explore the ways in which these pious standard-bearers of religion used sacred images and accounts from the Bible/ Qur'an and exegetical traditions in their heteroerotic and homoerotic secular poems and what messages were thus embedded.

*Prerequisite(s): One 100-Level Religious Studies Cornerstone Course.*

## REL 340 - JESUS AND MORAL DECISIONS

Three Credits Not Offered 2011 - 2012

Jesus and Moral Decisions challenges students to ask, "What would Jesus do?" when faced with contemporary moral decisions. Through the use of Gospels, and secondary sources, students will lead discussions and write essays that address Jesus' answer(s) to moral decisions today.

Fulfills the General Education **Moral Inquiry** and **Catholic Intellectual Traditions** requirements.

## REL 341 - SPIRITUAL AUTOBIOGRAPHY

Three Credits Alternate Years: Spring 2012, 2014

A close reading of a variety of spiritual autobiographies from the second half of the twentieth century to discern what personal spiritual, religious, and ethical values may be coming to the fore at a time

when traditional expressions of communal religion are in decline. It will center on the question: what does it mean to be "spiritual" or "religious" in the twentyfirst century?

*Prerequisite(s): One 100-Level Religious Studies Cornerstone Course.*

## REL 343 - CHRISTIAN THEOLOGY AS IDEOLOGY

Three Credits Alternate Years: Fall 2013, 2015

How the use of Greek philosophy and Roman imperial theory transformed the Gospel of Jesus in a society that regarded its culture as providential history. This synthesis created but eventually tore Christendom apart. The political, economic, intellectual, and scientific dynamics of Europe are incomprehensible without considering this theological development.

*Prerequisite(s): Sophomore Standing*

Cross-listed with HIS 343.

Considered a **European History**.

## REL 344 - GLOBALIZATION: CATHOLIC PERSPECTIVES AND RESPONSES

Three Credits Alternate Years: Spring 2012, 2014

Exploring the various dimensions of globalization and the range of Catholic perspectives and responses to this global reality. The primary lens for evaluating globalization will be the Catholic social tradition embodied in papal encyclicals, Vatican documents, pastoral letters and grass-root organizational responses.

Fulfills the General Education **Catholic Intellectual Traditions** requirement.

## REL 345 - BIBLICAL HEBREW

Three Credits Not Offered 2011 - 2012

A systematic introduction to biblical Hebrew emphasizing grammar and vocabulary with the intention of reading short passages of biblical prose by the end of the semester. Daily preparation and active class participation mandatory.

## REL 346 - CHRISTIAN CELEBRATION: THE MASS

Three Credits Spring 2012

An exploration of the theological study of the celebration of the Roman Catholic Mass, with a focus on the historical development of the Eucharist, various models of eucharistic celebration, and, the writings of John Paul II and Benedict XVI as a window on critical ecclesial and social issues that surface with regard to the Mass in the modern world.

*Prerequisite(s): One 100-Level Religious Studies Cornerstone Course.*

Fulfills the General Education **Catholic Intellectual Traditions** requirement.

## REL 347 - TOPICS IN RELIGIOUS APPROACHES TO MORAL ISSUES

Three Credits Fall and Spring Semesters

Explores how religious traditions address moral issues, paying particular attention to assumptions about human nature and the good, the bases on which the moral system or religion(s) being studied generates arguments about specific issues, that system's modes of

moral argumentation, and its applicability to contemporary issues. The course also includes comparative analysis of the moral system relative to at least one other religious tradition.

*Prerequisite(s): One 100-Level Religious Studies Cornerstone Course.*

Fulfills the General Education **Moral Inquiry** requirement.

## REL 351 - HERETICS, SAINTS & MARTYRS

Three Credits Alternate Spring Semesters: 2013, 2015

This course will examine the growth of the early Christian movement during Late Antiquity. Discussions will focus on a number of important themes including persecution and martyrdom, monasticism and asceticism, the development and refutation of heresies (Gnosticism, Arianism, Nestorianism), and the creation of orthodoxy in belief, creed, and ritual.

## REL 373 - BUDDHISM, NATURE & ENVIRONMENTAL ETHICS

Three Credits

An exploration of traditional Buddhist views of nature, especially in the Zen tradition, in relation to popular images of Buddhism and recent statements by Buddhist thinkers about environmental issues. Drawing from the field of Environmental Ethics, this course will also consider what a rigorous Buddhist environmental ethic might entail.

*Prerequisite(s): One 100-Level Religious Studies Cornerstone Course.*

## REL 411 - APPROACHES TO THE STUDY OF RELIGIOUS TRADITIONS

Three Credits Fall 2011, Spring 2013

An exploration of the basic questions and themes in the academic study of religions, with a focus on how the discipline of Religious Studies developed and how it continues to change.

*Prerequisite(s): One 100-Level Religious Studies Cornerstone Course.*

## REL 412 - SENIOR THESIS

Three Credits Spring Semester

Research, reflection, writing, and public presentation under the direction of a member of the Department, as well as participation in senior seminar.

*Prerequisite(s): Permission of Instructor or Department Chairperson.*

## REL 475 - INTERNSHIP IN RELIGIOUS STUDIES

Three Credits Fall and Spring Semesters

*Prerequisite(s): Minimum 3.0 GPA and permission of Department Chairperson.*

## REL 476 - INTERNSHIP IN CAMPUS MINISTRY

Three Credits Fall and Spring Semesters

Familiarizes students with campus ministry fundamentals beyond Stonehill. Based on the particular host institution's faith tradition and goals, students will plan retreats, justice and peace initiatives, liturgical practices and similar functions.

*Prerequisite(s): Minimum 3.0 GPA and permission of Department Chairperson.*

## REL 477 - INTERNSHIP IN PARISH MINISTRY

Three Credits Fall and Spring Semesters

A parish internship provides the opportunity to be involved in planning and carrying-out a multi-level religious education program, youth ministry activities, community service projects, and spiritual/liturgical events.

*Prerequisite(s): Minimum 3.0 GPA and permission of Department Chairperson.*

## REL 478 - INTERNSHIP IN CATHOLIC MINISTRY

Three Credits Fall and Spring Semesters

This internship provides experience with the practical aspects and operations of a Catholic campus ministry program. Working with campus ministers, and applying theological and social principles, students will be introduced to retreats, liturgical ministry, service (local and overseas), and student ministry.

*Prerequisite(s): Minimum 3.0 GPA and permission of Department Chairperson.*

## REL 490 - DIRECTED STUDY

Three Credits Fall and Spring Semesters

Supervised reading and research directed by Department member. Permission of the faculty member directing the project and the Department Chairperson.

## Sociology

### SOC 101 - INTRODUCTION TO SOCIOLOGY

Three Credits Fall and Spring Semesters

Principles and concepts; systematic analysis of groups, institutions, social interaction, socialization, social processes, social structure, culture, personality and social changes.

Fulfills the General Education **Social Scientific Inquiry** requirement.

### SOC 110 - LOVIN' IT? A SOCIOLOGY OF MCDONALD'S & EVERYDAY LIFE (FIRST-YEAR SEMINAR)

Four Credits Fall Semester

This course examines the historical rise of McDonald's and the resulting "McDonaldization" of everyday life. We'll study four main areas of McDonald's: its economic impact, health and environmental impact, cultural impact, and forms of opposition. Students will focus research and field experiences on four interrelated areas: labor, nutrition, environment, and youth.

*Prerequisite(s): Open to First-Year Students only.*

Is the equivalent to SOC 101 - Introduction to Sociology.

Fulfills the **First-Year Seminar** and **Cornerstone Social Scientific Inquiry** Requirement.

### SOC 202 - SOCIOLOGY OF GLOBALIZATION

Three Credits Alternate Years: Spring 2012, 2014

Globalization is shrinking the world. How and why did this happen? This course will explore global change and the global processes which effect political, economic, and cultural realms. Important topics include: globalization and the state, global politics, the global economy and inequality, and globalization's homogenizing and diversifying effects.

### SOC 205 - SOCIOLOGY OF MARRIAGE AND FAMILY

Three Credits Spring Semester

Concepts of marriage and family as social institutions; intimate relationships; human sexuality; roles, functions, change, and problems of American family.

*Prerequisite(s): SOC 101.*

### SOC 210 - SURVEY OF RESEARCH METHODS FOR SOCIOLOGY

Three Credits Fall Semester

A survey of quantitative and qualitative research methods employed in sociology. Topics include problem selection and definition, the relationship between theory and practice, literature review, research design, ethical issues, sampling, data collection, analysis, interpretation and representation. Research methods considered include surveys, content analysis, interviewing, ethnography, and multi-method research.

*Prerequisite(s): SOC 101.*

### SOC 211 - SOCIOLOGY OF RELIGION

Three Credits Spring Semester

Discussion of basic theories and methods used by sociologists to understand religious phenomena. Consideration of the special problems of religious groups in various cultural settings.

### SOC 212 - A GREAT SOCIETY?

Three Credits Fall and Spring Semesters

This class explores society's social and political debate over what role society should have in social welfare, examines the principles of President Johnson's Great Society, and seeks an understanding of those forces that create and perpetuate social class problems. Issues include: poverty, child abuse, and mental illness.

Fulfills the General Education **Social Scientific Inquiry** requirement.

### SOC 214 - GENDER AND POP CULTURE

Three Credits Spring 2012

This course will introduce students to the role popular culture has in creating gender norms and expectations. Viewing gender as "socially constructed" this course seeks to critically investigate how ideas about gender are created and resisted through popular culture. The course focuses on how cultural understanding of masculinity and femininity circulate in popular culture. Various pop culture genres are considered including advertising, television, film, and children's media.

### SOC 216 - NATIVE AMERICANS IN THE 21ST CENTURY

Three Credits Spring Semester

This course analyzes the interactions between Native Americans and non-Natives. It looks critically at meanings of tribal sovereignty and the changing dynamics of international relations. Federal and state policies related to land, constitutional governments, crime and law enforcement, tribal recognition, sacred cultural artifacts, and economic development are assessed.

### SOC 218 - IMAGES AND POWER: POPULAR CULTURE

Three Credits Fall Semester

This course examines American popular culture as a site of cultural politics and explores representations of race, gender, sexuality and "success" that permeate our cultural space. Through a critical interrogation of a variety of pop culture forms, students will consider how norms and values are challenged, resisted, transformed and created through pop culture.

### SOC 220 - POLITICAL SOCIOLOGY

Three Credits Alternate Years: Fall 2010, 2012

This class is a sociological review and analysis of political structure and power. The course will critically analyze: state structures, political parties, power, legitimacy, civil society, and the welfare state.

### SOC 222 - ENVIRONMENTAL SOCIOLOGY

Three Credits Alternate Years: Fall 2013, 2015

What does it mean to adopt a constructionist approach to "nature" and the environment? By looking at local, national, and global issues, this course will consider the social structural and cultural sources of environmental degradation, the emergence of environmental movements, and the intersection of justice and environmental issues.

Fulfills the General Education **Social Scientific Inquiry** requirement.

### SOC 223 - USE AND ABUSE OF ALCOHOL

Three Credits Spring Semester

The use and abuse of alcohol in different cultures and ethnic groups is examined. Analysis of symptoms, causes, new legislation and treatment modalities concerning alcohol abuse. Special emphasis on the disease concept of alcohol and modern drinking habits.

### SOC 227 - HUMAN SERVICES

Three Credits Fall Semester

Introduction to human service organization and methods. Methods, such as individual, group, and family counseling, community organization, social planning, and human service research, are considered. Organization of services into programs to address problems of child abuse, the elderly, mental illness, alcoholism, drug abuse, and crime, among others.

*Prerequisite(s): SOC 101.*

### SOC 228 - CULTURAL ANTHROPOLOGY

Three Credits Fall and Spring Semesters

This course is an introduction to cultural anthropology and is designed as an exploration into the diversity of ways in which human beings perceive and order the social world. Topics covered include kinship, gender, language, ecology, economy, political organization, globalization, religion and worldview from a diverse array of cultural viewpoints. Course readings and films include both classic and contemporary ethnographies.

Fulfills the General Education **Social Scientific Inquiry** requirement.

## **SOC 230 - FAMILIES IN CROSS-CULTURAL PERSPECTIVE**

Three Credits Fall Semester

An examination of concepts of marriage and family as social institutions from a crosscultural perspective. Drawing on both classic and contemporary essays as well as in-depth ethnographic studies of marriage and family in several different cultures, we will examine the way in which intimate relationships are construed in different societies.

## **SOC 232 - CRISES, CONFLICT, AND CONTROL**

Three Credits Fall Semester

Examination of the history of social thought around three themes: (1) crises of the world, (2) conflict between groups within a society and conflict between societies, and (3) social control mechanisms ranging from global military intervention to the subtle manipulation of opinion within a society.

Fulfills the General Education **Social Scientific Inquiry** requirement.

## **SOC 233 - LANGUAGE AND CULTURE**

Three Credits Alternate Years: Spring 2012, 2014

An overview of linguistic anthropology and sociolinguistics, the study of the relationship between language, culture, and society. The nature of human language will be explored by studying language in a variety of social contexts with the goal of better understanding how language and culture interact to reflect, maintain, alter, and create social worlds in which we live.

## **SOC 234 - RACIAL AND ETHNIC DIVERSITY**

Three Credits Alternate Years: Fall 2011, 2013

Immigration, history, patterns of intergroup relations, modes of adaptation, social, economic, and political conditions, and contributions of selected racial and ethnic communities: The English and the Anglo-Saxons; Irish-Americans; Italian-Americans; Jewish-Americans; Native-Americans; African-Americans; Latino- and Hispanic-Americans; and Asian-Americans.

## **SOC 236 - SOCIOLOGY OF URBAN SPACE**

Three Credits Fall Semesters

This course examines sociological theories and approaches to understanding urban, suburban, and exurban spaces. Case studies will consider how social class, culture, politics, industrialization, immigration, economics, and geography contribute to social identities of cities.

*Prerequisite(s): SOC 101*

## **SOC 237 - SOCIOLOGY OF GENDER**

Three Credits Spring Semester

Course will distinguish between sex and gender and critically examine how social historical meanings about femininity and masculinity are socially constructed, reinforced, and challenged. Considers how gender differences and gender inequality play out in a variety of institutions including education, the economy, the family, politics, religion, the media and medicine. Critical perspectives, including feminist and multi-cultural approaches, will be employed.

## **SOC 290 - DRUG ABUSE AND ADDICTION**

Three Credits Fall Semester

The prevalence of drug abuse and the types of drugs used in our society will be considered. Special attention will be given to legislation regarding illicit drugs and prevention/intervention strategies. An historical review of Americans' attitudes and practices regarding illicit drugs will be included.

## **SOC 302 - CRITICAL ISSUES IN CONTEMPORARY SOCIETY**

Three Credits Not Offered 2011 - 2012

Systematic analysis of major contemporary social problems with focus on their sources, patterns, consequences, and current efforts at intervention and amelioration.

*Prerequisite(s): SOC 101.*

## **SOC 304 - INTRODUCTION TO MUSEUM STUDIES**

Three Credits Not Offered 2011 - 2012

Survey of museology that introduces students to the history of museums and debates about their role in society. Through case studies of ethnographic, history, and art museums students will explore the relationships between museums, their missions, those they represent, and the communities in which they reside.

*Prerequisite(s): SOC 101 or SOC 228.*

## **SOC 305 - SOCIOLOGICAL THEORIES**

Three Credits Fall and Spring Semesters

Study of the theories of society from Comte, Durkeim, Marx, Weber, and other classical theorists, as well as several major contemporary theories, including feminism.

*Prerequisite(s): SOC 101, plus one additional SOC course.*

## **SOC 311 - STATISTICAL ANALYSIS IN SOCIOLOGY**

Three Credits Spring Semester

An introduction to descriptive and inferential statistical methods as applied to research in sociology. Topics include measures of central tendency, dispersion, hypothesis testing using parametric and nonparametric tests, contingency table analysis, t-tests, analysis of variance, correlation and regression. The Statistical Package for the Social Sciences (SPSS) will be used throughout the course.

*Prerequisite(s): SOC 101 and SOC 210.*

Fulfills the General Education **Statistical Reasoning** requirement.

## **SOC 312 - QUALITATIVE RESEARCH**

Three Credits Spring Semester

An in-depth exploration of qualitative research practices in sociology. Students will study theoretical and methodological aspects of qualitative research and engage in hands-on projects utilizing the following methods: oral history interview, or in-depth interview, and ethnography. Students will also be introduced to cutting-edge qualitative methods including arts-based research practices.

*Prerequisite(s): SOC 101 and SOC 210.*

## **SOC 314 - PEOPLES AND CULTURES OF EUROPE**

Three Credits Not Offered 2011 - 2012

This course is an exploration of European society and culture from an anthropological perspective. Students will explore some of the following themes: kinship, gender, political anthropology, ethnicity, ritual and religious experience, as well as tourism, multiculturalism, and issues of cultural integrity and integration raised by the creation of the EU.

*Prerequisite(s): SOC 228 or SOC 101.*

## **SOC 316 - PEOPLE & CULTURES OF RUSSIA & EAST EUROPE**

Three Credits Spring 2012

An exploration of contemporary Russia and East Europe from an anthropology perspective. Topics covered are those of central interest to anthropologists working throughout the world including: kinship, gender, illness, and healing, politics, ethnicity, and religion, as well as issues specific to the region such as post-socialist transitions.

*Prerequisite(s): SOC 228 or SOC 101.*

## **SOC 328 - COMMUNITY ORGANIZING: PEOPLE, POWER & CHANGE**

Three Credits Not Offered 2011-2012

Covers theoretical frameworks and practical skills necessary to identify, recruit, and develop leadership, build community around that leadership, and build power from that community. The reflective practice of the course is structured around work in an organizing project (e.g. youth, community, electoral, union, or issue) designed to achieve a real outcome by semester's end.

*Prerequisite(s): SOC 101, Freshmen/Sophomores only with instructor's permission.*

## **SOC 329 - ANTHROPOLOGY OF VIOLENCE**

Three Credits Alternating Fall Semesters

War, political and economic oppression, sectarian strife, poverty and disease are pervasive in the world today, ravaging the lives of ever-growing numbers of people. Using a cross-cultural approach, we will explore the impact of violence on society, its cultural legacies, and examples of building peace.

*Prerequisite(s): SOC 101 or SOC 228.*

## **SOC 334 - ANTHROPOLOGY OF THE HOLOCAUST**

Three Credits Offered Periodically

In recent decades social scientists have increasingly turned their attention to the Holocaust. The goal of this class is to examine these studies in order to better understand the events, their causes, and their legacies from a range of perspectives: victims, perpetrators, witnesses, and rescuers.

## **SOC 352 - TOPICS IN SOCIOLOGY**

Three Credits Not Offered 2009-2010

Examines a topic of current interest in the public sphere, such as urban homelessness, from a sociological perspective. The content and format of the course will be tailored to the topic area. Seminars in Sociology

**SOC 405 - SEMINAR ON PUBLIC SOCIOLOGIES**

Three Credits Alternate Years: Spring 2011, 2013

Public sociology-sociological research that emerges from dialogues with publics-is both one of the oldest and newest topics within the discipline. This course will examine how sociologists can connect with publics, explore methodologies and concepts, study global public sociologies, and identify ways to promote public sociology.

*Prerequisite(s): SOC 101 and one additional Sociology course.*

**SOC 407 - SEMINAR: SOCIAL MOVEMENTS**

Three Credits Alternate Years: Spring 2012, 2014

Social movements allow the voice of the powerless to be heard. This course will analyze the evolution of social movements. It will examine barriers to success and conditions that support movements. By looking at historical and contemporary movements, students will be able to understand important concepts in the study of social revolution.

*Prerequisite(s): SOC 101 and one additional SOC course.*

**SOC 408 - SEMINAR: STUDYING CULTURE**

Three Credits Alternate Years: Spring 2013, 2015

Students will be introduced to the practice of qualitative research from a theoretical and practical perspective. Students will be introduced to the qualitative methods: field research, interviewing, oral history, and content analysis. Student will gain exciting hands-on experience and learn how qualitative research is a unique form of knowledge building. (Previously Seminar: Qualitative Research)

*Prerequisite(s): SOC 101 and at least one additional Sociology course.*

**SOC 413 - SEMINAR: SOCIOLOGY OF EDUCATION**

Three Credits Alternate Years: Fall 2011, 2013

This course examines the contributions of sociological theories and research to our understanding of the structure and function of educational systems in contemporary society. Current educational policies, programs and reforms will be reviewed and critically analyzed. Research will include neighborhood and community level data as well as state, national and international comparisons.

*Prerequisite(s): SOC 101.*

**SOC 415 - SEMINAR: AMERICAN INEQUALITY**

Three Credits Alternate Years: Fall 2012, 2014

Survey of the range of stratification systems. Emphasis on the American stratification system – social caste and its relationship to race, age, sex, religion, and ethnicity.

*Prerequisite(s): SOC 101 and one additional SOC course.*

**SOC 416 - SEMINAR: LOVE, INTIMACY AND HUMAN SEXUALITY**

Three Credits Alternate Years

Students will apply a socio-historical approach to examine how sexual meanings are derived and sexual activity/desire is organized. Treating homosexuality and heterosexuality as social categories, the course will look at how categories

are structured, and will 'denaturalize' these categories and analyze the different institutional settings in which sexuality is constructed.

*Prerequisite(s): SOC 101 and at least one additional Sociology course.*

**SOC 421 - SEMINAR: OPPRESSION**

Three Credits Alternate Years: Spring 2012, 2014

Introduces the concept of oppression. Conditions of oppression to be explored include exploitation, marginalization, powerlessness, cultural imperialism, and violence. Emphasis on the interaction among racism, sexism, classism, anti-Semitism, heterosexism, and ageism, to show the interconnections among oppressions in everyday life. Reading assignments will challenge/encourage the students to take action to end oppressive behaviors and to affirm diversity and social justice. (Previously Seminar on Racism)

*Prerequisite(s): SOC 101 and one additional SOC course.*

**SOC 475 - INTERNSHIP IN APPLIED SOCIOLOGY**

Three Credits Fall and Spring Semesters

The Capstone course for the major, the Internship provides an academic experience in which the third- or fourth-year student (only) contributes to the ongoing organizational process while learning to apply sociological theories to observations of structure, function, and process in a particular social service agency or institution.

*Prerequisite(s): Written permission of the faculty member supervising the internship and SOC 210 and SOC 311.*

**SOC 490 - DIRECTED STUDY**

Three Credits Fall and Spring Semesters

Supervised reading and research directed by Department member. Permission of faculty member directing project and Department Chairperson.

**SOC 497 - SENIOR THESIS**

Three Credits Fall Semester

Fourth-year students will polish their communication skills and build on prior coursework. The goal is preparation of a paper suitable for presentation at an annual meeting of a professional association during the spring semester. Taught in seminar/workshop format, the course includes presentations from departmental faculty about conducting research in sociology, criminology and anthropology.

*Prerequisite(s): Permission of Department Chairperson.*

**Spanish****SPA 131 - ELEMENTARY SPANISH I**

Three Credits Fall Semester

For students with no previous study or 1-2 years of high school Spanish. During the first semester students develop the ability to: when speaking and writing, use short sentences, learned words and phrases, simple questions, and commands; when listening, understand some ideas and familiar details presented in a clear, uncomplicated speech; when reading, understand short texts enhanced by visuals. During the second semester students expand their ability from the first semester, and develop the

ability to: when speaking and listening, use and understand learned expressions, sentences, and strings of sentences, questions, and commands; when writing, create simple paragraphs; when reading, understand important ideas and some details in highly contextualized authentic texts. During both semesters content includes: the Self (family, friends, home, rooms, health, school, schedules, leisure activities, campus life, likes and dislikes, shopping, clothes, prices, sizes and quantity, pets and animals) and Beyond Self (geography, topography, direction, buildings and monuments, weather and seasons, symbols, cultural and historical figures, places and events, colors, numbers, days, dates, months, time, food and customs, transportation, travel, and professions and work.)

**SPA 132 - ELEMENTARY SPANISH II**

Three Credits Spring Semester

This course is a continuation of SPA 131 - Elementary Spanish I.

*Prerequisite(s): SPA 131 or equivalent.*

**SPA 231 - INTERMEDIATE SPANISH I**

Three Credits Fall Semester

For students with 2-3 years of high school Spanish. In the Intermediate courses students expand their previous ability in their foreign language, and develop the ability to: when speaking, use strings of related sentences; when listening, understand most spoken language when the message is deliberately and carefully conveyed by a speaker accustomed to dealing with learners; when writing, create simple paragraphs; when reading, acquire knowledge and new information from comprehensive authentic text. Content includes topics culturally pertinent to the language; e.g., history, art, literature, music, cultural affairs, and civilization, with an emphasis on significant people and events in these fields. Familiar topics may include career choices, the environment, social issues, and political issues.

*Prerequisite(s): SPA 132 or equivalent.*

**SPA 232 - INTERMEDIATE SPANISH II**

Three Credits Spring Semester

This course is a continuation of SPA 231 - Intermediate Spanish I.

*Prerequisite(s): SPA 231 or equivalent.*

**SPA 331 - ADVANCED SPANISH I**

Three Credits Fall Semester

For students with three or more years of Spanish. In the Advanced courses students expand their previous ability in their foreign language, and develop the ability to: when speaking, use simple dialogue of paragraph length in a series of cohesive and coherent paragraphs; when listening, understand most authentic spoken language; when writing, create a series of coherent paragraphs; when reading, acquire knowledge and new information from comprehensive authentic text. Content embraces concepts of broader cultural significance, including institutions, such as the educational system, the government, and political and social issues in the target culture. Both concepts and abstract topics of human and personal interest including music, literature, the arts, and the sciences.

*Prerequisite(s): SPA 232 or equivalent.*



## SPA 332 - ADVANCED SPANISH II

Three Credits Spring Semester

This course is a continuation of SPA 331 - Advanced Spanish I.

*Prerequisite(s): SPA 331 or equivalent.*

## SPA 333 - SURVEY OF LATIN AMERICAN CULTURE AND LITERATURE I

Three Credits Fall Semester

Study of Latin America through art, history, and literature.

*Prerequisite(s): SPA 332 or higher. (Recommended 4 years of high school Spanish)*

## SPA 334 - SURVEY OF LATIN AMERICAN CULTURE AND LITERATURE II

Three Credits Spring Semester

This course is a continuation of SPA 333 - Survey of Latin American Culture and Literature I.

*Prerequisite(s): SPA 333 or equivalent. (Recommended 4 years of high school Spanish)*

## SPA 335 - SURVEY OF SPANISH CULTURE AND LITERATURE I

Three Credits Fall Semester

Study of Spain through art, history and literature.

*Prerequisite(s): SPA 332 or higher. (Recommended 4 years of high school Spanish)*

## SPA 336 - SURVEY OF SPANISH CULTURE AND LITERATURE II

Three Credits Spring Semester

This course is a continuation of SPA 335 - Survey of Spanish Culture and Literature I.

*Prerequisite(s): SPA 335 or equivalent. (Recommended 4 years of high school Spanish)*

## SPA 337 - SPAIN TODAY

Three Credits Alternate Years: Fall 2012, 2014

A study of post-Franco Spain, its political, social, religious directions.

*Prerequisite(s): SPA 332 or higher. (Recommended 4 years of high school Spanish)*

## SPA 342 - SEMINAR IN SPANISH: LATIN AMERICAN LITERATURE

Three Credits Alternate Years: Spring 2013

Study of a specific literary movement, author, or genre.

*Prerequisite(s): SPA 332 or higher.*

## SPA 343 - SEMINAR IN SPANISH: CERVANTES

Three Credits Alternate Years: Fall 2013, 2015

Study of a specific literary movement, author, or genre.

*Prerequisite(s): SPA 332 or higher.*

## SPA 344 - SEMINAR IN SPANISH: CONTEMPORARY SPANISH NOVEL

Three Credits Alternate Years: Spring 2013

Study of a specific literary movement, author, or genre.

*Prerequisite(s): SPA 332 or higher.*

## SPA 345 - SEMINAR IN SPANISH: AFRO-HISPANIC CULTURE OF THE CARIBBEAN

Three Credits Alternate Years: Fall 2012, 2014

Study of a specific literary movement, author, or genre.

*Prerequisite(s): SPA 332 or higher.*

## SPA 346 - SEMINAR IN SPANISH: MAYA, AZTEC, AND INCA TRADITIONS

Three Credits Alternate Years: Spring 2012, 2014

Study of a specific literary movement, author, or genre.

*Prerequisite(s): SPA 332 or higher.*

## SPA 347 - 20TH CENTURY HISPANIC POETRY

Three Credits Alternate Years: Fall 2012, 2014

This course is an introduction to the theory of poetry, to poetic movements of the 19th and 20th centuries (Romanticism, Modernism, Impressionism, Symbolism, Poesia Pura, Surrealism, etc.) and to a stylistic analysis of a few poems of each of the following poets: Espronceda, Becquer, Dario, A. Machado, J.R. Jimenez, Neruda, Vallejo, Garcia Lorca, Guillen, Salinas, Alberti, Miguel Hernandez, and Borges.

*Prerequisite(s): SPA 332 or higher.*

## SPA 348 - SCIENCE, LITERATURE AND FILM IN SPAIN

Three Credits Alternate Years: Fall 2013, 2015

This course explores the intricate relationship between science, literature and film in Spain through the study of diverse literary and cinematic works. The metatextual nature of these literary and cinematic pieces and the way literature and cinema disseminate scientific knowledge and discourse will also be discussed.

*Prerequisite(s): SPA 332 or higher.*

## SPA 349 - U.S. HISPANIC LITERATURE: VOICES AND EXPERIENCES ON MIGRATION AND IMMIGRATION

Three Credits Alternate Years: Fall 2013, 2015

In this course students will examine the topics on Hispanic migration and immigration in United States, and discussed the social justice issues and experiences of immigrants reflected in short stories, poems and novels.

*Prerequisite(s): SPA 332 or higher.*

## SPA 350 - SPANISH LINGUISTICS

Three Credits Alternate Years: Spring 2013

Addresses the problems of syntax (making comparisons: English-Spanish), verb usage (all subjunctive tenses, all conditional tenses, "future and conditional of probability or conjecture," agreement of tenses, all imperatives, morphology, phonetics/phonology, etc.

*Prerequisite(s): SPA 332 or higher.*

## SPA 475 - INTERNSHIP IN SPANISH STUDIES

Three Credits Fall and Spring Semesters

Opportunity for qualified students to work with their foreign language skills in a variety of professional areas. Field placement depends on the student's interests and abilities.

*Prerequisite(s): SPA 332 or higher.*

## Dance

### VPD 141 - DANCE AND MOVEMENT

Three Credits Spring Semester

Dance instills confidence, self-expression, and personal challenge, all useful daily living skills. An exploration of dance styles and music provides students with the opportunity to develop these skills, while experiencing their own flexibility. Rhythm, space, and its effect upon movement are also examined. Challenging for all levels.

### VPD 186 - INTRODUCTION TO DANCE HISTORY

Three Credits Alternate Years: Fall 2013, 2015

The Dance History course will explore the history of movement through dance from the primitive age to the 21st century. Students will gain a deeper understanding of the history of dance in its social, political and theoretical context. Students will learn through lecture, video and required readings as well as movement technique.

### VPD 251 - DANCE TECHNIQUE: BALLET, JAZZ, AND MODERN

Three Credits Spring Semester

The art of dance reflects the heritage, culture, and diversity of its people. It relates to the human condition and expresses experiences and emotions. This course is designed to give an overview of dance styles from the ballet barre, a modern center, and jazz combinations. The focus will be on placement, movement qualities, and effort needed to execute required shapes that are prevalent in these dance styles.

### VPD 253 - INTRODUCTION TO JAZZ DANCE

Three Credits Fall Semester

Performance-based class in which Jazz technique is taught and Jazz choreography practiced. A class performance at the end of the course might be coordinated with the Chorus and presented to the College.

### VPD 254 - MODERN DANCE TECHNIQUE

Three Credits Fall Semester

Introduces fundamental movement principles and the basic elements of modern dance choreography. Through a structured dance class, students explore the connection between movement and breath, body alignment, rhythm, dynamics, space and motivation. Students can expect to raise the level of their technical ability, while keeping the perspective that technique serves expression and communication and that movement is a bridge between one's inner life and the outside world. Video viewings and reading assignments will introduce important figures and trends in 20th-century modern dance.

### VPD 255 - BALLET I

Three Credits Fall Semester

This course will cover ballet technique: the principles of proper alignment, placement, ballet terminology and steps. Ballet barre and center will give students the practice required for developing their dance ability. This class is open to beginning ballet students and to those who have had more classical training.

**VPD 256 - DANCE FOR MUSICAL THEATRE**

Three Credits Spring Semester

Explores the world of musical theatre through dance. Students will learn a variety of dance styles associated with musicals throughout the decades. Tap, jazz, and ballet will be incorporated.

**VPD 257 - INTRODUCTION TO DANCE COMPOSITION**

Three Credits Spring Semester

Explores the different approaches to dance choreography. The influence of music, costume and lighting suitable for choreographic purposes and dance performance will also be studied. Different dance styles will be utilized by each student to create combinations that will lend to fully composed original pieces

**VPD 355 - ADVANCED JAZZ DANCE**

Three Credits Spring Semester

Intended for the student with some previous dance experience. It expands the dancer's basic understanding of alignment, develops a deeper understanding of musicality including syncopation, and introduces complex movement skills. Students discover various styles and trends in American vernacular dance and learn to express themselves through their own choreography.

**VPD 356 - BALLET II**

Three Credits Spring Semester

Expands the knowledge gained in previous ballet classes. Students are encouraged to explore the technical and artistic aspects of classical ballet. Each class will include barre and center work as well as some study of current ballets.

*Prerequisite(s): Some previous ballet training.*

**VPD 357 - DANCE COMPANY**

One Credit Fall and Spring Semesters

The Stonehill College Dance Company provides performing experience for qualified students through participation in a company that reflects the spirit of the College. The company is comprised of auditioned dancers who will learn choreography, of well known area choreographers, in an organized manner and perform in various venues on and off campus throughout the semester. Individual creative expression will be emphasized.

*Prerequisite(s): Consent of the Instructor. Course may be repeated for credit. Course must be taken three times to earn the equivalent of a 3-credit course.*

**VPD 360 - DANCE OUTREACH**

Three Credits Spring Semester

Unique opportunity for learning, community service and exchange. Stonehill students will lead children "at risk" from the Brockton area through various movement exercises. A piece will be choreographed and performed at the end of the semester. A dance background is required.

**VPD 490 - DIRECTED STUDY**

Three Credits Fall and Spring Semesters

Supervised reading and research directed by Department member. Written consent of the Instructor is required.

**Graphic Design****VPG 202 - GRAPHIC DESIGN FOUNDATIONS**

Three Credits Fall and Spring Semesters

Students learn the various processes involved in graphic design from initial ideas/concepts through working stages to finished presentation, applying the principles of design to projects pertaining to the design and production of primary print and also screen-based solutions. Students sharpen basic computer skills in preparing their projects.

**VPG 203 - INTRODUCTION TO DIGITAL IMAGING**

Three Credits Fall and Spring Semesters

Using individual workstations, students learn scanning, designing and working with pictures using Photoshop. Students will be encouraged to use this medium as a form of personal expression as well as considering its practical application. An art background is helpful, but not necessary.

**VPG 230 - PUBLICATION DESIGN**

Three Credits Spring Semester

In this hands-on studio class students will learn to design for publications. The structure, construction, and production of magazines, newspapers, corporate publication will be explored, along with their conceptual and aesthetic attributes and environmental concerns.

*Prerequisite(s): VPG 202 or VPG 203.*

**VPG 302 - PACKAGE DESIGN**

Three Credits Fall Semester

This studio course is an introduction to the design of packaging. Students will explore the concept of brand identity and apply branding strategies to the design and production of packaging for products that are common in today's market. Students will learn how to design visual continuity for a 3-D format. Sustainable/environmentally-conscious packaging materials will be explored.

*Prerequisite(s): VPG 202 or VPG 203.*

**VPG 303 - TYPOGRAPHY: LETTERFORMS AND WORDS IN GRAPHIC DESIGN**

Three Credits Fall Semester

Students learn about the development and use of typefaces. Legibility, readability, history and perception will be examined. The impact of images accompanied by text will be explored. Students use computers and traditional methods to develop visual projects.

**VPG 304 - ADVERTISING DESIGN**

Three Credits Spring Semester

Explores advertising concepts, media and techniques. Projects simulate actual work performed at an advertising agency. Students will experience the role of an advertising designer as they develop skills in producing design for various media.

**VPG 305 - WEB SITE DESIGN**

Three Credits Fall Semester

This introductory course covers the processes involved in making visual communication for the web. Aesthetic concerns, conceptual skills, and technical/production procedures will be covered

to facilitate understanding of and participation in the process of web design. Students will work through initial ideas to a finished presentation.

**VPG 306 - MOTION GRAPHICS**

Three Credits Spring Semester

This studio design course is an introduction to the use of computer software to create animations and time-based visuals for use in professional applications such as advertising, multimedia, film, video and the web. The expressive and informative impact of motion and time when presenting screen-based graphics, type and sound will be exposed. Software will include Adobe After Effects and Macromedia Flash.

**VPG 307 - 3-D GRAPHICS, ILLUSTRATION AND ANIMATION**

Three Credits Not Offered 2011-2012

This studio graphic design course explores within the computer the construction, modeling and rendering of simulated 3-D objects in a virtual space. These objects are then photographed with a virtual still or movie camera to produce a digital illustration or animation. The course emphasizes 3-D graphics to solve various design problems. The use of sound in animation will be introduced.

*Prerequisite(s): VPG 202 or VPG 203.*

**VPG 405 - ADVANCED STUDY IN GRAPHIC DESIGN**

Three Credits Spring Semester

Opportunity for graphic design majors to pursue advanced projects and research related to their individual needs and interests. Critiques with other members of the class will help to give additional assessment and are an important component of the course.

*Prerequisite(s): Consent of Instructor.*

**VPG 423 - GRAPHIC DESIGN PORTFOLIO**

Three Credits Fall Semester

In this Capstone for Graphic Design concentrators, students will assemble a professional level portfolio. Each senior will review previous work and be guided to choose and develop significant design projects appropriate for specific career choices, including programs and job interviews.

*Prerequisite(s): Senior standing.*

**VPG 475 - INTERNSHIP IN GRAPHIC DESIGN**

Three Credits Fall and Spring Semesters

**Art History****VPH 110 - ART NOW! CONTEMPORARY TRENDS (FIRST-YEAR SEMINAR)**

Four Credits Fall Semester

Students will investigate trends in recent art through engaging with theoretical and critical writings, in-class discussions, presentations by artists and critics, and visits to galleries and museums, such as the new contemporary wing of the Museum of Fine Arts, the Institute of Contemporary Art, the DeCordova Museum, and Mass MoCA.

*Prerequisite(s): Open to First-Year Students only.*

Fulfills the **First-Year Seminar** Requirement.

**VPH 111 - BOSTON BUILDINGS: INSIDE AND OUT (FIRST-YEAR SEMINAR)**

Four Credits Fall Semester

Boston is home to many exquisite private urban dwellings: Paul Revere House, the Harrison Grey Otis House, the Gibson House, the Isabella Stewart Gardner Museum, and Gropius House. In addition Boston boasts some of the most cutting edge public buildings such as the Boston Public Library, Trinity Church, and Boston City Hall. This course will introduce students to Boston's private living spaces and how they reflect the people who lived in them and its historic public buildings that reflect the city who commissioned them. On site visits, guest curators and critical readings will all contribute to a new understanding of Boston architecture.

*Prerequisite(s): Open to First-Year Students only.*

Fulfills the **First-Year Seminar** Requirement.

**VPH 181 - HISTORY OF ART I**

Three Credits Fall and Spring Semesters

This one-semester survey explores major developments in art and architecture from Antiquity through the 19th Century, considering historical events and ideological shifts which contributed to the stylistic changes. Trips to Boston museums enhance class content.

**VPH 184 - INTRODUCTION TO ARTS ADMINISTRATION**

Three Credits Spring Semester

The course will introduce students to the many facets of arts administration in the visual and performing arts. Topics to be investigated will include: the role of arts in society; management strategies; funding venues; and legal and ethical issues in the arts.

**VPH 209 - HISTORY OF PHOTOGRAPHY**

Three Credits Fall Semester

History of Photography is a general survey of photographic practice from 1839 to the present. Through lectures, exhibition viewings, class discussion and student-led presentations, students will explore the aesthetic, social and conceptual underpinnings of the medium throughout the last 170 years.

**VPH 211 - PHILOSOPHY OF ARCHITECTURE**

Three Credits Spring Semester

For description, see PHL 264.

*Prerequisite(s): PHL 100 (or Philosophy First-Year Seminar equivalent).*

Cross-listed in Philosophy with PHL 264.

**VPH 212 - AESTHETICS**

Three Credits Spring Semester

For description, see PHL 283.

*Prerequisite(s): PHL 100 (or Philosophy First-Year Seminar equivalent).*

Cross-listed in Philosophy with PHL 283.

**VPH 214 - THE AGE OF CATHEDRALS**

Three Credits Spring Semester (Not Offered 2012-2013)

Examines the rise of the Gothic Cathedral from its roots in the Ottonian and Romanesque periods. Great European Cathedrals like Chartres, Notre Dame, Strasbourg, Salisbury, are discussed in detail.

**VPH 215 - EARLY RENAISSANCE ART: ITALY AND THE NORTH**

Three Credits Fall Semester

Introduction to the art of the fourteenth and fifteenth centuries in Italy and the North. Students explore different types of art such as altarpieces, civic art, and court art. Artistic exchanges between Italy and the North are examined, and the role that patrons, the economy, and the military played are investigated.

**VPH 216 - NINETEENTH CENTURY ART: NEOCLASSICISM TO POST-IMPRESSIONISM**

Three Credits Spring Semester

An analysis of various stylistic developments which occurred at a time when conceptual shifts and innovative techniques brought about dramatic changes in the nature of painting and sculpture. Neoclassicism, Romanticism, Realism, Impressionism, Post-Impressionism, and Symbolism are considered and placed in their appropriate socio-economic, political, and aesthetic contexts.

**VPH 217 - EARLY MODERN ART: 1900-1945**

Three Credits Spring Semester (Not Offered 2012-2013)

Some of the most profound innovations in art occurred during the first half of the Twentieth Century. In this course, students study major developments including Fauvism, German Expressionism, Cubism, Dada and Surrealism in terms of style and theory and within cultural, social and political contexts. A trip to the Museum of Modern Art in New York City enriches classroom curriculum.

**VPH 218 - ART SINCE 1945**

Three Credits Fall Semester

Major movements such as Abstract Expressionism, Pop Art, Minimalism, Super Realism, Neo-Expressionism as well as works which go beyond traditional media (earthworks, video art, performance art, digital imaging). Day trips to museums and galleries complement class material.

**VPH 220 - FROM BERNINI TO VERMEER: ART OF THE BAROQUE**

Three Credits Spring Semester

Survey of the visual arts in Italy, France, Spain, Flanders, and Holland during the Seventeenth Century. Students consider some of the world's most evocative and emotionally stirring art that was shaped by the demands of monarchs and popes. Also explored are cultural, religious, and scientific factors which influenced changes in artistic style and technique.

**VPH 225 - ART OF THE CITY: GREECE AND ROME**

Three Credits Not Offered 2012-2013

Urban architecture, sculpture and painting in Greece and Rome. All aspects of city life

during Antiquity will be explored: religious, civic, domestic, and social. Students will gain a deep knowledge of life in the ancient world through the study of its cities and citizens.

**VPH 226 - ART FOR PUBLIC SPACES: ISSUES AND TRENDS**

Three Credits Not Offered 2012-2013

Students will be introduced to the changing trends in public art, focusing on developments since the mid twentieth-century. New definitions of art for the public realm will be examined. Controversial public art projects will be discussed as well as the complexities of public commissions and the shifting focus of funding organizations.

**VPH 227 - MODERN AMERICAN ARCHITECTURE**

Three Credits Not Offered 2012-2013

This course examines twentieth and twenty-first century architecture in America and its European roots. Through classroom instruction via digital images, readings and field trips, students will focus on issues such as function, style, technology, urbanism, and regionalism in order to understand the forces that shape modern architecture.

**VPH 228 - AMERICAN ARCHITECTURE: FROM COLONIAL TIMES THROUGH THE 19TH CENTURY**

Three Credits Not Offered 2012-2013

Historical survey of American architecture of the 17th through 19th centuries. Various styles of architecture and building types will be studied in the context of location, function, materials and technology.

**VPH 229 - TOPICS IN NON-WESTERN ART**

Three Credits Not Offered 2012-2013

Examines the traditional and contemporary arts of various non-western cultures, focusing on a particular culture each time the course is offered. Specific cultures to be studied include: Indian, Chinese, Japanese, African, and Native American.

**VPH 314 - MASTERS OF THE RENAISSANCE: LEONARDO, MICHELANGELO, RAPHAEL**

Three Credits Spring Semester (Not Offered 2012-2013)

An in-depth study of the works of these three High Renaissance artists, the evolution of their respective styles, and the environment in which they worked. Specific scholarly issues are discussed in student presentations.

**VPH 316 - ART AND GENDER**

Three Credits Spring Semester (Not Offered 2012-2013)

Issues of gender as explored by artists throughout the centuries. Notions of femininity and masculinity, sexual identity, and challenges facing women artists are among the topics discussed.

**VPH 317 - ART AND PSYCHOLOGY**

Three Credits Spring Semester

The relationship between works of art and scientific inquiry into the human mind. Artworks which reflect psychological content are discussed in depth (for example, psychoanalytical interpretations of Van Gogh's paintings; Surrealist painting and Freudian theory). Therapeutic uses of art are explored in a workshop with an Art Therapist.

**VPH 330 - TOPICS IN EUROPEAN OR AMERICAN ART**

Three Credits Fall Semester (Not Offered 2012-2013)

Investigates focused topics in American art and culture from the Colonial period to the present. The topic will change each time the course is offered. Possible areas to be explored include: The "Other" in America; Jazz Age and Depression Art and Culture; Modernist/Postmodernist Architecture. Recommended for Art History and American Studies concentrators.

**VPH 332 - MUSEOLOGY**

Three Credits Fall Semester

This course explores the history, theory, philosophy, and practice of museums. Students will study exhibition approaches and strategies of display; collection development and conservation; and educational programming. Visits to Boston-area museums will enhance class material.

**VPH 430 - ART HISTORY IN ITALY**

Four Credits Not Offered 2012-2013

Combines in-class study with a travel experience. Explore the influence of antiquity on Renaissance art and architecture through class lectures and student presentations at Stonehill and on-site observation in Florence, Rome and other sites in Italy.

**VPH 440 - EXHIBITIONS AND COLLECTIONS: AN INSIDE LOOK**

Three Credits Spring Semester

An inside look at the art world. Visits to art galleries, museums, auction houses, and corporate and private collections acquaint students with a variety of art institutions and professions. Students curate an exhibition at the Cushing-Martin Gallery; they visit artists' studios to choose work; organize the exhibition; hang work in the gallery; write a catalogue and press releases; and plan a reception.

Capstone course for Art History Concentration.

**VPH 441 - RESEARCH SEMINAR IN ART HISTORY**

Three Credits Not Offered 2012-2013

Examines specific topics in Western art, applying art historical methodology and critical approaches to in-depth research with primary and secondary sources. Topic will change each time the seminar is offered. Students will produce an extensive research paper and give an oral presentation. Strongly suggested for Art History majors and minors.

*Prerequisite(s): VPH 181 plus one 200 level and one 300 level art history courses.*

**VPH 475 - INTERNSHIP IN FINE ARTS**

Three Credits Fall and Spring Semesters

An internship in a professional arts institution provides students with invaluable experience in the field. An intern typically works 8-10 hours per week on site. Internships are available at various galleries, museums and companies.

**Music****VPM 110 - AMERICAN POPULAR MUSIC IN THE 20TH CENTURY (FIRST-YEAR SEMINAR)**

Four Credits Fall Semester

This course presents the diverse genres of American 20th century popular music as it developed from American psalmody, European classical music, and folk music and jazz. Emphasis is on critical thinking and writing about American pop, rock, and jazz. Students may attend a live concert in Boston.

*Prerequisite(s): Open to First-Year Students only.*

Is the equivalent to VPM 235 - American Music in the 20th Century.

Fulfills the **First-Year Seminar** requirement.

**VPM 132 - INSTRUMENT METHODS AND MUSICIANSHIP: JUMP ON THE BANDWAGON**

Three Credits Not Offered 2012-2013

This class will enable students to master fundamental musical skills in performing and reading music. The curriculum will focus on woodwinds and brass. Classes will include individual as well as group playing. Students may rent instruments from a local vendor. No musical experience required. If needed, instruments are available from a local vendor for \$50-100 per semester.

**VPM 133 - COLLEGIATE CHORALE**

One Credit Fall and Spring Semesters

The Stonehill College chorus welcomes students interested in singing. Music from many historical periods and styles is sung while learning methods of vocal and choral technique. Rehearsals culminate in two concerts given in December and May.

Course may be repeated for credit. Course must be taken three times to earn the equivalent of a 3-credit course. Students are required to purchase and wear approved concert attire.

**VPM 134 - CONCERT BAND**

One Credit Fall and Spring Semesters

The Stonehill College Concert Band is a performing ensemble for experienced wind and percussion musicians. The band performs a variety of musical styles, focusing on traditional band literature. The ensemble gives a performance each semester.

*Prerequisite(s): Consent of the Instructor.*

Course may be repeated for credit. Course must be taken three times to earn the equivalent of a 3-credit course. Students are required to purchase and wear approved concert attire.

**VPM 137: A - CHAMBER MUSIC: ORCHESTRA**

One Credit Fall and Spring Semesters

This course is an opportunity for orchestral string, orchestral woodwind and brass and percussion instrumentalists to work together in a chamber orchestra. Repertoire and seating assignments are based on experience level. Students who have instrumental performance experience are encouraged to participate. Campus performances allow members of the chamber orchestra to showcase their talent.

*Prerequisite(s): Consent of the Instructor.*

Course may be repeated for credit. Course must be taken three times to earn the equivalent of a 3-credit course. Students are required to purchase and wear approved concert attire.

**VPM 137: B - CHAMBER MUSIC WORKSHOP: VOCAL ENSEMBLE**

One Credit Not Offered 2012-2013

This course teaches repertory for small vocal ensemble, and/or voices with instruments. Students may work with instrumentalists from the orchestra section. Singers and players of all levels will perform for the College community at the semester's end. Students should already be able to read music.

Course may be repeated for credit. Course must be taken three times to earn the equivalent of a 3-credit course.

**VPM 139 - GUITAR ENSEMBLE**

One Credit Fall and Spring Semesters

In Guitar Ensemble, students learn introductory musical skills including basic jazz theory, scales, notation and chord grids; basic guitar technique and performance skills such as comping and soloing. These are applied to the study of four jazz standards or equivalent repertory.

Course may be repeated for credit. Course must be taken three times to earn the equivalent of a 3-credit course.

**VPM 140 - STUDIO GUITAR**

One Credit Fall and Spring Semesters

This course provides an opportunity for students to study guitar in a private studio setting with individual instruction. Repertory will be tailored to student needs. Curriculum will include: Establishment and development of proper technique; note reading, notation and chord grids; scales and chords; improvisation; performance skills, memorization, audition techniques Semester study will culminate in a public performance.

Course may be repeated for credit. Course must be taken three times to earn the equivalent of a 3-credit course. A \$300 applied music fee will be assessed to each student enrolled in VPM 140.

**VPM 141 - CHAMBER MUSIC WORKSHOP: PIANO**

One Credit Fall and Spring Semesters

Studio piano students will meet one hour weekly with an instructor in a private setting. Repertory will be individually tailored to the students' needs and preferences. Course will also involve performance classes, master-classes, and coaching sessions, and will culminate in a public performance.

Course may be repeated for credit. Course must be taken three times to earn the equivalent of a 3-credit course. A \$300 applied music fee will be assessed to each student enrolled in VPM 140.

**VPM 180 - INTRODUCTORY MUSICIANSHIP**

Three Credits Fall Semester

This class introduces students to fundamentals of music, including standard musical notation, meter and key signature recognition, rhythm, keyboard harmony, and rudimentary composition.

Emphasis is on acquisition of musical skills which build individual confidence and prepare the student for VPM 240 Music Theory.

## **VPM 183 - HISTORY OF MUSIC I: EUROPEAN ROOTS**

Three Credits Fall Semester

This survey of European Classical Music covers music composed between 1600-the present day. Emphasis is on the styles and genres which have influenced modern classical and popular music. The class will attend concerts in Boston. No musical background is necessary.

## **VPM 184 - HISTORY OF MUSIC II: NON-WESTERN TRADITIONS**

Three Credits Spring Semester

This introduction to world music covers indigenous vocal and instrumental music from the Middle East, Asia, and the Pacific, as well as the non-western musical traditions of Europe and North America. The class will examine various types of music; the instruments which best represent them, and the cultures in which they are embedded. The class will attend concerts of live music on and off campus.

## **VPM 231 - PIANO WORKSHOP**

Three Credits Fall and Spring Semesters

This workshop provides an introduction to the study of the piano in a class setting, and is intended for beginning students. Students will learn to read music, basic music theory, piano technique, and both individual and ensemble performance. Students use digital pianos with headphones for individualized instruction. The course culminates with a performance for the college community.

## **VPM 232 - VOICE WORKSHOP**

Three Credits Fall Semester

Breathing, phonation, resonance and diction. Students learn physiology and classical voice production, while acquiring enhanced performance skills through practice and performance in class. Singing repertory is drawn from various styles and will be tailored to individual talents and needs. Ability to read music not necessary for this class.

## **VPM 234 - AFRICAN MUSIC: CROSSING THE ATLANTIC AND HOME AGAIN**

Three Credits Spring Semester

Students will study musical traditions from Africa and their impact on Western culture. Social and musical elements will be examined through readings, listening assignments and class discussions. Students will learn African drumming through hands on practice and oral exercises.

A music instrument fee will be assessed to each student enrolled in VPM 234.

## **VPM 235 - AMERICAN MUSIC IN THE 20TH CENTURY**

Three Credits Not Offered 2012-2013

This class concentrates on developments in American music during the 20th Century. Classical, jazz, Broadway, popular, and folk are explored, as well as the interrelation among music, theatre, dance and movies. Students are encouraged to engage in independent research of composers and styles.

## **VPM 237 - MUSICAL INSTRUMENTS OF THE WORLD**

Three Credits Fall Semester

This course is an introduction to ancient and modern instruments. Students will develop an understanding of instruments through the use of listening exercises, video, and hands-on experiences. Assignments will draw from Western and non-Western repertoires and will connect instrumental and cultural heritages. A field trip to a live concert may be included.

## **VPM 239 - MUSIC OF LATIN AMERICA**

Three Credits Spring Semester

This class studies the diverse genres of Latin American music as they developed from the complex fusion of indigenous music and culture with African and European music. The music of Mexico, the Caribbean, and South America, has deeply affected music in the US and provided an important key to understanding Latin American culture and people.

## **VPM 240 - MUSIC THEORY**

Three Credits Spring Semester

Music theory will teach musical notation, reading, intervals, scales, and the basic keyboard harmony. Some exercises in ear training and rhythm are included. Student's will compose brief musical compositions using FINALE, an interactive computer composition program.

*Prerequisite(s): VPM 180 or Consent of Instructor.*

## **VPM 331 - ADVANCED PIANO WORKSHOP**

Three Credits Spring Semester (Not Offered 2012-2013)

This workshop is a continuation of VPM 231 - Piano Workshop, and is designed for students with a strong piano background. Topics include major and minor keys, complex textures and rhythmic patterns, and is tailored to individual needs. The class will play in several public performances during the semester.

*Prerequisite(s): VPM 231 or consent of the Instructor.*

## **VPM 340 - MUSIC COMPOSITION**

Three Credits Spring Semester

Explores the techniques involved in developing musical ideas into coherent compositions. Students will develop facility in composition through individual assignments as well as through class discussion and critiques. Composition exercises, extensive practice in using standard music notation, a longer project, and a public performance of compositions are required.

*Prerequisite(s): VPM 240 or consent of the Instructor.*

## **VPM 450 - CAPSTONE IN MUSIC**

Three Credits Spring Semester

This Capstone course draws together principle components of undergraduate study in a semester-long research or creative project designed to demonstrate students' skills, abilities and talents. The project may connect two fields of study or emphasize a particular field not formerly studied. Specific topic will vary by course.

*Prerequisite(s): Senior standing and Consent of Instructor.*

## **Studio Arts**

### **VPS 102 - INTRODUCTION TO COLOR**

Three Credits Fall and Spring Semesters

Using paint, pencil and paper students are introduced to the principles of color and color interaction: students study and apply the physical and optical properties of color, its symbolic and expressive uses, and artistic theories governing its use.

### **VPS 104 - DRAWING FOUNDATIONS**

Three Credits Fall Semester

This course will introduce students to the basic mechanics of drawing: how to describe structure, form and space with line; the expressive potential of line; and variety and sensitivity in mark making. Accurate observation and visualization of forms as well as linear and atmospheric perspective will be introduced.

### **VPS 107 - DESIGN FUNDAMENTALS**

Three Credits Fall Semester

This course explores the elements and principles of design in the studio arts. Composition, space, line, shape, color, and texture will be investigated in order to enhance creative problem solving. Emphasis will be placed on creating two-dimensional works of art with various media and applications.

### **VPS 201 - THREE-DIMENSIONAL DESIGN**

Three Credits Spring Semester

Working with media, including clay, plaster, wood, and various natural materials, students explore the formal and expressive possibilities of three-dimensional art while solving specific design problems. Discussions of trends in both historical and contemporary sculpture are integrated with studio work.

### **VPS 204 - DRAWING**

Three Credits Fall and Spring Semesters

Designed to follow Drawing Foundations, this course will explore representational drawing from observation, covering principles of space, form, light, rendering, composition and the mechanics of traditional drawing methods and materials. Students will also investigate contemporary approaches to create expressive, interpretive, and narrative drawings.

### **VPS 205 - PAINTING**

Three Credits Fall and Spring Semesters

This course will expose students to a variety of painting techniques and concepts. Focus will be placed on composition, space, perspective, form, color mixing, and material application. Through direct observation, the use of references, and exploration of personal expression, students will develop essential skills in painting.

### **VPS 206 - PRINTMAKING WORKSHOP**

Three Credits Spring Semester

As an introduction to different printmaking techniques, this course helps students appreciate the processes involved in creating prints and the distinctive expressive potential of each medium. Linocut, engraving, etching, and monotype are among the printmaking techniques practiced.

## VPS 207 - SPECIAL PROJECTS: HOMEMADE JOURNALS AND ARTISTS' BOOKS

Three Credits Not Offered 2012-2013

This course explores constructed books as containers for personal use and as works of art. It will begin with creating a journal to fill with detritus from daily life, then move on to techniques for traditional and unique methods of binding. Using mixed media, the contents, whether photos or collages, drawings or text, will be considered so that form and content enhance each other.

## VPS 208 - INTRODUCTION TO WATERCOLOR

Three Credits Not Offered 2012-2013

Teaches very basic use of watercolor and explores its potential. Each class will focus on specific skills: materials preparation, wet-on-wet and dry brush techniques, lifting color, basic color theory, value, glazing and composition. A visual survey of current artists working in the medium will be presented throughout the course.

## VPS 210 - PHOTOGRAPHY I

Three Credits Fall Semester

This workshop combines an introduction to the history of photography with hands-on camera and darkroom experience. While acquiring technical proficiency in picture taking and film developing, students explore their personal aesthetic vision. Student provides camera, film, and photography paper.

## VPS 223 - THE NATURE OF ART: DISCOVERING THE ARTIST WITHIN

Three Credits Spring Semester

Through the intersection of art and biology and using the act of "journaling" and art as a vehicle for investigation, students explore their inner voices while looking outward to observe the natural world.

## VPS 224 - SEQUENTIAL IMAGERY

Three Credits Fall Semester

This course will introduce students to the use of sequential imagery in art. It will focus on animation and graphic novels. Methods will include photography, Claymation and drawing. Narrative and non-narrative approaches will be contrasted in order to better understand each. Topics will include composition, transition, pacing and exaggeration.

## VPS 243 - DOCUMENTARY PHOTOGRAPHY

Three Credits Fall Semester (Not Offered 2012-2013)

Using examples ranging from photojournalism to fine art students will use their eyes and their cameras to tell the reality-based stories that are important to them and to society at large. Students are expected to complete long-term photographic projects using digital tools and produce cohesive portfolios in both print and electronic formats.

## VPS 301 - SCULPTURE WORKSHOP

Three Credits Fall Semester

This course guides students through the processes of modeling, mold making, and casting. Many basic sculptural issues will be addressed via the ancient and universal concerns of self-representation.

The class will work outdoors when possible to consider sculpture "in the raw," using minimal tools and natural materials to create pieces.

## VPS 308 - METHODS AND MATERIALS: PAINTING TECHNIQUES INVESTIGATED

Three Credits Spring Semester (Not Offered 2012-2013)

This course will investigate painting techniques beyond the traditional paint mediums. Students will be introduced to a variety of methods and techniques such as egg tempera, fresco, encaustic, gouache, watercolor, and mixed media. This course will appeal to Studio and Art History students who are looking for practical experience with a variety of materials.

## VPS 310 - PHOTOGRAPHY/MULTIMEDIA OUTREACH: MENTORING THROUGH ART

Three Credits Fall and Spring Semesters

Combining art and community service, students are paired with "kids at risk" from the greater Brockton area to create projects in photography, video, collage, drawing and sculpture. Workshops are conducted by experts in adolescent counseling and juvenile criminal justice. Students with an interest not only in art, but in Sociology, Psychology, Art Therapy, and Education, are encouraged to participate.

## VPS 311 - PHOTOGRAPHY II

Three Credits Spring Semester

This course emphasizes the increased development of a personal vision, refinement of technical skills, and investigation of film processing and darkroom procedures. Exposure to contemporary trends and historical traditions through museum/gallery visits deepen understanding of the medium as a means for creative expression. Student provides camera, film, and photography paper.

## VPS 312 - CONTEMPORARY PHOTOGRAPHIC PRACTICE

Three Credits Spring Semester

Intermediate to advanced students develop a photographic portfolio while exploring the conceptual underpinnings of photography through investigation of one central theme. Themes such as "Place", "Simulation", or "Humor" provide a conceptual framework around which student's complete photographic assignments. Advanced digital, analogue and darkroom techniques are explored along with skills necessary to a practicing artist.

*Prerequisite(s): VPS 210 or Consent of Instructor.*

## VPS 322 - INSTALLATION ART IN THE 21ST CENTURY

Three Credits Not Offered 2012-2013

Installation Art challenges the creator and audience to expand their definition of art. It is often removed from the gallery to disrupt spaces in unexpected ways. Frequently, it addresses social issues, is time-based, involves the viewer, and utilizes materials and practices that mirror the complexity of contemporary culture. Students will use the campus to explore personal and universal issues. The Course culminates in a "Day of Art."

## VPS 324 - FIGURE DRAWING

Three Credits Spring Semester

Designed to increase the student's perceptual skills and provide an introduction to the human figure. Various drawing approaches are discussed and utilized throughout the course. Emphasis is placed on anatomy and the structure of the human form. Critiques and lectures help students develop an understanding of the critical issues of drawing and its context within the History of Art.

## VPS 325 - ART EDUCATION: THEORY AND METHODS

Three Credits Not Offered 2012-2013

Topics include developmental theory, curriculum design, and numerous hands-on experiences to explore visual creativity. Techniques of structuring, time, space, and materials are addressed to support independent student work in various art media. Course results include the production of materials to be used in the "real world" of public schools.

## VPS 326 - PORTRAIT WORKSHOP

Three Credits Spring Semester

Students in Portrait Workshop explore the portrait using a variety of materials, including charcoal, pastel, and paint. The course begins with study of the anatomy of the head and progresses to the portrait in various settings. Some drawing experience is required.

## VPS 327 - LANDSCAPE PAINTING

Three Credits Fall Semester

Explores traditional and less conventional drawing and painting approaches to the physical environment. Through dry and wet media, students work on site and in the classroom using nature as the primary subject source. Students strive to understand the nature of natural light, atmosphere, space and other general concepts relating to this historical artistic genre.

## VPS 406 - ADVANCED STUDIO SEMINAR

Three Credits Spring Semester

In this Capstone Course students work in drawing, painting, photography, sculpture, mixed media and more. Employing the technical and critical thinking skills they've developed over 4 years, they strive to create their most mature, well-realized work in the personal studio space that is provided. Readings, critiques, and Visiting Artist Presentations enrich the experience. The semester culminates with a Senior Thesis Exhibition in the Crushing-Martin Gallery.

## VPS 475 - INTERNSHIP IN STUDIO ARTS

Three Credits Fall and Spring Semesters

**Theatre Arts****VPT 110 - THEATRE AS MYSTERY, MYTH, AND HISTORY (FIRST-YEAR SEMINAR)**

Four Credits Fall Semester

This course covers the development of theatre from its primitive beginnings through the major eras and countries until the year 1700. Theatre will be studied as a social and cultural institution, mirroring the civilization in which it thrives. Topics will include theatre as education, censorship, and understanding contemporary theatre from an historical perspective.

*Prerequisite(s): Open to First-Year Students only. Students from upper-classes with consent of Instructor.*

Is the equivalent to VPT 181 - History of the Theatre I for a Theatre Arts concentration and minor and the theatre arts requirement for a Dance minor.

Fulfills the **First-Year Seminar** Requirement.

**VPT 181 - HISTORY OF THE THEATRE I**

Three Credits Fall Semester

The development of theatre from its primitive beginnings through major eras and countries until the year 1700. The theatre will be studied as a social and cultural institution mirroring the civilization in which it thrives.

**VPT 182 - HISTORY OF THE THEATRE II**

Three Credits Spring Semester

The role of theatre is explored from the 18th century through the 20th century. The historical methods and means of transforming the dramatic script into a theatrical production are analyzed in the context of the prevailing society.

**VPT 203 - ACTING I**

Three Credits Fall Semester

Beginning work on the actor's physical, vocal, and emotional tools. Basic rules, mechanics, and methods of analysis for developing a part in a play.

**VPT 205 - STAGECRAFT**

Three Credits Alternate Years: Fall 2012, 2014

Theatre is about magic and transformation – the process needed to translate an image into a 3-dimensional form, utilizing fabric or wood, will be explored. Previous sewing or carpentry experience is not necessary. Students will learn both sewing and scenery building techniques, as well as complementary areas such as lighting, fabric decoration and scenery painting. Students are required to work on a departmental production.

**VPT 212 - MUSICAL THEATRE**

Three Credits Alternate Years: Fall 2012, 2014

Focusing on the history, artistic development, and performance of Musical Theatre, this course provides the tools to create fully developed Musical Theatre performances. Through discussions and workshops on acting, character development, proper vocal technique, staging/choreography, and the art form's history, students will become informed Musical Theatre performers and critics.

**VPT 216 - IMPROVISATION**

Three Credits Fall and Spring Semesters

Students will draw upon their imaginative resources and extend their awareness of themselves and others. Improvisation provides a creative dramatic experience which emphasizes spontaneity of response and the development of ingenuity.

Is being offered as part of a Learning Community Fall 2012 - Spring 2013.

**VPT 220 - PRODUCTION AND STAGE MANAGEMENT**

Three Credits Spring Semester (Not Offered 2012-2013)

This course is designed to familiarize students with the organizational procedures involved in performing arts productions beginning with the skills needed for stage management and the coordination of artistic and technical elements. Emphasis will be given to the facilitation of the collaborative creative process.

**VPT 225 - PLAY PRODUCTION I**

One Credit Fall Semester

Students receive credit for participating as actors, assistants to the directors and designers, stage managers, technicians and crew members in a main stage production. Specific assignments and hours worked must be approved by the Program Director. Student must have worked on a previous departmental production.

Credit is granted on a pass/fail basis including Theatre Arts majors and minors.

Does not count towards requirement for Theatre Arts major or minor.

This course may be taken three times.

**VPT 226 - PLAY PRODUCTION II**

One Credit Spring Semester

Students receive credit for participating as actors, assistants to the directors and designers, stage managers, technicians and crew members in a main stage production. Specific assignments and hours worked must be approved by the Program Director. Student must have worked on a previous departmental production.

Credit is granted on a pass/fail basis including Theatre Arts majors and minors.

Does not count towards requirement for Theatre Arts major or minor.

This course maybe taken three times.

**VPT 300 - ACTING II**

Three Credits Alternate Years: Spring 2013, 2015

Concentration on refinement of the actor's instrument through stage movement and voice. To enlarge the student's physical and emotional projection along with detailed characterization work.

*Prerequisite(s): VPT 203 or consent of the Instructor.*

**VPT 302 - DIRECTING**

Three Credits Alternate Years: Spring 2014, 2016

Analysis and interpretation of play scripts; creating visual imagery; basic blocking techniques; coaching of actors; and the process of producing a play from auditions through performance.

*Prerequisite(s): VPT 181 or VPT 182, or VPT 203, or consent of the Instructor.*

**VPT 305 - ADVANCED STAGECRAFT**

Three Credits Offered Periodically

This course provides an in-depth, hands-on approach to constructing scenic art, utilizing scenic painting, props and costumes. Student projects include the creation of period costume pieces and the building of unique props.

*Prerequisite(s): VPT 205, or consent of the Instructor.*

**VPT 306 - INTRODUCTION TO PLAYWRITING**

Three Credits Fall Semester

Participants will be putting pen to paper with weekly writing assignments covering the basic concepts of playwriting; characterization, dialogue and plot development. This will be an active participation class with students sharing and talking about their own and each other's work in class as they develop their scenes and one act dramas.

**VPT 308 - THEATRICAL COSTUME DESIGN**

Three Credits Alternate Years: Fall 2013, 2015

Explore how history affects body decoration and colors influence people's attitudes, as you learn the criteria influencing costume design decisions. By using angles, colors, fabrics, and a script, students will translate personalities into costumes. No sewing involved.

**VPT 312 - SCENIC DESIGN FOR THE STAGE**

Three Credits Alternate Years: Spring 2013, 2015

Theatre is the place where different arts meet and ultimately collide. It is the role of the designer to forge an aesthetic equilibrium from this complex interaction. Explore the practices of scenographers: including script analysis, collaboration, research, visual thinking and develop creative abilities using exercises to build intuitive responses and drawing skills.

**VPT 315 - MAKE-UP FOR THE STAGE**

Three Credits Alternate Years: Spring 2014, 2016

This course introduces students to the basic concept of make-up design as an illusionary technique in the performing arts. A combination of character study, painting, lighting and 3-D design will be emphasized.

**VPT 317 - ORAL INTERPRETATION**

Three Credits Offered Periodically

Through individual and group projects, students will practice selecting, adapting, and performing a variety of literary material. Class work will include the study and presentation of poetry, prose, and play scripts along with critical analysis.

**VPT 405 - SEMINAR IN THEATRE ARTS I**

Three Credits Fall and Spring Semesters

Students are given the opportunity for further study in selected areas of design and technical production for the stage. Topics will vary. May be repeated four times, if topics differ.

**VPT 406 - SEMINAR IN THEATRE ARTS II**

Three Credits Fall and Spring Semesters

Students explore different subjects in dramatic literature and theatre history along with further studies in performance, directing, dramaturgy, and playwrighting. Topics will vary. May be repeated four times, if topics differ.

**VPT 415 - THEATRE PRACTICUM I**

Three Credits Fall and Spring Semesters

Allows students who have shown significant interest and expertise to take on creative and managerial responsibilities in the areas of performance, directing, dramaturgy, design and technical aspects of production. Capstone course for Theatre Arts concentration. One semester required for majors.

*Prerequisite(s): Consent of the Program Director.*

**VPT 416 - THEATRE PRACTICUM II**

Three Credits Fall and Spring Semesters

Allows students who have shown significant interest and expertise to take on creative and managerial responsibilities in the areas of performance, directing, dramaturgy, design and technical aspects of production. Capstone course for Theatre Arts concentration. One semester required for majors.

*Prerequisite(s): Consent of the Program Director.*

**VPT 475 - INTERNSHIP IN THEATRE ARTS**

Three Credits or more Fall and Spring Semesters

Opportunity for the qualified student to work in a professional theatre environment. Interested students contact Program Director.

**VPT 496 - INDEPENDENT RESEARCH**

Three Credits Fall and Spring Semesters

Opportunity for upper-level students to do an advanced research project or investigation in a field of special interest not covered by a normally-scheduled course. The student and a full-time faculty member familiar with the student's area of interest agree on a plan of study and research and on evaluation methods. Before registering, the student must obtain the signatures of the faculty director and the Program Director.

**Writing****WRI 041 - WRITING PRACTICUM**

One Credit Fall and Spring Semesters

A practical introduction to all aspects writing process, including brainstorming, outlining, drafting, organizing, constructing and supporting a thesis, critiquing, revising, editing, and proofreading. This workshop, designed for the new college writer, will sharpen skills and build confidence for the many writing tasks the lie ahead

**WRI 110 - YOUTUBE NATION: MULTIMEDIA & COMPOSITION (FIRST-YEAR SEMINAR)**

Four Credits Spring Semester

This seminar examines writing, multimedia composition and popular culture through the lens of YouTube and other social media sites (such as Facebook, Twitter, MySpace, etc.). Students will blog their observations, reflections, and analysis, later working them up into traditional essays, and will assemble a final e-portfolio. As a creative project, students will craft a digital story, a scripted and recorded first-person narrative illustrated with images, video, and music.

*Prerequisite(s): Open to First-Year Students only.*

Fulfills the **First-Year Seminar** Requirement.

**This course provides enhanced writing support.**

**WRI 111 - THE SUPERNATURAL IN CONTEMPORARY POP CULTURE (FIRST-YEAR SEMINAR)**

Four Credits Fall and Spring Semesters

We live in a world haunted by the fantastic. Vampires, werewolves, witches, fairies, ghosts, and even caped crusaders invade our everyday lives through entertainment media and advertising. This course will look at how these familiar creatures evolved and what they can teach us about history, culture, and ourselves.

*Prerequisite(s): Open to First-Year Students only.*

Fulfills the **First-Year Seminar** Requirement.

**This course provides enhanced writing support.**

**WRI 112 - SPORTS RIVALRIES: WHO WINS? (FIRST-YEAR SEMINAR)**

Four Credits Fall and Spring Semesters

Red Sox or Yankees? This seminar explores sports rivalries in American literature and popular culture, probing social, ethical, and political aspects while sharpening students' skills in writing, textual analysis, and public presentation. Emphasis will be on the writing process, the academic essay, and giving and receiving constructive feedback on written work.

*Prerequisite(s): Open to First-Year Students only.*

Fulfills the **First-Year Seminar** Requirement.

**This course provides enhanced writing support.**

**WRI 113 - HAS SCIENCE DISPROVED GOD? (FIRST-YEAR SEMINAR)**

Four Credits Fall Semester

The motion of the earth, evolution, the Big Bang, the multi-verse, naturalistic moral theories, and other scientific ideas have challenged traditional beliefs about God. Through discussion, exploration, and in-depth written analyses of writings on science, students will explore the relationship between science and culture, especially religion.

*Prerequisite(s): Open to First-Year Student only.*

Fulfills the **First-Year Seminar** and the **Cornerstone Natural Scientific Inquiry** Requirements.

**This course provides enhanced writing support.**

**WRI 141 - INTRODUCTION TO COLLEGE WRITING (FIRST-YEAR SEMINAR)**

Four Credits Fall and Spring Semesters

This workshop-based course is designed for students who wish to practice and develop the essential skills of writing, critical reading, and textual analysis at the college level. Instructors provide extensive feedback on assignments, helping students to gain more confidence with grammar, sentence structure, and the writing process as a whole.

*Prerequisite(s): Open to First-Year Students only.*

Fulfills the **First-Year Seminar** Requirement.

**This course provides enhanced writing support.**

**WRI 147 - POETRY LAB ON METAPHOR**

Three Credits Fall Semester

An examination of the nature of metaphor in language and the function of metaphor in creative writing, especially students' own work. Analysis of the precise nature of the difference between metaphor and analogy, metaphor and sign, metaphor and symbol. Exploration of how poets – and writers in general – contextualize and materialize metaphor, focusing on metaphor as a vehicle of discovery in the work of Atwood, Dickinson, Shakespeare, and Garcia-Lorca.

**WRI 169 - PEER TUTORING PRACTICES**

One Credit Fall and Spring Semesters

This course focuses on effective tutoring strategies. Students engage with learning theory and group training activities that foster communication and problem solving skills. Observations of experienced teaching assistants and tutors coupled with reflective writing assignments link theory with practice. Fulfills an internationally recognized organization's (CRLA) Level I Certification requirements.

**WRI 241 - INTERMEDIATE WRITING: THE ART OF THE ESSAY (FIRST-YEAR SEMINAR)**

Four Credits Fall and Spring Semesters

In this workshop-based course students will: sharpen their writing skills in a rigorous yet supportive workshop setting; explore the flexibility and versatility of the essay form in a variety of rhetorical contexts; and prepare a final portfolio of revised writing that demonstrates mastery of the essay form.

*Prerequisite(s): Open to First-Year Students only.*

Fulfills the **First-Year Seminar** Requirement.

**This course provides enhanced writing support.**

**WRI 256 - READING AND WRITING POETRY**

Three Credits Spring Semesters

Close reading and writing of poetry. Students will learn to approach and understand poetry as pleasure, meaning, language, form and finally, art as they engage questions of what constitutes a poem. The focus will be on poetry writing, but will also include expository and analytical writing. Suitable for all levels.



### **WRI 261 - WRITING ABOUT VIOLENCE AND PEACE IN GOD'S NAME**

Three Credits Spring Semester

An inquiry into how religion and religious texts can be exploited to cultivate war. The course examines conflicts in Sri Lanka, Israel/Palestine, and Northern Ireland as well as conflicts in America. The course focuses on strategies for effective academic writing.

### **WRI 369 - WRITING AND PEER TUTORING**

Three Credits Fall Semester

In this practicum, students will prepare to become peer tutors in the Writing Center. They will develop tutoring skills by analyzing theoretical and research articles from professional journals, by applying the theory and research results to their own writing in process and the writing of other students, and by observing and participating in the Writing Center one hour a week.

*Prerequisite(s): Faculty recommendation or permission of the instructor.*



## ACADEMIC PARTNERSHIPS &amp; RESOURCES

## ACADEMIC PARTNERSHIPS

**Studies Consortium**

Stonehill College is a member of the Marine Studies Consortium, which was organized in 1977 by representatives of twenty-five Massachusetts universities and colleges. Its primary purpose is to promote marine education. Each year the consortium offers several marine-related courses in Boston which attract undergraduate students from schools throughout the area. Credit for courses taken is granted by the student's home institution, and the grade received becomes part of the student's permanent record at the school. Students interested in enrolling in any of these courses must apply through Professor Maura Geens Tyrrell, Department of Biology.

**SACHEM Exchange Program**

Stonehill College students may cross-register for courses at any of the SACHEM (Southeastern Association for Cooperation of Higher Education in Massachusetts) institutions on a space-available basis as part of their normal full-time load during the Fall or Spring semester. Winter and Summer semesters are excluded from the SACHEM exchange program. Tuition is covered within the students' full-time tuition charge at Stonehill; students are responsible for lab fees when applicable. Students must request an official transcript from the SACHEM School be sent to the Registrar's Office.

Colleges involved in the SACHEM program are the following:

- Bridgewater State College
- Bristol Community College
- Cape Cod Community College
- Dean College
- Massachusetts Maritime Academy\*
- Massasoit Community College
- Stonehill College
- University of Massachusetts-Dartmouth
- Wheaton College

\*Students may not cross-register at Massachusetts Maritime Academy

Students may enroll in a maximum of two courses per semester at one of the above institutions, provided that the courses are not offered or are filled at Stonehill for that semester. First-Year students are not eligible to participate in the SACHEM program. Cross-registration is not available for General Education courses. SACHEM courses may count as major requirements with approval of the relevant Department Chair.

SACHEM Registration Forms may be obtained from the Registrar's Office and final approval is granted by the Office of Academic Services and the particular college involved. In accordance with Stonehill College policy, the transfer of credit to Stonehill is given only for courses with a grade of "C" or better and only the credits received are added to the permanent record. The grade received is recorded on the permanent record at the college where the course is taken. Students are responsible for adherence to the academic regulations of the institution involved.

## ENGINEERING DUAL-DEGREE PROGRAMS (B.A./B.S.)

An agreement with The University of Notre Dame allows students who complete three years at Stonehill and two years at Notre Dame to earn a Bachelor of Arts degree from Stonehill and a Bachelor of Science degree from The University of Notre Dame in one of a variety of engineering fields, including Computer Engineering, Mechanical Engineering, Electrical Engineering, Chemical Engineering, Civil Engineering, Environmental Engineering, Environmental Earth Sciences, and Aerospace Engineering. The dual degree ensures that students will graduate with both a strong liberal arts background and the requisite knowledge for a career in an engineering field. The Stonehill degree will normally be a B.A. in Computer Science (for Computer Engineering), a B.A. in Chemistry (for Chemical Engineering), a B.A. in Environmental Studies (for Environmental Engineering or Environmental Earth Science), or a B.A. in Physics (for the other engineering fields).

**Cooperative Agreements with Simmons College (Boston, MA) for Accelerated Graduate Admissions**

These agreements provide accelerated admissions for qualified Stonehill graduates into several of the Master's programs at Simmons College in Boston, Massachusetts. In the College of Arts and Sciences (CAS), the programs include: Children's Literature, Communications Management, Education (MAT and MS), English, Gender/Cultural Studies, and Spanish. In the School for Health Studies, Stonehill graduates who wish to pursue a Master's in Healthcare Administration may apply courses taken at Stonehill to the Simmons College graduate program. Interested students should contact their academic advisor, the Office of Career Services, or the Office of the Dean of Academic Achievement.

## COOPERATIVE AGREEMENTS WITH POST-GRADUATE PROGRAMS IN THE HEALTH SCIENCES

Each of the following agreements reserves a specific number of admissions slots in the program for qualified Stonehill graduates.

Students interested in any of the following agreements should contact Professor Sheila Barry in the Biology Department, who is the Pre-Allied Health Professions Advisor.

**Nuclear Medicine Technologist**

Most science majors meet the requirements necessary

for this post-graduate career opportunity; students from other fields can fulfill the prerequisite courses with careful advising and planning. The Nuclear Medicine Technologist post-graduate curriculum at Regis College in Weston, MA is a 15-month program that will accept qualified Stonehill candidates.

**Nurse Practitioner**

Qualified Stonehill graduates who have successfully completed the prerequisites will be considered for preferred admission to the Direct Entry Nursing program at Simmons College in Boston. This Nurse Practitioner program is a three-year full-time program for undergraduates with a degree in an academic discipline other than nursing, leading to an R.N. and an M.S. in nursing and preparation for the NP exam.

**Nursing**

Qualified Stonehill graduates may be admitted to the Massachusetts College of Pharmacy and Health Sciences, Worcester, leading to certification and licensure as a Registered Nurse. This Bachelor of Science in Nursing (RN) accelerated post-baccalaureate 16-month program is for students who have met all pre-professional course requirements.

**Pharmacy**

Eligible Stonehill graduates may matriculate into the 34-month Doctor of Pharmacy program at Massachusetts College of Pharmacy and Health Sciences, Worcester, MA. This intensive full-time program is one of the few in the country that offers this type of accelerated course of study.

**Physical Therapy**

An agreement with Simmons College Boston facilitates preferred admission for students into their graduate physical therapy program after specific requirements have been met. This three-year Doctorate in Physical Therapy (D.P.T.) program is for those who have a degree in a field other than physical therapy.

**Physician Assistant**

Stonehill graduates who successfully meet established criteria will be admitted to the Master of Physician Assistant Studies 30-month Program, Massachusetts College of Pharmacy and Health Sciences, Boston, or the Master of Physician Assistant Studies 24-month Program at the Massachusetts College of Pharmacy and Health Sciences, Worcester, MA.

**Public Health, Biotechnology, Exercise Physiology, Pharmaceutical Sciences**

Stonehill College has an affiliation agreement with Northeastern University in Boston for the preceding four graduate programs. Information is available from Professor Sheila Barry on each of them as well as the recommendations for admission. Each is an exciting option that has the potential for careers helping others and fulfills a great need in the 21st century of health care.

## ACADEMIC RESOURCES

### Academic Services and Advising

The Office of Academic Services and Advising develops, coordinates, and provides Academic Advising programs that enable students to reach their educational and career goals. The Office of Academic Services and Advising coordinates all of the College's resources to focus on and advocate for individual student success. The Office fosters advising and support services that bring faculty and students together to work toward intellectual and personal excellence.

### Career Services

The Office of Career Services assists students in achieving their academic and/or career goals through self-assessment, career exploration, internship and employment options, and advanced degree information. Starting in the first year, students are asked to identify interests, values and skills. Sophomores are encouraged to research and explore the many careers that reflect students' strengths. Juniors define and experiment with career options through internships, research opportunities and study away experiences. Finally, seniors implement their plans by applying for jobs, graduate school or post-graduate service. The Office offers individual appointments and walk-in hours for resume and cover letter critiques, mock interviews, internship/job search advice, and other graduate school or service related topics.

### Library

The MacPhaidin Library opened in 1998 and is named for Fr. Bartley MacPhaidin, C.S.C., president of the college from 1978 to 2000. The library has seating for 500 patrons, a café area with vending machines, and a collection that includes approximately 247,000 print volumes, 5,000 videos and over 40,000 on-line journals, databases, and e-books. There are computer labs on the first and third floors as well as computers for research in the reference area. Network connections and wireless are available throughout the building. The library's extensive electronic resources are available both on- and off-campus via the college's computer network.

### Registrar's Office

The Registrar's Office is dedicated to providing quality support services that are responsive to the needs of the College community. This Office safeguards the accuracy, integrity, confidentiality, and security of the student information system and of students' academic records; and provides the accurate and timely dissemination of information. The Registrar's Office is responsible for preparing the course schedule each semester, the academic calendar, the registration process and the scheduling of rooms and labs.

### Center for Nonprofit Management

The Center for Nonprofit Management works with and builds the leadership and management capacity of community-based nonprofit organizations throughout southeastern Massachusetts and northern Rhode Island.

The Center is focused on enhancing critical management skills, while also fostering relationships with and among the region's diverse community-based organizations so that they may better achieve their missions. Drawing on expertise within the nonprofit sector and Stonehill, the Center conducts research and provides workshops and other learning programs for the region's local nonprofits. Various internship opportunities are also offered throughout the year to Stonehill students with a demonstrated interest and passion for the nonprofit sector. Additionally, the Center hosts the Developing Fundraising Leaders Institute in conjunction with the Advancement Division, a program for selected students aimed at developing nonprofit leadership skills.

### Joseph W. Martin Institute for Law and Society

The Joseph W. Martin Institute for Law and Society prepares students for leadership as active citizens in service to an improved human community. The Martin Institute challenges faculty and students through rigorous, critical interdisciplinary inquiry into law and society by linking theory and practice in a curriculum based upon exploration of the vital issues of public policy and social justice. The Martin Institute is in the midst of a two-year study of Indigenous People and Culture and will host a variety of events, speakers, discussions, and films.

### Center for Writing and Academic Achievement

#### The Writing Center

The Writing Center is dedicated to assisting students and faculty in the preparation of documents for course work, publication, and applications. Using a series of questions, trained student tutors lead the writer from topic to question, from question to thesis, from thesis to main points and parts, to connectives, to grammar, and to word choice. Students may walk-in or make an appointment.

#### Teaching Assistants and Peer Tutors

The Center for Writing and Academic Achievement coordinates supplemental instruction for students seeking to improve their academic performance at the College. With over 100 faculty-selected undergraduate Teaching Assistants, the Center provides one-on-one support and small group tutoring in over 60 courses. The tutor program is certified by the College Reading and Learning Association. Students are eligible to receive Level 1 from the International Tutoring Certification Program (ITCP). All services are offered at no additional cost. Students are invited to take advantage of this great opportunity to enrich their academic experience.

### Disability Services

Stonehill College is committed to providing all students equal access to learning opportunities. The Center for Writing and Academic Achievement is the campus office that works with students who have documented disabilities, in order to provide and/or arrange reasonable accommodations. Students are encouraged to visit the Center if they have, or think they may have, a disability.

## INTERNATIONAL AND EXPERIENTIAL LEARNING PROGRAMS

## INTERNATIONAL PROGRAMS

**Mission**

The International Programs Office provides opportunities for experiential learning through study abroad programs and international internships. The program recognizes that the understanding of other peoples' cultures not only enables students to better comprehend and provide leadership to an increasingly interdependent and complex global society, but also allows students to achieve a deeper level of self-reliance and personal understanding.

**Application Process**

Acceptance into any Stonehill College International Program requires that a student possess solid academic ability as demonstrated by at least a 2.80 cumulative GPA (some programs require a higher minimum GPA), a level of maturity demonstrated by responsible behavior at the College and a serious intention to learn and grow in a different cultural environment. All applicants sign a release enabling collaboration with Student Affairs personnel concerning the student's disciplinary record. Students seeking admission into any international program begin the application process by completing the on-line application which is accessible on the web.

Individual programs may stipulate additional requirements. Second semester seniors generally are not allowed to enroll in courses elsewhere during their last semester and may do so only with the permission from the Registrar's Office.

For more information concerning any of the programs listed below, contact the Office of International Programs.

**Stonehill College  
Abroad Programs**

Stonehill College offers a wide choice of programs which allow students to remain fully enrolled at Stonehill, paying a program fee equivalent to Stonehill tuition and fees, while maintaining their Stonehill financial aid. An abroad fee will be charged to students who choose to study away in most programs during the Spring semester.

**The International  
Internship Program**

Stonehill College sponsors a program of full-time internships in Dublin, London, Madrid and Paris. These internships provide students with the opportunity to develop competence through application of learned concepts to professional practice, and to strengthen personal development through living and working in another culture. The College offers internships in a variety of fields, including advertising, business, education, health administration, law, medical research, sociology, art, theatre, and politics.

Students approved for the program intern between

12-14 weeks, during either semester of the junior year or the Fall semester of the senior year. Upon successful completion, students earn fifteen academic credits. Interns in London enroll in three, 3-credit course with CAPA: International Education and earn an additional six credits for a two-day-a-week internship, which includes participation in a series of workshops throughout the semester. Students in Dublin earn twelve credits for a combination of their internship, research paper, professional journal and three credits for a seminar on Irish history. In addition to their internship, research paper and professional journal, Madrid and Paris students participate in a language seminar at the start of the program and also earn a total of fifteen credits. Acceptance into the International Internship Programs requires students to have earned a cumulative G.P.A. of 3.00.

**Study Abroad Program**

Recognizing the advantages obtained from immersion into other cultures and the benefits of travel and study outside one's own country, Stonehill College allows students to spend a maximum of three semesters in an approved program of study at a foreign institution without withdrawing from the College. Stonehill affiliates with over 100 institutions in more than 35 countries.

A student's program of study, and transfer credit equivalencies, must receive approval, before departure, by the student's major Department Chairperson and the Office of International Programs. Upon return, only courses passed with a grade equivalent to or higher than the Stonehill grade of "C" are accepted in transfer and recorded on the student's academic transcript; grades earned are not included in the student's cumulative grade-point average. (A course whose grade corresponds at Stonehill to a "C-" will not transfer).

**Non-Approved Programs**

Students who study abroad without Stonehill pre-approval or in non-approved programs must withdraw from the College during their time abroad and apply for readmission. Housing upon readmission is on a space-available basis and eligibility for financial aid will be subject to regulations at the time of readmission.

EXPERIENTIAL AND  
INDEPENDENT  
LEARNING  
PROGRAMS  
INTERNSHIPS

Academic internships provide valuable educational experiences, as they facilitate student learning outside of the classroom. Qualified students may be approved to work in public and/or private organizations, where they are able to gain first-hand knowledge in a specific field. Students can intern part-time locally for 3-9 credits or may participate in one of three full-time internship programs.

**Local Internship  
Credit Structure**

Credits	Requirements	Notes
3	8 hours/week for a minimum of 112 hours (14 week average)	All Internships (excluding Business)
	12 hours/week for a minimum of 168 hours (14 week average)	Business Internships
6	16 hours/week for a minimum of 224 hours (14 week average)	All Internships (excluding Business)
	24 hours/week for a minimum of 336 hours (14 week average)	Business Internships
9	30-35 hours/week for a minimum of 420 hours (14 week average)	All Internships (excluding Business)

**SUMMER INTERNSHIPS**

Students interested in completing a summer internship must seek approval from the appropriate Department Internship Moderator or Department Chairperson. Academic departments are not required to offer summer internships. Academic departments that offer summer internships will allow students to complete a credit-bearing internship during the summer in one of two ways, but may limit which option is available to students.

**Summer/Fall Split Option**

Students may divide the "on-site work" and "academic work" portions of an internship between the summer and the fall semester under the following conditions:

- A student interested in completing an internship during the summer months must fill out an internship application and register for the internship by June 1st. Students adding an internship after the summer Add/Drop period may be charged a \$50 late registration fee.
- Students are required to have an internship application approved by a Faculty Moderator in the Department of the internship.
- Students must also register for the Internship course offered by the credit-granting department in the Fall semester. The internship will count as one of the student's fall semester courses. However, students may apply to the Registrar's Office to have the internship count as an overload course – provided that they meet the eligibility criteria.
- On-site internship hours will be completed during the summer; academic work will be completed in the fall semester under the supervision of a faculty moderator. Students should clarify academic requirements with the department's faculty moderator prior to starting their summer

internship. The bulk of the academic work should be completed during the fall semester, but a portion of the academic work may be required to be completed concurrently with the internship (i.e. weekly journals and supervisor evaluations).

- At the end of the summer session, the summer portion of the internship will be graded with an "I" Incomplete. Faculty moderators will issue a final letter grade and the credit will be assigned at the end of the fall semester. At that point, the summer "I" incomplete grade will be converted to a Satisfactory (S) or Unsatisfactory (U) grade.
- Regardless of the total number of hours worked at the internship site, summer internships may count for a maximum of one course or three credits.
- To help defray the administrative costs of conducting summer internships, the student will be charged a registration fee of \$100.00 for a summer internship.

This option might be desirable if you would like to spread out the work, reduce your summer costs, or because you are required to be registered by your internship site. Please Note: Students who register for the Summer/Fall Split Option, but who actually complete all of the internship requirements during the summer as required by Full Summer Option are subject to being charged the full summer rate.

## Full Summer Option

Students may take the internship for summer credit, complete all work during the summer, and pay the full price for a summer course.

- In this case, students must get a Faculty Moderator to agree to supervise their academic work during the summer and they must sign your Internship application.
- Students must register by June 1st and pay the summer tuition rate for a 3-credit course at the time of registration. Students adding an internship after the summer Add/Drop period may be charged a \$50 late reg. fee.
- Regardless of the total number of hours worked at the internship site, summer internships may count for a maximum of one course or three credits.
- Students will be graded and earn the credit at the end of the Summer session.

This option might be desirable if you are trying to complete your graduation requirements and take the internship course in your final summer.

Students wishing to live on campus during their internship and those students who are required to take an internship as part of their degree program are also required to be registered for the internship under one of the options above.

## NON-CREDIT INTERNSHIPS

Students who are doing non-credit internships on their own, but who wish to live on campus during their internship, must fill out a non-credit Internship Application, have it signed by Career Services, and then must submit the Internship Application to Residence Life in order to apply for housing. No registration is required through the Registrar's Office in this case.

## SEMESTER LONG INTERNSHIPS

Stonehill offers 15-credit internship programs in New York City, Washington D.C. and Los Angeles that provide students with a combination of real-life work experience and academic coursework. Interns have the opportunity to appreciate more fully the connections between theory and practice, to adapt to a culture outside the college environment, to network with professionals at different levels in an organization, and to gain exposure to potential career choices. Please visit the Career Services website for more information.

### STONEHILL IN LOS ANGELES

Students accepted into this program will intern four days a week for a full semester in Los Angeles. All students will take a designated communication course on campus during winter break. Internship placements will be based on students' interests, as well as availability. This program is administered through the Communication Department and the Office of Career Services.

### Los Angeles Internship Credit Structure

Credits	Requirements
3	Elective Communication course taken at Stonehill during Wintersession
3	Journal/field notes and final paper/presentation determined by faculty moderator
9	32-40 hours/week for a minimum of 448 hours (14 week average)

### STONEHILL IN NEW YORK

Students intern for a full semester, four days a week, while taking one class at Fordham University. This opportunity allows students to gain practical experience in a large urban setting. Placements are provided based on students' interests and housing is also available. This program is administered through the Office of Career Services and open to all majors.

### New York Internship Credit Structure

Credits	Requirements
3-4	One course taken at Fordham University
3	Journal/field notes and final paper/presentation determined by faculty moderator
9	32-40 hours/week for a minimum of 448 hours (14 week average)

### STONEHILL IN WASHINGTON, D.C.

Stonehill College endorses two program options for students who want to intern for a full semester in the nation's capital.

## The Washington Center

Through the Center, students intern four to four-and-a-half days a week, take an elective course taught by The Washington Center's faculty in the student's chosen program, and participate in a Leadership Forum which includes distinguished speakers and site visits throughout the D.C. area. The Center provides housing and placements to students accepted into the program.

### Washington Center Internship Credit Structure

Credits	Requirements
3	One course taken through The Washington Center
3	Journal/field notes and final paper/presentation determined by faculty moderator
9	32-40 hours/week for a minimum of 448 hours (14 week average)

### American University's Washington Semester

This program consists of a two-day per week internship, a weekly seminar where students meet with experts and decision-makers in their field, and a research project or elective class that can be chosen from a variety of courses. American University provides housing and access to their internship database for students accepted into the program.

### American University Internship Credit Structure

Credits	Requirements
8	Two American University seminars depending on chosen program
3-4	3 credits for an elective course or 4 credits for a research paper/project
4	Interning 2 days/week (14 week average)

These Washington D.C. Programs are open to all majors and administered through the Office of Career Services and The Martin Institute.

### Stonehill Undergraduate Research Experience (SURE)

The Stonehill Undergraduate Research Experience (SURE) Program is an opportunity for students who have completed at least their first year at Stonehill to perform significant, publishable full-time research under the guidance of and in collaboration with an experienced faculty researcher. The experience, available to all disciplines, helps to solidify and define students' career choices, both through graduate school decisions and in post-college employment. All SURE Scholars receive a stipend for an eight- or ten-week full-time summer session. Applications are submitted in early December preceding the summer of participation. For further information, contact the Office of Academic Development, or log onto the SURE website.

## Directed Study

A Directed Study allows a student to investigate in-depth a subject that is not offered in the regular curriculum. Such a project is ordinarily in an area of concentration or in some field for which the student is well-prepared. A student who desires to pursue a Directed Study should first seek the cooperation of a faculty member in the appropriate discipline who will agree to supervise the work in the subsequent semester. The student then completes the application available under the myAcademics tab on myHill.

A student may not take more than one Directed Study in a semester without permission of the Office of Academic Services and Advising.

## Independent Research

With the approval of a supervising faculty member and Department Chairperson, a student may carry out an independent research project, for academic credit, on a topic currently being studied by the faculty member or on an original project developed collaboratively by the student and faculty member. The student must complete an on-line application, which requires approval by the faculty member and department chair prior to registration. The form is available under the myAcademics tab on myHill.

## Senior Thesis

Students complete an independent scholarly work, resulting in a substantial written document, under the guidance of a faculty member and with the approval of the Department Chairperson. An on-line application is available under the myAcademics tab on myHill and must be completed prior to registration.



## ACADEMIC POLICIES AND PROCEDURES

## ENROLLMENT AND REGISTRATION

All degree seeking Students are admitted to the College by the Office of Admissions.

### Full-time Students

A student is attending full-time if registered for a minimum of 12 credits in any semester. In order to complete degree requirements in the usual four years, students must enroll in an average of 15 credits per semester.

### Part-time Students

A student is attending part-time if registered for fewer than 12 credits in a semester. Full-time students may petition to attend part-time for academic reasons with the approval from the student's academic advisor and the Director of Academic Services and Advising.

Part-time students may not reside on campus, or participate in varsity sports.

### Non-Degree Students

Non-degree seeking students may take courses for which they have sufficient preparation and background by registering for the courses in the Registrar's Office. Non-degree students are subject to the same academic regulations as other students. Non-degree students who wish to apply for degree status must do so through the Admissions Office. If admitted, a maximum of ten (three or four-credit) courses taken at Stonehill College as a non-degree student may be applied toward completion of a degree program.

### Special Non-Degree Students

Some students who would like to attend the College as a degree-seeking student are allowed to take full-time courses for which they have sufficient preparation and background with the approval of the Office of Admissions, in consultation with the Office of Academic Services and Advising. These special non-degree students are subject to the same academic regulations as other students. Special Non-degree students who wish to apply for degree status must do so through the Admissions Office. If admitted, a maximum of ten (three or four-credit) courses taken at Stonehill College as a non-degree student may be applied toward completion of a degree program. The academic status and continued enrollment of special non-degree students are reviewed at the conclusion of each academic term by the Admissions Office.

### Registration

The academic year is divided into two semesters of approximately 15 weeks each.

The Registrar's Office is responsible for conducting registration for classes and for all credit-bearing programs. The schedule of courses is updated regularly and can be found on myHill or on the Registrar's homepage at: [www.stonehill.edu/registrar.xml](http://www.stonehill.edu/registrar.xml).

The College reserves the right to make changes to or cancel any scheduled course offerings. Every attempt will be made to ensure that students can fulfill their programs of study in a timely manner.

Students who do not complete registration during the dates designated in the Academic Calendar may be assessed a \$50.00 late registration fee. Students who have not registered by the completion of the Add/Drop period will be administratively withdrawn from the College and unable to register until readmitted through a process initiated in the Office of Academic Services and Advising.

### Adding and Dropping Courses

A student may add or drop courses from the time he/she registers through the date listed on the Academic Calendar as the last day for Add/Drop. Students may adjust their schedule after the defined deadline only through petition to the Standards and Standing Committee and may be subject to a \$50.00 late registration fee.

### Auditing Courses

Students may enroll in courses on an "Audit" basis, for no academic credit during the first two weeks of the semester, with the approval of the course instructor. The fee for auditing a course is one-half of the per-course tuition fee, unless it is being taken as part of a full-time course load. The audit is recorded on the student's academic record as "AU", but no grade or credits are assigned. An auditor is expected to attend classes, but is not required to complete assignments or to take examinations.

### Credit Overload

The typical semester credit load for students pursuing a B.S.B.A. or a B.A. (other than in Biology, Chemistry, Computer Science, Engineering Dual-Degree, Mathematics, or Physics) is 15-17 credits. These students may enroll in up to 17 credits per semester without authorization.

The typical semester credit load for students pursuing a B.S. or a B.A. in Biology, Chemistry, Computer Science, Engineering Dual-Degree, Mathematics, or Physics is 16-18 credits. These students may enroll in up to 18 credits per semester without authorization.

Only in rare circumstances would a student be allowed take more than 20 credits in a given semester.

Students may petition to take a credit overload beyond 17 or 18 under the following conditions:

- All students must have a minimum semester GPA or cumulative GPA of 3.30 prior to registering for an overload.
- Students must receive the approval of their primary faculty advisor and the Registrar's Office to overload.
- First-Year students may register for a maximum of two one-credit courses in a semester, but they may not take a sixth 3- or 4-credit course.

- First-Year B.S.B.A. and B.A. (other than in Biology, Chemistry, Computer Science, Engineering Dual-Degree, Mathematics, or Physics) students may be approved for a maximum of 19 credits.
  - First-Year B.S. and B.A. in Biology, Chemistry, Computer Science, Engineering Dual-Degree, Mathematics, or Physics students may be approved for a maximum of 20 credits.
- Additional tuition will be charged on a per credit basis once students have reached the following semester limits:
    - B.S.B.A and B.A. (other than in Biology, Chemistry, Computer Science, Engineering Dual-Degree, Mathematics, or Physics) students will be charged for any credits beyond 19 in a given semester.
    - B.S. and B.A. in Biology, Chemistry, Computer Science, Engineering Dual-Degree, Mathematics, or Physics students will be charged for any credits beyond 20 in a given semester.
  - Required R.O.T.C. Military Science courses will be automatically approved, but the credit limits for tuition still apply.
  - Courses taken through the SACHEM or other consortium programs count toward the credit limits for tuition.
  - Registration for a 3 or 4-credit overload will normally take place during the first seven class days of each semester. Exceptions may be made for courses that have no enrollment caps (e.g. Directed Studies, Internships, or one-credit music classes).
  - The Director of Academic Services and Advising in connection with the Standards & Standing Committee may approve exceptions to this policy in the case of extenuating circumstances.

Students seeking a B.A. or B.S.B.A. may enroll in up to 17 credits per semester (or 18 credits for B.S. programs). Students, after consulting with their faculty advisor, may petition to take a credit overload by completing a Credit Overload Application available online or in the Office of Academic Services.

Students will pay an additional fee for each credit registered for beyond 18 credits in a given semester (beyond 19 credits in the B.S. degree programs).

The following criteria apply to credit load:

- First year students are not allowed to take more than 17 credits per semester (18 credits for B.S. degree candidates) during the first academic year.
- Students must have a minimum semester GPA or cumulative GPA of 3.30 prior to registering for an overload.
- Registration for an overload will take place within the first seven class days of each semester, except for those courses that have no enrollment caps.
- The Director of Academic Services may approve exceptions to this policy in the case of extenuating circumstances.

## ACADEMIC PROGRESS

### Class Attendance

Students are expected to be regular and prompt in their class attendance. In case of absence, students are responsible for all class work, assignments, and examinations. Any student who misses an examination (other than the Final Examination), a quiz, or any required classroom activity to which a grade is assigned, must consult the instructor as soon as possible regarding the opportunity to make up the work missed. In such cases, it is the instructor who determines whether or not the absence was legitimate; if it was, and if the student has consulted the instructor as soon as possible, the instructor must give a make-up examination or quiz, or provide the student with an equivalent basis for evaluation. If the absence is deemed not to have been legitimate, the instructor has the option to decide whether or not to provide an opportunity to make up the work.

If a student misses three consecutive weeks of classes, due to prolonged illness or any other reason, the instructor has the right to decide whether or not the student will be permitted to make up the work missed.

### Absenteeism Due to Religious Holiday

Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his/her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement which may have been missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon the school. No fees of any kind shall be charged by the institution for making available to the student such opportunity. No adverse or prejudicial effects shall result to any student because of these provisions.

### Examinations

Final examinations are ordinarily held in all courses at the end of each semester. The Course Instructor may omit the conventional 2-hour final examination, in favor of a paper, project or take home exam. An exam may also be omitted with the approval of the appropriate Department Chairperson. In addition, other examinations, both written and oral, are given at the discretion of the instructor.

Final Exams are scheduled using a grid which minimizes time and classroom conflicts and attempts to minimize the chance of students having three exams scheduled in the same day. Final Exams may not be held on the scheduled Reading Day.

Only for extremely urgent and compelling reasons, such as illness, death in the immediate family, or religious exemption (see Absenteeism due to Religious Holiday above), may a final

examination be taken out of regular schedule. The student must inform the faculty member ahead of time that he/she will not be able to take a final examination at the scheduled time due and then the student must notify the Office of Academic Services and Advising. The examination will be administered at an alternative time set by the Office of Academic Services and Advising.

The value of the final examination is determined by the instructor. If a student misses the scheduled final examination without sufficient reason, a grade of "F" is given for this part of the course requirements. The semester grade is then determined in the same way as for students who took the examination.

### Grades and Evaluation

Depending upon the course, faculty members employ different means of evaluation. Since there are numerous variations in faculty policies and requirements, faculty members normally declare their grading criteria explicitly, considering mastery of course material, analytical skills, critical oral and written expression skills, originality, and creativity. The quality of work in a course is indicated by the following grades:

### Undergraduate

Grade	Definition	Quality Points Per Credit Hour
A	Excellent	4.00
A-		3.70
B+		3.30
B	Good	3.00
B-		2.70
C+		2.30
C	Satisfactory	2.00
C-		1.70
D	Passing	1.00
F	Failure	0.00
IF	Incomplete/ Failure	0.00
AU	Audit	
I	Incomplete	
P	Pass	
S	Satisfactory	
U	Unsatisfactory	
W	Withdrew	

### Administrative Grades

IP	In Progress
NS	Not Submitted

Grades of "AU", "I", "P", "S", "U", and "W" are not assigned quality points and are not included in the computing of the quality-point average.

An "IF" (Incomplete/Failure) is issued when a student has failed to meet the 30-day deadline for completing the work in an incomplete

("I") course. An "IF" is assigned 0.00 quality points, and is calculated as an "F" when computing the students grade-point average.

"IP" (In Progress) is an administrative grade marker automatically assigned to any course that is currently in progress. Quality points are not assigned and are not included in the computing of the grade-point average.

"NS" (Not Submitted) is an administrative grade marker used to indicate that a grade was not submitted by the instructor by the final grading deadline. The "NS" will be replaced with a final grade upon receipt from the course instructor. Quality points are not assigned and the NS grade is not included in the computing of the grade-point average.

### Mid-Semester Grades

At mid-semester, faculty members are asked to submit grades to all undergraduates students who have earned a grade of C- or lower in any course to date as an indication of the need for improved performance. Students and their advisors are notified of any grades of C- or lower that are submitted. These grades are only an indication of current progress and are not recorded on a student's transcript.

### Incomplete or "I" Grades

A faculty member can submit the grade of "I" or Incomplete for a student only when the failure to complete the work of the course is due to a serious reason as approved by the faculty member.

When a student receives an Incomplete grade, he/she is granted a period of 30 days, beginning from the last day of final exams, to complete the course work. Failure to complete the course work during this period results in a grade of "IF" or Incomplete/Failure. Once all course work has been submitted to the faculty member, a final grade must be submitted to the Registrar's Office by following the Grade Change process within 14 days.

For serious reasons, a faculty member may grant the student an extension beyond the 30-day requirement by notifying the Registrar's Office. However, an extension must not be granted beyond the semester following the one in which the Incomplete grade was given.

Students who are issued an Incomplete in their final semester will not be eligible to graduate until the final grade is submitted and may not receive their degree until the next official College graduation date.

### Voluntary Course Withdrawal or "W" Grades

Students are expected to complete all courses, required or elective, in which they are enrolled. It is only for serious reasons that course withdrawal should be considered. Prior to withdrawal, students are strongly urged to consult with their instructor, advisor, and/or the Office of Academic Services and Advising, to review the academic consequences of withdrawal. Students are also urged to consult with Student Financial Services since withdrawals may have significant impact upon a student's current or subsequent eligibility for financial aid and/or billed charges.



The grade of “W” is given only if a student has submitted a completed Course Withdrawal Form to the Registrar’s Office. Authorized withdrawal from a course will be indicated on the student’s permanent academic record. Any student who does not follow the required procedure for withdrawal from a course will receive a failing grade.

Students may withdraw from individual courses until the last day for course withdrawal as determined by the Vice President for Academic Affairs or his or her designee. The last day for course withdrawal will vary based on the Academic Calendar. Requests for course withdrawal after the deadline will be considered only for serious reasons such as prolonged illness.

## Course Withdrawal for Medical Reasons

If course withdrawal is due to a medical reason, the College requires that the student provide primary medical documentation to the College’s Designated Health Care Professional prior to the approval of the course withdrawal. The documentation required will be determined on a case-by-case basis based on the nature of the medical reason presented.

In the case of a medical course withdrawal, the Director of Academic Services and Advising shall contact, based on the nature of the medical reason presented, either the Director of Counseling and Testing or the Director of Health Services (the Designated Health Care Professional) and inform them of the need for a medical withdrawal consultation. The Designated Health Care Professional will determine the documentation required, review the documentation, and provide written confirmation to the Director of Academic Services and Advising that the documentation presented is sufficient. Upon receipt of written confirmation of sufficiency, the Director of Academic Services and Advising may grant the course withdrawal.

## Pass or “P” Grades

The College permits juniors or seniors to employ a Pass-Fail Option in one course each semester for a total of four Pass-Fail courses. The grade of “P” is given to students who successfully complete a course in which they have exercised the Pass-Fail Option. The student who fails such a course will receive a grade of “F” which is counted the same as any other failure.

The Pass-Fail Option can be used only in a course which is a free elective. No course taken as Pass-Fail can fulfill a General Education, major or minor requirement. Any student may take up to two Foreign Language courses even if this exceeds the maximum number of Pass-Fail courses allowed as long as these courses are not requirements of the major or minor, or General Education.

The student who passes such a course will receive a grade of “P” with no quality points figured in the cumulative average. In addition, a student who chooses to take a course under the Pass-Fail Option must have a minimum of 12 (twelve) additional credits from courses graded with standard letter grades to be considered for Dean’s List.

Students must fill out a Pass-Fail form in the Registrar’s Office during the first two weeks of the semester in order to exercise the Pass-Fail Option. To change a grading option after the first two weeks, a student must petition the Standards and Standing Committee which rarely grants such petitions.

## Grade Reports

Students may access their grades on-line at the end of each semester. Upon written request of the student, the Registrar’s Office will mail a copy of the transcript to the student or to the student’s parents.

## Grade-Point Average

The Semester grade-point average is based on all courses taken in that semester, including failures. It is calculated by (1) multiplying credits for each course by quality points assigned to each grade earned; (2) totaling points earned for all courses; and (3) dividing total points by the number of credits attempted. Cumulative grade-point average is calculated in the above manner for all courses taken at Stonehill College, including failures. Grades earned in courses accepted in transfer, or in courses approved to be taken at other colleges, are not calculated in either the semester or the cumulative grade-point average.

The student who fails to obtain a passing grade in a course can secure credit for the course only by repeating it and passing it. Even after a course has been repeated, the original failure remains in the cumulative grade-point average and on the permanent record. Unless explicitly permitted in the course description, a student may not repeat a course once having attained a passing grade in that course.

## Repeating a Course

Unless explicitly permitted in the course description, a student may not repeat a course once having attained a passing grade in the course. A student who fails to obtain a passing grade in a course may repeat the course and can secure credit by passing it. Even after a course has been repeated, the original failure remains in the cumulative grade-point-average and on the permanent transcript.

## Grade Changes, Re-evaluation and Dispute Process

Only the instructor of a course can issue a grade in that course or change a grade given. Any question on the part of the student concerning the correctness of a grade should be raised first with the instructor. If, after contacting the instructor, a student still does not believe the grade to be correct, the student should contact the respective Department Chair. If after contacting the Department Chair, the student believes the grade remains incorrect, a Grade Re-evaluation Request should be filed in the Dean of the Faculty’s Office. Such a request must be made before the middle of the semester following the one in which the grade was given. The Dean of the Faculty will request a written explanation of the grade from the instructor. Once received, this explanation is sent to the student.

If after receiving this explanation, the student still feels that the grade is incorrect, he or she may submit a petition to the Academic Appeals Board within 2 weeks from the receipt of the written explanation of the grade. The petition must be filed in the Dean of the Faculty’s Office. The Dean of the Faculty will convene the Academic Appeals Board with 10 business days. All decisions of the Academic Appeals Board are final.

## ACADEMIC STANDING

Students are not only to pass their courses, but also must maintain an acceptable grade point average. Academic status is determined at the end of each semester during the academic year.

To be in good academic standing, a student must earn a minimum GPA of 2.00 and maintain a cumulative GPA of 2.00. Students who fail to achieve a 2.00 are subject to academic probation, separation, or dismissal.

## Academic Probation

If a student earns lower than a 2.00, he/she is placed on Academic Probation. Probation remains in effect until the student achieves good academic standing. A first semester of probation has a variety of consequences, including that the student may be prohibited from participation in extra-curricular activities.

## Academic Separation

Students will be separated from the College for the following:

1. Earning a combination of 3 “F”s in any one semester or 4 “F”s in two successive semesters.
2. Qualifying for Academic Probation for the second successive semester, or for 3 non-consecutive semesters.

## Appeal Procedures following Academic Separation

Students separated from the College by reason of academic deficiency have the right to appeal the decision to the Academic Review Board. Requests for such an appeal must be made in writing to the Office of Academic Services and Advising within a time frame noted in the letter of separation. Failure to appeal within the time stated will, under all but the most extraordinary circumstances, disallow such appeal. If a student’s appeal is denied, at least one full semester must elapse before applying for readmission. The right to appeal is restricted to two separations. A second separation results in permanent dismissal from the College.

## Period of Separation

During the period of separation, a student may choose to take courses at another accredited institution. If so, those courses must be pre-approved by the Registrar’s Office. Only grades of “C” or better will be transferable. (“C-” grades will not transfer).

## Readmission to the College Following Separation

After having been separated for at least one semester, a student may apply for readmission to the College. To do so, the student should send his or her request in writing or by e-mail to the Office of Academic Services and Advising. Upon receipt of this letter, a Petition for Readmission form will be sent to the student. This process may be initiated any time after March 15, but should be completed by July 1 for the fall semester. For the spring semester, this process must be completed between October 15 and December 1. In the event a student is readmitted, there is no guarantee of either housing on campus or financial aid. Inquiries about on-campus housing and/or financial aid should be directed to those specific offices.

## Academic Dismissal

A student who has been readmitted after an academic separation may be permanently dismissed for the following:

1. Earning lower than a 2.00 in a subsequent semester.
2. Violating the Academic Integrity Policy.

## GRADUATION REQUIREMENTS

### Class Year Assignment

The Vice President for Academic Affairs has charge of the classification, academic standing, and progress of students. Students are typically classified with the sophomore class when they have completed 30 credits, with the junior class when they have completed 60 credits, and with the senior class when they have completed 90 credits.

Depending on the specific courses being transferred in, first-time Transfer Students will be assigned their graduation class year based on the following credit ranges:

Senior Class: transferring in 84-120 credits  
 Junior Class: transferring in 54-83.9 credits  
 Sophomore Class: transferring in 24-53.9 credits  
 Freshman Class: transferring in 0-23.9 credits

As student's class year assignment will only be changed in cases where the student's progress towards graduation changes.

The Registrar's Office does not change class year for registration purposes; however juniors who have completed at least 84 credits may request that their registration priority be reviewed.

## Requirements for Graduation

It is the personal responsibility of the student to ensure that all academic requirements in the general education, major and minor programs are satisfactorily completed.

The requirements for the degrees of Bachelor of Arts, Bachelor of Science, and Bachelor of Science in Business Administration are the following:

- a. satisfactory completion of all course requirements, including general education and major courses. Proof of a grade of

"C" or higher for each transfer course; including those from Stonehill sponsored programs (both abroad and domestic), or those taken as part of SACHEM or any other consortia agreement, must be submitted to the Registrar's Office by the due date for final senior grades.

- b. a cumulative grade-point average of a 2.00 or above, (a student who fails to achieve the minimum 2.00 average at the end of the fourth year may be granted on additional semester to achieve it);
- c. For students in the Class of 2013: satisfactory completion of 40 three or four credit courses, at least 20 of which must be taken at Stonehill; For students in the Classes of 2014 – 2017: satisfactory completion of a minimum of 120 credits, at least 60 of which must be taken at Stonehill. Beginning with students in the Class of 2018: satisfactory completion of a minimum of 124 credits, at least 62 of which must be taken at Stonehill;
- d. attendance at the College for at least two years, one of which is normally the fourth year.
- e. an Application for Graduation on file in the Registrar's Office.

The student is responsible for payment of all financial obligations to the College, and the diploma and academic transcript are withheld until such obligations have been satisfied.

Degrees ordinarily are conferred by the College at the public Commencement Exercises. Candidates for degrees are to be present at these exercises unless excused by the Office of Academic Affairs.

## Graduation Dates

While Stonehill only holds one public Commencement Exercise in May, students who complete their degree requirements early may earn their degree at the end of the summer (September 1st) or at the end of the Fall semester (December 31st). May Commencement Exercises will normally be held on the 3rd Sunday of May, when May is a four week month, and on the 4th Sunday of May, when May is a five week month.

## To be eligible for May Graduation

A student must satisfactorily complete all degree, major, and general education requirements by no later than the final due date for Spring senior grades.

The official date of graduation on the diploma and transcript will be the date of May Commencement.

## To be eligible for September 1st Graduation

A student must satisfactorily complete all degree, major, and general education requirements by no later than August 20th of that year.

The official date of graduation on the diploma and transcript will be September 1. Diplomas will be mailed by October.

## To be eligible for December 31st Graduation

A student must satisfactorily complete all degree, major, and general education requirements by no later than the final due date for Fall semester grades.

The official date of graduation on the diploma and transcript will be December 31st. Diplomas will be mailed by February.

Students who graduate on September 1st or December 31st will be considered part of the following year's graduating class year. Students who continue part-time to complete their degree requirements may not be eligible for Financial Aid or student housing.

## Participation in Commencement Exercises

Any student who has completed all official degree requirements by the final due date for Senior spring grades and who has an approved "Application for Graduation" on file in the Registrar's Office will be allowed to participate in May Commencement Exercises.

Seniors who are within two courses of meeting their graduation requirements and have submitted an approved "Application to Participate in Commencement" to the Registrar's Office by the last day of spring final exams may be eligible to participate in the May Commencement prior to completion of the final requirements. Students must also have an approved plan to complete these final requirements during the summer on file with the Office of Academic Services and Advising as part of the application to participate process.

Students approved to participate in Commencement prior to the completion of all final requirements will be noted in the Commencement Program without final honors designation. Diplomas will be mailed to these students upon completion and certification of all final requirements on the College's next official date of degree conferment.

September graduates who participate in the May Commencement prior to their degree completion may not participate in the following May Commencement. September graduates who do not attend the May Commencement prior to degree completion are automatically included in the next May Commencement.

Normally, December graduates may not participate in the Commencement prior to degree completion. December graduates are automatically included in the May Commencement following degree completion.

## Selection of a Major

Degree candidates must declare at least one major field of study before the end of the first semester of the junior year or prior to enrollment in the final 45 credits. Some majors require the selection of a concentration within the major.

Students who enter the College with an intended major and complete that major will be considered as having declared at the time of admission.

Undeclared students or students who wish to change their major must submit a Major Declaration Form, signed by the appropriate Department Chairperson or Program Director to the Registrar's Office. Major Declaration Forms are available on myHill and in the Registrar's Office.

## Double Major

A student may enroll in two majors, subject to the approval of the respective Department Chairpersons or Program Directors and in consultation with the Office of Academic Services. This option must be requested by completing the Declaration of Major Form and a four-year plan. Major Declaration Forms and Four-Year Plan Forms are available on myHill and in the Registrar's Office.

In some cases a student may need to enroll in more than 120 credits in order to satisfy the requirements of both majors. In some cases students will be assessed additional fees.

A student who satisfactorily completes two majors will receive one degree from the College, with this exception: If a student satisfactorily completes the requirements for two majors and the second major is in a different degree program (B.A. vs. B.S. vs. B.S.B.A.), a second degree will be awarded, even if it is completed after the student's official graduation. The student will be given the option of selecting which degree will be presented at Commencement.

## Declaration of an Interdisciplinary Major

In lieu of declaring one major field of study, degree candidates may declare an individually designed interdisciplinary major before the end of the first semester of the junior year or prior to enrollment in the final 45 credits. Should degree candidates declare an interdisciplinary major as a second major, they may do so up to the first semester of the senior year.

Students who wish to declare an interdisciplinary major must complete the Declaration of Major form and submit a program proposal that includes a statement describing educational goals sought, and the sequence of courses that would enable the student to achieve these goals. The course content must be focused upon a specific theme, and must include a significant number of courses beyond the introductory level and a senior Capstone experience. The program proposal must be approved by a faculty advisor as well as by the Program Coordinator for Interdisciplinary Studies.

## Selection of Minor

A student may choose a disciplinary and/or interdisciplinary minor area of study, either as an alternative field of specialization or for intellectual enrichment. Generally a minor consists of no more than six courses and ensures breadth and depth beyond the introductory level and outside the major.

A student may declare a maximum of one disciplinary minor and one interdisciplinary minor.

To declare or change a minor a student must submit a Minor Declaration Form, signed by

the appropriate minor program advisor to the Registrar's Office. Minor Declaration Forms are available on myHill and in the Registrar's Office. Students wishing to create an interdisciplinary minor will also be required to submit an additional application which is available in the Program Coordinator for Interdisciplinary Studies' Office.

## Dean's List

Full-time students achieve the distinction of Dean's List in any semester in which they:

- complete all their courses (no grades of "I" or "W");
- achieve a semester average of 3.50 or above with a minimum of 12 credits from courses graded with standard letter grades;
- Earn a grade of "C+" or above for all courses.

An exception to this policy will be made for students who receive an incomplete grade due to a course extending beyond the end of the semester.

Part-time students are not eligible for Dean's List.

## Honors at Graduation

Honors at graduation are awarded to recipients of undergraduate degrees for the following cumulative grade-point averages based on a minimum of 60 credits taken at Stonehill:

- Cum Laude: 3.50
- Magna Cum Laude: 3.70
- Summa Cum Laude: 3.90

# STONEHILL COLLEGE ACADEMIC HONOR CODE, POLICY AND PROCEDURES

## Academic Honor Code

In the context of a community of scholarship and faith, and anchored in a belief in the inherent dignity of each person, the students, faculty, staff and administration of Stonehill College maintain an uncompromising commitment to academic integrity. We promote a climate of intellectual and ethical integrity and vigorously uphold the fundamental values of honesty, trust, fairness, and the responsibility while fostering an atmosphere of mutual respect within and beyond the classroom. Any violation of these basic values threatens the integrity of the educational process, the development of ideas, and the unrestricted exchange of knowledge. Therefore, we will not participate in or tolerate academic dishonesty.

## Academic Integrity Policy

All member of the College community have the responsibility to be familiar with, to support, and to abide by the College's Academic Honor Code. This responsibility includes reporting knowledge of or suspected violations of this policy to the appropriate faculty member or to the Director of Academic Services and Advising or designee.

Violations of the Academic Integrity Policy include but are not limited to the following actions:

- a. Presenting another's work as if it were one's own;
- b. Failing to acknowledge or document a source even if the action is unintended (i.e., plagiarism);
- c. Giving or receiving, or attempting to give or receive, unauthorized assistance or information in an assignment or examination;
- d. Fabricating data;
- e. Submitting the same assignment in two or more courses without prior permission of the respective instructors;
- f. Having another person write a paper or sit for an examination;
- g. Unauthorized use or electronic devices to complete work; or
- h. Furnishing false information, including lying or fabricating excuses, for incomplete work.

Each year, the Vice President for Academic Affairs is responsible for maintaining and publishing a set of procedures relative to the Academic Integrity Policy. These procedures can be accessed through the Office of Academic Services and Advising.

## Academic Integrity Procedures

### Authority

1. The Vice President for Academic Affairs (VPAA) is responsible for the overall administration of the Academic Honor Code. Under the direction of the VPAA, the Director of Academic Services and Advising or designee has been charged with the day-to-day responsibility for the administration of the Academic Honor Code, including the development and execution of all procedural rules related to academic integrity. The Director of Academic Services and Advising or designee is also responsible for protecting the rights of all parties involved throughout the entire hearing process. All Academic Integrity Reports will be held in confidential files in the Office of Academic Services and Advising.
2. The Director of Academic Services and Advising or designee gives each faculty member the right to approach a student suspected of violating the Academic Integrity Policy to determine whether or not a violation has occurred, and if so, decide the appropriate sanction for the violation.
3. The Director of Academic Services and Advising or designee gives authority to the Academic Integrity Board (AIB) to conduct hearings on alleged violations of the academic integrity policy when an agreement cannot be reached between the faculty member and student regarding the violation or the sanction.
4. The Director of Academic Services and Advising or designee gives authority to the Academic Appeals Board (AAB) to hear appeal cases regarding violations of the academic integrity policy.

### Academic Hearing Boards

The purpose of the Academic Integrity Board (AIB) is to review statements from a charged student, the faculty member, and witnesses with knowledge of the incident when there is a dispute over either the alleged violation or sanction. The AIB determines whether or not the charged student violated the academic integrity policy, and determines the nature of the sanction if the charged student is found responsible.

The AIB contains representatives from students, faculty, and administrators. Because these hearings must occur soon after the alleged event, a representing group of faculty and students will be trained so that a quorum of five AIB members can be present to conduct a hearing. The Board will be comprised of two faculty, two students, and Director of Academic Services and Advising or designee who serves as chair of the Board. The Director of Community Standards serves as an "ex officio" member of the Board, ensuring appropriate procedures are followed. Members of the College community may nominate student members of AIB. From these nominations, the Student Government Association will appoint students to serve on the AIB for the following academic year. The Faculty Senate will appoint two faculty members from each division and fill any vacancies during the year by appointment. Members of the AIB may not serve of the Academic Appeals Board.

The Academic Appeals Board (AAB) is charged with hearing all requests for appeals resulting from an AIB hearing. A quorum of three AAB members must be present to conduct a hearing. The AAB is comprised of one faculty member and one student representative, chaired by the Dean of the Faculty or designee. Members of the College community may nominate student members for the AAB. From these nominations, the Student Government Association will appoint students to serve on the AAB for the following academic year. The Faculty Senate will appoint one faculty from each division and fill any vacancies during the year by appointment. Members of the AAB may not serve on the Academic Integrity Board. It is expected that all hearing board members be impartial. All decisions by the AIB and AAB will be arrived at by a simple majority vote. The chairperson will vote only in case of a tie. All board findings are reviewed by the Vice President of Academic Affairs before being released.

In order to participate on either board, all members must complete a training process. The term of office for AIB and AAB board members will be two years for faculty members and one year for students. There are no specific term limits for board members. Student members of the AIB and AAB must be full-time students in good academic and disciplinary standing. If a student member does not maintain good academic or disciplinary standing, he or she will be removed from the AIB or AAB for that academic year. A member of the AIB or AAB may be removed from the Board for non-fulfillment of duties essential to the position. A majority vote of the members is required for removal.

Charged students are required to attend all hearings related to academic integrity violations. Hearings are not open to the public and are confidential in nature. Therefore, friends, parents, siblings, or legal counsel may not be permitted in the room where the hearing takes place but, may wait nearby for support purposes. However, charged students are encouraged to be advised by an advocate during the process, which is defined as a faculty, administrator, staff member or member from the student body who is not an attorney.

In the absence of a functioning AIB or AAB, such as before the appointment of members or at the end of an academic semester, the Director of Academic Services and Advising or designee may appoint an impartial group of faculty, administrators, and students to review the case.

## Initiation of Academic Integrity Procedures

Faculty members must respect the student's right to confidentiality during this process. Discussion of any matters related to the event that would violate the student's confidentiality should be avoided. Faculty members seeking advice from others should not use the names of the alleged students and should be careful not to reveal confidential information. Designated staff members in the Office of Academic Services and Advising are available for confidential consultation.

When a faculty member suspects a violation of the Academic Integrity Policy, the faculty member meets privately with the student (in person, or by phone with email documentation, if a face-to-face meeting is impossible, as can happen at the end of a semester) as soon as possible but within five business days of discovering the alleged violation, presents the evidence, and asks for an explanation. Specific time limits within the process may be extended for reasonable cause at the discretion of the Director of Academic Services and Advising or designee. The faculty member and the student may arrive at one of the following conclusions:

- Both agree that violation did not occur and the case is dismissed. No written report is necessary.
- Both agree that the action was an unintentional matter resulting from miscommunication or lack of understanding. The faculty member and student agree to a limited sanction which can include a reduction in the grade for the assignment, a requirement to rewrite and submit the assignment and/or the requirement that the student schedule an appointment with the Writing Center personnel for assistance on proper procedure. Reporting of the incident to the Director of Academic Services and Advising is left to the discretion of the faculty member.
- Both agree a violation did occur and come to an agreement on appropriate sanctions within five business days of their initial meeting. The faculty member imposes the appropriate sanction, depending on the nature and severity of the violation. The faculty member submits an Academic Integrity Incident Report to the Director of Academic Services and Advising or designee who will send a copy of the report to the student. The Director of Academic Services and Advising or designee will review all reports to determine if a repeated offense has occurred. In cases of a repeated offense, the AIB will be convened.
- The faculty member and student are not able to reach an agreement about either the violation or the sanction. The faculty members is then required to submit, within five business days from when the initial meeting occurred with the student, an Academic Integrity Incident Report to the Director of Academic Services and Advising or designee who will send a copy of the report to the student. The Director of Academic Services and Advising or designee will refer the case to the AIB.

In cases where the personal safety of a faculty member is a concern, the faculty member may either request a third party to be present when meeting with the student or may report the violation

directly to the chair of the AIB or designee without prior discussion of the incident with the student.

The student and faculty member involved will be contacted by the chair of the AIB to arrange a date, time and place of the hearing through a written notice. During this contact, the faculty member and student can recommend witnesses.

Formal AIB hearings will be conducted as soon as possible but no sooner than two business days nor more than ten business days after the charged student has been notified.

Specific time limits within the process may be extended for reasonable cause at the discretion of the Director of Academic Services and Advising or designee.

## Students Rights to formal AIB and AAB Board Hearings

A charged student will be considered notified of the charges once the Academic Integrity Incident Report has been mailed to the student's local or campus address on file with the College.

A student charged with allegedly violating the Academic Integrity Policy will be entitled to:

- a. be notified of the date, time and place of the formal discipline hearing, as well as the names of the witnesses (if applicable) called to the hearing;
- b. receive notice of the fact that failure to appear for a formal hearing may result in the hearing being conducted in the absence of the charged student;
- c. provide in writing the names of witnesses with knowledge of the incident that may appear at a formal discipline hearing on his/her behalf to the Director of Academic Services and Advising or designee, within twenty-four hours of the hearing. Character witnesses are not permitted;
- d. be notified of the fact that he/she may request additional information about the Honor Code;
- e. challenge the composition of the hearing board with cause;
- f. present his/her case;
- g. decline to answer any questions or make any statements during a formal board hearing. Such silence will not be used against the charged student; however, the outcome of the formal hearing will be based upon the information of lack thereof presented at the hearing
- h. be advised by an advocate, who is defined as a faculty, administrator, staff member or member of the student body who is not an attorney.
- i. be informed in writing of the decision and sanction, if any, within three business days of a hearing; and
- j. request an appeal of the decision resulting from an AIB hearing with five business days of receiving the decision in writing. A charged student is entitled to one appeal.

## Academic Integrity Board Hearings Procedure

The order of Academic Integrity Board hearings will proceed as follows:

- a. Review and signing of the Honesty Statement;
  - b. Reading of the alleged violation(s);
  - c. Charged student's opportunity to challenge member(s) of the Academic Integrity Board for Bias;
  - d. Charged student's plea;
  - e. Charged student's statement;
  - f. Faculty member's statement;
  - g. Witness' statement(s);
  - h. Person who believes he/she was the victim of the student's Academic Integrity Violation statement;
  - i. Charged student's closing statement;
  - j. Discussion and decision making in close session.
3. A request for an appeal is to be submitted in writing to the Director of Academic Services and Advising or designee.
  4. The Director of Academic Services and Advising or designee refers the request to the Dean of the Faculty or designee who serves as the chair of the AAB.
  5. Appeals will be considered based on the following criteria:
    - a. Failure to follow the stated processes or procedures that significantly prejudices the outcome;
    - b. Insufficient or inappropriate evidence used to justify a decision; or
    - c. Unjustified sanction.
  6. Upon receipt of the request for an appeal, the Director of Academic Services and Advising or designee will normally refer the request to the AAB within 10 business days.
  7. In reviewing the request the AAB may:
    - a. Determine there are no grounds for the appeal, thus upholding the AIB decision;
    - b. refer the case to the AIB that originally heard the case for re-consideration of special issues;
    - c. change the original decision or sanction after reasonable review of the appeal request and the decision rationale of the AIB; or
    - d. Determine the appeal request merits a formal appeal hearing and schedule a hearing no later than 10 business days from the date the request is reviewed. Typically, a formal appeal hearing would not be granted unless significant prejudices result from deviations of designated procedures.
  8. All decisions, once realized by the AAB, are binding.

## Sanctions

Faculty members and hearing boards review cases on their own individual merit and determine appropriate sanctions. Possible sanctions can include but are not limited to: warning, reduction or loss of credit for the assignment, or failure of the course. Sanctions of separation or dismissal from the College may only be imposed by the AIB and AAB. In the case of a student with past academic integrity violations, these violations will only be considered when a decision has been made and a sanction is being determined.

For a repeated offense, the AIB may separate the student for a minimum of two semesters. If a student who has been separated for past academic integrity violation is re-admitted and violates the policy again, the AIB permanently dismisses the student from the College. Sanctions do not become effective until the appeal process is completed.

The Director of Academic Services and Advising or designee may impose interim restriction(s) upon a student pending a formal board hearing. Interim restrictions become effective immediately without prior notice whenever the Director of Academic Services and Advising or designee, believes the student may cause serious disruption to the College community.

However, interim restrictions may include: separation from the College; restriction of communication with named individuals or faculty within the College community; or the restriction from attending a particular class.

Whenever reasonably possible, a meeting between the charged student and Director of Academic Services and Advising or designee will be held prior to the imposition of interim restrictions. The charged students will have the opportunity to meet with the Director of Academic Services and Advising or designee to present his/her version of the facts, and to indicate why interim restrictions should not be imposed. Following this meeting, the decision of the Director of Academic Services and Advising or designee will be final.

## Appeals

1. If a student and faculty member both agree that a violation did occur and they are able to come to an agreement on an appropriate sanction, then this outcome may not be appealed.
2. A charged student or faculty member may submit a request for an appeal of a decision or sanction resulting from AIB hearing no later than five business days after receiving written notice of the decision or sanction.

a grade of "C" or better and which are comparable to courses and credits offered at Stonehill College.

An earned grade of "C-" will not transfer. However, since Stonehill lecture/lab courses are graded with a single grade, transfer lecture/lab courses with lower grades where each component is graded separately may be accepted if the weighted combined average grade is equivalent to a "C" (2.00 at Stonehill) or better.

Only credits hours are transferred. Transfer grades are not recorded on the Stonehill transcript and are not included in the computation of the cumulative grade-point-average. Credits transferred in from quarter hour, trimester, or other non-semester hour institutions may be adjusted to make them equivalent to a Stonehill semester hour credit.

Students are required to provide the Stonehill College Registrar's Office with an official copy of the transfer school's transcript before credits will be transferred.

Students wishing to take and transfer in courses from another institution after initial matriculation at Stonehill must have the courses pre-approved by the Registrar's Office.

The Registrar's Office in consultation with the appropriate academic departments makes the final determination of the applicability of courses in transfer towards a major or minor requirement, as well as to fulfillment of General Education requirements.

A number of courses (not to exceed more than half the required courses in a major or minor) may be accepted in transfer toward completion of major or minor requirements with approval from the appropriate Department Chairperson of Program Director.

In order to qualify for a Stonehill degree, a transfer student is required to attend the College for at least two years, or for at least 60 credits, including the final or senior year. Second semester seniors generally are not allowed to enroll in courses elsewhere during the spring semester.

## International Study

A student registered at Stonehill College who wishes to take any course at a foreign institution must submit an on line application for admission to International Programs, available on the Stonehill College Web page: [www.stonehill.edu/internationalprograms.xml](http://www.stonehill.edu/internationalprograms.xml).

Students who are approved for the Study Abroad Program by the Director of International Programs must obtain pre-approval for all academic courses they are planning to take at the international educational institution. Students must complete the Study Abroad Course Approval Form during the semester before they leave to be eligible to transfer credit back to Stonehill College. Students who take courses abroad to fulfill a major and/or minor departmental requirement(s) or departmental elective(s) must have those courses pre-approved by the respective Department chair. Courses taken for general elective credit must be pre-approved by the Office of International Programs.

## Academic Discipline Records

1. Academic discipline records are educational records are maintained in the Office of Academic Services and Advising for seven years post-graduation. These records are kept confidential and are shared only under the following circumstances: (a) in the case of a repeated violation of the Academic Integrity Policy; (b) upon request of student; and, (c) upon request from law enforcement.
2. Academic discipline records are not considered to be part of a student's permanent academic record maintained by the College. However, a violation of the Academic Integrity Policy that results in a sanction of college separation or college dismissal is considered part of the student's permanent record.

## Interpretation and Revisions

Any questions of interpretation or application of the Academic Integrity Procedures will be referred to the Director of Academic Services and Advising or designee for determination.

## CREDIT EARNED AWAY FROM STONEHILL

### Transfer of Credit

Transfer credit is only granted for credit bearing courses taken at other regionally accredited institutions in which the student has received the equivalent of

## Advanced Placement

The College participates in the Advanced Placement program administered by the College Entrance Examination Board. Each academic department establishes criteria for awarding placement and credit. Placement and credit awards are as follows:

Advanced Placement Course	Score	Stonehill Equivalent	Credits
Studio Arts	4 or 5	Studio Arts Elective	3
Art History	4 or 5	Art History Elective	3
Biology	4 or 5	Two Biology Electives	8
Calculus AB	4 or 5	Calculus I (MTH 125 ) or Math Elective	4
Calculus BC	4	Calculus I (MTH 125 ) or Math Elective	4
Calculus BC	5	Calculus I (MTH 125 ) & II (MTH 126 )	8
Chemistry	4 or 5	General Chemistry (CHM 113 )	4
Computer Science A	4 or 5	Computer Science I (CSC 103 )	4
English Language Composition	4 or 5	General Elective	3
English Literature/Composition	4 or 5	General Elective	3
Environmental Science	4 or 5	Environmental Science Elective	3
European History	5	European History Elective	3
French Language	4 or 5	Advanced French I (FRN 331 ) & II (FRN 332 )	6
French Literature	4 or 5	Advanced French I (FRN 331 ) & II (FRN 332 )	6
German Language	4 or 5	Advanced German I (GRM 331 ) & II (GRM 333 )	6
Government & Politics U.S.	4 or 5	American Government & Politics (POL 123 )	3
Government & Politics Comp	4 or 5	International Politics (POL 143 )	3
Human Geography	4 or 5	General Elective	3
Latin: Literature	4 or 5	Elementary Latin I (LAT 131 ) & II (LAT 132 )	6
Latin: Virgil	4 or 5	Elementary Latin I (LAT 131 ) & II (LAT 132 )	6
Economics - Micro	4 or 5	Microeconomic Principles (ECO 176 )	3
Economics - Macro	4 or 5	Macroeconomic Principles (ECO 178 )	3
Music Theory	4 or 5	Music Theory (VPM 240 )	3
Physics B	4 or 5	Two Physics Electives	8
Physics C	4 or 5	Two Physics Electives	8
Psychology	4 or 5	General Psychology (PSY 101 )	3
Spanish Language	4 or 5	Advanced Spanish I (SPA 331 ) & II (SPA 332 )	6
Spanish Literature	4 or 5	Advanced Spanish I (SPA 331 ) & II (SPA 332 )	6
Statistics	4 or 5	Basic Quantitative Techniques (MTH 145 )	3
U.S. History	5	U.S. History Elective	3
World History	5	Work History Elective	3

Students who have taken part in the Advanced Placement program during high school may request advanced credit. To receive credit, students must request that an official score report be sent to the Registrar's Office. Requests should be made to: AP Exams, P.O. Box 6671, Princeton, NJ 08541-6671.

As noted above, generally a score of 4 or 5 is accepted for transfer as major or elective credit. Advanced Placement credit cannot be applied toward the Cornerstone Core curriculum. In addition, students who are granted Stonehill College credit for Advanced Placement tests are not allowed to enroll in introductory courses in the same area(s) in which credit has been granted. All Advanced Placement Credits are approved by the Registrar's Office.

## International Baccalaureate (IB) Credit Policy

Stonehill recognizes the level of academic achievement represented by the successful completion of coursework in the International Baccalaureate Program. Stonehill will award 6-8 credits (2 courses) of transfer credit for each Higher Level (HL) exam with a score of 5, 6, or 7. Credit will not be given for Standard Level examinations. Students who have taken both AP and IB examinations in the same subject area do not receive credit for both.

## The High School/College Dual Enrollment Policy

Stonehill College recognizes that some students may be offered the opportunity to enroll in college-level courses prior to their high school graduation. The College is willing to consider the acceptance of the academic credits earned in such courses. Ordinarily, the College will accept no more than three courses in transfer under this policy. Students who successfully complete dual enrollment courses at accredited institutions should submit an official transcript to the Registrar's Office by July 1.

Courses are evaluated on an individual basis, according to the following criteria:

- Transfer credit is given for courses in which the student has received the equivalent of a grade of "C" or higher, and which are comparable to courses offered at Stonehill.
- Final approval of all such courses will be made by the Registrar's Office.

## Transcript Requests

In order to protect a student's right to privacy, a transcript can be released by the Registrar's Office only at the written request of the student. Requests for transcripts must be made in writing to the Registrar's Office and will not be accepted by telephone. Emailed requests will also not be accepted, except in cases where a scanned transcript request with student's signature is attached to the email. To obtain an on line transcript request form, go to: [www.stonehill.edu/registrar.xml](http://www.stonehill.edu/registrar.xml) .

In accordance with the usual practice of colleges and universities, official transcripts normally are mailed directly by the College, not transmitted by the student. A transcript is official when it bears the seal of the College and the signature of the Registrar. Students may request unofficial transcripts for personal use. Transcripts will be issued only when all financial obligations to the College have been satisfied. There is no fee for transcripts.

## ADMISSIONS

## First-Year Candidates for Fall Semester Admission

### Application Deadlines:

Early Decision – December 1  
 Early Action – November 1  
 Regular Decision – January 15

### Financial Aid Deadlines for filing the PROFILE form:

Early Decision – December 15  
 Early Action – December 15  
 Regular Decision – February 1

### Enrollment Deposit Deadlines :

Early Decision – January 15  
 Early Action – May 1  
 Regular Decision – May 1

All first-year candidates for admission must submit by the established deadline a completed first-year application. Stonehill is an exclusive user of the Common Application. Candidates must also submit an official high school transcript, SAT or ACT scores (optional), two Teacher Evaluation forms, a completed Secondary School Report, and a \$60 filing fee. Any application for the fall semester received after the January 15 deadline will be reviewed on a space available basis. Spring semester first-year candidate applications must be submitted by November 1.

The high school requirements are such that the curriculum must meet both the general requirements of a pre-college course and the particular requirements of Stonehill College. Most successful applicants have prepared for the rigors of Stonehill by taking a demanding college preparatory program in high school including: 4 units of English; 4 units of mathematics; 3 units of science; 3 units of foreign language; and 4 combined units of history, political science, and social sciences. To these units are to be added 2 academic elective subjects.

Although Stonehill College is test optional, students are encouraged to submit SAT or ACT scores if they believe it will be valuable supportive information to the review process. Information concerning their respective testing organizations can be obtained on-line at [www.collegeboard.com](http://www.collegeboard.com) or at [www.act.org](http://www.act.org). The Stonehill College code numbers are 3770 (SAT) and 1918 (ACT). A student's application cannot be acted upon until the Committee on Admissions receives the official high school transcript including grades for 9, 10, 11, and the first marking period of grade 12.

The **Early Decision Plan** is an early binding program intended for the student for whom Stonehill is their first-choice school. Under the Early Decision Plan, you are permitted to apply for regular admission to other institutions, but you may apply to only one institution for Early Decision. If you are accepted to Stonehill, you agree to enroll, submit a non-refundable \$750 commitment deposit by January 15, and withdraw all other applications. Applicants not accepted for Early Decision will be denied or deferred to the Regular Decision Plan.

To be considered for financial assistance, file the College Scholarship Service (CSS) PROFILE form by December 15. File the Free Application for Federal Student Aid (FAFSA) no earlier than January 1 and no later than February 1. As a financial aid candidate, you are not required to submit a commitment deposit unless your financial need, as determined via the CSS PROFILE, has been met.

The **Early Action Plan** is a non-binding program. This plan notifies a student in early January if they have been accepted without requiring a non-refundable \$750 commitment deposit until May 1. The deadline to file a PROFILE form for financial aid consideration is December 15. File the Free Application for Federal Student Aid (FAFSA) no earlier than January 1 and no later than February 1. Financial aid notifications are issued between March 15 and April 1.

If you apply for the **Regular Decision Plan**, you should return all application materials to Stonehill no later than January 15. Notification regarding acceptance is between March 1 and March 15. The deadline to file a PROFILE form for financial aid consideration is February 1. File the Free Application for Federal Student Aid (FAFSA) no earlier than January 1 and no later than February 1. Financial aid awards are mailed between March 15 and April 1. A \$750 non-refundable deposit is required by May 1.

## Deferred Admission

Stonehill offers the opportunity for an accepted first-year candidate to postpone attendance for one or two semesters. A student who wishes to defer admission must request this in writing and explain the reason(s) for the deferral to the Dean of Admission and Enrollment, Stonehill College, 320 Washington Street, Easton, MA 02357-5610. Only candidates who have submitted the \$750 non-refundable deposit may seek a deferral. Campus housing and financial assistance may not be guaranteed. Deferral is nullified if a student attends another college in the interim. A candidate who decides to participate in college credit courses while deferred can apply to Stonehill as a transfer applicant.

## Advanced Placement (AP), and International Baccalaureate

Stonehill participates in the AP and IB programs and will grant advanced credits to students who have taken the Advanced Placement or International Baccalaureate examinations while in high school. (Refer here for Advanced Placement and International Baccalaureate detailed information.)

## Transfer Candidates

A student wishing to transfer to Stonehill College from another college or university must submit the following items:

- a completed transfer application. Stonehill is an exclusive user of the Common Application. Candidates must also submit a Stonehill Supplemental Information Form for Transfer Applicants,

- a College Official's Report, two College Instructor Evaluations, and a \$60 filing fee;
- an official high school transcript;
- an official transcript from each post-secondary institution which the student attended;
- course descriptions for all courses a student has taken at post-secondary institutions. Course descriptions can be submitted by sending in a college catalog with the student's name on the front cover and the courses taken marked, or course descriptions can be downloaded from an on-line catalog and submitted as a Word document;
- the short answer essay and the personal essay described in the Transfer Application.

Transfer applications should be filed no later than November 1 for the spring semester and April 1 for the fall semester. Transfer candidates that apply after the November 1 and April 1 deadlines will be reviewed on a space available basis.

## Transfer Credit Evaluation

Transfer credit may be awarded for comparable courses successfully completed at other accredited colleges or universities. Students must have earned a grade of "C" or higher in courses worth three- or four-semester hour credits to be eligible for credit transfer. Upon acceptance to Stonehill a student will receive a preliminary evaluation of transferable credit. Once the student has committed to Stonehill College a more comprehensive evaluation will be forwarded to the student.

Transfer students may be asked to submit course syllabi to ensure the appropriate evaluation of courses. Final articulation of transfer credits in a major or minor sequence and in the Cornerstone Program is determined by the Associate Director of Academic Services in consultation with the appropriate academic department.

## Transfer Student Residence Requirement

A transfer student must attend the College for at least two years, including the fourth year, to qualify for a Stonehill degree. During this time the student must complete at least 20 courses.

## International Candidates

Applicants who are not U.S. citizens or Permanent Residents of the United States should submit the following items by January 15 for the fall semester or November 1 for the spring semester:

- a completed international application. Stonehill is an exclusive user of the Common Application. An International Supplemental Form for International Applicants, and a \$75 application fee;
- an official copy of a secondary school transcript, leaving certificate or national exam results with an official English translation if necessary;

## ACADEMIC LIFE

- c. international transfer students should submit university transcripts and course descriptions from each university attended;
- d. those students whose native language is not English must have official results of the Test of English as a Foreign Language (TOEFL) sent to the Stonehill Admissions Office. More information about registering for the TOEFL can be found on-line at [www.ets.org/toefl/](http://www.ets.org/toefl/)
- e. the International Student Financial Statement along with financial documentation of the ability to meet educational and living expenses at Stonehill. Stonehill rarely awards financial aid to international applicants;
- f. the submissions of official SAT or ACT scores is optional.





## FINANCIAL INFORMATION AND SCHOLARSHIPS

## FINANCIAL INFORMATION

Student Financial Services is located in Duffy Academic Center. It is the source of all information regarding financial aid, provides counseling on financial aid matters and alternative financing, and functions as the clearinghouse for all financial obligations owed to the College by students. Within this office, the Associate Director for Student Accounts bills students for tuition, fees, room and board, traffic fines, residence hall damage, etc. All billing questions should be addressed to Student Financial Services.

This information is also accessible via the Internet on the College website at [www.stonehill.edu/x22510.xml](http://www.stonehill.edu/x22510.xml)

Notwithstanding any language to the contrary, the College makes the presumption that all students must register each semester. If a student fails to do so, College privileges may be revoked including but not limited to access to classes, the residence halls and meal plan. No student can register until his/her obligations to the College, financial and otherwise have been cleared through the appropriate office.

- Bills for the fall semester are sent during July. Bills for the spring semester are sent during December.
- Payment of fall semester billing is due by August 15. Payment of spring semester billing is due by January 5.
- Payment is made by check or money order, payable to Stonehill College, and addressed to the College Cashier, Stonehill College, Easton, Massachusetts 02357. No payment is considered officially received until it has been received by the College Cashier.
- A late payment fee of 1.00% per month is charged on any balance outstanding after the due dates noted above.
- When required obligations to the College have been satisfied and health insurance coverage has been verified, the Director of Student Financial Services will notify the Registrar that the student is eligible to register and/or start classes.
- To complete registration, the student must finalize any required process on-line.

## Tuition and Fees

Description	Charge
Full-time Tuition***	\$17,555 per semester*
Part-time Tuition	\$1,170 per credit**

## \*\*\*Room and Board charges are made up of the following:

Description	Charge
Room per semester	\$4,062
Board Overhead per semester	\$1,368
Meal Plan C (standard plan) per semester	\$1,225
Meal Plan A per semester	\$1,590
Meal Plan B per semester	\$1,405
Meal Plan D per semester	\$850

## Miscellaneous Fees, as applicable

Description	Charge
Application fee, submitted with application form	\$60
Study Abroad Fee	\$750 Spring semester only
Resident Parking Decal	\$110 per year
Commuter Parking Decal	\$50 per year
Late Payment Fee	1.0% per month. Assessed on outstanding balance.
Non-Refundable Room Guarantee Charge	\$100 per year. Assessed to all students entering the housing lottery for the upcoming year and all students residing on campus for at least one semester during the year.
Late Registration Fee	\$50 Assessed to students who do not register during the designated registration period each semester.
Returned Check Fee	\$60 per occurrence

\*BSBA or BA students in majors other than Biology, Chemistry, Computer Science, Pre-engineering, Mathematics, or Physics taking 20 or more credits will be charged \$1,170 for each additional credit above 19. BA students in Biology, Chemistry, Computer Science, Pre-engineering, Mathematics, or Physics and BS students taking 21 or more credits will be charged \$1,170 for each additional credit above 20.

\*\*for students approved to take fewer than 12 credits

\*\*\*Includes \$100 per semester for Student Activities Fee

\*\*\*\*This fee is mandatory. All resident students are required to enroll in one of the four meal plans listed above. Includes \$50 Flex food funds.

NOTE: Special Fees are non-refundable. Charges currently listed are subject to change. Students are charged for any breakage of laboratory equipment and/or any damage to campus facilities.

## General Billing Information

Each semester's tuition and room and board charges are billed and payable, with appropriate fees, before the start of each semester.

Bills for the fall semester are mailed in July and due in full by August 15. Bills for the spring semester are mailed in December and due in full by January 5. Bills are generated in the student's name and sent to the permanent address unless Student Financial Services is instructed by the student, in writing, to do otherwise. Part-time students who do not register for courses prior to July 1 for the fall and November 1 for the spring must pay all charges in full when registering for their courses.

A late payment fee of 1.00% of any outstanding balance will be assessed on the day following the due date. Moreover, an additional 1.00% of the unpaid balance will be charged for each subsequent month in which a balance remains unpaid. Students are not billed separately for this charge.

The College is not responsible for bills that are lost in the mail, returned for address correction, or otherwise undeliverable. Students and their families should be aware that the due dates for each semester typically remain constant from year

to year and, if necessary, it is their responsibility to request a duplicate bill in time to meet the payment date, or, the student may view account information on-line through myHill. The due date is not adjusted, nor is the late charge waived, if a bill mailed by the College in a timely manner is not received (or is received late) by the addressee.

The College has the right to refuse personal checks for any payment made after the due date and may require all future remittance via cash, bank check, or money order for students or families who have jeopardized their credit standing with the College. The College does not accept direct payment using credit/debit cards.

Except for courses accepted in transfer from another institution, foreign or domestic, all credits applied toward a degree are billed by and payable to Stonehill, including credits earned at an off-campus location such as an internship site or a school where practice teaching takes place.

If an institution or agency charges a service fee to the College for the supervision of student interns, etc., the College will pay the fee if the student's current tuition payment to the College is sufficient to cover the fee. Otherwise the student shall be responsible for paying the fee.

### Billing for External Programs

The College has a policy of Direct Billing for matriculated Stonehill students who participate in approved international or domestic external programs (whether internships or study abroad experiences) that are not provided by the College.

The College will contract with each program provider to offer the agreed-upon academic experience and will forward all deposits and institutionally-negotiated program fees to the provider on behalf of the students approved to participate by the International Programs Office. If the student ultimately attends the external program, the College will be reimbursed for the pre-paid deposit and program fees through the tuition, fees, and room/board assessed to his/her account. If the student does not attend the external program, for any reason whatsoever after the College has paid the deposit and/or program fees on his/her behalf, the student is obligated to reimburse the College for the full amount of any non-refundable deposit, in addition to any charges for standard tuition, fees, and room and board that are assessed to the student's account.

Students in approved external programs will be charged and billed for current Stonehill tuition and mandatory fees, plus Stonehill's room and/or board if the provider's advertised standard program costs include room and/or board. If the program fee includes tuition but not room and board, the student will be charged Stonehill's tuition and mandatory fees only. If the program fee includes tuition and room, the student will be charged Stonehill's tuition, mandatory fees, and room and board minus the initial declining balance established for Meal Plan C. If the program fee includes tuition, room and board, the student will be charged Stonehill's tuition, mandatory fees, and room and board.

Students will retain all of their financial aid including institutional scholarships and grants with the following exceptions:

- non-institutional funds that stipulate that they are unable to be used for such purposes will be returned to the funding source;
- non-basketball athletically related aid for sports scheduled during the semester abroad without special permission of the coach of that intercollegiate athletic team;
- Stonehill Basketball Scholarships and Tuition Exchange Scholarships are not transferable. Students normally holding such funding will be responsible for paying the College the full negotiated external program fees only.

### Health Insurance

State law requires that students taking nine or more credits carry health insurance and annually provide proof of such insurance to the College. At the beginning of each academic year, all students enrolled in nine or more credits are billed for insurance coverage under Stonehill College Accident and Sickness Insurance policy offered by Gallagher Koster Insurance. This premium may be waived only when the College receives the completed on-line waiver from Gallagher Koster Insurance at [gallagherkoster.com](http://gallagherkoster.com). The insurance premium on your bill will be cancelled ONLY if the on-line waiver process is completed by the payment due date. The standard late fee is charged against the assessed insurance premium if the waiver process is not completed on time, regardless of whether or not the insurance is waived. Students wishing to enroll in the College's plan must complete an on-line acceptance at Gallagher Koster Insurance. Coverage extends from August 13 to August 12. You will not be permitted to start classes until Stonehill College receives electronic confirmation from Gallagher Koster Insurance that the waiver or acceptance process is complete.

### Room Guarantee/Charge

Students planning to live on campus will be assessed an annual \$100 non-refundable Room Guarantee Charge assessed on the fall semester bill. This charge acts as a reservation fee. Any student who withdraws from campus housing after reserving a room for the following year will forfeit his/her Room Guarantee Charge.

Current resident students who do not intend to return to housing for the following academic year must notify the Director of Residence Life in writing by the date by which housing selection forms are due in order to avoid the Room Guarantee Charge. Those students who submit housing selection forms and then withdraw from housing will forfeit their Room Guarantee Charge.

Students residing on campus for at least one semester during the academic year will be charged the full annual fee.

### Guarantee Deposits

All incoming students will pay a guarantee deposit of \$750 by the specified commitment date. These funds are credited to the first tuition bill, and are not refundable.

## WITHDRAWAL POLICIES AND PROCEDURES

A student may voluntarily withdraw from the College for personal or medical reasons or the College may involuntarily withdraw a student from the College for disciplinary, administrative, or medical reasons. Suspension, separation, or dismissal of students for disciplinary reasons shall be governed by Stonehill's Community Standards and student discipline system and Substance Awareness Policy and Statement of Compliance with the Drug Free Schools Community Act. Separation of students for academic reasons shall be governed by the Academic Standing Policy .

Students may withdraw from individual courses up and until the Last Day for Course Withdrawal as determined by the Vice President for Academic Affairs or designee. The Last day for Course Withdrawal will vary based on the Academic Calendar.

Procedures for administering the withdrawal and refund process shall be created and reviewed periodically by the College. The procedures shall be maintained by the Office of General Counsel. The General Counsel shall publish the procedures on his or her website or in another area of the website as designated by the General Counsel and these procedures shall become the official version of the procedures. Changes made to the procedures during an academic year shall be published electronically in the same area of the website where the procedures were originally published.

### Voluntary Withdrawal from the College for Personal Reasons

A student may voluntarily withdraw from the College for personal reasons. Personal reasons are defined as any legitimate reason other than a medical reason. A student who wishes to withdraw from the College for personal reasons must sign and complete the College Withdrawal Form available in the Office of Academic Services and Advising. A student withdrawing for personal reasons must receive the signed approval of the Director of Academic Services and Advising. Signed approval will normally only be granted upon the student's completion and submission of the College Withdrawal Form and the completion of an Exit Interview with the Office of Academic Services and Advising.

Students contemplating a withdrawal or change in their enrollment status are encouraged to meet with Student Financial Services prior to completing the withdrawal process to discuss the financial impact of their decision, including refund eligibility, Satisfactory Academic Progress requirements, future eligibility for financial aid, and the possibility of having to pay for a course in which the student is no longer enrolled and for which (s)he will receive no credit.

Student Hill Cards must be returned at this time. For resident students, room keys must be returned to the Residence Life Office. Students who withdraw from the College after the last official date of classes are considered to have completed the courses for which they were enrolled on the last class day of that semester. In those cases where the specific last date of class attendance must be determined, the student's faculty members are contacted in order to establish such date.

A student who stops attending classes, or otherwise leaves the College or does not return to

the College following any break in an academic session, but does not complete the College Withdrawal Form, or otherwise comply with the requirements of a different section of these procedures, shall be deemed withdrawn from the College on the day following the last day for "Add/Drop" as listed on the Academic Calendar or at an earlier or later date as determined by the College based on the factual circumstances. In such cases, the College's designation of the student as a withdrawal shall only be changed or amended upon the recommendation of the Vice President for Academic Affairs or designee.

## Readmission to the College following Voluntary Withdrawal

Students who previously attended Stonehill College but withdrew prior to completing their program must apply to the Office of Academic Services and Advising for readmission. This process may be initiated any time after March 15th, but should be completed by July 1st for the fall semester. For the spring semester, this process must be completed between October 15th and December 1st.

## Voluntary Withdrawals from Residency for Personal Reasons

A student may voluntarily withdraw from residency for personal reasons. Personal reasons are defined as any legitimate reason other than a medical reason. A student who wishes to withdraw from residency for personal reasons must sign and complete the Residency Withdrawal Form, which is available from the Residence Life Office.

Students are not guaranteed future residency after withdrawing from College housing. Students seeking residency should discuss any available options with the Director of Residence Life or designee.

Students who are suspended or dismissed from residency as a result of disciplinary sanction should refer to Stonehill's Community Standards and student discipline system and Substance Awareness Policy and Statement of Compliance with the Drug Free Schools Community Act as well as the specific requirements of their hearing outcome letter to determine their eligibility for a return to residency.

## MEDICAL WITHDRAWALS FROM THE COLLEGE OR FROM COLLEGE RESIDENCY

### Voluntary Withdrawals

A student may voluntarily withdraw from the College or from residency for medical reasons. Medical reasons include physical or mental health conditions which prevent or constructively prevent a student from participating in the academic or residential programs offered by the College in any meaningful way.

A student who wishes to voluntarily withdraw from the College or residency for medical reasons must submit a written request to the Vice President for Student Affairs or designee. Ordinarily, a student must commence the voluntary withdrawal process within 15 days of leaving the College. Supporting medical documentation from the student's healthcare provider must be submitted to

the College's Designated Health Care Professional. The Designated Health Care Professional will review the request and supporting medical documentation and submit a written recommendation to the Vice President for Student Affairs or designee as to the sufficiency of the grounds for the request. In some instances, the Vice President for Student Affairs or designee may require additional information from the student in order to allow the Designated Health Care Professional to make an informed recommendation. In consultation with the Designated Health Care Professional, the Vice President for Student Affairs or designee shall either approve or deny the request. If approved, the Vice President for Student Affairs or designee shall notify the student, the Director of Academic Services and Advising, Student Financial Services, and the Director of Residence Life (as applicable) to commence with withdrawal process.

Neither the Director of Academic Services and Advising nor the Director of Residence Life may grant a medical withdrawal without the approval of the Vice President for Student Affairs or designee.

Upon approval of a medical withdrawal, Student Financial Services and the Residence Life Office shall process refunds in accordance with the alternative medical withdrawal refund calculation procedures.

### Involuntary Withdrawals

Ordinarily, a medical withdrawal will result from the student's voluntary efforts. In exceptional circumstances, a student may be asked to leave the College or the residence halls involuntarily. In this case, the student may be eligible to receive a refund based upon the alternative medical withdrawal refund calculation procedures.

An involuntary medical withdrawal may be presented to the student by the Vice President for Student Affairs or designee in consultation with the College's Designated Health Care Professional(s). An involuntary medical withdrawal must involve a strong likelihood of one or more of the following:

- serious risk of physical harm to the student or other persons;
- a reasonable risk of physical impairment or injury to the student him/herself due to impaired judgment that would not allow the student to live independently in College residence halls;
- a reasonable risk of physical impairment or injury to the student him/herself due to impaired judgment that would not allow the student to protect him/herself in the community;
- a reasonable risk of physical impairment or injury to the student him/herself due to impaired judgment that would not allow the student to perform the essential functions of an educational program without requiring unreasonable modification of the program;
- a serious risk of substantially altering the living, learning, or residential program(s) of the College

The reasons for the recommendation must be documented in writing by the College's Designated Health Care Professional(s). Whenever reasonably possible, a meeting between the student and the Vice President for Student Affairs or designee will be held prior to the imposition of an involuntary medical withdrawal in order for the student to indicate why an involuntary medical withdrawal should not be invoked. Following this meeting,

the decision of the Vice President for Student Affairs or designee will be final. Once invoked, the involuntary medical withdrawal becomes effective immediately and the student will be required to leave campus and/or the residence halls. In certain cases, advance notice may not be possible.

## Return to the College or Residency After Voluntary or Involuntary Medical Withdrawals

In order to return to academic coursework and/or residency, the student must forward documentation to the Counseling and Testing Center or Health Services regarding treatment received during the period of withdrawal. The documentation submitted needs to include a treatment summary, a statement that the student's medical situation does not preclude safe attendance at the College, including the successful completion of academic coursework and/or the ability to live independently in College residence halls, and any recommendations the provider may have for treatment or support services upon the student's return. The student may be required to meet with the College's Designated Health Care Professional(s) for an assessment prior to returning. The student may also be required to permit his/her healthcare provider(s) to consult with the Vice President for Student Affairs, College's Designated Health Care Professional(s), or designees, as needed.

The Vice President for Student Affairs or designee, in consultation with the College's Designated Health Care Professional(s), will make the final decision as to whether or not a student may reapply for residency and/or begin the readmission process. No college office may grant readmission or conditional readmission to a student, or allow a student to register or receive financial or institutional aid, who has been away from the College for a medical reason, without first receiving the written approval of the Vice President for Student Affairs or designee.

While a student is on a voluntary or involuntary medical leave, he or she will not be eligible to participate in the housing selection process or reserve a specific housing assignment. In addition, students on voluntary or involuntary medical leave should contact the Associate Vice President for Student Affairs/Dean of Students or designee two weeks prior to the registration process to review the readmission process. Students may be conditionally approved to register for the following semester; however, students must then meet all stated requirements in order to return to the College and officially resume residency and/or coursework.

If a student has left the College for any period of time due to a medical reason, even if a voluntary or involuntary medical withdrawal has not been processed, the student shall be subject to the conditions of return after a medical withdrawal as described herein. The College reserves the right to withdraw any student who fails to comply with this process.

## REFUND FOR COLLEGE WITHDRAWALS AND COURSE WITHDRAWALS

## Tuition Refunds

For fiscal reasons the College must anticipate that enrolled students will complete the semester to which they were admitted and the number of courses/credits for which they have enrolled. Therefore, the College does not guarantee or promise the availability of a tuition refund. If the College, in its sole discretion, determines that a refund is available, the calculation process outlined herein will apply.

1. Student Financial Services will determine the amount of a tuition refund available based on the official withdrawal date of the student as determined by the Director of Academic Services and Advising. A student who does not follow the procedures for receiving a withdrawal may forfeit his or her rights to a refund within Federal Title IV regulations.
2. The tuition refund is calculated less any fees and deposits. Fees and deposits are non-refundable.
3. When determining refunds, the College shall at all times comply with federal and state laws regarding the refund of federal or state financial aid funds. Current regulations require the College to refund such funds on a pro-rated basis for any student who withdraws before 61 percent of the applicable semester has been completed. For example, a student who completed 23 percent of the semester will keep 23 percent of his or her federal and/or state funds. The remaining 77 percent will be returned to the funding sources.
4. Students receiving College funds will have these awards pro-rated according to the College's tuition refund policy listed below. For example, if a student receives 20 percent tuition refund, he or she will forfeit 20 percent of his or her Stonehill award(s).
5. Any balance due to the College resulting from refund adjustments of aid is the responsibility of the student.
6. Student/parent loans and government grants are deposited in the student's tuition account. If a credit balance results, the student will automatically receive a refund if federal financial aid exceeds billed costs. Otherwise, the credit balance will remain on the account and be applied toward subsequent semester charges unless the student or parent (as applicable) specifically requests a refund.
7. A refund, when due, will be made payable to the student and mailed to the permanent address of the student then on file with the College, unless the College is instructed otherwise in writing. When the deposit of a parent loan results in a credit balance, the refund will be made payable to the parent and mailed to the parent's home address then on file with the College.
8. The College endeavors to quickly and efficiently process all refunds. Ordinarily, the refund process takes approximately 14 business days. However, the refund process may take longer based on the timing of depositing and confirmation of checks. Ordinarily, a refund of payment received by check does not begin until at least 10 business days after it is deposited by the College.
9. A refund will not be made for an amount less than \$25 unless a student has graduated or withdrawn.

10. Refunds will not be processed until funds for pending and/or verified financial aid have been received and applied to the student's account.
11. The following schedule applies to all enrolled students in any of the College's programs who withdraw from the College for personal reasons or who withdraw from a course or courses and/or change their status from full-time to part-time.

Withdrawal:	Refund:
<b>For 15-week semester courses</b>	
During the first two weeks of classes	80%
During the third week of classes	60%
During the fourth week of classes	40%
During the fifth week of classes	20%
After the fifth week of classes	No refund
<b>For 6/7-week courses</b>	
During the first week of classes	80%
During the second week of classes	40%
After the second week of classes	No refund
<b>For 5-week courses or 5-day courses</b>	
Before the second class	80%
After the second class	No refund

12. Part-time students who withdraw before the first day of a class will receive a full refund of tuition for that class.
13. Full-time students who reduce their course load to fewer than 12 credits per semester after they have registered will have their charges pro-rated based on the full-time rate. Pro-rations will be based on the Tuition Refund outlined above.

## Room and Board Refunds

1. For fiscal reasons the College must anticipate that enrolled residential students will complete the semester to which they were admitted as residential students. Therefore, the College does not guarantee or promise the availability of a room and board refund. If the College, in its sole discretion, determines that a refund is available, the calculation process outlined herein will apply.
2. The date of a student's withdrawal from residency shall be determined by the Director of Residence Life or designee and will be used by the Associate Director of Student Financial Services to determine the pro-rated room and board overhead charges. A student who does not follow the procedures for receiving a withdrawal may forfeit his or her right to a refund.
3. Room and board overhead charges will be refunded according to the following schedule for all students who withdraw from residency, whether voluntarily or involuntarily.

Withdrawal:	Refund:
During the first two weeks of classes	80%
During the third week of classes	60%
During the fourth week of classes	40%
During the fifth week of classes	20%
After the fifth week of classes	No refund

4. The meal plan refund shall be equal to the amount remaining in the student's declining balance account less any administrative fees, which are nonrefundable.
5. Students who reduce their course-load to fewer than 12 credits per semester may forfeit their eligibility for residency.
6. The room guarantee fee is non-refundable.

## Alternative Medical Withdrawal Refund Calculations

1. A student who has complied with the procedures for and subsequently received approval for a voluntary medical withdrawal or has been presented with an involuntary medical withdrawal by the College may be eligible for an alternate refund calculation as outlined below.
2. Tuition charges will be pro-rated from the first day of classes to the student's last day of class attendance, based on the daily rate from the first through the last day of classes for that semester.
3. Room and board overhead charges will be pro-rated, from the first week of classes to the end of the week in which the student actually relinquishes occupancy of his or her room.
4. The meal plan refund shall be equal to the amount remaining in the student's declining balance account less any administrative fees, which are nonrefundable.
5. Institutional aid will be pro-rated, calculated on a daily rate from the first through the last day of classes for that semester.
6. Government aid will be refunded in accordance with state and federal law and applicable regulations.
7. Fees are not refundable.
8. The Alternative Medical Withdrawal Refund Calculation may be granted only once in a student's Stonehill career. The College recommends that all full-time students seriously consider purchasing the tuition refund insurance offered by A.W.G. Dewar Inc. through a mailing to all students.

## Family Tuition Schedule

Provided that family members are full-time students, are matriculating at the same time, and are not receiving any other scholarship or tuition remission from or through the College, the following family tuition schedule will apply:

- First student – Full Tuition
- Second student – 75% of Full Tuition
- Third and each subsequent student – 50% of Full Tuition

The total family reduction will be divided and applied equally to each family member. NOTE: Family members include only dependent members of a single household.

## FINANCIAL AID

Current and prospective students are encouraged to consider all expenses anticipated for the entire period of education to determine if family resources need to be supplemented by financial aid in order to meet these expenses. College policy requires that all students who need financial assistance apply for all available aid from federal, state, institutional, and private sources.

The College awards financial aid within two annual payment periods. The fall period includes courses that begin July 1 and after through December 31. The spring payment period includes courses that begin January 1 and after through June 30. Courses taken within these two periods determine enrollment status for financial aid purposes.

Applicants for admission, transfer students, and returning students who wish to renew or be considered for need-based grants and scholarships, loans and/or campus employment must file a complete Financial Aid Application each year.

### A Complete Financial Aid Application Consists of the Following:

- For every aid applicant:** the Free Application for Federal Student Aid (FAFSA) or Renewal FAFSA, completed in its entirety and processed through the federal processor. Under the College Release section, list Stonehill with federal code number 002217.
- For full-time first year, transfer, and other first-time aid applicants:** The Profile Form from the College Scholarship Service (CSS) is required for consideration of all institutional aid, including, but not limited to athletic aid, need based aid, and some forms of merit scholarships. Priority deadline for regular decision is February 1. Under the College Release section, list Stonehill with the CSS code number 3770.

### Provided, as appropriate, to first-time applicants by CSS and to renewal applicants by the College:

- Non-Custodial Parent Statement.
- Stonehill Supplemental Application, completed by returning students.

### Only if requested by the College:

- Verification Form.
- Verification of sibling college enrollment.
- Signed copies of parents' federal income tax return, all schedules, and W-2 forms; or Statement of Non-tax Filer.
- Signed copies of student's federal income tax return and W-2 forms; or Statement of Non-tax Filer.
- IRS Data Retrieval or Tax Return Transcripts
- Any other documents/material deemed necessary for verification.

### How to obtain necessary financial aid applications:

- First-Year Applicant:** FAFSA is available on-line at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Hard copy FAFSA is also available for download at [www.federalstudentaid.ed.gov](http://www.federalstudentaid.ed.gov); however, recommended filing method is on-line. The CSS Profile form is available on-line at <http://profileonline.collegeboard.com>.

- Transfer applicant:** New and Renewal FAFSAs can be completed on-line at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Hard copy of FAFSA is also available for download at [www.federalstudentaid.ed.gov](http://www.federalstudentaid.ed.gov); however, recommended filing method is on-line. The CSS Profile form is available on-line at <http://profileonline.collegeboard.com>.

Renewal FAFSAs for returning students are now available on-line only at [www.fafsa.ed.gov](http://www.fafsa.ed.gov), accessible with a PIN provided by the federal government. Further information regarding the PIN is available at [www.pin.ed.gov](http://www.pin.ed.gov).

To receive federal financial aid, a student must also: be registered with Selective Service if male and at least 18 years old (or not be required to do so under federal law); have no federal student loans in default status; owe no refunds to the Pell Grant, SEOG or SSI Programs (Title IV, HEA Grant) for attendance at any institution; be a U.S. citizen or eligible non-citizen; have no drug-related convictions while receiving federal or state financial aid (depending on type of offense) and certify this on the FAFSA form; and meet Satisfactory Academic Progress requirements.

To maintain the integrity of the programs administered by Stonehill College and to insure the equitable distribution of available funds, the accuracy of information submitted on applications for all types of financial assistance, including loans, will be verified. Therefore, financial aid applicants and their parents are urged to use information from completed federal tax returns when filling out their Financial Aid Applications. It is not recommended that families delay filing the Financial Aid Applications until tax returns are completed, especially if it means a deadline will be missed but, rather, that tax returns be completed early. Using accurate information will result in fewer corrections to an application and, consequently, fewer adjustments to a financial aid award. Priority filing deadlines: Profile and FAFSA by February 1 for early action and regular decision incoming first-year students; and FAFSA by March 15 for returning students. Early Decision candidates must file Profile by November 1 and FAFSA by February 1.

## Standards of Academic Progress for Financial Aid Recipients

In order to receive or continue to receive financial aid funded by the government and/or Stonehill College (including student or parent education loans, grants, scholarships and jobs), a student must maintain satisfactory academic progress as defined below.

**Satisfactory Academic Progress:** A student must pass a specific number of the credits he/she attempts each academic year. (The number of credits attempted equals the number of credits in which the student is officially enrolled at the end of each Add/Drop period.) Credits that are graded "Incomplete" as well as credits from which a student withdraws after the Add/Drop period are considered credits attempted but not satisfactorily completed. (If an incomplete grade is subsequently changed to a passing grade, satisfactory academic progress can be recalculated based on receipt of a passing grade.) In addition, a student's cumulative grade-point average at the end of two academic years of study must be at least 2.00, and his/her record must continue to meet this standard at each review. *A student must take courses at Stonehill College to raise their cumulative GPA.*

Students are reviewed annually for compliance with Satisfactory Academic Progress requirements, at the end of each spring semester. In addition to the cumulative grade-point average noted above, this review covers all coursework attempted since the end of the previous spring semester, beginning with any credits taken in the first summer session of the preceding calendar year.

To be in compliance a student must successfully complete at least 67% of all credits attempted, including courses transferred in during the academic period being measured, as outlined below:

# of credits attempted:	Must pass:
1 credit	1 credit
2-3 credits	2 credits
4-5 credits	3 credits
6 credits	4 credits
7-8 credits	5 credits
9 credits	6 credits
10-11 credits	7 credits
12 credits	8 credits
13-14 credits	9 credits
15 credits	10 credits
16-17 credits	11 credits
18 credits	12 credits
19-20 credits	13 credits
21 credits	14 credits
22-23 credits	15 credits
24 credits	16 credits
25-26 credits	17 credits
27 credits	18 credits
28-29 credits	19 credits
30 credits	20 credits
31-32 credits	21 credits
33 credits	22 credits
34-35 credits	23 credits
36 credits	24 credits
37-38 credits	25 credits
39 credits	26 credits
40-41 credits	27 credits
42 credits	28 credits
43-44 credits	29 credits
45 credits	30 credits
46-47 credits	31 credits
48 credits	32 credits
49 credits	33 credits
50-51 credits	34 credits
52 credits	35 credits
53-54 credits	36 credits
55 credits	37 credits
56 credits	38 credits

To regain eligibility for financial aid after unsatisfactory progress has been declared, a student must complete the number of credits not passed within the period which resulted in the loss of aid and achieve the required cumulative grade-point average.

To continue to be eligible for federal Title IV funding, a student must complete in the aggregate, 67% of all credits attempted, including credits transferred in, at the end of the established full academic period. This ensures that no student takes longer than 150% of the normal time for completing his/her degree, based upon enrollment status. For example, in a program requiring 120 credits for graduation, 150% of the normal time equals 180 credits attempted. The time to degree completion includes all courses attempted, including courses from which the student has withdrawn after the Add/Drop period, courses which are incomplete, and courses which have been accepted by the College in transfer.

**General Provisions:** Repeat coursework taken for the purpose of increasing a previously passing grade cannot be considered in qualifying a student for financial aid enrollment status or satisfying a determination of non-compliance with Satisfactory Academic Progress requirements.

**Appeals:** The denial of financial aid because of failure to meet Satisfactory Academic Progress requirements may be appealed if the student believes there are special circumstances which should be considered. The appeal must include an explanation of why the student believes he/she failed to achieve satisfactory academic progress and what has changed that will allow the student to achieve progress by the end of the next financial aid payment period. A written appeal, sent within 15 days of notification of ineligibility for aid, should be addressed to the Director of Student Financial Services. Appeals will be considered by a representative committee from Academic Services and Student Financial Services. A response will be mailed to the student within 15 days of receipt of such appeal. Appeals may be approved if justification presented is acceptable and it has been determined that the student is able to meet SAP standards by the end of the next financial aid payment period or is placed on an academic plan that will ensure he/she is able to meet SAP standards by a specific point in time.

A positive response to an appeal results in the student being placed on Financial Aid Probation. The student then re-gains eligibility for financial aid for the next financial aid payment period only. Progress will be re-measured subsequent to the period of Financial Aid Probation to assure compliance with SAP after that one financial aid payment period.

## Stonehill College Scholarships

Each year the College offers a number of partial-tuition scholarships and grants to new and returning students. While some scholarships are awarded on the basis of merit, it is required that a financial aid application (CSS Profile) be on file with the College. Scholarships require a maintenance of a minimum cumulative average for renewal, but merit scholarship recipients need not file for aid in subsequent years unless they wish to be considered for other assistance as well, including need-based grants, student loans, and work-study. (See here for a description of the financial aid application process for incoming and returning students.)

The names of the awards and application/renewal requirements are shown below:

Name	Application/Renewal Requirements Financial Aid Application		
	Cum Avg	To Apply	To Renew
Novak/Sakmar/Templeton Scholarship	3.30, SAP*	Required	No
Moreau Honors Scholarship	3.30, SAP*	Required	No
Presidential Scholarship	3.00, SAP*	Required	No
Dean's Scholarship	2.90, SAP*	Required	No
Stonehill Light and Hope Award	SAP*	Required	Required
Stonehill Grant	2.70, SAP*	Required	No
Stonehill Endowed/Restricted Scholarships	SAP*	Required	Required
Diocese of Boston/Fall River Scholarships	2.70, SAP*	No	No

\*Satisfactory Academic Progress

Stonehill scholarships and grants may not exceed the amount actually charged for tuition. They are credited only to semesters in which the recipient pays tuition to Stonehill. Half the amount of the scholarship is applied to the fall semester and half to the spring semester, provided the recipient meets the preceding criteria. These awards are not applicable to semesters in which tuition is paid to another institution or program, nor may the entire amount be credited to one semester. Scholarships are awarded for and presume full-time continuous attendance at Stonehill, for a maximum of 8 semesters. "stopping out" for any reason results in forfeiture of the scholarship(s).

## Restricted/Endowed Scholarships

Stonehill College awards funding that has been gifted to the College as endowment. Many of these scholarships carry restrictions as stipulated by the donors. To apply, returning students must file the complete Financial Aid Application and a Restricted/Endowed Scholarship Application. This special application is available on-line at [www.stonehill.edu](http://www.stonehill.edu) under Financial Aid and Scholarships, between February 1 and April 1 for the following academic year. New students do not complete this special application. A complete list of available scholarships appears in this catalog and may be viewed on-line at [www.stonehill.edu](http://www.stonehill.edu)

## Federal Pell Grant

Funded and administered by the federal government, eligibility for Pell Grant is based on exceptional financial need. Awards vary, based on an index established by the federal government. The Free Application for Federal Student Aid (FAFSA) is the annual application for Pell Grant. Since it is the primary source of federal student aid, all students who seek assistance of any kind are required to apply for the Pell Grant.

## Federal Supplemental Educational Opportunity Grant (FSEOG)

Stonehill College receives from the federal government an allocation of FSEOG funds which it matches by 25%. The total funding is administered by the College and is prioritized to applicants with exceptional financial need. Pell Grant recipients have the first priority. Awards range from \$100 to \$4,000 per year and are re-determined annually. The Free Application for Federal Student Aid (FAFSA) is the application for FSEOG funds.

## Federal TEACH Grant

Funded and administered by the federal government, up to \$4,000 TEACH Grants are awarded to students who meet certain academic requirements and who indicate they may teach in a federally defined high need school for four years upon graduation. The TEACH Grant reverts to an unsubsidized federal student loan if the obligation to teach is not fulfilled within eight years of graduation. The FAFSA is the annual application and an Agreement to Serve and entrance and exit counseling must be completed, but TEACH does not require that the student have financial need.

## Federal Yellow Ribbon Program

Stonehill is a matching grant participant in the Yellow Ribbon Program for eligible veterans and their dependents.

## ROTC Scholarships

Students at Stonehill College may compete for Army ROTC Scholarships.

## State Scholarships/Grants

Students should investigate the availability of scholarships/grants through their states. Eligible students should submit state scholarship/grant applications by the appropriate deadlines.

## Student Loans

Loans are available to Stonehill College students from the following sources:

**The Federal Direct Student Loan Program.** Loan limits are determined by the number of credits completed: up to \$5,500 per year for students who have completed fewer than 30 credits; up to \$6,500 per year for students who have completed between 30 and 59 credits; and up to \$7,500 per year for students who have completed at least 60 credits. Total borrowing may not exceed \$34,500. This loan program is funded by the federal government and administered by the College.

The Free Application for Federal Student Aid (FAFSA) is used to determine eligibility. There are two types of direct loans: subsidized and unsubsidized. Students who demonstrate sufficient financial need qualify for a base subsidized loan. The fixed interest rate on this loan is 6.8 percent with a federal origination fee of 1.0 percent. No interest accrues on this loan while the student attends school at least half time. Those who do not qualify for the full subsidized loan may borrow an unsubsidized up to maximum allowable direct student loan plus the supplemental unsubsidized loan of \$2,000; however, the student must either pay the interest on this loan while in school or opt to capitalize the interest and pay it, along with the principal, upon leaving school. The fixed interest rate on the unsubsidized loan is 6.8 percent, and the federal origination fee is 1.0 percent. Repayment of principal for both types of loans begins six months after the student ceases to be enrolled at least half time.

Promissory Notes for the Direct Student Loan Program are available on-line at the federal web site [www.studentloans.gov](http://www.studentloans.gov). The loan funds (net the 1.0 percent origination fee) are credited directly to the student's tuition account, half in each semester.

It is not necessary for a student to complete a promissory note for every year in which (s) he borrows through the Federal Direct Student Loan Program. A Master Promissory Note is completed for the first year in which the student borrows and remains in effect for each subsequent loan borrowed for a total of 10 years.

**The Federal Perkins Loan Program.** This federally-sponsored loan program is administered by the College on a funds-available basis. Eligibility is based on need as shown on the FAFSA. The interest rate is fixed at 5%; repayment begins 9 months after the student ceases to be enrolled at least half time.

## Student Employment

In addition to the scholarship, loan, and grant opportunities described above, limited part-time employment is available to students who can, without jeopardizing their academic standing, devote time to campus jobs.

The College participates in the Federal Work-Study Program, which serves to expand the opportunities for part-time student employment on campus. The Work-Study Office has identified and classified Community Service positions off campus as well. These job postings are designated as such and are reserved for students who qualify for Federal Work-Study.

To be considered for academic year employment, a student must have a processed FAFSA on file in Student Financial Services.

A comprehensive listing of financial aid programs is contained at [www.stonehill.edu](http://www.stonehill.edu) under Financial Aid/Financial Aid and Scholarships.

## Tuition Installment Payment Plan

Many families prefer to spread tuition and fee payments throughout the year rather than make one large payment prior to each semester. The College offers a 10-month payment plan through Tuition Management Systems (TMS) at a nominal fee:

Tuition Management Services (TMS) 171  
Service Ave., 2nd Floor • Warwick, RI 02886  
(888)216-4258 • [www.afford.com/stonehill](http://www.afford.com/stonehill)

Informational brochures and application forms are sent to all students. There are no interest charges; the current enrollment fee is \$65. The amount of the contract and length of the payment period are chosen by the family. For example, an estimated out-of-pocket cost of \$5,500 may be paid at the rate of \$550 per month for ten months. The deadline to enroll for the Fall semester is August 1; families interested in enrolling for the Spring semester only must call TMS directly.

## Notes

Students receiving institutional or government financial aid (Perkins Loan, Supplemental Educational Opportunity Grant, Pell Grant, State Scholarships, Direct Loan, etc.) or educational assistance (Veterans' Benefits) should consider the possible loss of, or reduction in, this assistance before enrolling for other than full-time student status. The effect on financial assistance must be considered in any decision to accelerate course requirements or to reduce one's course load.

The College must anticipate for fiscal reasons that all financial obligations to the College will be paid in full. Failure to meet these obligations may result in Administrative Withdrawal from the College. In the event that a student leaves the College owing monies for tuition, room and board, fees, fines, or holds delinquent loans, the College reserves the right to withhold grades, official transcripts, and/or additional services within the confines of the Buckley Amendment.

The College reserves the right to withhold grades, diplomas and official transcripts and/or to deny participation in graduation exercises to any student who owes monies, books, or equipment to the College or who has failed to fulfill all obligations to the College, or who is in default on a federal student loan.

The College also reserves the right to refuse payment it determines to be unacceptable and the right to require that payment made after the due date be by cashier's check. Payments made after May 1 and prior to the end of the academic year must be in cash or by certified check. Personal checks will not be accepted after that date.

If for any reason the College must refer an account to an outside agency for collection, the College reserves the right to add any and all legal and/or agency fees to the account balance. The College also reserves the right to report the outstanding account to a credit reporting bureau.

## SCHOLARSHIPS

- The Lee Abraham Scholarship  
 The John I. Ahern Memorial Scholarship  
 The Neil Ahern '69 Memorial Scholarship  
 The Family of Charles Altieri Scholarship  
 The Joseph M. Alukonis Memorial Scholarship  
 The Alumni Council Scholarship  
 The Anheuser-Busch Scholarship  
 The Alan Bailey Memorial Scholarship  
 The Edward H. Baker Scholarship  
 The Balsamo Scholarship  
 The Paul and Elsie Bangiola Scholarship  
 The Charles Barrett Scholarship  
 The Frank Basile Memorial Scholarship  
 The Harold and Livia Baynes Memorial Scholarship  
 The Carmi A. Belmont Memorial Scholarship  
 The Barbara "Bonnie" Benoit Scholarship  
 The Susan Elin Benson Memorial Scholarship  
 The Birmingham Scholarship  
 The Blanchard Foundation Scholarship  
 The Philip and Sara Boyle Scholarship  
 The Sheila and William J. Boyle Scholarship  
 The Reverend John F. Brady Memorial Scholarship  
 The Lauren Michelle Branco Memorial Scholarship  
 The Brebbia-Grandy Family Scholarship  
 The Doreen Brennan Scholarship  
 The Arthur and Phyllis Brockway Memorial Scholarship  
 The Derek Brown Memorial Scholarship  
 The Burke Scholarship  
 The Ronald E. Burton Scholarship  
 The Sgt. Robert H. Cairns Memorial Scholarship  
 The Campanelli Foundation Scholarship  
 The Joseph F. Carney Memorial Scholarship  
 The Arthur J. and Margaret M. Carriuolo Memorial Scholarship  
 The Anthony E. Cascino Memorial Scholarship  
 The Cavanagh Family Scholarship  
 The Esther-Ann Chamberlain '68 Scholarship  
 The Thomas D. Christopher Memorial Scholarship  
 The Christopher J. Civale, '74 Scholarship  
 The C. James Cleary Memorial Scholarship  
 The Reverend Gerald P. Cohen, C.S.C. Scholarship  
 The William F. Connell Memorial Scholarship  
 The Connors Family Scholarship  
 The William J. Connors Memorial Scholarship  
 The Joseph M. Corcoran Memorial Scholarship  
 The Reverend John J. Corr, C.S.C. Memorial Scholarship  
 The Edward L. Coughlin Memorial Scholarship  
 The Timothy J. Coughlin Memorial Scholarship  
 The Robert G. Cummings '61 Memorial Scholarship  
 The Darling/My Brother's Keeper Scholarship  
 The DeSouza Ward Scholarship  
 The William F. Devin Scholarship  
 The Linda A. and Francis X. Dillon Scholarship  
 The Jeffrey Ditmar Memorial Scholarship  
 The Reverend James W. Donahue, C.S.C. Memorial Scholarship  
 The Ciaran Ryan Donoghue Memorial Scholarship  
 The Reverend Peter Donohue, C.S.C. Memorial Scholarship \*\*  
 The Jennifer Dow Memorial Scholarship  
 The Charles C. Ely Educational Scholarship  
 The Stonehill Environmental Scholarship  
 The Ernst & Young Scholarship  
 The Cheryl and Daniel Farley Family Scholarship  
 The Fay Family Scholarship  
 The Reverend Thomas M. Feeley, C.S.C./Saint Thomas Aquinas Philosophy Scholarship  
 The Joseph & Joanne Finn Memorial Scholarship  
 The George R. Fish Memorial Scholarship  
 The Brassil Fitzgerald Memorial Scholarship  
 The John Kennedy FitzGerald Memorial Scholarship  
 The Aline and Paul Flynn Scholarship  
 The Follett Bookstore Scholarship  
 The Thomas Folliard Memorial Scholarship  
 The Charles A. Frueauff Foundation Scholarship  
 The Brian '75 and Susan Gaffney Scholarship  
 The Reverend William F. Gartland, C.S.C. Memorial Scholarship  
 The Geraghty Family Irish Studies Scholarship  
 The Alfred F. and Martha Gomes Family Scholarship  
 The Jack & Mary Gorman Scholarship  
 The James "Lou" '53 and Mary Lou Gorman Scholarship  
 The Gray Family Scholarship  
 The Colleen Coyle Green Memorial Scholarship  
 The Reverend Eugene Green/Beta XI Scholarship \*\*  
 Richard P. Gunville Memorial Scholarship  
 The James E. Hayden '76 Memorial Scholarship  
 The William Randolph Hearst Foundation Scholarship  
 The William T. Herlihy Memorial Scholarship  
 The Paula Ann Hiltz Memorial Scholarship  
 The Hoffman Family Scholarship  
 The Reverend William F. Hogan, C.S.C. Memorial Scholarship  
 The Honorable Timothy E. Holland Family Scholarship  
 The Holy Cross Fathers Scholarship  
 The Joseph L. Hopkins Memorial Scholarship  
 The Henry C. Howley Memorial Scholarship  
 The Reverend Francis J. Hurley, C.S.C. Scholarship  
 The Italian Education and Cultural Interchange Scholarship  
 The Mary Lou & William Jackson Scholarship  
 The Junior League of Women's Italian Club of Boston Scholarship  
 The Reverend Joseph P. Keena, C.S.C. Memorial Scholarship  
 The Joseph F. Kelliher III Memorial Scholarship  
 The Joseph F. Kenneally, D.M.D. Scholarship  
 The Harold G. Kern Memorial Scholarship  
 The Kimberly Ann Kitchell Memorial Scholarship  
 The Robert and Dorothy (Oliger) Kruse Memorial Scholarship  
 The Mitchell A. Labuda Memorial Scholarship  
 The William C. LaPlante Memorial Scholarship  
 The Timothy J. Lawlor Scholarship  
 The Edward Scott "Teddy" Lehan Memorial Scholarship  
 The Fr. Joseph S. Lehane, C.S.C. Scholarship  
 The Diane Grueter Lincoln Memorial Scholarship  
 The Lockary-Hegarty Memorial Scholarship  
 The Curtis L. Lopes II Memorial Scholarship  
 The Donald R. MacLeod Memorial Scholarship  
 The Edward (Ted) MacLeod Memorial Scholarship  
 The Reverend Bartley MacPhaidin, C.S.C. Scholarship  
 The Trooper Gary E. Magee Memorial Scholarship  
 The Christopher D. Mahoney '70 Scholarship  
 The Kerri A. Mahoney Memorial Scholarship  
 The Katherine Mance Scholarship  
 The Stephen P. Mandill Memorial Scholarship  
 The Peter J. Marathas, Sr. Memorial Scholarship  
 The Peter Mareb Memorial Scholarship  
 The Marsalise Family Scholarship  
 The Reverend Richard Mazziotta, C.S.C. Memorial Scholarship  
 The Father John E. McCarthy, C.S.C. Memorial Scholarship  
 The McDonough Family Scholarship  
 The Matthew McDonough Memorial Scholarship  
 The Sylvia Houle McDonough '62 Memorial Scholarship  
 The Margaret McFadden Memorial Scholarship  
 The Ann and John McGrath Memorial Scholarship  
 The John and Margarete McNeice Scholarship  
 The Miller-Moroney Scholarship  
 The Robert J. Mills Memorial Scholarship  
 The Mills Family Endowed Scholarship  
 The Edmond N. Moriarty, Jr. Memorial Scholarship  
 The Gregory "Rodney" Moynahan Memorial Scholarship  
 The Bill Mulford Memorial Fund for Independent Students\*\*  
 The Beatrice H. Mullaney Memorial Scholarship  
 The Frank & Susan Mullin Scholarship  
 The Lt. William C. Murphy Memorial Scholarship  
 The Michael D. Nessralla Memorial Scholarship  
 The Helen and Albert Niemi Scholarship  
 The John and Cheryl Noblin Scholarship  
 The Novak-Sakmar-Templeton Scholarship  
 The Ann O'Connell Scholarship  
 The O'Connor Family Scholarship  
 The Barbara Lutted O'Donnell Scholarship  
 The Robert M. O'Donnell Memorial Scholarship  
 The Paul K. O'Leary Memorial Scholarship  
 The William C. O'Malley Memorial Scholarship  
 The Mark J. Oteri Memorial Scholarship  
 The Amy Hoar Palmisciano Memorial Scholarship  
 The Peter Paoella Memorial Scholarship  
 The Senator John Parker Memorial Scholarship  
 The Fred C. Petti Athletic Scholarship  
 The Lisa M. Philo-Corcoran Memorial Scholarship  
 The Pillar Society Scholarship  
 The James & Agnes Pires Memorial Scholarship  
 The Pohlad Family Scholarship  
 The E. Romeo and Edward D. Poirier Memorial Scholarship  
 The John and Aliese Price Foundation Scholarship  
 The Captain Janet M. Redgate, U.S.N., NC Memorial Scholarship  
 The Christine Reynolds Endowment for the Arts Scholarship  
 The Ray Richard Memorial Scholarship  
 The Robert F. Rivers Scholarship  
 The Patty Roche Memorial Scholarship  
 The Theresa Ryan Scholarship  
 The Thomas and Mary Shields Scholarship  
 The Shields Merit Scholarship  
 The Birute T. Silvia Scholarship  
 The Cardinal Spellman Scholarship  
 The A. Michael Storlazzi Scholarship  
 The Madelyn W. Sturtevant Memorial Scholarship  
 The Helen and Edward Sullivan Scholarship  
 The Reverend Lawrence Sullivan, C.S.C. Memorial Scholarship  
 The Sullivan-Langsenkamp Memorial Scholarship  
 The Richard J. Susi Memorial Scholarship  
 The Raymond Tashash Family Scholarship  
 The Ralph D. Tedeschi Memorial Scholarship  
 The Richard and Jill Tepper Scholarship  
 The Nancy J. Thurston Memorial Scholarship  
 The David M. Tracy Scholarship  
 The Amy Campbell Tripp Memorial Scholarship  
 The Bessie Tsaganis Memorial Scholarship  
 The Val & Arthur A. Viano Fine Arts Scholarship  
 The Villa Nazareth Scholarship  
 The Richard A. Voke Scholarship  
 The Joseph F. Walsh Memorial Scholarship  
 The Honorable Martha Ware Scholarship  
 The Washington, D.C. Area Alumni Scholarship  
 The Rita and Frank Welch Scholarship  
 The Herbert A. and Gertrude M. Wessling Memorial Scholarship  
 The Vincent P. and Mary L. Wright Memorial Scholarship  
 The Yawkey Scholarship

\*\*Scholarships for part-time/independent students  
 For more information on individual scholarships, please visit [www.stonehill.edu](http://www.stonehill.edu) under Admissions and Financial Aid, Financial Aid and Scholarships



## MISSION AND STUDENT AFFAIRS DIVISIONS

### Educating the mind and the heart...

This vision of education as a work of forming the whole person inspired Blessed Basil Moreau, C.S.C., the founder of the Congregation of Holy Cross, and his religious family, the founders and sponsors of Stonehill College.

Stonehill College is proud to share in the educational legacy of Fr. Moreau. Moreau's vision of education as a "work of resurrection" inspires us to pursue the blessings of new life that come from a diligent pursuit of all that is true, beautiful and good.

Moreau's vision of education as an art that never "deprives our students of anything they should know," spurs us to academic excellence in every discipline of study.

Moreau's vision of education as the formation of the whole person such that the "mind will not be cultivated at the expense of the heart," leads us to value the co-curricular and spiritual dimensions of life at Stonehill.

And Moreau's vision of education as the work of forming students "into justice" underlies our mission of educating students to lead "with courage toward creating a more just and compassionate world."

The staff of the Mission Division, inspired by Blessed Basil Moreau's vision of education, works with students and the entire Stonehill community to live the values of a Holy Cross education by preparing "good citizens for both earth and heaven." Campus Ministry, the Farm at Stonehill, and the Center for Nonprofit Management collaborate in fostering this noble mission.

### Campus Ministry

The Department of Campus Ministry has a five-fold charge: the ministry of Word and sacrament, pastoral care, service beyond the campus, religious formation, and evangelization.

From every quarter, Campus Ministry summons the College community for the worship and praise of God, especially for celebration of the Sunday Eucharist. In the Chapel of Mary, Mother of the Church, the Word of God is heard anew, prayers are offered for the needs of all, and the assembly is nourished at the Lord's Table.

In times of sickness, bereavement, or crisis, Campus Ministry is present to recall God's gracious promises of redemption from every loss, and to extend the support of the community. Campus Ministry challenges students to discern the face of God in the suffering and the oppressed.

Diverse programs, such as HOPE, our alternative spring break program (with both domestic and international sites), and Into the Streets, our community service program, provide students with the opportunity to act on behalf of others through works of solidarity and justice with those who are young, elderly, physically challenged, and poor and/or homeless.

Through retreats, the Christian Initiation program, and spiritual direction, Campus Ministry offers students and other Stonehill

community members the opportunity to deepen their faith and to be more active members of their local Christian communities.

Finally, in its call to evangelize, Campus Ministry extends an invitation to the entire College community to hear again – or for the first time – the message of the Catholic tradition and its relevance for our times. In this period of crisis in culture, Campus Ministry works collaboratively with various departments as it seeks to revitalize the Church and form future leaders.

Common to these diverse expressions of the faith is Campus Ministry's effort to uphold everywhere the value of community and to encourage a lived reflection on the importance of the common good on campus, in the neighboring community, in the family, and in the Church.

Consistent with this effort, Campus Ministry is committed to helping students of various faith traditions to find opportunities for affirming and strengthening their own faith and value system.

### The Center for Nonprofit Management

The Center for Nonprofit Management works with and builds the leadership and management capacity of community-based nonprofit organizations throughout southern Massachusetts and northern Rhode Island.

The Center is focused on enhancing critical management skills, while also fostering relationships with and among the region's diverse community-based organizations so that they may better achieve their missions. Drawing on expertise within the nonprofit sector and Stonehill, including student interns, the Center conducts research and provides workshops and other learning programs for the region's nonprofit sector. Additionally, the Center hosts the Developing Fundraising Leaders Institute in conjunction with the Advancement Division, a program for selected students aimed at developing nonprofit leadership skills.

### Student Affairs

It is the goal of Stonehill College to foster the total development of our students. While this is the responsibility of the entire community, the Student Affairs Division provides many opportunities for integrating the intellectual, physical, social, and spiritual development of students.

Below is an overview of the departments within Student Affairs. Additional information regarding these departments and other departments associated with campus life can be found by accessing the A – Z index on the College's main website.

### Counseling and Testing

The mission of the Counseling and Testing Center (CTC) is to support all full-time students as members of a learning community. The CTC regards each student as a unique individual and empowers her/his efforts to attain self-understanding, integrity and academic success.

Counselors assist students with personal and educational concerns by providing individual and group counseling as well as preventive services. The CTC staff offers programs and workshops throughout the campus aimed at the developmental needs of college students to help them maximize their potential and benefit fully from the college environment. In addition, a psychiatrist is available for students engaged in counseling at the CTC for medication consultation.

### Health Services

Health Services is an appointment-based, ambulatory care setting designed to manage the acute episodic health concerns of our full-time students. The management of chronic health problems can also be coordinated in collaboration with the student's personal physician. The facility is open Monday-Friday from 8:30 a.m.-4:30 p.m. and is staffed by nurse practitioners. An internal medicine physician is always available to the nurse practitioners for consultation. After hours emergency care can be coordinated through Campus Police. The office is located in the Chapel of Mary building.

The Health and Wellness Office provides health education, awareness events and prevention programs on a variety of topics including but not limited to stress reduction, physical activity, nutrition, smoking cessation and healthy relationships throughout the entire school year. Services range from workshops, individual consultation or presentations by request. The office is located in the Roche Dining Commons, Room 113.

### Intercultural Affairs

The mission of Intercultural Affairs at Stonehill is to contribute to the creation, influence, and sustainability of a community where the dignity of all people is respected. Intercultural Affairs works to support students in academic, cultural, and personal endeavors and facilitates dialogue with faculty, staff, and students on issues of privilege, power, and social justice. Intercultural Affairs supports the whole Stonehill community in creating a more inclusive culture through opportunities such as Safe Space, the Diversity Networking Group, RACE Dialogues, MOSAIC men of color discussion group, RISE women of color discussion group, Freshmen Leadership Through Diversity Program, the Inclusive Excellent Grant, ALANA-A Leadership Program, Conference on Diversity and Inclusion, and various heritage month events. In addition, Intercultural Affairs provides services ranging from personal consultations to larger group training in order to empower Stonehill community members to thrive in a diverse and global society. Staff members serve on the Bias Response Team and the Bias Reduction Education Team.

## Recreational Sports

The Recreational Sports Program at Stonehill seeks to provide formal recreational opportunities to all students, faculty and staff by:

- Offering opportunities for interesting and rewarding competitions involving men's, women's and co-recreational sports;
- Presenting a varied and diverse program of sports, recreational, fitness and wellness activities so that the entire campus community has the opportunity to participate regardless of athletic ability or preference; and
- Attempting, whenever possible, to expand current facilities and to accommodate the recreational wishes or needs of the majority of participants.

Throughout the academic year, there are over twenty intramural sports, eight to ten sport clubs and a variety of fitness and instructional programs offered through this office. The office is located within the Sally Blair Ames Sports Complex, which offers over 55,000 square feet of recreational and leisure space for members of the Stonehill community.

## Intercollegiate Sport Clubs

- Bowling
- Cheerleading
- Dance Team
- Golf (Men and Women)
- Men's Lacrosse
- Men's and Women's Rugby
- Men's Volleyball
- Men's and Women's Ultimate Disc
- ...and More!

## Intramural Sports

- Basketball
- Beach Volleyball
- Flag Football
- Floor Hockey
- Indoor Soccer
- Racquetball
- Softball
- Tennis
- Volleyball
- Walleyball
- ...and more!

## Residence Life

The Office of Residence Life works to create in our residence halls a safe and secure environment that supports the academic mission of the College, encourages individual student development, and fosters a community of responsibility and compassion. The living-learning environments that we strive to build are characterized by civility and cooperation, where individual needs and desires are balanced with the common good. By providing an enriching residential experience, we will afford students the opportunity to develop life-long skills to become contributing members of society. For more information, please visit the Residence Life website at <http://www.stonehill.edu/x10000.xml>.

## Community Standards

Stonehill College's Office of Community Standards serves to provide students with a living and learning environment that reflects the values of the Stonehill community and supports the College's commitment to developing the moral, spiritual, intellectual and social competencies of our students. To achieve this goal, Stonehill looks to the students to be partners in this process with the hope of creating an environment that is respectful of the rights of all individuals within the community. Shared responsibility for the life and governance of the College should lead all its members to make the best of their own talents, to work together, to be sensitive to one another, to serve others, and to seek justice within and beyond the Stonehill community. Therefore, the Office of Community Standards seeks to educate students regarding the rights and responsibilities of being a member of Stonehill College and will call students to accountability for their actions as a necessary part of community life.

## Student Activities

The Office of Student Activities is committed to enhancing the overall education of the Stonehill community through collaboration with students, faculty, and staff in order to create social, cultural, recreational, and spiritual growth opportunities. Throughout the year, a variety of co-curricular, social and educational programs are organized for students by students. Stonehill values the co-curricular program as an integral facet of the College and believes that these experiences enrich the quality of student life.

Therefore, all students are encouraged to become involved in the many clubs and organizations as interested members or as student leaders. A complete list of all officially recognized student groups is listed below:

## Clubs and Organizations

### Academic

- Accounting Association
- Association for Computing Machinery
- Biochemistry Club
- Biology Society
- Chemistry Club
- Education Society
- English Society
- Financial Management Association
- History Society
- Marketing Management Association
- Neuroscience Society
- Psychology Society
- Religious Studies Society

### Cultural & Special Interests

- A.C.E.S. (Active Concerned Educated Students)
- Activism Club
- Africa Service Project
- Animee Club
- Anthropology Society
- Art Club
- Asian American Society
- Autism Speaks U
- Colleges Against Cancer

- Commuter Council
- disABILITY Enlightenment Project
- Diversity on Campus
- French Club
- Hip Hop Club
- Italian Club
- Men Against Violence
- Mock Trial
- Model U.N.
- Philosophy Society
- PRIDE (Providing a Responsible, Inclusive, & Diverse Environment)
- SEA (Students for Environmental Action)
- Silent Witness Initiative
- Spanish Club
- WHEN (Women's Health and Empowerment Now)

### Governance & Programming

- Class Committees
- Diversity Committee
- Programming Committee
- SGA (Student Government Association)

### Media

- ACRES (yearbook)
- CAIRN (literary magazine)
- Rolling Stonehill
- The SUMMIT (newspaper)
- WSHL 91.3 (radio station)

### Performance

- Bellies that Dance
- Capoeira Club
- Chapel Choir
- Dance Club
- Girls from the Hill (a cappella group)
- Goose Troupe Improv Comedy Club
- RUCKUS Step Squad
- Stonehill Musical Theater Company
- Surround Sound (a cappella group)

### Political

- Activism Club
- College Democrats
- College Republicans
- Mock Trial
- Model U.N.
- Young Americans for Liberty
- Youth in Government

### Pre-Professional

- Healthcare Society
- Pre-Dental Society
- Public Relations Society
- St. Thomas Moore Pre-Law Society

### Religious

- Catholic Daughters of the Americas
- Campus Christian Fellowship
- The Good News
- Knights of Columbus

### Service and Volunteering

- A.C.E.S. (Active Concerned Educated Students)
- Africa Service Project
- Circle K
- Habitat for Humanity

- *Into The Streets* Volunteer and Service Organizations
- Knights of Columbus
- SIFE (Students in Free Enterprise)

## Recreational and Sports

- High Adventure Club
- Riding Club
- Running Club
- Ski/snowboard Club
- Swim Club
- Intramural Sports Teams
- Sport Clubs (Competitive)
  - Bowling Team
  - Cheerleading Team
  - Dance Team
  - Golf Team
  - Lacross Team (men's)
  - Rugby Team (men's and women's)
  - Ultimate Disk Team (men's and women's)
  - Volleyball Team (men's)

## Varsity Sports

With 20 intercollegiate sports and a tradition of winning both on and off the field, the Stonehill Skyhawks are one of the top athletic and academic programs in the country.

The Skyhawks, who compete in the NCAA Division II Northeast-10 Conference, won the President's Cup for the third straight year and fourth time overall in 2011-2012 and have finished in the top three in the President's Cup standings in each of the last eight seasons. This prestigious award is given to the top performing athletic school in the Northeast-10, across all sports and seasons.

In addition, the Skyhawks are ranked second in the National Collegiate Scouting Association (NCSA) Power Rankings used to assess the academic and athletic standards of all NCAA and NAIA athletic programs. Stonehill earned a 98% Academic Success Ranking (ASR) by the NCAA, which considers the academic success rate of the institution based on the graduation rate of student-athletes while also giving credit for any student-athletes who transferred from the institution while in good academic standing. The Skyhawks' ASR rating ranks fourth among all NCAA Division II institutions, with 10 teams receiving a perfect rating of 100%.

## 2011-2012 – A Year of Athletic Success

- NE-10 President's Cup Champions
  - Third straight season
- 12 All-Americans
- 7 NCAA Tournament Bids
- Men's Basketball reaches NCAA Division II National Semifinal Game
- All 16 teams with a post season championship in the NE-10; All qualified for the post season; A first in the College's 23 year affiliation with the conference

## Skyhawk Student-Athlete Success

- 98% Academic Success Rating from the NCAA - Second in Division II
- NCAA Division II President's Award Winner for Academic Excellence
- 12 Capital One/CoSIDA Academic All-District Honorees
- 51% of student athletes achieved 3.20 GPA (Director of Athletics Honor Roll)

## Varsity Teams

### MEN

- Baseball
- Basketball
- Cross Country
- Football
- Ice Hockey
- Soccer
- Tennis
- Track and Field (indoor and outdoor)

### WOMEN

- Basketball
- Cross Country
- Equestrian
- Field Hockey
- Lacrosse
- Soccer
- Softball
- Tennis
- Track and Field (indoor and outdoor)
- Volleyball

## "Ace" the Skyhawk

Stonehill's mascot, "Ace", is a crowd favorite who makes regular appearances at many events on campus. The origin of the Skyhawk mascot lies in the mists of Stonehill history. In the 1920s, the beautiful 375-acre campus belonged to the wealthy Ames family, and young Frederick Ames – an early aviator – had an airfield built on the property. Today, "Ace" leads spirited Stonehill students as they cheer the Skyhawks to even greater heights.

# COMMUNITY STANDARDS AND STUDENT DISCIPLINE SYSTEM

## Community Standards and Student Discipline System

### Introduction

Stonehill College, an academic community within the Catholic tradition, committed to its Holy Cross roots, holds high expectations for how its members live and interact with one another. At the heart of these expectations is a respect for self and others. Specifically, Stonehill is committed to developing the moral, spiritual, intellectual and social competencies of our community. In search of this ideal, Stonehill endeavors to create an environment in which integrated learning is a shared responsibility, pursued in the classroom and laboratory, co-curricular and extra-curricular activities, athletic fields, residence halls, dining room and chapel. These expectations and competencies are our Community Standards.

### Expectations

Students are accountable for their actions as a necessary part of community life. By voluntarily choosing to affiliate with Stonehill College, students acknowledge to uphold these responsibilities.

As Stonehill is a community committed to Holy Cross and Catholic ideals and to the growth of each individual, the Community Standards established for student members of the Stonehill community are not always exactly the same as those within society at large. The College's Community Standards go beyond what is simply required for public order. They ask what is good and developmental for the individual and for the Stonehill community.

To enter Stonehill College is to accept an invitation to participate in a learning environment that emphasizes "the education of the whole person" by promoting interdisciplinary inquiry and facilitating student learning and development. Choosing to become a member of this community requires a commitment to an open dialog about the basic human questions fundamental to a liberal education in the Holy Cross tradition, as well as an individual responsibility to foster an environment in which this dialog can occur.

Shared responsibility for the life and governance of the College should lead all its members to make the best of their own talents, to work together, to be sensitive to one another, to serve others and to seek justice within and beyond the Stonehill community. As such, students are expected to inform College officials whenever they are concerned about a student's physical or emotional health or safety or when they have knowledge regarding a dangerous or potentially violent situation.

The Stonehill College Community Standards and other policies are intended to contribute to the moral, intellectual, spiritual and social growth of student members of the campus community. The College will call students to be accountable for their actions as a necessary part of community life.

### Glossary of Terms

- Advocate:** Faculty, staff member or member of the student body who, in a formal discipline hearing, provides support or advice to a charged student, complainant or person who believes he/she was the victim of a student's misconduct. The advocate may not be an attorney. The advocate may not actively participate during the formal discipline hearing.
- Appeals Board:** A group comprised of the Vice President for Students Affairs, or designee, a student and faculty member authorized to consider a request for an appeal from the CDC's determination as to whether a student has violated the Community Standards or from the sanction imposed.
- Associate Vice President for Student Affairs (AVPSA), or designee:** Person designated by the Vice President for Student Affairs to be responsible for the day-to-day administration of the Community Standards and the Student Discipline System.
- Charged Student:** A student alleged to have violated the Community Standards who has been notified that he/she must attend a formal discipline hearing.
- Community Standards:** Expectations and competencies Stonehill College has established for its students.
- Community Restitution Project:** Work projects on and off campus.
- College:** Stonehill College.
- College Discipline Committee (CDC):** A group of students, faculty and college officials authorized to determine whether a student has violated the Community Standards and to recommend sanctions that may be imposed when a violation of the Community Standards has been committed.
- College Official:** Any person employed by the College (including student employees), performing assigned duties or actions on behalf of the College in an official (recognized) capacity.
- College Premises:** All land, buildings, facilities and other property in the possession of or owned, used or controlled by the College.
- Complainant:** Any individual member of the Stonehill community, or the College itself, that submits an incident report accusing a student of having violated the Community Standards.
- Director of Community Standards:** A College official who has the primary responsibility for the administration of the Stonehill Community Standards, which communicate the mission and values of a Catholic institution in the Holy Cross tradition. The Director will undertake a broad range of responsibilities including directing discipline case management to ensure that all discipline referrals are addressed in a consistent and timely manner through appropriate campus procedures and serving as the College's primary hearing officer for discipline cases.
- Disciplinary Hold:** An administrative hold placed on a student's record when he/she does not respond to the request of a College official to attend an informal conference or formal discipline hearing, has not completed a discipline sanction, or has withdrawn from the College prior to the resolution of an informal conference or formal discipline hearing.
- Faculty:** Any person hired by the College to conduct classroom or teaching activities or who is otherwise considered by the College to be a member of its faculty.
- Formal Discipline Hearing:** A review of statements from a charged student, complainant, or person who believes he/she was the victim of a student's misconduct and witnesses with knowledge of an incident for the purpose of determining the charged student's responsibility for violating the Community Standards and to make recommendations for sanctions if the charged student is found responsible.
- Gender-Based Harassment:** Acts of verbal, nonverbal, or physical aggression, intimidation, stalking, or hostility based on gender or gender-based harassment. Gender-based harassment can occur if students are harassed either for exhibiting what is perceived as a stereotypical characteristic of their sex, or for failing to conform to stereotypical notions of masculinity or femininity. In order to constitute harassment, the conduct must be such that it has the purpose or effect of unreasonably interfering with an individual's academic performance or creating an intimidating, hostile, demeaning or offensive living or learning environment.
- Guest:** A non-student who is an associate of a student.
- Hearing Officer:** A college official authorized on a case-by-case basis to determine whether a student has violated the Community Standards and to impose a sanction when a violation of the Community Standards has been committed. An administrator may also serve as a chairperson of the College Discipline Committee (CDC) or a Residence Area Discipline Committee (RADC).
- Incident Report:** A written summary of an incident.
- Informal Conference:** An informal meeting of a student alleged to have violated the Community Standards, an administrator, complainant and the person who believes he/she was the victim of a student's misconduct for the purpose of achieving resolution with all parties agreeing to the outcome. If an agreement is reached, the case will end with no opportunity for appeal. If no agreement is reached, the case will be referred for a formal discipline hearing.
- Interim Restrictions:** Immediate sanctions taken against a student when there is information to show that the student's continued presence on the campus endangers the physical safety or emotional state of a student or others or disrupts the educational process of the College.
- May:** Used in the permissive sense.
- Member of the College Community:** Any

person who is a student, faculty, College official or any other person employed by the College. The AVPSA, or designee, will determine a person's status.

24. **Notice of the Charges:** Written notice that a student is alleged to have violated the Community Standards and notice of the date, time and place that a student must attend a formal discipline hearing, as well as the names of the witnesses called to testify.
25. **Non-Consensual Sexual Contact:** Including, but not limited to, intentional physical contact of a sexual nature (touching breasts, buttocks, or pubic area) with anyone without her/his consent, or attempts to commit the same.
26. **Non-Consensual Sexual Intercourse:** Including, but not limited to, penetration of a bodily orifice (vagina, anus, or mouth) by an object or by a body part and/or non-consensual fellatio or cunnilingus or attempts to commit the same.
27. **Policy:** The written regulations of the College. While the policies may be referenced or printed in College publications such as The Hill Book, the only official version of the current policies is located on the College's Campus Web intranet site.
28. **Relationship Violence:** The use of physical violence, coercion, threats, intimidation, isolation, stalking or other forms of emotional, sexual, or economic abuse directed towards a partner in a dating relationship constitute relationship violence.
29. **Residence Area Discipline Committee (RADCC):** A group of resident students and College officials authorized to determine whether a student has violated the Community Standards of the residence areas and to recommend sanctions that may be imposed when a violation of the Community Standards has been committed.
30. **Sanction:** A requirement a student must abide by or complete when found responsible for violating the Community Standards.
31. **Sexual Exploitation:** Behavior which occurs when a student takes advantage of another without his/her consent for his/her own advantage or benefit, to benefit or advantage anyone other than the one being exploited, or behavior that does not otherwise constitute one of the other offenses specifically noted in the Sexual Misconduct Policy.
32. **S.H.A.R.E. Advisor:** Trained staff member who provides assistance, guidance, and support throughout the College discipline process for both the person who believes he/she was the victim of another's sexual misconduct as well as the alleged perpetrator.
33. **Staff:** Individuals who develop, maintain, implement, and oversee the various programs of the College.
34. **Stalking:** A course of conduct directed at a specific person that would cause a reasonable person to feel fearful, intimidated, threatened or cause emotional injury.
35. **Student:** Any person taking courses at the College, either full-time or part-time, pursuing undergraduate, graduate or professional studies; any person who withdraws from the College after allegedly violating the

Community Standards; any person who is not officially enrolled for a particular term but who has a continuing academic relationship with the College; any person who has been notified of his/her acceptance for admission or any person living in College residence halls, although not enrolled at Stonehill College.

36. **Student Discipline System:** The process and procedures for addressing alleged violations of the Community Standards.
37. **Will:** Used in the imperative sense.
38. **Witness:** Any person with knowledge of a student's alleged violation of the Community Standards.

## Violation of Law and College Discipline

1. Student conduct should not violate the federal law, state law, local ordinances, and/or the Stonehill College Community Standards. Violations may be addressed through the College's Discipline System, through the civil and/or criminal court systems, or through both.  
When student conduct may have violated federal or state law, Stonehill College may take action against a student through the College Discipline System prior to, simultaneously with, or following civil or criminal proceedings at the discretion of the AVPSA, or designee.  
Determinations made or sanctions imposed under the Student Discipline System will not be subject to change when criminal charges regarding the same incident are resolved in favor of or against the criminal law defendant.
2. When a student is charged with a criminal violation of federal, state or local law, the student is responsible for all costs associated with the criminal violation. The College will not request special treatment on the student's behalf. Individual students and other members of the College community acting in their personal capacities, may interact with federal, state and local authorities as they deem appropriate.
3. If the alleged offense is also being processed under the Student Discipline System, the College may advise off-campus authorities of the existence of the Community Standards and Student Discipline System and of how such matters are typically handled within the College community.
4. The College cooperates with law enforcement or other agencies in the enforcement of criminal law on campus. The College also cooperates with the conditions imposed by criminal courts for the rehabilitation of student violators, provided the conditions do not conflict with campus rules or sanctions.

## Jurisdiction

1. The Stonehill College Community Standards and Student Discipline System apply to the conduct:
  - a. Of any student or individual:

- i. Enrolled in or accepted for an academic course or program regardless of credits carried
- ii. Who withdraws from the College after allegedly violating the Community Standards but before a formal hearing takes place
- iii. Not officially enrolled for a particular term but who has a continuing academic relationship with the College
- iv. Living on or off campus
- b. Of any student organization.
- c. Which occurs:
  - i. On College premises
  - ii. At College sponsored activities
  - iii. At all locations of the College such as internship and study abroad locations
  - iv. Off-campus that adversely affects the College community or the pursuit of its objectives or calls into question the suitability of a student as a member of the Stonehill College community
2. Each student will be held responsible for his/her conduct from the time of acceptance of admission through the actual awarding of a degree, even though the conduct may occur before classes begin or after classes end, as well as during the academic year or during periods between terms of actual enrollment, even if the conduct is not discovered until after a degree is awarded.
3. The Community Standards and Student Discipline System apply to a student's conduct even if the student withdraws from the College while a complaint is pending.
4. The AVPSA, or designee, will decide, on a case-by-case basis, whether the Community Standards and Student Discipline System will be applied to conduct occurring off campus.
5. Students are responsible for the consequences of their actions even when the conduct may have been influenced by their physical or emotional state (irrespective of any medical or clinical diagnoses).
6. Students are responsible for the consequences of their actions even when the conduct may have been influenced by their use of alcohol or other drugs.
7. A disciplinary hold may be placed on a student's educational record when a student does not respond to the request of a College official to attend an informal conference or formal discipline hearing, does not comply with a discipline sanction, or withdraws from the College prior to the resolution of a complaint. Students with a disciplinary hold may not be permitted to register for courses, receive transcripts, receive a diploma, add or drop courses, register for College housing or participate in other College activities.
8. Students are responsible for the contents of their rooms, cars, lockers, or person. Students may also be held responsible for shared common areas. Students need not be present or notified when an inspection is conducted.
9. Students are responsible for the conduct of their guests and should be with guests at all times.

## Prohibited Conduct

The following conduct will constitute violations of the Community Standards and will be subject to action and sanctions outlined in the Student Discipline System.

### 1. ACTS OF DISHONESTY

1.01 Acts of dishonesty including, but not limited to, furnishing false information to any faculty member, College official or department, forgery, alteration or misuse of any College document record, or instrument of identification or misrepresenting oneself as another. This may also include violations of the Academic Integrity Policy. Alleged academic dishonesty violations will be addressed according to the provisions of the Academic Integrity Policy.

### 2. PERSONAL CONDUCT

2.01 Conduct that is in direct conflict with the values and expectations afforded by the Community Standards, and therefore, may call into questions a student's ability to remain a member of the Stonehill community.

2.02 Violation of any federal, state or local law.

2.03 Participation in the disruption or obstruction of teaching, research, administration, living or other College activities, the free flow of pedestrian or vehicular traffic, interfering with the duties of law enforcement, fire or other agencies, breaking the peace or leading or inciting others in acts of disruption or obstruction.

2.04 Attempted or actual theft, damage or vandalism to property of the College or others.

2.05 Failure to comply with the request of a College official or law enforcement, fire or other public officials acting in the performance of their duties or failure to identify oneself to these persons when requested to do so.

2.06 Unauthorized possession, duplication or use of keys to any College premises.

2.07 Prohibited or unauthorized gambling.

2.08 Failure to abide by College Network Use Policy.

2.09 Failure to register an event.

2.10 Unauthorized solicitation.

2.11 Unauthorized posting or distribution of flyers, bulletins or posters.

2.12 Abuse of the Student Discipline System.

2.13 Failure to comply with any College Policy.

2.14 Conduct that is lewd or indecent such as public urination, public defecation, streaking, or stripping.

2.15 Failure to abide by Residence Life Policies and Procedures or the College Room and Board Contract.

2.16 Failure to abide by College Guest Policies.

2.17 Inappropriate communication with College personnel.

2.18 Failure to maintain a hygienic living and learning environment.

2.19 Assisting or encouraging another person to engage in a violation of College policy.

### 3. PERSONAL IDENTIFICATION AND REPRESENTATION

3.01 Failure to carry a Stonehill College I.D. card.

3.02 Unauthorized use of the Stonehill College name, logo, mascot or other symbol.

3.03 Unauthorized use of Stonehill College directories.

### 4. PHYSICAL/EMOTIONAL HEALTH AND GENERAL SAFETY

4.01 Trespassing or unauthorized entry or attempted entry to or use of College premises including, but not limited to, roofs, balconies, roadways, ponds or waterways.

4.02 Any action that threatens, endangers or subjects another person to physical harm, incites a person by provocation, excludes a person from participation in or denies a person the benefits of College programs, or otherwise subjects a person to discrimination based on race, gender, disability, age, marital status, religion, color, national origin, sexual orientation, or other personal characteristics.

4.03 (Deleted)

4.04 Failure to abide by the College Policy Against Hazing.

4.05 Attempted use or actual use of electronic devices that invade a person's privacy.

4.06 Failure to abide by College Weapons Policy.

4.07 Creating a fire hazard or a situation that endangers others such as false reports of fire or bombs, possession of fireworks, failing to evacuate, throwing objects from windows or tampering with, damaging or removing fire safety equipment.

4.08 Improper use of College vehicles.

4.09 Violation of the College's prohibition against glass beer bottles.

4.10 Physical assault. An attempted intentional, and/or unjustified physical contact with a person, however slight, without his or her consent that entails some injury, harmful, or offensive touching.

4.11 Verbal Abuse. Verbal abuse, bullying, threats, intimidation, harassment, coercion or conduct which threatens or endangers the health or safety of oneself or another person or any action that may subject oneself or another person to emotional injury.

4.12 (Deleted)

### 5. ALCOHOL AND OTHER DRUGS

5.01 Failure to abide by College Alcohol Policy.

5.02 Failure to abide by College Smoking Policy.

5.03 Failure to abide by College Drug Policy.

### 6. GENDER-BASED MISCONDUCT

6.01 Sexual Harassment.

6.02 Non-Consensual Sexual Intercourse (or attempts to commit the same).

6.03 Non-Consensual Sexual Contact (or attempts to commit the same).

6.04 The use of drugs or alcohol to render another person physically or psychologically incapacitated as a precursor to or part of sexual activity.

6.05 Sexual Exploitation (or attempts to commit the same).

6.06 Stalking: A course of conduct directed at a specific person that would cause a reasonable person to feel fearful, intimidated, threatened, or causes emotional injury.

6.07 Relationship Violence: The use of physical violence, coercion, threats, intimidation, isolation, stalking, or other forms of emotional, sexual or economic abuse directed towards a partner in a dating relationship, constitute relationship violence.

6.08 Gender-Based Harassment: Acts of verbal, nonverbal, or physical aggression, intimidation, stalking or hostility, based on gender or gender stereotyping constitute gender-based harassment. Gender-based harassment can occur if students are harassed either for exhibiting what is perceived as a stereotypical characteristic of their sex, or for failing to conform to stereotypical notions of masculinity or femininity.

## Authority

1. The Vice President for Student Affairs is responsible for the overall administration of the Community Standards and Student Discipline System. Under the direction of the Vice President for Student Affairs, the AVPSA, or designee, has been charged with the day-to-day responsibility for the administration of the Community Standards and Student Discipline System. The AVPSA, or designee, is also a student advocate who ensures the protection of all students' rights.
2. The AVPSA, or designee, will appoint staff to conduct informal conferences and formal discipline hearings.
3. The AVPSA, or designee, will develop policies and procedural rules for the administration of the Student Discipline System consistent with the provisions of the Community Standards.
4. If an incident report involves more than one charged student, the AVPSA, or designee, in his/her discretion, may determine whether an informal conference or formal discipline hearing concerning each student will be conducted either separately or jointly.
5. Students are required to attend informal conferences and formal discipline hearings.
6. Informal conferences and formal discipline hearings are not open to the public and are confidential in nature. Therefore, friends, parents, siblings or legal counsel may not be permitted in the room where the conference or hearing takes place, but may wait nearby for support purposes.
7. Students will be held accountable for abuse of the Student Discipline System such as:
  - a. The failure to obey a notice from a College official to appear for an informal conference or formal discipline hearing as part of the Student Discipline System.
  - b. Falsification, distortion, or misrepresentation in conjunction with the Student Discipline System.

- c. Submitting or corroborating a false incident report or withholding information.
  - d. Attempting to discourage an individual's proper participation in or use of the Student Discipline System.
  - e. Attempting to influence the impartiality of an administrator or member of a discipline committee.
  - f. Harassment or intimidation of a witness, administrator or member of a discipline committee, prior to, during or after an informal conference or formal discipline hearing.
  - g. Failure to comply with a sanction imposed under the Student Discipline System.
  - h. Influencing or attempting to influence another person to commit an abuse of the Student Discipline System.
  - i. Using electronic devices, including but not limited to cell phones, cameras, and recording devices.
8. The order of Administrative, College Discipline Committee (CDC) and Residence Area Discipline Committee (RADC) hearings will proceed as follows:
- a. Review and signing of the Honesty Statement.
  - b. Reading of the charges.
  - c. Opportunity for a charged student and the person who believes he/she was the victim of a student's misconduct to challenge the administrator or member of the discipline committee for bias.
  - d. Charged student's plea.
  - e. Opportunity of a charged student and the person who believed he/she was the victim of a student's misconduct to make an opening statement.
  - f. Complainant's statement(s).
  - g. Witness's statement(s).
  - h. Opportunity for a charged student and the person who believed he/she was the victim of a student's misconduct to make a closing statement.
  - i. Discussion and decision-making in closed session.
9. The administrator or discipline committee members may ask questions of the charged student, complainant, witness or person who believes he/she was the victim of a student's misconduct at any time during a formal discipline hearing.
10. Formal rules of process, procedure or evidence such as those applied in criminal or civil courts are not used in the Student Discipline System.
11. Staff, members of discipline committees and the Appeals Board will be impartial.
12. Decisions resulting from an administrative or discipline committee hearing will be final, pending the normal appeal process.
13. In the absence of a functioning RADC, CDC, or Appeals Board, such as before the appointment of members or at the end of an academic year, the AVPSA, or designee, may assemble a Board comprised of students, staff, and/or faculty.
14. Student conduct that warrants action within the Student Discipline System may result in forfeiture of all Stonehill scholarships, financial aid or monies paid.

## Initiation of Disciplinary Procedures

1. Any individual member of the College community may submit an incident report that a student allegedly violated the Community Standards. The individual will be listed as the complainant on the notice of the charges to the charged student.
2. The College may submit a complaint that a student allegedly violated the Community Standards. The College will be listed as the complainant on the notice of the charges to the charged student.
3. The incident report will be prepared in writing and directed to the AVPSA, or designee. An incident report should be submitted as soon as possible to encourage the availability of witnesses or information about the incident.
4. The AVPSA, or designee, will determine whether a charged student's alleged violation of the Community Standards will be addressed through an informal conference or formal discipline hearing.
5. Upon receiving an incident report, the AVPSA, or designee, may take one or more of the following steps within 10 business days:
  - a. Conduct an investigation to determine if the incident report has merit
  - b. Dismiss the incident report. Such disposition will be final and there will be no subsequent action
  - c. Schedule a formal administrative, CDC or RADC hearing
  - d. Schedule an informal conference
  - e. Impose interim restrictions when there is information to show that the student's continued presence on the campus endangers the physical safety or emotional state of the student or others or disrupts the educational process of the College

## Formal Administrative, CDC and RADC Hearings

1. The purpose of a formal discipline hearing is to review statements from a charged student, complainant, or person who believes he/she was the victim of a student's misconduct and witnesses with knowledge of the incident. A determination will be made as to whether or not the charged student violated the Community Standards. Then, recommendations for sanctions will be made if the charged student is found responsible.
2. Formal discipline hearings will be conducted as soon as possible, but no sooner than 2 business days and no more than more than 10 business days after the charged student has been notified of the charges. Maximum time limits for scheduling a formal discipline hearing may be extended at the discretion of the AVPSA, or designee. Formal discipline hearings may be recessed at any time provided they are reconvened within 5 business days.

3. A charged student will be considered notified of the charges once the notice of the charges has been mailed to the student's local or campus address on file with the College or emailed to the student's Stonehill email address.
4. Notice of the charges for a formal discipline hearing will be in writing and will include the date, time and place that a student must attend the hearing, the name of the complainant, the name of the person who believes he/she was the victim of a student's misconduct, as well as the names of witnesses called to testify.
5. If a charged student, with notice, does not appear for a formal discipline hearing, the hearing may proceed as scheduled and the information in support of the charges may be presented and considered even if the charged student is not present.
6. A formal discipline hearing may accommodate concerns for the personal safety, well-being or fears of confrontation with the charged student, complainant, or person who believes he/she was the victim of a student's misconduct or witnesses during the hearing. This can be done by providing alternate means of communication where and as determined in the sole judgment of the AVPSA, or designee, to be appropriate.
7. The charged student, complainant and person who believes he/she was the victim of a student's misconduct, each have the right to be assisted by an advocate of their choice. The advocate must be a Stonehill faculty, staff member or member of the student body and may not be an attorney. The charged student, complainant and person who believes he/she was the victim of a student's misconduct are responsible for presenting their own information; therefore, advocates are not permitted to participate directly in any formal discipline hearing. The charged student, complainant and person who believes he/she was the victim of a student's misconduct, should select as an advocate a person whose schedule allows attendance at the scheduled date, time and place for the formal discipline hearing as delays will not normally be allowed due to the scheduling conflicts of an advocate.
8. The charged student, complainant and person who believes he/she was the victim of a student's misconduct and their advocates, if any, will be permitted to attend the entire portion of a formal discipline hearing at which information is received (excluding deliberations).
9. Admission of any other person to a formal discipline hearing (including witnesses) will be at the discretion of the AVPSA, or designee.
10. Generally, the charged student and person who believes he/she was the victim of a student's misconduct may present up to 4 witnesses with knowledge of the incident to provide information to and answer questions from the administrator or chairperson of the discipline committee. If the charged student and person who believes he/she was the victim of a student's misconduct wishes to present more than 4 witnesses, he/she must submit a written request to the AVPSA, or designee, indicating the names of the additional witnesses and why their testimony

would be beneficial. The request must be submitted to the AVPSA, or designee, at least 24 hours prior to the formal discipline hearing. The College will try to arrange the attendance of possible witnesses who are members of the College community, if reasonably possible. The name(s) of the witness(es) of the charged student and person who believes he/she was the victim of a student's misconduct are to be submitted to the AVPSA, or designee, at least 24 hours prior to the formal discipline hearing. During the hearing, the charged student and person who believes he/she was the victim of a student's misconduct may submit questions to the administrator or chairperson of the discipline committee to be answered by each other or other witnesses. This method is used to preserve the educational tone of the hearing and to avoid creation of an adversarial environment. Questions of whether potential information will be received will be resolved at the discretion of the administrator or chairperson of the discipline committee.

11. All procedural questions are subject to the final decision of the administrator or chairperson of the discipline committee.
  12. Decisions of the administrator or discipline committee will be made on the information presented during the hearing on the basis of whether it is more likely than not that the charged student violated the Community Standards.
  13. After the formal discipline hearing concludes, the administrator or discipline committee will determine whether the charged student violated each section of the Community Standards that the student is alleged to have violated.
  14. The administrator who conducted the administrative hearing and chairperson of the discipline committee is responsible for providing a written summary of the formal discipline hearing including a brief statement of the facts, decision as to whether the charged student is responsible or not responsible for violating the Community Standards, sanction, if any, and the rationale for the decision and sanction, if any.
  15. The AVPSA, or designee, may consider the sanction recommended by the discipline committee and may impose sanctions other than those recommended by the administrator or discipline committee.
  16. The charged student will be informed of the decision and sanction imposed, if any, of the administrator or discipline committee within 3 business days following an administrative or discipline committee hearing.
- d. Be notified of the date, time and place of the formal discipline hearing, as well as the names of the witnesses called to testify.
  - e. Receive notice of the fact that failure to appear for a formal discipline hearing may result in the hearing being conducted in the absence of the charged student or person who believes he/she was the victim of another student's misconduct.
  - f. Provide the names of up to 4 witnesses with knowledge of the incident who may appear at a formal discipline hearing on his/her behalf to the AVPSA, or designee, within 24 hours of the hearing. If the charged student and person who believes he/she was the victim of a student's misconduct wishes to present more than 4 witnesses, he/she must submit a written request to the AVPSA, or designee, indicating the names of the additional witnesses and why their testimony would be beneficial. The request must be submitted to the AVPSA, or designee, at least 24 hours prior to the formal discipline hearing. Character witnesses are not permitted.
  - g. Be notified of the fact that he/she may request additional information about the Community Standards and Student Discipline System.
  - h. Challenge the composition of the discipline committee.
  - i. Present his/her case, including questioning witnesses and charged student/victim through the Chair of the Committee.
  - j. Additional accommodations, including, but not limited to, the use of technology, if either student wishes to be in a different location.
  - k. Decline to answer any questions or make any statements during a formal discipline hearing. Such silence will not be used against the charged student or person who believes he/she was the victim of another student's misconduct. However, the outcome of the formal discipline hearing will be based upon the information or lack thereof presented at the hearing.
  - l. Be advised by a faculty member, staff member or member of the student body who is not an attorney.
  - m. Be informed in writing of the decision and sanction, if any, within 3 business days of a formal discipline hearing.
  - n. Request an appeal of the decision resulting from a formal discipline hearing within 4 business days of receiving the decision in writing. A charged student and person who believes he/she was the victim of another student's misconduct are entitled to one appeal.

## Rights of All Parties in Formal Discipline Hearings

1. A charged student and person who believes he/she was the victim of another student's misconduct will be entitled to:
  - a. Receive written notice of charges.
  - b. Obtain the name of the individual complainant (if applicable).
  - c. View the incident report in the Office of Community Standards in the presence of a Student Affairs staff member during
2. An individual complainant/victim will be entitled to:
  - a. Be notified of the date, time and place of the formal discipline hearing, as well as the names of the witnesses called to testify.

- b. Receive notice of the fact that failure to appear for a formal discipline hearing may result in the hearing being conducted in the absence of the complainant.
- c. Receive notice of the fact that he/she may request additional information about the Community Standards and the Student Discipline System.
- d. Be advised by a faculty member, staff member or member of the student body who is not an attorney.
- e. The College will disclose, in writing, the final results of any institutional disciplinary proceedings conducted against a charged student to the victim (or if the victim is deceased as a result of such crime or offense, to the next of kin) of any violent crime or non-forcible sex offense.

## Discipline Committees

1. College Discipline Committee (CDC)
  - a. The CDC will be comprised of a group of members of the College community representing students, faculty, and staff members.
  - b. A quorum of 3 CDC members must be present to conduct a CDC hearing.
  - c. The Vice President for Student Affairs, or designee, will follow special procedures when hearing sexual misconduct complaints, as outlined in the Hill Book.
  - d. Members of the College community may nominate student members for the CDC. From these nominations, the outgoing and incoming chairpersons of the Student Senate and Commuter Council will recommend to the SGA President the student government members to serve on the CDC for the following academic year. The resident assistant staff will recommend to the Director of Residence Life the resident assistant members to serve on the CDC for the following academic year. The Vice President for Academic Affairs will appoint faculty and fill any vacancies during the year by appointment. The Vice President for Student Affairs will appoint staff and fill any vacancies during the year by appointment.
  - e. Any member of the CDC may be removed from office for non-fulfillment of duties essential to the position. A majority vote of the members is required for removal.
2. Residence Area Discipline Committee (RADC)
  - a. The RADC will be comprised of a group of resident students and College officials authorized to determine whether a student has violated the Community Standards of the residence areas and to recommend sanctions that may be imposed when a violation of the Community Standards has been committed.
  - b. A quorum of 3 RADC members must be present to conduct an RADC hearing.
  - c. Appeal board or CDC members cannot be the same members who served on the original hearing board.



- d. Any member of an RADC may be removed from office for non-fulfillment of duties essential to the position. A majority vote of the members is required for removal.
- e. The appointment of members to an RADC will be made in the fall.
3. Student members of the CDC or RADC must be full-time students in good academic and disciplinary standing. If a student member does not maintain good academic or disciplinary standing, he/she will be removed from the CDC or RADC for that academic year.
4. The term of office for each member of the CDC and RADC will be one academic year.
5. RDs/ACs and RADCs cannot recommend the following sanctions: Residence Hall Dismissal, College Separation, and College Dismissal.
6. All decisions by the CDC and an RADC will be arrived at by a simple majority vote. The chairperson will vote only in case of a tie.
5. The AVPSA, or designee, may impose the following sanctions upon any student found to have violated the Community Standards. See individual policies for specified sanctions for certain violations.
  - a. Warning: A notice, either verbal or written, that the student is violating or has violated College regulations, must cease the conduct immediately and that continuation or repetition of wrongful conduct may be cause for more severe disciplinary action.
  - b. Parental Notification: The College may notify parents/guardians when students under the age of 21 have been found responsible for violating the College's alcohol or other drug policies, when there is a serious health or safety issue regarding a student or if a student's residency or student status is in jeopardy.
  - c. Loss of Privileges: Denial of specified privileges for a designated period of time.
  - d. Restriction: Denial of access to any campus facility, activity, class or program. This includes no contact orders.
  - e. Fines: Financial sanction.
  - f. Restitution: Compensation for loss, damage or injury. This may take the form of appropriate service or monetary or material replacement.
  - g. Community Restitution Project: Assignment of an appropriate service project that will benefit the College community, responsible student or others.
  - h. Educational Program/Project: Required attendance at an educational workshop or completion of an educational project that will benefit the College community, responsible student or others.
  - i. Assessment: A student may be referred to the Counseling and Testing Center, Health Services or other appropriate office or local agency for consultation or assessment.
  - j. Disciplinary Probation: A period of time during which a student may be excluded from participation in all social and extracurricular activities such as representing the College, participating in intercollegiate athletics, SGA or study abroad.
  - k. Relocation of Residence: Required assignment to another residence area.
- n. Residence Hall Dismissal: Permanent separation of the student from the residence halls.
- o. Deferred College Separation: A warning that if the student is found responsible for violating the Community Standards during a specific period of time, the student may be immediately separated from the College for a specific period of time after which the student may reapply. Conditions for readmission may be specified.
- p. College Separation: Students who have been separated from the College for a period of time must meet with the Associate Vice President for Student Affairs/Dean of Students or designee two weeks prior to registration to review any outstanding sanctions and the readmission process. Students who have completed all assigned sanctions or made sufficient progress, as determined by the Associate Vice President for Student Affairs/Dean of Students or designee, may be conditionally approved to register for the following semester; however, students must then meet all stated requirements in order to return to the College and officially resume residency and/or coursework.
- q. Deferred College Dismissal: Warning that if the student is found responsible for violating the Community Standards during a specific period of time, the student may be immediately dismissed from the College.
- r. College Dismissal: Permanent separation of the student from the College.
- s. Revocation of Admission or Degree: Admission to the College or revocation of a degree awarded from the College may be revoked for fraud, misrepresentation, or another violation of the Community Standards in obtaining the degree or for other serious violations committed by a student after admission or prior to graduation.
- t. Withholding Degree: The College may withhold awarding a degree otherwise earned until the completion of the disciplinary process set forth in the Student Discipline System, including the completion of all sanctions imposed, if any.
- u. Student Organization Recognition in Jeopardy: A delayed removal of recognition as a recognized student organization. Any proven violation during a specific period of time may result in the student organization's immediate loss of recognition for a specified period of time.
- v. Loss of Recognition: During a specific period of time, a recognized student organization may not associate itself with the College by using the College name, facilities, or other rights and privileges of recognized student organizations after which the group may reapply for recognition. There is no guarantee re-recognition will be granted. If re-recognition is granted, conditions for re-recognition may be specified. Other sanctions may be imposed instead of or in addition to those specified above.

## Informal Conferences

1. An informal conference is an informal meeting of a student alleged to have violated the Community Standards with an administrator, complainant and person who believes he/she was the victim of a student's misconduct for the purpose of achieving resolution with all parties agreeing to the outcome. If an agreement is reached, the case will end with no opportunity for appeal. If no agreement is reached, the case will be dismissed or referred for a formal discipline hearing.
2. Informal conferences will be conducted as soon as possible.
3. The student alleged to have violated the Community Standards will be informed in writing of the charges at the informal conference.
4. The administrator is responsible for providing a written summary of the informal conference including a brief statement of the facts and outcome of the conference.
5. The outcome of the informal conference will be made part of the student's discipline file and may be considered in determining future sanctions.

## Sanctions

1. In determining a sanction, the AVPSA, or designee, may consider the student's present demeanor, past disciplinary record, the nature of the misconduct and the severity of any damage, injury or harm resulting from the misconduct or other factors.
2. The College has a special concern for incidents in which persons are mistreated because of race, gender, disability, age, marital status, religion, color, national origin, sexual orientation or other personal characteristic. Such incidents damage not only individuals, but also the free and open academic environment of the College. More severe sanctions are appropriate for such misconduct.
3. Sanctions do not become effective until the appeal process is completed.
4. Some College policies specify sanctions for violations. See individual policies for sanctions required, if any.

In addition to the above sanctions, student conduct that warrants action within the Student Discipline System may result in forfeiture of all Stonehill scholarships, financial aid or monies paid.

6. More than one of the sanctions listed above may be imposed for any single violation.
7. A campus department, separate from the Student Discipline System, may place a restriction on a student found responsible for violating the Community Standards such as the loss of merit points for housing assignments, restrictions for athletes or the denial of study abroad, campus parking or other privileges.

## Appeals

1. The agreement reached as a result of an informal conference may not be appealed.
2. A charged student or person who believes he/she was the victim of a student's misconduct may submit a request for an appeal of a decision or sanction resulting from a formal discipline hearing no later than 4 business days after receiving notice of the decision or sanction.
3. A request for an appeal is to be submitted in writing to the AVPSA, or designee.
4. The RADC will review a request for an appeal of the decision reached or sanctions resulting from a formal administrative hearing with an RD/AC.
5. The AVPSA, or designee, will review a request for an appeal of the decision reached or sanctions resulting from a formal RADC hearing.
6. The CDC will review a request for an appeal of the decision reached or sanctions resulting from a formal administrative hearing with the AVPSA, or designee.
7. The Appeals Board will review a request for an appeal of the decision reached or sanctions resulting from a formal CDC hearing.
8. Appeals will be considered based on the following criteria:
  - a. Failure to follow the process or procedures outlined in the Student Discipline System
  - b. Insufficient or inappropriate evidence used to justify a decision
  - c. New information that was not known at the time of the hearing
  - d. Sanction imposed is substantially outside the guidelines and/or parameters set by the College
9. Students may not appeal based upon 8d if they plead responsible to the charge in question and the sanction imposed generally follows the sanctions for Student Violations Guidelines as outlined in The Hill Book. Students may not appeal based upon 8b if they plead responsible at the hearing to the charge in question.
10. Deviations from designated procedures will not be the basis for sustaining an appeal unless significant prejudice results.
11. Upon receipt of the request for an appeal, the AVPSA, or designee, will refer the request to the appropriate appeals committee or board normally within 7 business days.
12. The appropriate appeals committee or board may:
  - a. Determine the appeal request merits a formal appeal hearing and schedule a hearing no later than 10 business days from the date the request is reviewed. Formal appeal hearings will be conducted following the same procedures as set forth for formal discipline hearings
  - b. Determine there are no grounds for the appeal thus upholding the decision
  - c. Refer the case to the administrator, CDC or RADC that originally heard the case for consideration of suggestions
  - d. Change the original decision or sanctions after reasonable review of the appeal request and the decision rationale of the administrator or discipline committee
13. The Appeals Board is comprised of the Vice President for Student Affairs, or designee, who serves as the chairperson, a faculty member (appointed by the Vice President for Academic Affairs) and a student (appointed by the SGA President) to consider an appeal from the CDC's decision as to whether a student has violated the Community Standards or from the sanctions imposed. All members must be present for a formal appeal hearing. All decisions will be made by a majority vote.
14. Appellate decisions are final.

## Accommodations for Student with Disabilities

1. By federal law, a person with a disability is any person who: 1) has a physical or mental impairment; 2) has record of such impairment; or 3) is regarded as having such an impairment, which substantially limits one or more major life activities such as self-care, walking, seeing, hearing, speaking, breathing or learning.
2. A student requesting an accommodation in regard to an administrative conference, hearing or probation review meeting must follow the appropriate process for requesting an accommodation through the Center for Students with Disabilities. The Center for Students with Disabilities will make a determination regarding the request and notify the appropriate parties.
3. Reasonable accommodations depend upon the nature and degree of severity of the documented disability. While the Americans with Disabilities Act of 1990 requires that priority consideration be given to the specific methods requested by the student, it does not imply that a particular accommodation must be granted if it is deemed not reasonable and other suitable techniques are available.

## Special Procedures for Hearing Gender-Based Misconduct Complaints

In addition to the procedures outlined in the Community Standards and Student Discipline System, the following special procedures have been adopted for hearing gender-based misconduct complaints:

1. The person who believes she/he was the victim of another's misconduct will meet individually with the AVPSA, or designee, to provide input as to whether the complaint should be heard through an informal conference or formal discipline hearing. The AVPSA, or designee, will consider such input and will decide whether the complaint will be heard through an informal conference or formal discipline hearing.
2. Formal rules of process, procedure, or rules of evidence such as those applied in criminal or civil courts are not used in the Student Discipline System.
3. The Hearing Board for gender-based misconduct cases shall be comprised of the designee of the Vice President for Student Affairs, who serves as the chairperson, and two staff, and/or faculty members.
4. The Appeals Board for gender-based misconduct cases shall be comprised of the Vice President for Student Affairs, or designee, who serves as the chairperson, and two staff, and/or faculty members. However, the Appeals Board members cannot be the same members who served on the original Hearing Board.
5. No questions, statements or information about the sexual activity of the person who believes she/he was the victim of another's misconduct with anyone other than the charged student may be introduced. Requests for exceptions to this guideline must be made in writing to the AVPSA, or designee, at least 72 hours prior to the hearing. If the person who believes she/he was the victim of another's misconduct raises his/her own sexual activity with anyone other than the charged student, questions may then be asked about that relationship.
6. The College will disclose, in writing, the final results of any institutional disciplinary proceedings conducted against a charged student to the victim (or if the victim is deceased as a result of such crime or offense, to the next of kin) of any non-forcible sex offense.

## Interim Restrictions

1. The AVPSA, or designee, may impose restriction(s) upon a student pending disciplinary proceedings. Interim restrictions become effective immediately without prior notice whenever the AVPSA, or designee, believes the student may pose a serious threat to self or others, property or cause serious disruption to the College community.
2. Interim restrictions may include: Separation from the College or residence areas; relocation of residence, restriction from designated College residence areas or other campus facilities by time or location; restriction of communication with named individuals or groups within the College community; or the requirement to obtain advance authorization to engage in a specified activity.
3. Whenever reasonably possible, a meeting between the charged student and AVPSA, or designee, will be held prior to the imposition of interim restrictions.

4. The charged student will have the opportunity to meet with the AVPSA, or designee, to present his/her version of the facts and to indicate why interim restrictions should not be imposed. Following this meeting, the decision of the AVPSA, or designee, will be final.
5. Violations of interim restrictions may result in separation or dismissal from Stonehill College.

### Discipline Records

1. Discipline records are educational records and are maintained by the office of the AVPSA, or designee.
2. Discipline records are not considered to be part of a student's permanent academic record maintained by the College with the exception of a violation of the Community Standards that results in a sanction of College Separation or College Dismissal.
3. Discipline records are maintained by the Office of Community Standards for seven years post graduation.
4. In situations involving both a charged student and student who believes he/she was victim of a student's misconduct, the records of the process and of the sanctions imposed, if any, will be considered to be the educational records of both the charged student and the student who believes himself/herself to be the victim because the educational career and chances of success in the academic community of each may be impacted.

### Bias Response Protocol

Stonehill College is committed to providing a multicultural academic community in which the dignity and worth of each of its members is respected. We recognize that an environment in which bias, hate, and disrespect for persons in our community disrupt the institutional mission. The College, therefore, is determined to confront and discourage conduct and attitudes that exhibit bias and that harass or discriminate against any of our community members on the basis of race, gender, age, marital status, sexual orientation, religion, color, disability, national origin or other personal characteristics.

Bias incidents may consist of slurs, epithets, name calling, use of degrading language, graffiti or slurs, intimidation, harassment or coercion directed at the targeted person or group. Bias acts occur whether the act is intentional or unintentional or is directed toward an individual or group and may contribute to creating an unsafe/unwelcoming environment for victims and social identity groups. Bias acts are considered such even when presented as a joke, prank, or delivered with humorous intent.

The College has developed procedures for addressing issues of bias within our community. For a copy of these procedures, please contact the Office of Student Affairs.

### Interpretation and Revision

1. Any question of interpretation or application of the Community Standards and Student Discipline System will be referred to the AVPSA, or designee, for final determination.
2. The Community Standards and Student Discipline System will be reviewed at least every 2 years under the direction of the AVPSA, or designee.



## SUBSTANCE ABUSE AWARENESS POLICY

### Introduction

Only in an environment free of substance abuse can Stonehill College fulfill its mission of developing the academic, professional, social, cultural and intellectual potential of each member of the community. The use of illegal drugs and the abuse of alcohol impair the safety and health of students and employees and inhibit personal and academic growth. For these reasons, the unlawful use of alcohol and other drugs is prohibited on campus and at College-sponsored activities.

### Campus Prevention and Awareness Programs

Alcohol and other drug abuse education and prevention programs have been established and are coordinated by the Counseling and Testing Center with assistance from Health Services and other College departments. Programs provide training and direct services to the College community and offer preventative education and outreach activities about the Substance Abuse Policy and alcohol and other drug abuse.

College supervisors, as well as student staff in the residence halls, receive training on a regular basis on issues regarding alcohol and other drug use and abuse.

The Counseling and Testing Center and Health Services are available for consultation concerning individual students with alcohol or other drug problems. Services provided by the Counseling and Testing Center include personal assessment and counseling, group discussion opportunities, educational and alternative programming, information on Narcotics Anonymous and Alcoholics Anonymous and referrals to outside agencies. The Counseling and Testing Center and Health Services have established working relationships with area hospitals, community mental health centers and other social service agencies to facilitate referrals when treatment is needed.

The Health and Wellness Office provides health education, awareness events and prevention programs on a variety of topics including but not limited to stress reduction, physical activity, nutrition, smoking cessation and healthy relationships throughout the entire school year. Services range from workshops, individual consultation or presentations by request. The office is located in the Roche Dining Commons, Room 113.

### General Provisions

The students of Stonehill College shall not unlawfully manufacture, distribute, dispense, possess or use controlled substances, drug paraphernalia or alcohol. Drug paraphernalia is defined as any equipment, product or material that is modified for making, using or concealing illegal drugs such as bongos and hookah pipes. Any individual who violates this prohibition will be subject to disciplinary action. Sanctions may include separation or dismissal from the College, mandatory participation in an alcohol or other drug abuse assistance or rehabilitation program or referral of the matter to law enforcement agencies for prosecution.

### Student Alcohol Policy

Stonehill complies with all federal and state laws and local ordinances regarding the possession, use, sale, and/or distribution of alcoholic beverages. In conjunction with and in addition to these laws and ordinances, the College has adopted certain standards to facilitate its regulation of the use and possession of alcohol by students and their guests. The following are considered violations of the College's standards with respect to the use, possession, and distribution of alcohol:

1. Violation of any alcohol or alcohol-related federal, state or local law or ordinance.
2. Being a student under the age of 21 not engaged in an employment or other permissive activity, in the presence of an open alcohol container.
3. Possession, use, or distribution of alcohol by a student, under the age of 21, or possession, use or distribution of alcohol by the guest of a student, under the age of 21 even if the guest is age 21 or older.
4. Procurement of alcohol for a student or guest who is under the age of 21.
5. Failing to abide by the drinking laws of the immediate locale while on an away program or College-sponsored or approved trip or program.
6. Possession, use, sale, or distribution of a false identification card, wristband, or other age or identity verification form.
7. Use of an alcohol container as room decoration, vase or storage item.
8. Possession of alcohol in a residence hall, or common area of a residence hall, in which alcohol is not allowed based on the dry status of the hall or area.
9. Possession of an open container of alcohol in an area designated as a public area by the College without prior approval from the Vice President of Student Affairs or the designated College official sponsoring, hosting, or supervising an event in a public area.
10. Possession by a student, age 21 or older, or possession by the guest of a student, age 21 or older, of an amount of alcohol over the limits specified (limits apply to full, partially full, and empty containers) by the College.

The limits specified by the College are:

– Twelve 12-ounce coolers, malts, or beers

OR

– Two 750 ml. bottles of wine

OR

– One pint of hard liquor up to 80 proof.

The total amount of alcohol in a residence hall room may not exceed the total amount permitted for the residents of the room, age 21 or older.

11. Possession of alcohol at a College event without prior approval by the Director of Student Activities or the designated College official sponsoring, hosting, or in charge of the event.

12. Intoxication on College property or at College sponsored or sanctioned programs or activities.

Intoxicated students and their guests will not be permitted entrance to College-sponsored activities. Intoxicated students or intoxicated guests in need of medical attention may be transported to the hospital for emergency care. Intoxicated students or intoxicated guests may be placed into protective custody by Stonehill Campus Police and transported to the Easton Police Department. All costs will be charged back to the student.

13. Possession of a drinking game or the use or possession of a board game, table game, ice luge, drinking funnel, beer tap or other device that promotes or encourages abusive drinking or is used in a way that promotes or encourages abusive drinking.
14. Operation of motor vehicle which contains alcohol, by a student under the age of 21, regardless of the age of any passenger in the vehicle.
15. Driving under the influence of alcohol or other drugs.
16. Possession of a full to empty common source of alcohol, regardless of the size(s) or the container(s).
17. Commercial delivery of alcoholic beverages to the residence halls or the College Mail Room.
18. Use of alcoholic beverages to render another person physically or emotionally incapacitated.
19. Creation of materials that promote alcohol, tobacco, or other drugs.

Student drivers may be required to take sobriety tests. A student driver who fails a sobriety test may have his/her car towed to a storage facility for pick-up when the student is sober enough to drive. All towing costs are the responsibility of the student driver.

A common source of alcohol includes, but is not limited to, a keg, pony keg, beer ball, punch bowl (with or without alcohol), or gelatin shots.

Athletic teams, club sports teams, student organizations, residence hall councils and other groups or individuals are prohibited from creating marketing or promotional material such as clothing that promotes alcohol, tobacco or other drugs. In addition, such items may not discriminate against individuals or groups and must be approved by the appropriate College official listed below. Appropriate College official must also approve the use of the Stonehill name, logo, or likeness. Questions concerning this policy may be directed to the Student Affairs Office.

Athletic teams must receive the approval of the Director of Athletics, or designee.

Club sports teams must receive the approval of the Director of Recreational Sports, or designee.

Recognized clubs and organizations must receive the approval of the Director of Student Activities, or designee.

Residence hall councils must receive the approval of the Director of Residence Life, or designee.

20. Possession or a full or empty excessive amount of alcohol.  
An excessive amount may include any amount of alcohol over the limits specified.

## Entertaining in the Residence Halls

Students may entertain or socialize in their individual rooms provided the number of people in the room does not exceed 10 individuals (including residents of the room). Students must be in compliance with campus guest and quiet hours policies and may not disrupt the learning or living activities of others.

## Reserving Common Lounges for Social Gatherings Without Alcohol

Students who wish to reserve a common area lounge for an event without alcohol must obtain approval from the RD/AC.

## Social Gatherings with Alcoholic Beverages in the Residence Halls

When approved by the Director of Residence Life, or designee, alcoholic beverages may be present at social gatherings in common area lounges. A social gathering is defined as 15 or more people gathered, including non-members of the house or suite, and alcohol is present.

The following conditions apply:

1. Each September, the College will inform students whether or not the use or possession of alcoholic beverages will be permitted in common lounges.
2. Social gatherings may be held on Friday and Saturday nights from 8:00 pm - 1:00 am.
3. The Director of Residence Life, or designee, may approve up to 2 social gatherings per residence area, per night, on a first-come, first-serve basis. In special circumstances, the Director of Residence Life may approve additional social gatherings with the approval of the Vice President for Student Affairs, or designee.
4. The number of guests present at a social gathering in a townhouse may not exceed 50 guests (including residents of the house).
5. The number of guests present at a social gathering in a suite may not exceed 30 guests (including residents of the suite).
6. Social gatherings may not be held during exam periods, when the residence halls are closed, or during the summer.
7. In order to host a social gathering, 50 percent + 1 of the townhouse or suite residents must be age 21 or older.
8. Social gatherings may not be advertised.

## Violations of Social Gathering Guidelines

1. All violations of the Social Gathering Guidelines will be addressed by the Residence Life Office.
2. Failure of a townhouse or suite to comply with the above guidelines may result in restrictions being placed upon the townhouse or suite, such as warning, loss of privileges to host social gatherings, or the loss of privileges for students age 21 or older, to use or possess alcoholic beverages, etc.

## Procedures for Hosting Social Gatherings with Alcoholic Beverages

1. A townhouse or suite may request to host a social gathering by submitting a Social Gathering Application to their RD/AC by 4:30 pm on Wednesday for social gatherings to be held on the following Friday or Saturday night. Any resident who has a concern with a gathering being held on a particular day or weekend may contact the RD/AC.
2. Requests will be processed on a first-come first-serve basis by the RD/AC. Requests to hold a social gathering may be denied based on the disciplinary history of residents, pending discipline matters, previous damages, etc.
3. Fifty percent +1 of the residents of the townhouse or suite must be present for the duration of the social gathering.
4. The RD/AC will notify townhouses and suites of the approval status of their requests by noon on Friday.
5. Only social gathering guests age 21 or older (with the exception of students under the age of 21 who live in the townhouse or suite) may attend a social gathering.
6. A designated resident of the townhouse or suite must be present at each entrance of the social gathering to check guests' IDs. The designated residents must remain sober for the duration of the social gathering. Residents and social gathering guests must present a current Stonehill College ID card and a valid driver's license (not a duplicate) that confirms the student's date of birth documented in College records. Non student guests must present a valid driver's license (not a duplicate) and a valid guest pass and must be accompanied by their host at all times.
7. The use or consumption of alcoholic beverages must be confined to the inside of the townhouse or suite. Possessing or consuming alcoholic beverages on porches, patios and in public hallways is prohibited.
8. Hosts must ensure the noise level of the social gathering does not interfere with nearby residents or quiet hours.
9. Hosts must control excessive loitering outside the townhouse or suite.
10. Food and non-alcoholic beverages must be available and prominently featured.

11. Gathering attendees may leave a social gathering and return. However, any individual reentering a social gathering must again present proper identification (see step 7 above) upon reentry.
12. Residents or guests who appear to be intoxicated and who attempt to enter a social gathering will not be permitted to enter the social gathering.
13. Hosts must contact Campus Police immediately if any social gathering guest appears to need medical attention.
14. Hosts must contact RAs or Campus Police when they would like assistance controlling the social gathering.
15. Hosts are responsible for cleaning the location of the social gathering to avoid a cleaning charge. All townhouse or suite residents are responsible for any cleaning or damage charges resulting from a social gathering.
16. Residence Life staff members and Campus Police will monitor the student residence areas. Students are expected to be cordial, cooperative and respectful of College officials.
17. A social gathering may be terminated at any time when College officials determine the social gathering poses a threat to the health and safety of the community or is in violation of any College policy. Such violations will be addressed by the Residence Life Office and/or the Office of Community Standards.

## Student Programs with Alcohol

1. The Director of Student Activities, or designee, has primary responsibility for determining the circumstances and whether or not alcoholic beverages will be served at student programs held on or off campus.
2. Students, age 21 or older, must present 2 forms of ID to enter the alcohol service area. Massachusetts residents must present a current Stonehill College ID card and a valid Massachusetts driver's license or valid Massachusetts Liquor ID card. Out-of-state residents must present a current Stonehill College ID card and a valid driver's license (not a duplicate) that confirms the student's date of birth documented in College records.
3. Guests, age 21 or older, must present a valid driver's license (not a duplicate) and a valid guest pass and must be accompanied by their host at all times. In order to enter the alcohol service area, guests, age 21 or older, must be accompanied by their host, who must be age 21 or older. Up to two guests per current student will be allowed.
4. Students and their guests may not attempt to or bring alcohol into student programs or attempt to or remove alcohol from the service area or student programs.
5. Underage students and their guests, regardless of age, may not attempt to enter the alcohol service area.
6. Safeguards must be taken to ensure an orderly function to protect the rights of other members of the community against undue interference, noise and other disturbances.

7. Students may be refused admission to a student program if the validity of their identification is questionable or if students are intoxicated or disruptive.
  8. The sponsoring organization shall abide by the established laws of the Commonwealth of Massachusetts, ordinances of the Town of Easton and policies of Stonehill College.
  9. Student organizations may not use student fees to purchase alcoholic beverages for student use.
  10. Alcoholic beverages may not be offered free of charge to any participant at a student program.
  11. When alcoholic beverages are served, food and nonalcoholic beverages must be made available. The cost of refreshments must not be prohibitive. Alcoholic beverages may not continue to be served if nonalcoholic beverages run out. When alcoholic beverages are served, the student program must be supportive of alcohol education programs that encourage responsible decisions about the use or non-use of alcoholic beverages.
  12. Alcoholic beverages may not be provided as awards.
  13. Advertising promoting alcoholic beverages must not encourage any form of alcohol abuse or place any emphasis on quantity or frequency of use. The advertising of alcoholic beverages on campus may not portray drinking as a solution to personal or academic problems or as necessary for social, sexual or academic success. Advertising of alcoholic beverages and other promotional beverages may not associate alcoholic beverage consumption with the performance of tasks that require skilled reactions such as driving or playing sports. All posters must be in accordance with the College's Advertising Policy.
  14. If a student program is held off-campus, the contracted server/facility must agree in writing that it agrees to assume all responsibility for serving alcoholic beverages. Alcoholic beverages may not be served in common sources when students have direct access to serve themselves.
4. Being a student in the presence of illegal drugs, is strictly prohibited.
  5. As required by federal law, students are required to notify the College's Director of Student Financial Services, or designee, within 5 days of being convicted of violating a criminal drug statute.
  6. The use of drugs to render another person physically or emotionally incapacitated is strictly prohibited.
  7. The possession, use, sale or distribution of drug paraphernalia is strictly prohibited. Drug paraphernalia is defined as any equipment, product or material that is modified for making, using or concealing illegal drugs such as bongs and hookah pipes.
  8. Stonehill College does not distinguish between civil and criminal penalties associated with possession of marijuana. Possession of marijuana, regardless of the amount, is strictly prohibited on campus property or at campus sponsored events.

## Substance Awareness Policy

### Effects of Alcohol

Alcohol consumption causes a number of marked changes in behavior. Even low doses significantly impair the judgment and coordination required to drive a car safely, increasing the likelihood that the driver will be involved in an accident. Low to moderate doses of alcohol also increase the incidence of a variety of aggressive acts, including sexual and physical assaults.

Moderate to high doses of alcohol cause marked impairments in higher mental functions, severely altering a person's ability to learn and remember information. Very high doses cause respiratory depression and death. If combined with other depressants of the central nervous system, much lower doses of alcohol will produce the effects just described.

Repeated use of alcohol can lead to dependence. Sudden cessation of alcohol intake is likely to produce withdrawal symptoms, including severe anxiety, tremors, hallucinations, and convulsions. Alcohol withdrawal can be life threatening. Long-term consumption of large quantities of alcohol, particularly when combined with poor nutrition, can also lead to permanent damage to vital organs such as the brain and the liver.

Mothers who drink alcohol during pregnancy may give birth to infants with fetal alcohol syndrome. These infants have irreversible physical abnormalities and mental retardation. In addition, research indicates that children of alcoholic parents are at greater risk than other youngsters of becoming alcoholics.

### Effects of Drugs

Cocaine or crack use may be fatal, depending upon the cardiovascular response of the user. This drug is highly addictive and withdrawal results in severe depression. Tranquilizers and sedatives are also highly addictive, even in low doses. Use of these drugs in conjunction with alcohol is extremely dangerous and may result in the user becoming comatose.

The intravenous use of drugs carries the additional risk of infection due to shared needles. HIV and hepatitis are transmitted in this way. Marijuana has properties of both depressants and stimulants and is considered a psychoactive drug. Marijuana contains more tar than tobacco and causes lung and bronchial disease, a chronic dry cough and respiratory irritation. Continued marijuana use has also been connected with memory loss and a motivational syndrome. Tobacco smoke contains carbon monoxide and may cause cancer and bronchial disease, a chronic cough and respiratory irritation. Smoking by pregnant women may result in fetal injury, premature birth and low birth weight. Chewing of tobacco may cause cancer.

## Additional Assistance

Help concerning drug and alcohol-related problems is available from several sources. Individuals needing personal assistance, individuals who know of someone who needs help or individuals with questions concerning alcohol and drug abuse may contact any of the following:

<b>Counseling and Testing Center</b>	508-565-1331
<b>Health Services</b>	508-565-1307
<b>Student Affairs</b>	508-565-1363

## Biennial Review

In compliance with the Drug Free Schools and Communities Act, Stonehill College will conduct a biennial review of the College's alcohol and other drug programs, which will be coordinated by the Associate Vice President for Student Affairs. According to the Act, the biennial review is due by October 1st of every even numbered year.

## Smoking on Campus

1. Smoking is prohibited in all campus buildings and facilities including all of the student residence halls.
2. Individuals who choose to smoke are expected to be at least 25 feet from the building so as not to allow smoke to travel back into the building.
3. Individuals who choose to smoke are expected to dispose of cigarettes and their packaging in proper trash receptacles.

## Student Drug Policy

1. The possession of illegal drugs, including unauthorized possession of prescription drugs, is strictly prohibited.
2. The use of illegal drugs, including unauthorized use of prescription drugs prescribed, is strictly prohibited.
3. The distribution of illegal drugs, including unauthorized distribution of prescription drugs, is strictly prohibited.

## Controlled Substances: Uses and Effects

### Narcotics

**Possible Effects:** Euphoria, drowsiness, respiratory depression, constricted pupils, nausea

**Effects of Overdose:** Slow and shallow breathing, clammy skin, convulsions, coma, possible death

**Withdrawal Syndrome:** Watery eyes, runny nose, yawning, loss of appetite, irritability

Drug Name	Trade/Other Name	Medical Uses	Dependence Physical/Psychological
Opium	Dover's Powder, Parapectolin	Analgesic, Antidiarrheal	High/High
Morphine	MS-Contin, Roxanol, Roxanol SR	Analgesic, Antitussive	High/High
Codeine	Tylenol w/Codeine, Robitussin A-C	Analgesic, Antitussive	Moderate/Moderate
Heroin	Horse, Smack	None	High/High
Hydromorphone	Dilaudid	Analgesic	High/High
Meperidine	Demerol, Mepergan	Analgesic	High/High
Methadone	Methadose, Dolophine	Analgesic	High/High

### Depressants

**Possible Effects:** Slurred speech, disorientation, drunken behavior without the odor of alcohol

**Effects of Overdose:** Shallow respiration, clammy skin, dilated pupils, weak and rapid pulse, coma, possible death

**Withdrawal Syndrome:** Anxiety, insomnia, terrors, delirium, convulsions, possible death

Drug Name	Trade/Other Name	Medical Uses	Dependence Physical/Psychological
Chloral Hydrate	Noctec, Somnos	Hypnotic	Moderate/Moderate
Barbiturates	Amytal, Seconal	Anesthetic, Sedative, Hypnotic, Anticonvulsant	High-Moderate/High-Moderate
Benzodiazepines	Dalmane, Xanax, Librium, Valium	Anesthetic, Sedative, Hypnotic, Anticonvulsant	Low/Low
Methaqualone	Qaalude	Sedative, Hypnotic	High/High
Glutethimide	Doriden	Sedative, Hypnotic	High/High

### Stimulants

**Possible Effects:** Increased alertness, excitation, euphoria, increased pulse rate and blood pressure, insomnia, loss of appetite

**Effects of Overdose:** Agitation, increase in body temperature, hallucinations, convulsions, possible death

**Withdrawal Syndrome:** Apathy, long periods of sleep, irritability, depression, disorientation

Drug Name	Trade/Other Name	Medical Uses	Dependence Physical/Psychological
Cocaine	Coke, Flake, Snow, Crack	Local Anesthetic	Possible/High
Amphetamines	Dexadrine, Obetrol, Delcobese	Attention Deficit Disorder, Weight Control, Narcolepsy,	Possible/High
Phenmetrazine	Preludin	Weight Control	Possible/High
Methylphenidate	Ritalin	Attention Deficit Disorder	Possible/Moderate

### Hallucinogens

**Possible Effects:** Illusions and hallucinations, poor perception of time and distance

**Effects of Overdose:** Longer, more intense "trip" episodes, possible psychosis, possible death

**Withdrawal Syndrome:** Withdrawal syndrome not reported

Drug Name	Trade/Other Name	Medical Uses	Dependence Physical/Psychological
LSD	Acid, Microdot	None	None/Unknown
Mescaline/Peyote	Mexc, Buttons, Cactus, Mesc	None	None/Unknown
Amphetamine	DMA, MDMA, STP, MDA	None	Unknown/Unknown
Phencyclidine	PCP, Angel Dust, Hog	Vet Anesthetic	Unknown/High

### Cannabis

**Possible Effects:** Euphoria, reduced inhibitions, increased appetite, disorientation

**Effects of Overdose:** Fatigue, paranoia, possible psychosis

**Withdrawal Syndrome:** Insomnia, hyperactivity, loss of appetite

Drug Name	Trade/Other Name	Medical Uses	Dependence Physical/Psychological
Marijuana	Pot, Acapulco Gold, Grass, Reefer	None	Unknown/Moderate
Hashish	Hash	None	Unknown/Moderate
Hashish Oil	Hash Oil	None	Unknown/Moderate

## Sanctions for Student Violations

The sanctions below have been developed to educate students and ensure an environment that supports the academic mission of the College. Some sanctions have been developed to respond to repeated violations during a student's career. Sanctions listed are possible outcomes. In determining a sanction, the AVSPA, or designee, may consider the student's present demeanor, past disciplinary record, the nature of the misconduct, and the severity of any damage, injury, or harm resulting from the misconduct as well as any other factor.

<b>Presence of Alcohol</b>	<ul style="list-style-type: none"> <li>• Sanctions ranging from a warning to a 1st Alcohol Violation;</li> <li>• Parental notification for students under the age of 21.</li> </ul>
<b>First Alcohol Violation in Career</b>	<ul style="list-style-type: none"> <li>• College sponsored educational intervention program;</li> <li>• Community restitution project;</li> <li>• Fine;</li> <li>• Weekend restriction;</li> <li>• Parental notification for students under the age of 21.</li> </ul>
<b>Second Alcohol Violation in Career</b>	<ul style="list-style-type: none"> <li>• Alcohol assessment and completion of recommendations;</li> <li>• College sponsored educational intervention program;</li> <li>• Community restitution project;</li> <li>• Fine;</li> <li>• Consecutive weekend restrictions;</li> <li>• Deferred suspension from residency;</li> <li>• Parental notification.</li> </ul>
<b>Third Alcohol Violation in Career</b>	<ul style="list-style-type: none"> <li>• Alcohol assessment and completion of recommendations;</li> <li>• College sponsored educational intervention program;</li> <li>• Suspension from residency for 16 consecutive academic weeks;</li> <li>• Deferred separation from the College;</li> <li>• Parental notification.</li> </ul>
<b>Fourth Alcohol Violation in Career</b>	<ul style="list-style-type: none"> <li>• Separation from the College;</li> <li>• Parental notification.</li> </ul>
<b>Common Source Violation</b>	<ul style="list-style-type: none"> <li>• Alcohol assessment and completion of recommendations;</li> <li>• College sponsored educational intervention program;</li> <li>• Suspension from residency for 16 consecutive academic weeks;</li> <li>• Parental notification.</li> </ul>
<b>Excessive Amount of Alcohol Violation</b>	<ul style="list-style-type: none"> <li>• Alcohol assessment and completion of recommendations;</li> <li>• College sponsored educational intervention program;</li> <li>• Multiple weekend restrictions, AND community restitution project, AND deferred separation from residency OR suspension from residency for 16 consecutive academic weeks;</li> <li>• Parental notification.</li> </ul>
<b>Use or Distribution of False Identification</b>	<ul style="list-style-type: none"> <li>• Alcohol assessment and completion of recommendations;</li> <li>• College sponsored educational intervention program;</li> <li>• Educational project;</li> <li>• Multiple weekend restrictions, AND community restitution project AND deferred separation from residency OR suspension from residency for 16 consecutive academic weeks;</li> <li>• Parental notification.</li> </ul>
<b>Driving Under the Influence of Alcohol or Other Drugs</b>	<ul style="list-style-type: none"> <li>• Alcohol assessment and completion of recommendations;</li> <li>• College sponsored educational intervention program;</li> <li>• \$300 fine;</li> <li>• Restricted driving and parking privileges for one year;</li> <li>• Suspension from residency for 16 consecutive academic weeks;</li> <li>• Parental notification.</li> </ul>
<b>Purchasing or Distributing Alcoholic Beverages for Students or Guests Under the Age of 21</b>	<ul style="list-style-type: none"> <li>• Alcohol assessment and completion of recommendations;</li> <li>• College sponsored educational intervention program;</li> <li>• Suspension from residency for 16 consecutive academic weeks;</li> <li>• Parental notification.</li> </ul>
<b>Use or Possession of Illegal Drugs</b>	<ul style="list-style-type: none"> <li>• Drug assessment and completion of recommendations;</li> <li>• Suspension from residency for 16 consecutive academic weeks;</li> <li>• Parental notification.</li> </ul>
<b>Presence of Illegal Drugs</b>	<ul style="list-style-type: none"> <li>• Weekend restrictions;</li> <li>• Community restitution project;</li> <li>• Parental notification.</li> </ul>
<b>Use of Alcohol or Drugs to Render Another Person Emotionally or Physically Incapacitated as a Precursor to or Part of Sexual Misconduct</b>	<ul style="list-style-type: none"> <li>• College dismissal;</li> <li>• Parental notification.</li> </ul>

### Other Sanctions for Students

The College may impose additional sanctions as appropriate. Refer to the Student Discipline System for a complete listing of sanctions.

### Additional Fines and Holds

Failure to complete sanctions on time or disregarding College requirements may result in the College imposing an additional fine as well as placing an academic hold on a student's account. This hold may impact a student's ability to register or obtain certain academic records.

### Sanctions for Student Organizations

The College's response to student organizations found in violation of the Substance Awareness Policy will be determined based upon the nature of the incident.



## SELECTED COLLEGE POLICIES

## Gender-Based Misconduct Policy

(Including Sexual Harassment, Sexual Misconduct and Gender-Based Harassment Policies)

### Statement of Intent

Stonehill College is committed to providing a learning and working environment that is free from gender-based discrimination or harassment. As such, the College does not tolerate any kind of gender-based discrimination or harassment, which includes sexual harassment, sexual misconduct, and gender-based harassment. The College is committed to fostering a healthy and safe environment that emphasizes the dignity and worth of every member of its community.

Gender-based misconduct comprises a broad range of behaviors focused on sex and/or gender discrimination that may or may not be sexual in nature. Sexual harassment, sexual misconduct, gender-based harassment, stalking, and relationship violence are forms of gender-based misconduct under this policy. Misconduct can occur between strangers or acquaintances, including people involved in an intimate or dating relationship. Gender-based misconduct can be committed by men or by women, and it can occur between people of the same or different sex.

Gender-based misconduct is a serious concern on college campuses throughout the country. To address this problem, the College provides educational and preventative programs, services for individuals who have been impacted by gender-based and sexual misconduct, and accessible, prompt, and equitable methods of investigation and resolution. Additionally, the College will not tolerate any acts of gender-based discrimination and will take effective means to end any acts, up to and including dismissal of the offending individual.

Consistent with its commitment to addressing gender-based discrimination and harassment, the College complies with Title IX of the Higher Education Amendment of 1972, which prohibits discrimination on the basis of sex in education programs or activities. Gender-based misconduct, as defined in the document, constitutes forms of sex discrimination prohibited by Title IX.

The Gender-Based Misconduct Policy applies regardless of the complainant's or respondent's race, gender, disability, age, marital status, religion, color, national origin, sexual orientation, or other personal characteristics.

The Gender-Based Misconduct Policy describes the College's policy toward gender-based discrimination. It also provides guidance for those who have been victims of gender-based misconduct, outlines the College's response to alleged incidents, and identifies relevant departments within the College responsible for managing the policy and programs associated with it.

## Definitions and Examples

### Gender-Based Harassment:

Acts of verbal, nonverbal, or physical aggression, intimidation, stalking, or hostility based on gender or gender-stereotyping constitute gender-based harassment. Gender-based harassment can occur if individuals are harassed either for exhibiting what is perceived as a stereotypical characteristic of their sex, or for failing to conform to stereotypical notions of masculinity or femininity. In order to constitute harassment, the conduct must be such that it has the purpose or effect of unreasonably interfering with an individual's academic performance or creating an intimidating, hostile, demeaning, or offensive living or learning environment.

### Relationship Violence:

The use of physical violence, coercion, threats, intimidation, isolation, stalking, or other forms of emotional, sexual, or economic abuse directed towards a partner in a dating relationship constitute relationship violence. This includes any behaviors that intimidate, manipulate, isolate, frighten, terrorize, coerce, threaten, or injure someone. Relationship violence can be a single act or a pattern of behavior in relationships. Relationships may be defined as short or long-term relationships (current or former) between persons intended to provide some emotional/romantic and/or physical intimacy. Examples may include the following:

- Slapping
- Pulling hair
- Punching
- Damaging one's property
- Driving recklessly to scare someone
- Harassment directed toward a current or former partner
- Threats of abuse such as threatening to hit, harm, or use a weapon on another (whether victim or acquaintance, friend, or family member of the victim), or other forms of verbal threats
- Policy E3.47 Employee-Student Consensual Relations, is incorporated herein by reference

### Stalking:

A course of conduct directed at a specific individual that would cause a reasonable person to feel fearful. A course of conduct is defined as "a pattern of actions over a period of time, however short, evidencing a continuity of conduct."

Stalking includes any behaviors or activities occurring on more than one occasion that collectively instill fear in a victim, and/or threaten her or his safety, mental health, or physical health. Such behaviors and activities may include, but are not limited to, the following:

- Non-consensual communication including face-to-face communication, telephone calls, voice messages, text messages, email messages, instant messages, written letters, gifts or any other communications that are undesired and/or place another person in fear

- Use of on-line, electronic, or digital technologies including:
  - Posting of pictures or information in chat rooms or websites
  - Sending unwanted/unsolicited email or talk requests
  - Posting private or public messages on internet sites, social networking sites, and/or school bulletin boards
  - Installing spy-ware on a victim's computer
  - Using Global Positioning Systems (GPS) to monitor a victim
- Pursuing, waiting, or showing up uninvited at a workplace, place of residence, classroom, or other locations frequented by a victim
- Surveillance and other types of observation, whether by physical proximity or electronic means
- Trespassing
- Vandalism
- Non-consensual touching
- Direct physical and/or verbal threats against a victim or a victim's loved ones
- Gathering information about a victim from family, friends, co-workers, and/or classmates
- Manipulative and controlling behaviors, such as threats to harm oneself or threats to harm someone close to the victim
- Defamation (lying to others about the victim, etc.)

Stonehill College encourages reporting of all incidents of stalking to law enforcement authorities and respects that it is the victim's decision whether or not to report the incident to the police.

The College offers services to victims even if they choose not to report the incidents. The Student Affairs Office provides services, advocates, and information for student victims in a safe, supportive, and confidential setting. Human Resources can provide similar services for employees.

In some circumstances, a victim may wish to seek an order of protection from a court or appropriate jurisdiction against the alleged perpetrator. In these circumstances, Campus Police will assist victims in their attempt to secure these orders. Victims may also seek restriction of access to the College by non-students or non-employees when appropriate.

In certain circumstances, Stonehill College may need to report an incident to law enforcement authorities. Such circumstances include any incidents that warrant the undertaking of additional safety and security measures for the protection of the victim and the campus community. Additionally, in situations where the health and safety of the individual and/or campus community is at risk, it may be necessary to notify additional appropriate College officials.

Stonehill College is committed to supporting victims of stalking by providing the necessary safety and support services and reasonable accommodations. Crisis intervention and victim safety concerns will take precedence. Due to the complex nature of the problem,

the victim may need assistance in obtaining one or more of the following:

- No-contact order
- Services of an advocate
- Change in an academic schedule
- Alternative housing and/or office accommodations
- An interim restriction/suspension of the accused individual
- Resources for medical and/or psychological support

For assistance in obtaining these safety accommodations, students may contact the Associate Vice President for Student Affairs/Dean of Students at 508-565-1363. Employees may contact the Director of Human Resources at 508-565-1105.

If safety is an immediate concern, contact law enforcement at 508-565-5555, or dial 911 for assistance.

## Sexual Misconduct:

Stonehill College strictly prohibits sexual misconduct in all forms. Students found responsible for violating this policy will face disciplinary sanctions, up to and including dismissal from the College. Sexual misconduct includes the following:

- Non-Consensual Sexual Intercourse, which includes but is not limited to, penetration of a bodily orifice (vagina, anus or mouth) by an object or by a body part and/or non-consensual fellatio or cunnilingus or attempts to commit the same, without effective consent.
- Non-Consensual Contact, which includes but is not limited to, intentional physical contact of a sexual nature (touching breasts, buttocks, or pubic area) of anyone without his/her consent or attempts to commit the same, without effective consent. In addition, any disrobing of another or exposure to another without effective consent may also constitute non-consensual sexual contact.
- Sexual Exploitation, which occurs when a student takes advantage of another without his/her consent for his/her own advantage or benefit, to benefit or advantage anyone other than the one being exploited, or behavior that does not otherwise constitute one of the other offenses specifically noted in the Sexual Misconduct Policy. Examples of sexual exploitation include, but are not limited to:
  - Sexual exhibitionism
  - Prostitution or the solicitation of a prostitute, escort and/or stripper
  - Non-consensual video, photographing, or audio-taping of sexual activity and/or distribution of these materials via mediums such as the internet
  - Going beyond the boundaries of consent (e.g. allowing people to watch consensual sex without knowledge of the participants)
  - Peeping or other voyeurism
  - Knowingly transmitting a Sexually Transmitted Infection

(STI) to another individual

- Sexual Harassment, which includes, but is not limited to:
  - Sexual advances, whether or not they involve physical touching
  - Requests for sexual favors in exchange for actual or promised job or academic benefits, such as favorable reviews, salary increases, promotions, increased benefits or academic advantages
  - Lewd or sexually suggestive comments, jokes innuendos or gestures
  - Displaying sexually suggestive objects, pictures, magazines or cartoons
  - Commenting about or inappropriately touching an individual's body
  - Inquiries or discussion about an individual's sexual experiences or activities and other written or oral references to sexual conduct

For more information regarding sexual harassment please see Stonehill's Opposition to Sexual Harassment Policy. Further, Policy E3.47 Employee-Student Consensual Relations, is incorporated herein by reference.

## Effective Consent

Stonehill College strongly encourages students who choose to engage in sexual behavior to verbally communicate their intentions and consent as clearly as possible.

In the absence of mutually understandable words or actions, it is the responsibility of the initiator, or the person who wants to engage in the specific sexual activity, to make certain that he/she has the consent from his/her partner. Consent to some form of sexual activity does not necessarily mean consent to other forms of sexual activity. In addition, consent to sexual activity may be withdrawn at any time, as long as the withdrawal is communicated clearly, at which point all sexual activity must cease. Mutually understandable consent must be obtained by the initiator at every stage of sexual interaction.

Consent is mutually understandable when a reasonable person would consider the words and/or actions of the parties to have expressed a mutually understandable agreement between them to do the same thing, in the same way, at the same time, with one another.

Consent obtained through the use of fraud or force (actual or implied), whether that force be physical force, threats, intimidation or coercion, is not effective consent.

Consent may never be given by minors (in Massachusetts, those not yet 16 years of age), mentally disabled persons, those who are incapacitated as a result of alcohol or other drug consumption (voluntary or involuntary), or those who are unconscious, unaware or otherwise physically helpless. A person who knows or should have reasonably known that another person is incapacitated may not engage in sexual activity with that person. Incapacitation means being in a state where a person lacks the capacity to appreciate the fact that the situation is sexual, or cannot appreciate (rationally or reasonably) the nature and/or extent of the situation.

## Additional Clarification Regarding Sexual Misconduct

- A person who is the object of sexual aggression is not required to physically or otherwise resist a sexual aggressor.
- Silence, previous sexual relationships, and/or a current relationship with the initiator (or anyone else) may not, in themselves, be taken to imply consent.
- Intentional use of alcohol or other drugs does not excuse a violation of the Sexual Misconduct Policy.
- Attempts to commit sexual misconduct and/or aiding the commission of sexual misconduct as an accomplice are also prohibited under this policy.

## Obtaining Information, Support or Counseling

Counselors at a variety of departments/agencies both on and off campus can assist a person in deciding what steps to take, such as obtaining counseling, seeking medical attention, preserving evidence, and reporting to authorities. Information, support, and advice are available for anyone who wishes to discuss issues related to gender-based misconduct. Specifically, in cases of sexual assault, they may help determine whether or not a sexual assault has actually occurred, and whether or not the person seeking information has been assaulted, has been accused of sexual assault or is a third party.

### On Campus Resources:

- Campus Ministry – 508-565-1487
- Campus Police – 508-565-5555
- Counseling and Testing Center – 508-565-1331
- Health Services – 508-565-1307
- Human Resources – 508-565-1105
- Residence Life – 508-565-1290
- S.H.A.R.E. Advisors – during business hours (8:30am – 4:30pm, contact the Counseling and Testing Center at 508-565-1331 for a list of Advisors; after 4:30pm, contact the Switchboard at 508-565-1000
- Student Affairs – 508-565-1363
- Title IX Coordinators – refer to The Hill Book for a list of Coordinators or contact the General Counsel's office at 508-565-1404

### Off-Campus Agencies:

- A New Day – 508-941-7400
- Signature Healthcare Brockton Hospital – 508-941-7000

## Medical and Counseling Attention

A person who has experienced a sexual assault is urged to seek appropriate medical evaluation as promptly as possible, ideally within 72 hours of the incident. To help preserve evidence, the victim is encouraged not to bathe or douche, urinate, or drink any liquids. If oral contact

has occurred, the victim is encouraged to refrain from smoking, eating, or brushing their teeth. In addition, if clothes are changed, soiled clothes should be placed in a paper bag, as plastic destroys crucial evidence.

## S.H.A.R.E Advisors for Cases of Sexual Misconduct

S.H.A.R.E Advisors are a group of trained staff and faculty members who provide support and assistance to Stonehill students who have experienced sexual misconduct and those students accused of sexual misconduct. Students can access S.H.A.R.E. Advisors by calling the Counseling and Testing Center during business hours (8:30am – 4:30pm) and Campus Police after 4:30pm. It is important to note that S.H.A.R.E Advisors, as they are private, not “confidential” resources, must make a formal report of sexual misconduct if one has not already been completed.

S.H.A.R.E Advisors are trained and available to assist the survivor and/or student accused of sexual misconduct in a variety of ways, including:

- Assistance with emergency rape crisis treatment and emergency medical services including accompanying the victim to the hospital, working with police, etc.
- Assistance, guidance, and support throughout the College disciplinary process and/or the criminal justice process
- Assistance in coordinating academic concerns, such as missed classes, assignments, or change of class section
- Assistance in contacting community resources, such as rape crisis centers or support groups
- General support and assistance as needed

While S.H.A.R.E. Advisors are available to assist, it is always the survivor/accused student who chooses what services or support she/he would like to utilize.

## Filing a Sexual Misconduct Report

A person who believes he/she was the victim of another's gender-based misconduct is encouraged to report the incident. On and off-campus support and the campus Student Discipline System may play important roles, and Stonehill College provides support services to students who choose to seek criminal or civil prosecution as well as disciplinary action under Stonehill College's Student Discipline System. These options run concurrently with the processes available pursuant to Policy E3.35, Opposition to Sexual Harassment and Other Forms of Discrimination.

Several options for reporting are available:

1. **File a Report with Campus Police:** Campus Police will respond quickly upon notification of an incident. A campus investigation may or may not lead to initiating the Student Discipline System.
2. **File a Report with the Easton Police Department:** Students can contact the Easton Police Department at 508-230-3322 or by dialing 911 from a cell phone. Campus Police

will be notified if dialing 911 from a campus phone. Campus Police can assist in notifying the local police if the student chooses.

3. **File a Report with a Title IX Coordinator:** Report the gender-based misconduct to a Title IX Coordinator, who will forward the report to the Office of Student Affairs. The Title IX Coordinator can help inform victims about the process, procedures, and policies that apply in gender-based misconduct cases. Other services provided by the Title IX Coordinator may include, but are not limited to:
  - Making referrals as appropriate
  - Furnishing materials for support services on and off campus
  - Imposing interim measures and/or no-contact orders
  - Changing on campus student housing to a different on campus location (attempts will be made to move the charged student)
  - Providing assistance from the College in completing the relocation
  - Rescheduling exams and/or assignments
  - Transferring class sections
  - Assisting with time away from the College
  - Providing information on civil and criminal investigation and adjudication processes
4. **File an Anonymous Report:** Students who wish to anonymously inform the College of a gender-based misconduct may file an incident report on-line through the Community Standards web page. The information provided to the College in this manner will only be used for Clery Act data collection and will be kept confidential. Anonymous reports cannot be used to initiate a formal student discipline process.
5. **Take No Action:** Students have the right not to file a report, yet they are highly encouraged to seek medical attention and counseling. Students who wish to file a report at a later date may contact a Title IX Coordinator. However, please note that a delay in reporting could weaken evidence used to determine whether a student is found responsible for gender-based misconduct, including a sexual assault.

## The Investigation and Disciplinary Process for Sexual Misconduct

Campus officials must take appropriate actions to ensure that investigations of gender-based misconduct complaints are normally completed within 60 days of receiving a complaint.

Reports of gender-based misconduct by a student may be addressed through the College's student disciplinary process, which is described in further detail in the Hill Book. Additionally, for matters alleging gender-based misconduct, the student who believes he/she was the victim of gender-based misconduct will:

- Have the opportunity to be present throughout the entire disciplinary hearing.
- Be entitled to the same opportunity to have others present during a disciplinary hearing

as provided to the charged student.

- Be informed of the outcome of the disciplinary hearing, including sanctions, in connection with his/her complaint.
- Be permitted to appeal the outcome of the disciplinary hearing.

Formal rules of process, procedure, or rules of evidence such as those applied in criminal or civil courts are not used in the Student Discipline System.

The hearing board will be comprised of a designee of the Vice President for Student Affairs, who serves as the Chair, and two staff and/or faculty members.

The appeals board will be comprised of the Vice President for Student Affairs, or designee, who serves as Chair, and two staff/faculty members. The appeals board members cannot be the same members who served on the original hearing board.

In cases of sexual misconduct, no questions, statements, or information about the sexual activity of the person who believes she/he was the victim of another's misconduct with anyone other than the charged student may be introduced. Requests for exceptions to this guideline must be made in writing to the Associate Vice President for Student Affairs, or designee, at least 72 hours in advance of the hearing. If the person who believes she/he is the victim of another's misconduct raises her/his own sexual activity with anyone other than the charged student, questions may then be asked about that relationship.

The College will disclose, in writing, the final results of any institutional disciplinary proceedings conducted against a charged student to the victim (or if the victim is deceased as a result of such crime or offense, to the next of kin) of any violent crime or non-forcible sex offense.

## Statement of Rights for Those Involved in Incidents of Gender-Based Misconduct

It is the goal of Stonehill College to ensure that students have access to needed resources, services, and information.

Ordinarily, the College assures all students involved in incidents of gender-based misconduct will:

- Be notified of available spiritual and personal counseling, mental health, medical or student services, both on campus and in the community as appropriate.
- Receive notification of options for and available assistance in changing academic and living situations after an alleged incident of gender-based misconduct, if so requested and if such changes are reasonably available (no charges or investigation, campus or criminal, need to occur before this option is available).
- Have the matter investigated in a timely manner.
- Be offered a S.H.A.R.E. Advisor (for cases of sexual misconduct) to be present during any formal disciplinary hearing.
- Be informed in writing of the

outcome of any formal disciplinary hearing within 3 business days.

- Not have irrelevant prior sexual history admitted in a formal disciplinary hearing in cases of sexual misconduct.
- Be given the choice whether or not to have reports of gender-based misconduct resolved through an informal resolution.
- Be free from any behavior that may be construed by the College to be intimidating, harassing or retaliatory.

## **Rights of an Individual who May be the Victim of Gender-Based Misconduct**

Ordinarily, the College assures all students reporting allegations of gender-based misconduct will:

- Have reports of gender-based misconduct responded to in accordance with College policy.
- Be present throughout the entire formal disciplinary hearing.
- Be entitled to additional accommodations including, but not limited to, the use of technology, if either student wishes to be in a different location.
- Question witnesses, including the charged student, through the Chair of the formal disciplinary committee.
- Appeal the finding and sanction of a formal disciplinary hearing in accordance with the standards for appeal established under "Rights of All Parties in Formal Discipline Hearings," as published by the College.
- Choose whether or not to have a report investigated unless the College deems it necessary to protect the safety of the College community or in compliance with applicable law.

## **Rights of an Individual Accused of an Incident of Gender-Based Misconduct**

Ordinarily, the College assures all students accused of an incident of gender-based misconduct will:

- Be notified of a report of gender-based misconduct in accordance with College policy.
- Be entitled to present his/her case in accordance with College policy.
- Be entitled to additional accommodations including, but not limited to, the use of technology, if either student wishes to be in a different location.
- Question witnesses, including the individual reporting the misconduct, through the Chair of the formal disciplinary committee.
- Appeal the finding and sanction of a formal disciplinary hearing in accordance with the standards for appeal established under "Rights of All Parties in Formal Discipline Hearings," as published by the College.

## **Retaliation**

The College encourages students to report all

incidents of gender-based misconduct. Any threat of retaliation or other attempts to prevent the reporting of an incident of gender-based misconduct is itself prohibited and will result in disciplinary action and/or sanctions.

## **Amnesty**

At times, students are hesitant to report the occurrence of a gender-based assault to College officials because they are concerned that they themselves, or witnesses to the misconduct, may be charged with violations of the alcohol policy. While these behaviors are not condoned by the College, the importance of dealing with them pales in comparison to the need to address instances of alleged gender-based misconduct. Accordingly, in these cases, the College will not pursue disciplinary action against a student who claims, in good faith, to be the victim of a gender-based misconduct in connection with the reporting of a gender-based incident, or against students named as witnesses to the incident.

## **Privacy and Confidentiality**

Students have the right under federal law (Title IX) to expect that reports of gender-based misconduct will be taken seriously by Stonehill College. Under federal law, if a student makes a formal report about gender-based misconduct to a College official (e.g. officials within Student Affairs, a Title IX Coordinator, Resident Assistants, Residence Directors, Campus Police, and certain other staff members with supervisory responsibilities), or when deemed necessary to protect the interests of the College community, the College has an obligation to investigate the complaint. To the extent possible, the College will protect the privacy of all parties to a complaint of gender-based misconduct.

In the case of sexual misconduct, an individual can speak confidentially with certain persons in legally protected roles, such as counselors at the Counseling and Testing Center, campus ministers, and/or staff in Health Services. These offices will pass along non-personally identifiable statistical information to Campus Police for statistical purposes only. The only information which will be released is that an incident was reported, the type of incident, and the general location of the incident (on or off campus). These statistics are made available through publication in the Annual Campus Security Report. The College will notify a Title IX Coordinator, in writing, that a sexual assault complaint has been filed.

When the College, through a report to a College official, becomes aware of an incident of sexual misconduct that occurred on campus and there is a potential for bodily harm or danger to members of the College community, College staff will issue a timely warning to the campus. While the College will provide enough information to safeguard the campus community, a student's name or other personally identifying information will not be disclosed.

Confidentiality with respect to a person accused of having been found responsible for sexual misconduct policy is governed by the Family Educational Rights and Privacy Act (FERPA), also known as the Buckley Amendment. FERPA provides that personally identifiable information maintained in the educational records of an institution shall not be disclosed, except as otherwise specified by law.

## Education and Prevention

The College is committed to providing ongoing education and support programs aimed at the eradication of gender-based misconduct. In addition, the College will evaluate on an ongoing basis, all policies and procedures related to gender-based misconduct.

## Opposition to Sexual Harassment and Other Forms of Discrimination

### I. Introduction:

All members of the Stonehill community – students, staff, faculty, and visitors – have a right to a professional, academic, and working environment free of unlawful harassment and discrimination. Such harassment undermines the integrity of community relationships and is unacceptable behavior at Stonehill College.

Members of the Stonehill community who hold positions of authority have a particular responsibility to be aware of the power inherent in their relationships with students and subordinates and to avoid behavior that may be perceived as sexual harassment. All members of the Stonehill community, with academic or supervisory responsibility for another, must keep their relationships, especially those with students, on a professional level.

Stonehill College maintains a “Zero Tolerance” Sexual Harassment Policy. This policy not only applies to the workplace during normal business hours, but also to all work-related social and business functions, whether on or off the College campus, and also while employees and students are on business, academic, or athletic related travel. The College will take effective means to end any sexual harassment, up to and including termination or dismissal of the offending individual.

### II. Sexual Harassment:

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature, when submission to such conduct is made either explicitly or implicitly a term or condition of employment; submission to or rejection of such conduct is used as the basis for employment or academic decisions; or such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, humiliating, or sexually offensive working or academic environment.

The following are examples of conduct, which may constitute sexual harassment:

1. Sexual advances, whether or not they involve physical touching.
2. Requests for sexual favors in exchange for actual or promised job or academic benefits, such as favorable reviews, salary increases, promotions, increased benefits or academic advantages.
3. Lewd or sexually suggestive comments, jokes, innuendos or gestures.
4. Displaying sexually suggestive objects, pictures, magazines, or cartoons.

5. Commenting about or inappropriately touching an individual's body.
6. Inquiries or discussion about an individual's sexual experiences or activities and other written or oral references to sexual conduct.
7. Sexual exploitation, which is defined for the purposes of this policy as any abuse of a position of vulnerability, differential power, or trust for sexual purposes. This includes profiting momentarily, socially or politically from the sexual exploitation of another. Sexual exploitation is one of the purposes of trafficking in persons (performing in a sexual manner, forced undressing and/or nakedness, coerced marriage, forced childbearing, engagement in pornography or prostitution, sexual extortion for the granting of goods, services, assistance benefits, sexual slavery).

### III. Complaints of Sexual Harassment:

If a member of the Stonehill community believes that he or she has been subjected to sexual harassment or inappropriate sexual conduct, a first step, if the person feels comfortable in doing so, is to inform the person engaging in the conduct that it is unwelcome and ask the person to stop. Retaliation against anyone who exercises his or her right to confront the individual whose conduct is offensive, or who brings a complaint of sexual harassment or cooperates in an investigation is unlawful and will not be tolerated by the College.

The College is committed to investigating all complaints promptly and fairly. To the extent practicable, the College will protect the confidentiality of the individuals involved and initially consider informal resolution. The College is committed to proceeding as necessary to eliminate sexual harassment and will take appropriate corrective action which may include counseling, written warnings, or other discipline up to immediate dismissal.

While students may contact any trusted employee or faculty member to report an incident, the following individuals have been designated as contacts for assistance in addressing any sexual harassment concerns:

- Rev. John Denning, C.S.C., VP for Student Affairs, 508-565-1363
- Pauline Dobrowski, Associate VP for Student Affairs/Dean of Students, 508-565-1363
- Katie Conboy, Provost and VP for Academic Affairs, 508-565-1311
- Whistleblower (Ethics Hot-line) 1-877-472-2110

Employees may contact their department head or the following for assistance in addressing any sexual harassment concerns:

- Lisa Conroy, Assistant Director of Human Resources, 508-565-1105
- Thomas V. Flynn, General Counsel, 508-565-1413
- Whistleblower (Ethics Hot-line) 1-877-472-2110
- Wellness Corp (Employee Assistance Program) 1-800-828-6025

In addition to the above-named individuals, the following individuals have been designated pursuant to Title IX of the Education Amendments of 1972 as the Title IX Coordinators for the College:

- Maryann Perry, Director of Human Resources, 508-565-1105 (senior coordinator) - primary responsibility for employee matters
- Beth Devonshire, Director of Community Standards, 508-565-1323 - primary responsibility for student matters
- Cynthia MacDonald, Associate Director of Athletics, 508-565-1391 - primary responsibility for athletic and gender equity matters

Title IX Coordinators shall coordinate the College's compliance with Title IX, including identifying and addressing any patterns or systematic problems that arise during the review of complaints. Regardless of the primary responsibility of any coordinator or their status as the senior coordinator, if any Title IX Coordinator is directly involved in an investigation or complaint, the other Title IX Coordinators shall assume responsibility for any Title IX review involving such investigation or complaint.

### IV. Other Forms of Harassment and Discrimination:

It is also unlawful and a violation of Stonehill policy to harass any member of the community because of his or her race, color, national origin, ancestry, sex, religion, age, physical or mental disability, sexual orientation or any other characteristic protected by state or federal law. Any individual who believes that he or she has been subject to any type of harassment should feel free to institute the resolution and complaint procedure outlined above under Section III.

### V. Government Resources:

The College encourages individuals to initially seek resolution of sexual harassment complaints through its internal procedures; however, formal complaints can also be brought to these government agencies. The time periods for filing are EEOC 300 days; MCAD 6 months:

- Office for Civil Rights, U.S. Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921, 617-289-0111
- Equal Employment Opportunity Commission, John F. Kennedy Federal Building, 475 Government Center, Boston, MA 02203, 800-669-4000
- Massachusetts Commission Against Discrimination, 1 Ashburton Place, Boston, MA, 02108, 617-994-6000

## Policy Against Hazing

Stonehill College fully complies with Commonwealth of Massachusetts Laws (Ch 269) regarding hazing. As such, the College has adopted the following policy against hazing for all students including student leaders and athletes. Stonehill defines hazing as any conduct or method of initiation into any student organization, team, group, etc., whether on or off-campus, which endangers the physical or emotional health of any student or other person no matter how well intended the end result or intent.

Types of hazing include the following:

- **Hazing as a Public Display:** Any and all forms of public appearance, which may result in adverse publicity to the organization or the College.

- **Hazing as a Physical Abuse:** Any practice, whether internal or external, which could be detrimental to the health or well-being of any person.
- **Hazing as Moral Indignity:** Any action which by ethical, moral, and/or socially accepted standard of right and wrong may create in any individual feelings of humiliation or disgrace.
- **Hazing as Scholastic Interference:** Any and all practices, which place a person in the position of being unable to attend, or properly prepare for, academic practices.

Examples of hazing include, but are not limited to:

- Applying any substance to a person's body or belongings such as whipped cream or paint
- Forced listening to loud, repetitive music or recordings
- Verbal or written abuse, yelling or screaming
- Verbal or written abuse or harassment based upon race, color, national and/or ethnic origin, gender, sexual orientation, disability, religion, veteran's status, age, or association with persons different from oneself
- Whipping, paddling or other beating
- Nudity
- Participation in illegal acts
- Kidnapping
- Bondage
- Personal servitude
- Pranks such as streaking/panty raids, unauthorized scavenger hunts, etc.
- Forced or coerced stunt or skit nights/events with demeaning and/or crude skits and/or poems
- Preventing the use of limbs
- Forced or coerced wearing of conspicuous clothing not normally in good taste such as togas
- Extended deprivation of sleep, adequate study time, rest or extended isolation
- Forced or coerced branding/tattoos/hair styles
- Deprivation of food or water
- Forced calisthenics or exercise beyond the physical limits
- Exposure to settings or conditions that adversely affect the physical health or safety of any student or which subjects such student or other person to extreme emotional stress
- Individual or group interrogations
- Involuntary consumption of any food, liquor, beverage, drug or other substance or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any student or other person
- Use of titles or forms of address that denote personal servitude or authority

Hazing is banned in any form as a practice by any organization, group or team, etc. regardless of whether or not the organization, group, or team is recognized by Stonehill College.

Each group, team, or organization will distribute a copy of the Chapter 536, Commonwealth of Massachusetts Year 1985, An Act Prohibiting the Practice of Hazing, to each of its members or applicants for membership annually.

The Athletic Department (for intercollegiate sports teams), the Recreational Sports Department (for club sports teams) and the Student Activities Department (for recognized and unrecognized student organizations) will annually submit to the Student Affairs Office an attested acknowledgment stating the group, team or organization has received a copy of Chapter 536, Commonwealth of Massachusetts Year 1985, An Act Prohibiting the Practice of Hazing, and that each of its members or applicants has received a copy of Chapter 536, Commonwealth of Massachusetts Year 1985, An Act Prohibiting the Practice of Hazing, and that the group, team or organization understands and agrees to comply with the provisions of Chapter 536, Commonwealth of Massachusetts Year 1985, An Act Prohibiting the Practice of Hazing.

Any individual or organization found responsible for practicing hazing, in any form, is subject to disciplinary action and sanctions including separation or dismissal from Stonehill College and, in the case of a recognized student organization, loss of recognition.

An individual involved in an alleged violation of the Stonehill College Policy Against Hazing may not use consent as an acceptable reason for participation.

Anyone with knowledge that another person is the victim of hazing must immediately report such act to Campus Police at 508-565-5555, Student Affairs at 508-565-1363 and/or his/her RD/AC or RA.

## Student Use of Electronic Devices Policy

Cellular phones, pagers, cameras, video and audio taping equipment and other electronic devices shall not be used in a manner that causes disruption in the classroom, library, in other College buildings or facilities, or at College events (e.g. lectures, masses, etc.). Individuals using electronic devices must obtain permission from individuals to be photographed, videotaped or audio taped prior to photographing, videotaping or audio taping on the Stonehill College campus or at College-sponsored functions. Personal information should not be incorporated into photographs, videotapes, audiotapes, websites and other media.

## Weapons

Possessing firearms, using firearms, attempting to use or threatening to use firearms whether, loaded or unloaded, explosives or other weapons, even if legally possessed, is prohibited on the Stonehill campus or at off-campus events. Weapons include but are not limited to such items as switchblades, stilettos, nun-chucks, daggers, brass knuckles, bows and arrows, slingshots, BB guns, air guns, pellet guns, air rifles (regardless of projectile velocity), taser guns, paintball guns, chemicals, fireworks and ammunition (whether metal, plastic, or other materials). Any item that may be used as a weapon is prohibited. Improper use of laser beam instruments is also prohibited. Possession without appropriate authorization and/or misuse of the weapons will result in serious disciplinary action by the College. Weapons of any kind may

not be stored in any building or on the grounds of Stonehill College, including personal vehicles.

The use of prop weapons for theatrical performances or activities on campus can present a potential danger for students, faculty, and staff. There are well-documented cases where law enforcement officers have mistaken a "toy" or realistic replica for a real weapon, and serious injury or death has resulted. It is unreasonable to expect the Stonehill College Campus Police or College employees to be able to distinguish a "stage prop" or "toy" from a dangerous weapon. Any person, class, club, or other organization that plans to use prop, replica, training or toy weapon of any description on the Stonehill College campus as part of their activities must register all the details of the activity with the Stonehill College Police.

Faculty, academic programs, and academic organizations must receive approval from the Dean of Faculty for the use of such items. All other groups (whether or not a student group) must receive the approval of the Dean of Students.

## Gambling

Stonehill College students must abide by federal and state laws and College policies prohibiting illegal gambling. Prohibited activity includes, but is not limited to:

1. Betting on, wagering on, or selling pools on any athletic event
2. Possessing on one's person or premises (e.g. room, car, etc.) any card, book, or other device for registering bets
3. Knowingly permitting the use of one's premises or one's telephone or other electronic communication device for illegal gambling
4. Knowingly receiving or delivering a letter, package, or parcel related to illegal gambling
5. Offering, soliciting, or accepting a bribe to influence the outcome of an athletic event
6. Involvement in bookmaking or wagering pools with respect to sporting events
7. Playing cards for money
8. Unauthorized raffles

College-approved non-cash legal gambling activities such as casino nights with prizes must be approved by the Director of Student Activities, or designee. The sponsoring organization must obtain appropriate licenses and complete required reports for legal gambling activities.

Students who experience serious difficulties with gambling are urged to call Gambler's Anonymous at 617-899-7943 or Massachusetts Council on Compulsive Gambling at 617-338-6020.

## Cancellations Due to Inclement Weather

As a residential campus, Stonehill College will hold classes and other activities whenever possible. Therefore, cancellation of classes due to inclement weather such as snow or ice will be kept to a minimum, and students should plan accordingly. Individual faculty or instructors who may have a significant commute to campus may be forced to cancel their individual classes on a particular day while all other classes are in session.

## STUDENT LIFE

When classes are cancelled due to snow, ice, or other inclement weather conditions, information is communicated on local radio stations:

### BROCKTON

WBET-AM 1460      WCAV-FM 97.7

### BOSTON

WBZ-AM 1030      WMJX-FM 106.7  
WRKO-AM 680      WBMX-FM 98.5

### WORCESTER

WTAG-AM 580      WSRS-FM 96.1

### NEW BEDFORD

WNBH-AM 1340      WCTK-FM 98.1

Students may also call the College at 508-565-5000 for a taped message.

Students may turn to campus cable TV Channel 70 for cancellation information.

## Campus Mail Service

Campus mail service and student mailboxes are located on the lower level of the Roche Dining Commons Building. The Mail Room is open Monday through Friday from 8:00 am to 4:00 pm. The Mail Room window is open Monday through Friday from 10:00 am to 3:00 pm.

The Stonehill College Mail Delivery System operates for the purpose of receiving and delivering college-related correspondence and U. S. Mail to all students.

Examples of misuse of campus mail include the attempted distribution of:

- Chain letters, hate mail or mail with obscene content
- Letters to gain personal profit (ex. pyramid schemes)
- On/off campus political endorsements

All resident students are assigned a mailbox with a combination and are responsible for picking up their mail daily. Students keep the same mailbox and combination for their entire stay at the College. Mailbox numbers and combinations will be given to all first-year resident students in their Orientation Packets over the summer. Commuter students may rent a box for a fee. Certain restrictions will be enforced.

When packages and accountable mail is received on campus, students are notified through their Stonehill Email account of its arrival. The packages are held in the Mail Room for student pickup. All packages must be picked up in a timely manner, so as not to create an overflow in the Mail Room.

The following format should be used for student mail, where "xxxx" equals the student's box number. The word "Box" should not be used in the address, as it is often mistaken for a box at the local Post Office. Mail should never be sent to a student's residence hall address.

Student's Full Name  
Stonehill College  
320 Washington St. # "xxxx"  
Easton, MA 02357

Please refrain from the use of nicknames, as it slows down mail services or causes mail to be returned to sender. Do not have packages delivered under a parent's name. Student mail is forwarded over winter break as well as over the summer.

Student mail forwarding for summer begins after graduation. Mail is automatically forwarded to the mailing address on file with the Registrar's Office. Students who do NOT wish their mail to be forwarded to this address and have an alternative mailing address for the summer should contact the Mail Room. Students who have graduated must register all address changes directly with the Alumni Office. Mail may be forwarded to an alternative address for a maximum of 90 days unless on approved leave from the College. Only first-class and periodical mail is forwarded. First-class mail includes bills & statements, personal correspondences and matter closed against postal inspection. The Mail Room will attempt to forward college/graduate school catalogs and applications, CD, video and book club mailings which require a timely response even if they arrive other than first-class mail or periodical mail. Note: The U.S. Postal Service has the final control over what classes of mail may be forwarded and may choose not to process bulk rate forwarded mail. Packages, boxes, etc. that arrive via the U.S. Postal Service are forwarded. Anything arriving via other carriers is returned to the sender with a forwarding address if available. It is the obligation of the sender to forward these items. Bulk mail is not forwarded. Bulk mail includes most catalogs, solicitations, and nonprofit mailings. Bulk mail is recycled.

Mail for students who keep their boxes active for the summer is pulled and distributed first. All other mail is forwarded on a daily basis.

## Distribution of Notices and Flyers

Departments or student organizations may send college-related flyers and notices to the campus community free of charge. Please contact the Supervisor of Mail Services for size and content restrictions and also for current number of copies needed for your target group. Flyers and notices must be delivered to Mail Services 3 days before the requested distribution date. These groups can also send work-study students to place the flyers into boxes.

Outside vendors may distribute approved materials to the student mailboxes for a fee.

## Student ID Cards and Hill Cards

Students are given an ID card (Hill Card) as part of their regular orientation to the College community. Students must maintain a current card for the entire period that they are affiliated with Stonehill College and must carry their Hill Cards at all times. The Hill Card is intended to serve as proof of an individual's status at the College and provides access to many resources provided by the College.

Any transfer, alteration, falsification or forgery of an Hill Card constitutes a violation of the Stonehill College Community Standards and may result in disciplinary action. In addition, fraudulent or illegal use of the Hill Card may result in disciplinary action.

ID cards should not be defaced or modified in any way. The use of stickers, pins or other items affixed to Hill Cards is prohibited in order to preserve their useful life. Hill Cards should be protected from damage or wear. Please protect the magnetically encoded information by keeping the card away from magnetic fields such as those generated by television sets, stereo speakers, bulk tape erasers, radio transmitters and personal computers, which could erase the information encoded on the card.

The cardholder agrees to abide by the policy, as amended from time to time, and to the display of his or her picture on the Hill Card. The Hill Card is and at all times shall remain the property of Stonehill College. It may be revoked at any time by the College if misused. It must be presented or returned upon request by an appropriate College official.

The initial Hill Card is issued without charge. The cardholder is responsible for the care and safekeeping of the card. If the card is lost or stolen, there is a \$25 fee for each replacement card. If a card becomes unusable because of normal wear and tear, it will be replaced at no charge. Once a replacement card is issued, no refund will be made, even if the missing card is found.

The loss or theft of the Hill Card must be immediately reported to Dining Services. If such loss or theft occurs after regular office hours or on the weekend, the report should be made to the Stonehill College Campus Police Department. It is important that the missing card is reported as soon as possible since the card could be misused. Until a student reports a card lost or stolen, he/she is responsible for any loss of funds.

## Guest Policy

Students are responsible for the conduct of their guests and for ensuring that guests adhere to College rules and regulations. Stonehill College alumni are considered to be guests. Student hosts must be with their guests at all times. If guests violate College rules and regulations, the student host will be subject to disciplinary action and the guests subject to immediate removal from the campus and criminal trespass warning.

All guests must be registered with the College and must carry a valid photo I.D. and approved guest pass at all times.

Students are limited to hosting two guests during any period of time. Students must obtain permission from their roommate(s) for a guest to stay through the night. If a guest is under the age of 17, the student must obtain permission from his or her Area Coordinator or Residence Director. Guests cannot stay beyond two consecutive days in a one-week period without the approval of the Residence Life Office. Behavior that is intrusive to the privacy of the roommate(s) is prohibited.

As a Catholic institution, Stonehill College does not condone cohabitation.

## Student Use of the Stonehill Name

Stonehill College is the owner of its name, logos, mascot and other trademarks and has sole discretion over their use.

The use of the Stonehill College name, logos, seal, crest, indicia or mascot is prohibited for the titles of publications, on manufactured articles such as T-shirts or novelty items without the approval of the Director of Student Activities, or designee. Any goods upon which the Stonehill name, logo or mascot appears without approval are subject to confiscation and may be destroyed.

## Student Eligibility for College Activities, Club Sports and Study Abroad/Away Programs

In order to hold leadership positions in student organizations, apply for or receive endorsement for study abroad programs/away programs, or be eligible for participation in club sports, students must meet the minimum requirement of being in good academic and disciplinary standing. Programs or organizations may require more stringent or rigorous standards for eligibility.

## Communication with College Officials

Students are expected to be respectful of faculty and staff. This includes, but is not limited to employers of third party vendors who work for the College. Verbal or written exchanges that are disrespectful, including swearing, will be addressed accordingly. Moreover, any form of physical violence, intimidation, or threats is prohibited and will result in disciplinary action.

## Compliance with Requests or Directives

Students are required to comply with reasonable requests, directives, or orders by authorized College personnel including members of the residence life staff, custodial staff, dining services staff, maintenance/grounds staff, faculty, secretaries/support staff and College administrators. This requirement includes, but is not limited to, reasonable requests for students to meet for appointments in administrative or faculty offices, to be cooperative at disciplinary investigations and hearings and to properly identify oneself upon request. Students who fail to honor requests or orders by authorized College personnel will be subject to disciplinary action.

## Inspection of Student Rooms and Personal Belongings

One of the basic student rights is the right to privacy. The right to be secured and protected against unreasonable inspections of student rooms and personal belongings is part of this right to privacy. Students are responsible for the contents of their room, car, locker or person. Students need not be present or notified when an inspection is conducted.

## Routine Entry & Inspection of Premises

The College reserves the right to enter all campus premises on a regular basis to examine the same or to make such repairs, additions, or alterations, as it deems necessary. In addition, the College reserves

the right to enter the premises in order to take those precautions that might be found necessary to protect the health and safety of the occupants or other persons therein. Students must be advised that the College will take disciplinary action against any violators of College policy, even if the violation is observed as part of a routine operation.

## Visual Inspection

When the College has reason to suspect that a violation of College policy is occurring, the College reserves the right to investigate the situation and confiscate evidence of such violations. In addition, the College may make a visual inspection of the student's room, motor vehicle, and person. The possession or use of alcoholic beverages and containers, drug paraphernalia, suspicious odors, disruptive behavior or behavior which may be of concern, will generally be considered the basis for a visual inspection. As a follow-up to a visual inspection, the College may request permission from the student to inspect personal belongings such as closed lockers, refrigerators, closets, wardrobes, desks, bags or boxes.

## Thorough Inspection

When the College has reasonable suspicion that a serious violation of federal, state and local laws or College policy is occurring, it may, with approval from the Vice President for Student Affairs, or designee, or a lawfully issued search warrant, thoroughly inspect a student's person, room, motor vehicle and belongings without his/her consent. Materials obtained will be confiscated and used in disciplinary procedures.

## Federal, Commonwealth & Local Authority

It should be noted that federal, state and local officials may exercise their legitimate authority in conducting search and seizure procedures without the consent of the College.

## College Property And Residence Hall Damage

### Policy and Procedures

"Stonehill College expects all students and guests to respect College facilities and property and does not tolerate any form of damage. While the College's Community Standards includes the 'attempted or actual theft, damage or vandalism to property of the College or others' as a violation of College policy, resident students have particular accountability for the area or residential community in which they live.

Damage is defined as the unauthorized use, abuse, destruction, or theft of any College property. Damage may be accidental or intentional. Residence hall damage is defined as damage to a residence area beyond what would be expected from normal wear and tear. Normal wear and tear is defined as deterioration or depreciation in value that occurs by ordinary and reasonable use of the property in the manner it was intended to be used, without negligence, carelessness, accident, or abuse. Normal wear and tear does

not include uses that intentionally, maliciously, or accidentally damage property or uses that disregard College policies, building codes, fire codes or other municipal or state laws."

As such, the following procedures apply:

1. Students are prohibited from intentionally damaging, defacing, and destroying College property or the property of another student or guest.
2. Students are responsible for accidental damage or destruction of College property or the property of another student or guest.
3. Students will be held responsible for monetary restitution for any damages they, or their guests, cause anywhere on campus or another area under the control or use of the College. Students may also face disciplinary action under the Community Standards for any intentional or malicious act.
4. If any damage exists beyond the level of normal wear and tear to an individual room where the responsible party or parties is not ascertainable, the resident student(s) living in that room will share equal responsibility for restitution.
5. If any damage exists beyond the level of normal wear and tear to a Controlled Common Area where the responsible party or parties is not ascertainable, then the resident student(s) for that Controlled Common Area will share equal responsibility for restitution. A Controlled Common Area is any area determined by the College that constitutes shared living space which is not accessible to a general population of students. For example a common room in a suite/townhouse/village house which is only accessible through a door which the suite/house residents have a key or card access to is a Controlled Common Area.
6. If any damage exists beyond the level of normal wear and tear to a shared common area, an investigation will be conducted to ascertain responsible parties. The College may, based on the facts of any situation, make a determination, in its sole judgement, that a sub-group of the general population be held responsible for damage in a common area if the facts demonstrate that it is more likely than not that such sub-group is responsible for the damage. For example, the College may assess damages against a residence hall or the wing or floor of a residence hall.



## LEGAL NOTICES

**Nondiscrimination Statement**

Stonehill College is committed to providing a multicultural academic community in which the dignity and worth of each of its members is respected. As such, it is the policy of the college to provide its students, faculty, and staff with an environment free from discrimination.

Stonehill College prohibits discrimination on the basis of race, gender, disability, age, marital status, religion, color, or national origin in admission to, access to, treatment in or employment in its programs and activities, except where such conditions may constitute bona fide qualification for the programs or activities in question.

The following person has been designated to handle student inquiries regarding the College's non-discrimination policy:

Thomas V. Flynn, Esq.  
General Counsel  
Stonehill College  
Easton, MA 02357  
508-565-1413

Inquiries concerning the application of nondiscrimination policies may also be referred to:

Regional Director  
U.S. Department of Education  
Office for Civil Rights  
5 Post Office Square  
Boston, MA 02109-3921

**Student Education Records**

The Family Educational Rights and Privacy Act (FERPA) afford eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a post-secondary institution.) These rights include:

1. The right to inspect and review the student's education records within 45 days after the day the College receives a request for access. A student should submit to the Registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes 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 school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the College to amend a record should write to the College official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the College decides not to amend the record as requested, the College will notify the student in writing of the decision and the student's 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.

3. The right to provide written consent before the university discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The College discloses education records without a student's prior written consent under the FERPA exception for disclosure to College officials with legitimate educational interests. A College official is a person employed by the College in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A College official also may include a volunteer or contractor outside of the College who performs an institutional service or function for which the College would otherwise use its own employees and who is under the direct control of the College with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist 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 responsibilities for the College.

Upon request, the College also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

4. 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

**Disclosures without Consent**

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in the FERPA regulations. Except for disclosures to College officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, FERPA requires the College to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. The College may disclose PII from the education records without obtaining prior written consent of the student:

1. To other College officials, including faculty, within the College whom the College has determined to have legitimate educational interests. This includes, in certain cases, contractors, consultants, volunteers, or other parties to whom the College has outsourced institutional services or functions.
2. To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer.
3. To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or state and local educational authorities, such as a state post secondary authority that is responsible for supervising the College's state-supported education programs, in connection with an audit or evaluation of federal- or state-supported education programs, or for the enforcement of or compliance with federal legal requirements that relate to those programs.
4. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
5. To organizations conducting studies for, or on behalf of, the College, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.
6. To accrediting organizations to carry out their accrediting functions.
7. Information the College has designated as "Directory Information."
8. To parents of an eligible student if the student is a dependent for IRS tax purposes. Parents may also obtain non-Directory Information if the College has a signed release from the student on file. Students may obtain a release from the Registrar's Office.
9. To comply with a judicial order or lawfully issued subpoena.
10. To appropriate officials in connection with a health or safety emergency. In certain circumstances parents may also be notified when their student is involved in a health or safety emergency.
11. To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense.
12. To the general public, the final results of a disciplinary proceeding, if the College determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the College's rules or policies with respect to the allegation made against him or her.
13. To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the College, governing

the use or possession of alcohol or a controlled substance if the College determines the student committed a disciplinary violation and the student is under the age of 21. In certain circumstances parents may be notified by the College if their student's residency or student status has been revoked or may be in jeopardy of being revoked.

## Directory Information

At its discretion, the College may provide Directory Information without the consent of the student. For these purposes, Directory Information includes:

Student name, current enrollment, address, e-mail address, telephone number, class year standing, full-time or part-time status, schedule of classes, photograph, date and place of birth, major and minor fields of study, dates of attendance, degrees and awards received, including Dean's List and graduation honors, most recent previous educational institution attended, participation in officially recognized activities and sports, weight and height of members of athletic teams.

In certain circumstances, students may ask the College to withhold Directory Information by notifying the Registrar in writing within two weeks after the first day of class for each semester. Requests for nondisclosure, unless disclosure is required by law, will be honored by the College for only one academic semester; therefore, authorization to withhold Directory Information must be filed each semester in the Registrar's Office.

## Student Personal Property

Stonehill College is not responsible for students' personal property. Students are strongly encouraged to have personal property insurance for their belongings. This type of insurance may be available and covered under applicable homeowners' insurance policies or it is available as separate insurance coverage from many providers. Students and their parents should check their current insurance policies for coverage and consider additional coverage, if necessary.

## Student Use of Stonehill Directories

Stonehill College maintains a number of directories and address lists to facilitate personal contact between students, faculty, staff, alumni, and volunteers. These directories or address lists may not be reproduced, stored in a retrieval system, or transmitted in any form or by any means without the prior written permission of the Vice President for Student Affairs, or designee. Any use of the addresses or other information such as mailing labels or e-mail distribution lists for any multiple mailing without the prior written permission of the Vice President for Student Affairs, or designee, is prohibited.

## Demonstrations

Demonstrations must be registered twenty-four (24) hours in advance and must be approved in writing by the Vice President for Student Affairs, or designee. All demonstrations must be peaceful and orderly. Demonstrations may be organized

and led only by members of the Stonehill College community. Demonstrations or other forms of expression may not compromise the rights of other members of the College community, nor interfere with the general operation of the College. Free speech is a cherished foundation of academia. Forms of expression, however, may not discriminate against or harass individuals on the basis of race, gender, disability, age, marital status, sexual orientation, religion, color, gender, disability, national origin or other personal characteristics.

Stonehill College maintains the right to enforce all rules of conduct and to immediately dispatch Campus Police or request outside law enforcement assistance to respond to any criminal or violent acts.

## Solicitation

No student or person representing any company is permitted to offer any product or service for purchase on the Stonehill College Campus without prior approval from the Director of Student Activities, in consultation with the Vice President for Student Affairs. In addition, students may not operate a business on campus or from their residence hall room without the express written consent of the Vice President for Student Affairs or his or her designee.

## Clery Act

Stonehill College complies with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. This report contains a summary of Stonehill College's Campus Police Department's procedures along with required crime statistics.

Stonehill College is committed to assisting all members of the Stonehill community in providing for their own safety and security. The College's annual security compliance document is available on the Stonehill College Website at <http://www.stonehill.edu/police/report.pdf>.

If you would like to receive a booklet called "Annual Security Report" which contains this information, you can stop by the Campus Police Office located in the "Old Student Union Building" or you can request that a copy be mailed to you by calling 508-565-5555.

## Equity in Athletics Disclosure Act (EADA)

In compliance with the EADA, Stonehill College provides information on men's and women's athletic programs, including the number of participants by gender for each varsity team, operating expenses, recruiting expenditures, athletically-related student aid, and revenues. The annual report is available from the Athletics Office located in the Merkert College Center. General information regarding the College's student financial assistance programs, tuition and fees, and refunds is available from the Student Financial Services Office located in the Duffy Academic Center.

## Fair Information Practices

Stonehill College complies with Massachusetts General Laws Chapter 66A, Fair Information Practices. Questions regarding this law can be addressed to: Registrar, Stonehill College, 320 Washington Street, Easton, MA 02357.

## Campus Sex Crimes Prevention Act

The Campus Sex Crimes Prevention Act is a federal law that provides for the tracking of convicted, registered sex offenders enrolled as students at institutions of higher education, or working or volunteering on campus. Members of the campus community may obtain information concerning Massachusetts registered sex offenders on line at [www.state.ma.us/sorb](http://www.state.ma.us/sorb) or by contacting any of the following:

Sex Offenders Registry Board  
Commonwealth of Massachusetts  
P.O. Box 4547  
Salem, MA 01970

Easton Police Department  
46 Lothrop Street  
North Easton, MA 02356

Stonehill College Campus Police  
320 Washington Street  
Easton, MA 02357

## Massachusetts Law Against Hazing

Massachusetts Law requires that the following information be issued to students, student groups, teams and organizations:

Chapter 269: Section 17. Hazing; organizing or participating; hazing defined.

Section 17. Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term "hazing" as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Chapter 269: Section 18. Failure to report hazing

Section 18. Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

Section 19. Each institution of secondary education and each public and private institution of post secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgment stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

## Drug Free Schools and Communities Act

Stonehill College, in accordance with federal legislation and College policy, is committed to providing a drug-free, healthy and safe environment for all students, faculty and staff. The unlawful use, possession, manufacturing, distribution or dispensation of a controlled substance and the illegal use or possession of alcoholic beverages on campus or at College sponsored activities is prohibited. If it is determined that a violation of this policy has occurred, disciplinary action up to and including the dismissal of students and referral for prosecution may result. Applicable legal sanctions for the unlawful use, possession or distribution of alcohol and other drugs are summarized in the following section. This information appears here to meet the requirements of the Drug-Free Schools and Communities Act. In addition to this policy, other College policies remain in effect.

## Summary of Alcohol and Other Drug Laws

The legal drinking age in Massachusetts is 21 years of age. A person over 21 years of age may not buy alcohol for a person under 21 years of age, unless their relationship is that of parent and child or husband and wife, and even in those situations liquor must be bought at a package liquor store, not a restaurant or tavern. Whoever furnishes any such beverage or alcohol for a person under 21 years of age shall be punished by a fine of not more than \$2,000 or by imprisonment for not more than one year or both. Alcohol may not be purchased or attempted to be purchased by a person under 21 years of age. A person may not lie about his/her age to purchase alcohol, present false identification, or make arrangements with someone older to buy alcohol for him/her. Any person who knowingly makes a false statement as to the age of a person who is under 21 years of age in order to procure a sale or delivery of such beverages or alcohol to such person under 21 years of age, either for the use of the person under 21 years of age or for the use of some other person, and whoever induces a person under 21 years of age to make a false statement as to his age in order to procure a sale or delivery of such beverages or alcohol to such a person under twenty-one years of age, shall be punished by a fine of \$300. Any person without a license to serve alcohol may not serve someone under 21 years of age, unless their relationship is that of parent and child or husband and wife. Any person who furnishes any such beverage or alcohol for a person under 21 years of age shall be punished by a fine of not more than \$2,000 or by imprisonment for not more than one year or both.

Any person who transfers, alters, or defaces an identification card, or who makes, uses, carries, sells, or distributes a false identification card, or furnishes false information in obtaining such a card, shall be guilty of a misdemeanor and shall be punished by a fine of not more than \$200 or by imprisonment for not more than three months.

It is unlawful for a person under 21 years of age knowingly to drive a car with alcohol in it unless accompanied by a parent. To do so may result in a fine of up to \$50 or suspension of the driver's

license for three months, or both. Persons may not drive while drinking from an open container of an alcoholic beverage. Violators shall be punished by a fine of not less than \$100 nor more than \$500. Persons may not drive while under the influence of alcohol or any intoxicating substance. Violators shall be punished by a fine of not less than \$500 nor more than \$5000 or by imprisonment for not more than two and one-half years, or both such fine and imprisonment. If a police officer has reasonable grounds to believe a person is driving under the influence, a breathalyzer test may be given. If the person arrested refuses to submit to such test or analysis, after having been informed that his license or permit to operate motor vehicles or right to operate motor vehicles in the Commonwealth shall be suspended for a period of at least 180 days and up to a lifetime loss, for such refusal, no such test or analysis shall be made and he shall have his license or right to operate suspended in accordance with this paragraph for a period of 180 days. Conviction for a first offense be punished by a fine of not less than \$50 nor more than \$500 or by imprisonment for not less than 30 days nor more than two years, or both, and for a second offense by imprisonment in the state prison for not more than five years or in a house of correction for not less than 30 days nor more than two and one half years, or by a fine of not more than \$1000, or by both such fine and imprisonment.

Massachusetts has criminal penalties for use of controlled substances, or drugs, with penalties varying with the type of drug. In general, narcotic, addictive, and drugs with a high potential for abuse have heavier penalties. Possession of drugs is illegal without valid authorization. While penalties for possession are generally not as great as for manufacture and distribution of drugs, possession of a relatively large quantity may be considered distribution. Under both State and Federal laws penalties for possession, manufacture and distribution are much greater for second and subsequent convictions. Many laws dictate mandatory prison terms and the full minimum term must be served. Massachusetts makes it illegal to be in a place where heroin is kept and to be "in the company" of a person known to possess heroin. Anyone in the presence of heroin at a private party or dormitory suite risks a serious drug conviction. Sale and possession of "drug paraphernalia" is illegal in Massachusetts. Under Federal law, distribution of drugs to persons under the age of 21 is punishable by twice the normal penalty with a mandatory one to three years in prison depending on the class of drugs; a third conviction is punishable by mandatory life imprisonment. These penalties apply to distribution of drugs within 1,000 feet of a college or school. Federal law sets greatly heightened prison sentences for manufacture and distribution of drugs if death or serious injury results from the use of the substance.

The Higher Education Act of 1965 as amended suspends aid eligibility for students who have been convicted under federal or state law of the sale or possession of drugs, if the offense occurred during a period of enrollment for which the student was receiving federal student aid. For more information contact Stonehill's Student Financial Services Office at 508-565-1088 or the Federal Student Aid Information Center at 1-800-4-FED-AID (1- 800-433-3243).

### Notice of Federal Student Financial Aid Penalties for Drug Law Violations

A student who has been convicted of possession or sale of illegal drugs while receiving federal Title IV financial aid loses eligibility for federal and state government financial aid (including Title IV, HEA grant, loan, or work-study assistance) for a period of time specified in the law (HEA Sec. 484(r)(1)); (20 U.S.C. 1091(r)(1)). The period of ineligibility depends on whether the conviction was for possession or sale of (including conspiring to sell) illegal drugs. For further information, please visit the College's website at <http://www.stonehill.edu/x22719.xml>.

### Delivery of Services

Stonehill College assumes no liability for the delay or failure in providing educational or other services or facilities due to causes beyond its reasonable control. Causes include, but are not limited to power failure, fire, strikes by College employees or others, damage by natural elements, and acts of public authorities. The College will, however, exert reasonable efforts, when it judges them to be appropriate, to provide comparable services, facilities, or performance; but its inability or failure to do so shall not subject the College to liability.

Stonehill College will endeavor to make available to its students a fine education and a stimulating and congenial environment. However, the quality and rate of progress of an individual's academic career and professional advancement upon completion of a degree or program are largely dependent on his or her own abilities, commitment and effort. In many professions and occupations, there are requirements imposed by federal and state statutes and regulatory agencies for certification or entry into a particular field. These requirements may change while a student is enrolled in a program and may vary from state to state or country to country. Although the College stands ready to help its students learn about requirements and changes in them, it is the student's responsibility to initiate the inquiry.



## THE ADMINISTRATION

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 Vice President for Finance and  
 Treasurer, Jeanne M. Finlayson  
 Clerk, Thomas V. Flynn, Esq. '93  
 Assistant Clerk, Eileen K. O'Leary

### Office of the President

**President, Rev. Mark T. Cregan, C.S.C., Esq. '78**

Counselor to the President,  
 Thomas V. Flynn, Esq. '93

Assistant to the President, Margaret Carr

### Office of the President, Executive Administration

**General Counsel, Thomas V. Flynn, Esq. '93**

Director of Human Resources, Maryann B. Perry

Employee Compliance Officer,  
 Maryann B. Perry

Associate Director of Human  
 Resources, Lisa S. O'Donnell

Assistant Director of Human Resources/  
 Benefits, Lisa A. Conroy

Manager of Training and Professional  
 Development, TBD

Human Resources Generalist,  
 Patricia A. Anzelmo

Human Resources Generalist, Kathy A. Falcone

### Academic Division Administration

**Provost and Vice President for Academic  
 Affairs, Katie Conboy (Sabbatical 2012-13)**

Associate Vice President for Academic  
 Affairs and Dean of the Faculty (Interim  
 Provost and Vice President for Academic  
 Affairs 2012-13), Joseph A. Favazza

Interim Dean of the Faculty (2012-13), Maria Curtin

Director of Academic Assessment,  
 Linda A. Dillon

Assistant Dean of General Education and  
 Academic Achievement, Todd Gernes

Director of the Center for Teaching  
 and Learning, Stacy Grooters

Director of the Office of Community  
 Based Learning, Corey Dolgon

Director, Joseph W. Martin, Jr. Institute  
 for Law and Society, Peter Ubertaccio

Dean of Academic Achievement, Craig Almeida

Assistant Dean of Academic Services  
 and Advising, Kevin Piskadlo

Associate Director of Academic Services, TBD

Associate Director of Academic  
 Services, Shelley A. Sandler Leahy

Academic Advisor, Richard Dufault

Associate Director, Disability Services and  
 Academic Achievement, Elizabeth Orlando

Associate Director, Writing Center and  
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Director of International  
 Programs, Alice M. Cronin

Assistant Director of International  
 Programs, Jennifer McKernan

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 Aliko E. Karagiannis

Registrar, John D. Pestana

Associate Registrar - Registration,  
 Zachariah D. Brown

Associate Registrar - Records, Nancy Krushas

Manager of Student Information  
 Systems, Irene Russo

Data Specialist, Veronica Dunn

Director of Academic Development,  
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Associate Director of Career  
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Assistant Director of Career  
 Services, Kristine Shatas

Assistant Director of Career  
 Services, Darcy Lynch

Career Counselor, David Earnhardt

Career Counselor, Mary Ann Joyce

Library Director, Cheryl McGrath

Associate Director of the Library and  
 Circulation Librarian, Susan P. Conant

Director of Archives and Historical  
 Collections, Nicole B. Casper

Cataloging Librarian, Cheryl Brigante

Collection Development Librarian, Betsy Dean

Periodicals and Electronic Resources  
 Librarian, Geri H. Sheehan

Head Reference Librarian, Joseph C. Middleton

Reference Librarian, Patricia McPherson

Reference Librarian, Heather Perry

Reference Librarian, Jane Swiszc

Systems Librarian, Jennifer Macaulay

Disabilities Compliance Officer,  
 Thomas V. Flynn, Esq.

### Advancement Division Administration

**Vice President for Advancement,  
 Francis X. Dillon**

Assistant Vice President for Advancement and  
 Director of Development, Douglas J. Smith

Director of the Annual Fund, Lisa Richards

Assistant Director of the Annual  
 Fund, Stacy King

Assistant Director of the Annual  
 Fund, Stephen Lutg

Development Associate,  
 Robert F. Conceison, Jr.

Director of Corporate and Foundation  
 Relations, Marie C. Kelly

Manager of Advancement Information  
 systems, Anna M. Glavin

# FACULTY AND STAFF LISTING

Special Events and Stewardship  
Coordinator, Kim Wheeler  
Director of Major Gifts, David L. Dugas  
Planned Giving/Major Gifts  
Officer, Sharon M. Doyle  
Major Gifts Officer, Lori D. Harris  
Major Gifts Officer, Stephen H. Muzrall  
Development Researcher, Daniel J. Meagher  
Director of Alumni Affairs, Anne M. Sant  
Associate Director of Alumni  
Affairs, Peter F. LaBreck  
Assistant Director of Alumni  
Affairs, Aine McAlister  
Alumni Chaplain, Rev. Bob Wiseman, C.S.C.

Director of Communications and Media  
Relations, Martin McGovern

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## Enrollment Management and Marketing Division Administration

**Vice President for Enrollment Management  
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Associate Dean of Enrollment, Coordinator of  
Transfer & International Recruitment, Samuel Smith

Dean of Admission, Daniel Monahan

Senior Associate Dean of  
Admission, Joseph Dacey  
Associate Dean of Admission, Amy Tiberio  
Assistant Dean of Admission, Evan Grenier  
Assistant Dean of Admission, Catherine Hogan  
Assistant Dean of Admission for  
Multicultural Recruitment, Luis Rosa  
Senior Admission Counselor, Amber Nadeau  
Admission Counselor, Emma Brown  
Admission Counselor, John Pepin  
Admission Counselor, Heather Steliga  
Manager of Admission and Enrollment  
Information Systems II, Jamey Reddicks  
Coordinator of Application  
Services, Stephanie Loura

Assistant Vice President Student Financial Services/  
Director of Financial Aid, Eileen O'Leary

Associate Director, Student Financial  
Services, Doreen DelMonaco  
Associate Director for Student  
Accounts, Jennifer Heine  
Assistant Director for Student  
Loans, Eric Newnum  
Assistant Director, Student Financial  
Services, Rebecca DiFalco  
Assistant Director, Student Financial  
Services, Jason Martin  
Assistant Director, Student Financial  
Services, Hilary Ferrie

Manager of Student Financial  
Information Systems, Judith Kilday  
Enrollment Management Research  
Analyst, Brian Oles  
Director of Marketing, Heather Bruntl  
Associate Director of Web  
Marketing, Shane LaPrade  
Creative Director, Sandra Kenney  
Marketing Manager, Ivette Argueta-Medina  
Senior Graphic Designer, Alexis Sneff  
Web Content Manager, Geoffrey Smith  
Senior Copywriter, TBA

## Finance Division Administration

**Vice President for Finance and  
Treasurer, Jeanne M. Finlayson**

Associate Vice President for Finance  
and Operations, Craig W. Binney

Director of Purchasing/Business  
Services, Gregory J. Wolfe

Director of Conference & Event  
Services, Christopher C. Augeri

Director of Facilities  
Management, Bruce Boyer

Director of Campus Police and  
Safety, Chief Peter Carnes

Lieutenant, Campus Police and  
Safety, Catherine Farrington

Lieutenant Detective, Campus  
Police and Safety, Chip Coletta

Assistant Vice President for Treasury  
Management and Controller, Jennifer Mathews

Assistant Controller, Leanne Velasquez

Manager of Business Process and  
Finance Systems, Jacqueline Gouveia

Payroll Manager, Debra Walsh

Assistant Vice President for Planning,  
Stephen J. Beauregard

Budget Manager, Lucia Darling

Director of Planning & Institutional  
Research, Laura Uerling

Chief Information Officer, Tamara Anderson

Director, Enterprise Application  
Services, David Doherty

Director, Enterprise Infrastructure  
Services, Tom McGrath

Director of Network Services, Mark Tufts

Director of User Support  
Services, Ferayi Karakaya

## Mission Division Administration

**Vice President for Mission, Rev.  
James M. Lies, C.S.C.**

Director of Campus Ministry,  
Rev. Hugh Cleary, C.S.C.

Campus Minister, MaryAnne Cappelleri

Campus Minister, Rev. Thomas  
M. Halkovic, C.S.C.

Campus Minister, Joseph Miller  
Campus Minister, Rev. Pinto Paul, C.S.C.

Music Minister, Daniel Davey

Director of the Center for Nonprofit  
Management, Georgia Antonopoulos

Program Officer of the Center for Nonprofit  
Management, Sarah Varadian

Farm Manager, Bridget Meigs

## Student Affairs Division Administration

**Vice President for Student Affairs,  
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Associate Vice President for Student Affairs/  
Dean of Students, Pauline M. Dobrowski

Director of Community Standards, Beth Devonshire

Director of Residence Life, Ali T. Hicks

Associate Director of Residence  
Life, Peter Wiernicki

Assistant Director of Residence  
Life, Kristen Pierce

Director of Student Activities, Jim Hermelbracht

Assistant Director of Student Activities for  
Co-Curricular Programs, Patrick Keaney

Assistant Director of Student Activities  
for Campus Programs, Lina Macedo

Director of Intercultural Affairs, Liza Talusan

Assistant Director of Intercultural  
Affairs, Tiffany Enos

Director of the Counseling and Testing  
Center, Maria Kavanaugh, LICSW

Associate Director of the Counseling and  
Testing Center, Kelly Paton, LMHC

Staff Social Worker/AOD Coordinator,  
Meghan M. Dwyer, LICSW

Director of Health Services, Diane Leary, FNP

Assistant Vice President for Intercollegiate  
Athletics & Recreation, Paula Sullivan

Director of Intercollegiate  
Athletics, Brendan Sullivan

Senior Associate Director of Intercollegiate  
Athletics, Cindy MacDonald

Assistant Director of Intercollegiate  
Athletics, Pam Arpe

Assistant Director of Intercollegiate  
Athletics, Stephen Fitzgerald

Director of Intercollegiate Athletic  
Communications, Doug Monson

Head Athletic Trainer, Peter Krysko

Associate Athletic Trainer, Barry Darling

Assistant Athletic Trainer, Gwen Chiaranda

Director of Recreational Sports, John Leahy

Assistant Director of Recreational  
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## FACULTY LIST

NOTE: The year listed in parentheses after the name of each faculty member is the date of his or her first appointment to the Stonehill College faculty. "Additional Study" indicates at least 30 credit hours beyond the Master's degree.

### Emerita/Emeritus Faculty

**David J. Arthur, C.S.C., (Rev.)**, Associate Professor of Philosophy, (1954); A.B., University of Notre Dame; M.A., Catholic University of America; Ph.D., University of Michigan.

**Marlene Benjamin**, Associate Professor of Political Science, (1987); B.A., St. John's college; M.A., Ph.D., Brandeis University.

**John J. Broderick**, Professor of Sociology and Criminology, (1965); A.B., University of Louvain; M.A., Ph.D., University of New Hampshire.

**Toni-Lee Capossela**, Professor of Writing, (1991); B.A., Boston University; Ph.D., Brandeis University.

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### Faculty

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**Mark Kazarian**, Associate Professor of Economics, (1997); B.A., M.A., Ph.D., Boston College.

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