



The Hill Book

Living and Learning at Stonehill



Stonehill College 2006-2007

Founders

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

Accreditation

New England Association of Schools and Colleges which accredits schools and colleges in the six New England states. Membership in the Association indicates that the institution has been carefully evaluated and found to meet standards agreed upon by the qualified educators.

Stonehill College supports the efforts of secondary school officials and governing bodies to have their schools achieve regional accredited status to provide reliable assurance of the quality of the educational preparation of its applicants for admission.

American Chemical Society (ACS)

Association of University Programs in Health Administration; Full Certification

Membership

- Association to Advance Collegiate Schools of Business (AACSB International)
- American Council on Education (ACE)
- Association of Catholic Colleges and Universities (ACCU)
- Association of Continuing Higher Education (ACHE)
- 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)

Letter from the President

Dear Stonehill Students,

In welcoming you to Stonehill College, I hope that your time with us will be one of active participation in the academic and social opportunities present in our community.

Our mission statement highlights the important role each of you plays in weaving together the fabric of our experiences here at Stonehill:

*Stonehill College is a community of scholarship and faith,
anchored by a belief in the inherent dignity of each person.*

*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.*

The academic and interpersonal choices that you make during your time here will help you achieve the aims of our shared educational purpose.

To help you plot your course through Stonehill, we present “The Hill Book” as a guide to living and learning at Stonehill. It combines the academic catalogue – which helps you select your course of study – with the student handbook – which provides guidelines, regulations and policies for each member of our community.

I trust that your experience at Stonehill will be a time of growth and discovery. Your professors and others will invite you to enter the academic enterprise. In addition, persons and ideas will challenge – for the better – the way you think and what you believe. Learning will occur not only in the classroom but also in the residence halls, on athletic fields and in service. I encourage you to take advantage of all the opportunities presented to you during your time at Stonehill. As an alumnus of the College, I know that they will remain with you for a lifetime.

As a member of the Stonehill Community, you have chosen to accept and abide by the high expectations the College has set for how each member lives, learns, and interacts with one another. We expect and encourage you to take ownership of your own academic, intellectual and spiritual development. And we will challenge students to be accountable for their actions as a necessary part of community life and preparation for responsible citizenship in the wider world.

Remember, all the members of our community are eager to assist you in every possible way. Do not hesitate to ask for advice or direction. Again, welcome back to Stonehill and know that you will be in my thoughts and prayers as we journey together during this academic year.

Sincerely in Holy Cross,

(Rev.) Mark T. Cregan, C.S.C.
President



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Correspondence

President	General College Matters
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/Payment of Bills
Dean of Faculty	Course Offerings
Vice President for Advancement	College Fundraising
Director of Community and Professional Education	Non-credit and Professional Courses
Director of Academic Services	Continuing Education, Evening Classes and Summer Sessions
Director of Student Aid and Finance	Employment on Campus/Scholarship Aid and Loans
Director of Career Services	Employment Off-Campus
Director of ROTC	Military Science
Director of Media Relations	Public Relations
Vice President for Student Affairs	Student Life
Bookstore Manager	Textbooks, College Supplies
Registrar	Transcripts, Records and Veterans Certification

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

Registrar's Office
Stonehill College
Easton, MA 02357-5620
508-565-1315

Campus Safety Policies, Procedures, and Statistics

Campus Police Department
Stonehill College
508-565-5555

The Hill Book is published for information purposes only and does not constitute a contract between the College and any student, or other person, or application for admission. The policies and information that appear in The Hill Book were in effect at the time of its publication. The College reserves the right at its discretion to make changes, additions or deletions to any matters covered in The Hill Book. Whenever it does so the College will endeavor to give advance notice, but it reserves the right to make a change effective immediately. The College publishes the official version of its Policies and Procedures on the College's web site.



Campus Resources

There are several campus departments ready to provide support and assistance to Stonehill students. Simply visit the department's web site for detailed information about campus services.

Academic Achievement
Duffy Academic Center
(508) 565-1208
www.stonehill.edu/academics/resource_center.htm

Academic Departments
www.stonehill.edu/academics/departments.htm

Academic Advising
Duffy Academic Center
(508) 565-1306
www.stonehill.edu/services

Admissions
Donahue Hall
(508) 565-1373
www.stonehill.edu/admissions

Alumni
Alumni Hall
(508) 565-1343
www.stonehill.edu/alumni/index.shtml

Army ROTC
Student Union
(508) 565-1365
www.stonehill.edu/rotc

Athletics
Merkert College Center
(508) 565-1384
www.stonehill.edu/skyhawks.com

Bookstore
Boland Hall
(508) 565-1716
www.stonehill.edu/bookstore

Campus Ministry
Chapel of Mary
(508) 565-1487
www.stonehill.edu/campus_ministry

Campus Police
Student Union
(508) 565-5555
www.stonehill.edu/police

Career Services & Internships
Cushing-Martin Hall
(508) 565-1325
www.stonehill.edu/career_services

Communications & Media Relations
Donahue Hall
(508) 565-1321
www.stonehill.edu/media_relations

Community Standards
College Center
(508) 565-1323
www.stonehill.edu/communitystandards

Counseling and Testing Center
Chapel of Mary
(508) 565-1331
www.stonehill.edu/ctc

Dining Services
Roche Commons
(508) 565-1888
www.stonehill.edu/dining

Health Services
Chapel of Mary
(508) 565-1307
www.stonehill.edu/health

Help Desk
Stanger Hall
(508) 565-HELP
www.stonehill.edu/info_services/helphome.htm

HillNet
www.stonehill.edu/registrar/pages/welcome.htm

Information Services/Technology
Stanger Hall
(508) 565-1157
www.stonehill.edu/info_services

Intercultural Affairs
Merkert College Center
(508) 565-1323
www.stonehill.edu/intercultural

International Programs & Study Abroad
Cushing-Martin Hall
(508) 565-1645
www.stonehill.edu/international

Internships
Cushing-Martin Hall
(508) 565-1325
www.stonehill.edu/academics/internship

Kruse Center
Cushing-Martin Hall
(508) 565-1325
www.stonehill.edu/academics/cape

MacPhaidin Library
Library
(508) 565-1313
www.stonehill.edu/library/information.htm

Mail Services
Roche Commons
(508) 565-1437
www.stonehill.edu/mailroom

Martin Institute
Martin Institute for Law & Society
(508) 565-1131
www.stonehill.edu/martin

Recreational Sports
Sports Complex
(508) 565-1062
www.stonehill.edu/srs

Registrar
Duffy Academic Center
(508) 565-1315
www.stonehill.edu/registrar

Residence Life
Merkert College Center
(508) 565-1290
www.stonehill.edu/reslife

Student Activities
Roche Commons
(508) 565-1308
www.stonehill.edu/studacts

Student Aid & Finance
Duffy Academic Center
(508) 565-1088
www.stonehill.edu/studentaid

Student Affairs
Merkert College Center
(508) 565-1323
www.stonehill.edu/student_affairs

Student Government Association (SGA)
Roche Commons
(508) 565-1694
www.stonehill.edu/sga

The Summit
Merkert College Center
(508) 565-1838
www.stonehill.edu/summit

Writing Center
Duffy Academic Center
(508) 565-1468
www.stonehill.edu/writing/writing_center.htm

WSHL 91.3 FM
Merkert College Center
(508) 565-1525
wshl.stonehill.edu



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 Lathrop 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 2006 the College graduated its 20,000th alumnus. The College's vision for the future is encapsulated in its strategic plan, "Attaining the Summit." 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.

Degrees and Accreditation

Stonehill College offers a bachelor's degree in three major concentrations: the liberal arts and related professional disciplines, the sciences, and business administration. The College also offers a master's degree in accountancy.

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.

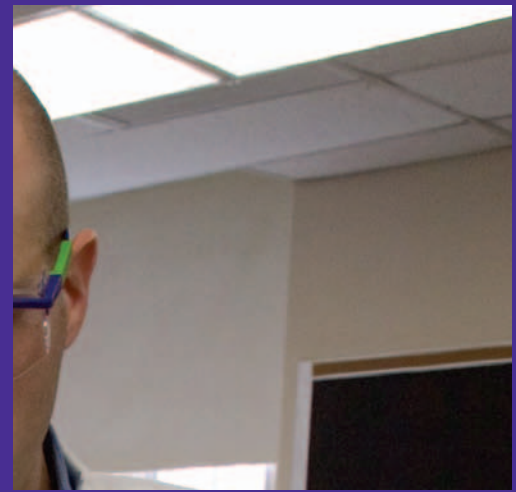
Accreditation of an institution of higher education by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary 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.

Inquiries regarding the accreditation status by the New England Association should be directed to the administrative staff of the institution. Individuals also may contact the Commission on Higher Education.

New England Association of Schools and Colleges
209 Burlington Road
Bedford, Massachusetts 01730-1433
(781) 271-0022
E-mail: cihe@neasc.org

Academic Life



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, 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.





Academic Calendar 2006-2007

Fall Semester

August

25	Friday	Registration
26	Saturday	Residence Areas Open - First Year Students
26-28	Saturday-Monday	Fall Orientation
27	Sunday	Residence Areas Open - Upperclass Students
28	Monday	Registration
29	Tuesday	Classes Begin
29	Tuesday	Opening Mass of the Holy Spirit - 10 a.m. (10 a.m. classes cancelled)
31	Thursday	Academic Convocation - 4 p.m.

September

4	Monday	Labor Day – No Classes (Monday classes that meet once per week begin on September 11)
5	Tuesday	Last Day for Late Registration
6	Wednesday	Last Day for Add/Drop
12	Tuesday	Last Day for Pass/Fail

October

9	Monday	Columbus Day - No Classes
10	Tuesday	Academic Development Day – No classes
16	Monday	Mid-Semester Deficiency Reports Due
17	Tuesday	Pre-Registration Advisement Begins
18- Nov. 8		Pre-Registration for Spring Semester
30	Monday	Last Day for Course Withdrawal

November

22-26	Wednesday-Sunday	Thanksgiving Recess
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December

11	Monday	Last Day of Classes
12	Tuesday	Reading Day
13	Wednesday	First Day of Exams
19	Tuesday	Last Day of Exams
19	Tuesday	Residence Areas Close at 7 p.m.
27	Wednesday	Semester Grades Due On-Line from Faculty

Spring Semester

January

11	Thursday	Registration
14	Sunday	Residence Areas Open
15	Monday	Martin Luther King Day - No Classes
16	Tuesday	Registration
17	Wednesday	Classes Begin
23	Tuesday	Last Day for Late Registration
25	Thursday	Last Day for Add/Drop
31	Wednesday	Last Day for Pass/Fail

February

19	Monday	Presidents' Day - Classes will be held
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March

3-11	Saturday-Sunday	Spring Vacation
12	Monday	Mid-Semester Deficiency Reports Due
13	Tuesday	Pre-Registration Advisement Begins
19	Monday	Last Day for Course Withdrawal
14-30		Pre-Registration for Fall Semester

April

5-9	Thursday-Monday	Easter Weekend – No Classes
16	Monday	Patriots' Day - Classes will be held
25	Wednesday	Academic Development Day – No Classes

May

3	Thursday	Last Day of Classes
4	Friday	Reading Day
5	Saturday	First Day of Exams
11	Friday	Last Day of Exams
11	Friday	Residence Areas Close at 7 p.m.
14	Monday	Semester Grades for Seniors Due On-Line from Faculty
16	Wednesday	Semester Grades Due On-Line from Faculty
19	Saturday	Baccalaureate Mass - 4:00 p.m.
20	Sunday	Commencement
20	Sunday	Residence Areas Close for Srs. at 6 p.m.

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 a minimum of forty courses from the Stonehill curriculum. The parts of the curriculum include: the Cornerstone Program of General Education, the Major, the Minor (optional), and Electives.

The Cornerstone Program of General Education

The mission of the Cornerstone Program is to lead every Stonehill student to examine critically the self, society, culture, and the natural world. The program honors the 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.

Through the courses and experiences of the Cornerstone Program, students are assisted in meeting specific learning goals established for every Stonehill graduate. These goals include: intellectual engagement, effective communication, leadership and collaboration, social responsibility, and personal growth and discovery. (More information about the learning goals and courses of the Cornerstone Program are provided beginning on p. 16.)

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 15 courses. Students may change a Major; however, students originally accepted in a given division (Liberal

Arts, Science, or Business Administration) who wish to declare a Major in another division must file an application with the Registrar's Office.

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. This option must be requested in writing normally prior to enrollment in the student's final 10 courses. In some cases students may need to enroll in more than 40 courses 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 division (A.B., B.S., or B.S.B.A.) that is different from the first Major. The student will be given the option of selecting which degree will be granted at Commencement.

Majors

Business Administration

Accounting
Finance
International Business
Management
Marketing

Liberal Arts

American Studies
Chemistry
Communication
Computer Science
Criminology
Economics
Education Studies
Early Childhood Education
Elementary Education
English
Fine Arts
Art History
Graphic Design
Studio Arts
Music
Theatre Arts
Foreign Languages
French
Spanish
Foreign Languages
Gender Studies
Health Care Administration
History
International Studies
Mathematics
Multidisciplinary Studies
Philosophy
Political Science
Psychology
Public Administration
Religious Studies
Sociology

Sciences

Biochemistry
Biology
Chemistry
Computer Science
Neuroscience

Degrees Awarded

Bachelor of Arts

The Bachelor of Arts degree is awarded in American Studies, Chemistry, Communication, Computer Science (The University of Notre Dame Computer Engineering Program), Criminology, Economics, Education Studies, English, Fine Arts, Foreign Languages, Gender Studies, Health Care Administration, History, International Studies, Mathematics, Multidisciplinary Studies, Philosophy, Political Science, Psychology, Public Administration, Religious Studies, and Sociology.

Bachelor of Science

The Bachelor of Science degree is awarded in Biochemistry, Biology, Chemistry, Computer Science, and Neuroscience.

Bachelor of Science in Business Administration

The Bachelor of Science in Business Administration degree is awarded in Accounting, Finance, International Business, Management, and Marketing.

Master of Science in Accountancy

In accordance with the policies of the American Institute of Certified Public Accountants (AICPA), Massachusetts mandates 30 hours of college study beyond the baccalaureate to sit for the CPA examination. To enable students to meet this expectation, Stonehill College offers a Master of Science in Accountancy (MSA) degree.

The Minor (Optional)

Students may choose to complete a Minor. Minors, either within a discipline or cross-disciplinary, may be closely related to a student's Major, selected as an alternative field of specialization, or chosen simply for personal enrichment. Generally, a 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 Minor.

Minors

Business Administration

Business Administration
Computer Information Systems

Liberal Arts

Art History
Cinema Studies
Communication
Criminology
Dance

Economics
 Elementary/Early Childhood Education
 English
 Environmental Studies
 French
 German
 Gender Studies
 Health Care Administration
 History
 Irish Studies
 Italian Studies
 Journalism
 Labor Studies
 Mathematics
 Middle Eastern and Asian Studies
 Music
 Philosophy
 Political Science
 Psychology
 Public Administration
 Religious Studies
 Secondary Education
 Sociology
 Spanish
 Studio Arts
 Theatre Arts

Sciences

Astronomy
 Biochemistry
 Biology
 Chemistry
 Computer Science
 Physics

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.

Special Academic Programs

Honors Program

The Stonehill College Honors Program encourages and challenges students through a curriculum taught by the most gifted and demanding professors at the College. In both the Cornerstone Program and the majors, honors courses are designed to stimulate independent thought by combining rigorous academic standards and classroom discussions with relevant and stimulating extracurricular events. 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 that includes a full and creative engagement with the world.

Participation in the 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 Curriculum

Honors Program courses are limited to 20 students, insuring that each course is taught in a seminar style that invites discussion. Faculty encourage Honors students to become engaged in the course material through on-going dialogue and presentations, and thus to become active rather than passive learners.

Honors students will complete a minimum of five Honors courses plus a Senior Honors Experience:

- Minimum of two Honors core courses in the fall of the first year.
- Three additional Honors courses to be taken in General Education (natural scientific inquiry, social scientific inquiry, statistical reasoning, moral inquiry), major/minor, or as general electives. Honors language courses count for no more than one elective. Students who enter the Honors Program in their sophomore year are required to take only three Honors courses prior to their Senior Honors Experience.
- Senior Honors Experience, composed of a senior thesis or other substantive intellectual work.

Honors Co-Curriculum

These requirements are designed to assist in the development of leadership skills that will allow Honors students to contribute to the intellectual life of the wider college community. Honors students participate in a Leadership Institute in the Spring Semester of their first year and engage in a leadership experience. Examples of other Honors co-curricular events are trips to cultural and historic sites in New York City and Washington, D.C., a film series for the campus community, speaker and seminar presentations by noteworthy and newsworthy individuals, and interactions with distinguished alumni of the College.

Honors Resources

- Opportunity to apply for Honors Leadership Grants of up to \$500, normally during junior or senior year, to fund leadership or expanded academic opportunities (e.g., summer or thesis research, presentations at professional conferences, academic or leadership extensions related to international study);
- Small, seminar-style Honors courses;
- Special transcript notations;
- Recognition at graduation;
- Advising from Honors Faculty; and
- Letters of verification that describe the program and list Honors coursework completed by the student.

For more information about the Honors Program, contact the Director of the Honors Program in the Kruse Center for Academic and Professional Excellence.

International Programs

Mission

The International Programs Office provides opportunities for experiential learning through study abroad, college exchange programs and international internships, recognizing 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 2.8 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 online application form accessible on the College's Academics Web Page:

www.stonehill.edu/international

All courses taken abroad require pre-approval through the Office of Academic Services so that students maintain progress toward degree requirements while away.

Students may qualify if the following requirements are met:

- endorsement by the student's major Department;
- above average maturity, professionalism, motivation, reliability, and communication skills;
- approval by the Director of International Programs and Vice President for Student Affairs; and
- appropriate language skills if their plan involves immersion in a foreign language.

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 of the Office of Academic Services.

For more information concerning any of the programs listed below, contact the Director of International Programs in the Kruse Center for Academic and Professional Excellence.

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 (students on tuition remission or tuition exchange must pay the amount assessed by the affiliate institution, service agencies in the foreign countries and other direct program expenses; students with Stonehill scholarships may be required to share expense of high-cost programs). An abroad fee will be charged to students who choose to study away in nearly all non-Stonehill programs during the Spring semester. A few programs carry costs in excess of Stonehill tuition and will carry a surcharge.

The International Internship Program

Stonehill College sponsors a program of full-time internships in Dublin, Geneva, 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 for fourteen weeks, during the Spring semester of the junior year or the Fall semester of the senior year. Upon successful completion, students are granted fifteen credits. Interns in London will take a class relating to the culture of the country of their internship at a nearby university as part of their 15 credits. This program requires at least a 3.0 GPA.

Study Abroad Program

Recognizing the advantages obtained from first-hand contact with other cultures and the benefits of travel and study outside one's own country, Stonehill College allows students to spend a maximum of two semesters in an approved program of study at a foreign institution without withdrawing from the College. Stonehill cooperates with 122 institutions in 38 countries. A full list of approved programs is available online at:

www.stonehill.edu/international/where_to_go

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 Academic Services. 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; the 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.

Experimental and Independent Learning Programs

Directed Study

In order that students may investigate in depth some subject matter that is not offered in one of the regular curricula, the College permits a Directed Study (course-like) project for credit. Such a project is ordinarily in the area of concentration or in some field for which the student is especially prepared. A student who desires to pursue a Directed Study should first seek the cooperation of a faculty member in the appropriate discipline (or request the assistance of the Department Chairperson of that curriculum area in identifying an appropriate faculty member) who will agree to supervise the effort in the subsequent semester. The student then completes an online application at:

www.stonehill.edu/directed_study

The student also must present plans in advance of pre-registration to the faculty member who has agreed to direct and evaluate the project. At the time of pre-registration, the student must obtain the approval of this faculty member, and of the Chairperson of the Department in which the project is to be conducted, on the form generated through the online application. This form also includes a brief description of the project which is placed in the file of the student. A student may not take more than one Directed Study, for three credits, in a semester without permission of the Office of Academic Services. Directed Study courses are listed on the student's transcript under the number 490 preceded by the Department identification in which the project is being pursued.

Independent Research

With the approval of a supervising faculty member and Department Chairperson, a student carries out an independent research project on a topic currently being studied by the faculty member or on an original project developed by the student and faculty member. The course number is listed as 496 preceded by the Department identification in which the project is being pursued.

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. The course number is listed as 497 preceded by the Department identification in which the project is being pursued.

Stonehill Undergraduate Research Experience (SURE)

The Stonehill Undergraduate Research Experience (SURE) Program is an opportunity for students who have completed 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 mid-December preceding the summer of participation. For further information, contact the Office of Academic Development, room 119 Duffy, 508-565-1069. Additional information can be found at:

www.stonehill.edu/academic_development

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 gain first-hand knowledge of a specific field. Internships can be either full-time experiences, as with the International Internship, New York Internship ("Semester in the City") or Washington Internship Program, or part-time, typically taken along with courses in Stonehill classrooms. Through participation and observation, interns enhance their personal, academic and professional goals. Given the opportunity to integrate classroom theory to a work environment, Stonehill students find themselves better prepared to make important decisions regarding their future. Students have the opportunity to appreciate more fully the connections between theory and practice, to adapt to a culture outside the college environment, and to gain exposure to potential career choices.

For further information, contact the Internship Coordinator in the Kruse Center for Academic and Professional Excellence. Students with any major may apply for an internship at:

www.stonehill.edu/career_services/internshipform

New York City Internship Program:

“Semester in the City”

This is an opportunity to gain practical experience in an urban setting, while living just outside the city. The program will include:

- A four-day per week internship in New York City
- One or two evening classes at Fordham University
- Housing in the Bronx (a few blocks from Fordham)
- Cultural events and a travel stipend included

See the web site for details:

www.stonehill.edu/academics/internship/NYC

Washington Internship Program

Through its affiliation with the Washington Center, Stonehill College offers students the opportunity to spend a semester as an intern in the nation's capitol. The Center assists in the placement, orientation, supervision and evaluation of interns, provides housing, and offers academic seminars and assemblies. Student interns in Washington earn a semester's academic credit. The Washington Internship Program is administered by the Political Science Department, but is not limited to Political Science majors. Internship positions generally are available for those interested in government, politics, economics, journalism, business, consumerism, women's issues, the arts, museums, and a large number of social issues. There are also a limited number of science internships. See the web site for details:

www.stonehill.edu/academics/internship/washington

Departmental Internships

Biology: Qualified students apply and, if approved, obtain practical experience in selected fields of interest. Opportunities vary depending on the student's academic background and future goals.

Business Administration: Qualified students have opportunities for internships in local businesses, such as public and private accounting, personnel, finance, and other industrial and nonprofit organizations. Three to six credits may be earned in the junior or senior year if the necessary requirements of the program are fulfilled. This experience enriches the traditional classroom setting and enhances the long-range accomplishments of the students.

Chemistry: Qualified students apply and, if approved, obtain practical experience in selected fields of interest. Opportunities vary depending on the student's academic background and future goals.

Communication: Qualified students have opportunities to merge classroom concepts with practical experiences in communication. Internships in political communication, mass communication, and organizational communication

are available to majors and minors. Settings for these one-semester internships are diverse, including radio and television stations, public relations firms, and political organizations in the local area and internationally.

Education: The Education Department requires a nine or twelve-credit student teaching experience of all Education students. The Department utilizes the services of elementary and secondary schools in local school districts for supervised student-teaching internships, or in approved sites in foreign countries.

English: Students complete three- to six-credit internships at a variety of sites including nonprofit organizations, law firms, advertising agencies and political organizations. Students incorporate The New York Times into their internship experience as they find articles that are relevant to their learning outcomes.

Health Care Administration: Health Care Administration majors are required to complete an extensive internship. The student has the opportunity to select a summer or regular academic year internship. The academic year model enables the student to earn from nine to fifteen credits, depending upon the type of internship appropriate to the area of selected interest. (This also includes the internship abroad and the Washington, D.C. internships.) The summer internship model is not for credit (but fulfills the program internship requirements), consists of 40 hours per week for 10 weeks, and in a majority of cases provides a summer stipend. Students will confer directly with the Department Chairperson to discuss the details of the options. Sites include area hospitals, HMOs, nursing homes, group practices, consulting firms, general and specialty home care agencies, human service organizations and state and federal support agencies.

Journalism: Qualified students may gain valuable professional experience at one of several print and broadcast news organizations, applying what has been learned about modern mass media in the classroom to the work environment.

Political Science and Public Administration: In addition to the Washington Internship (see above), a variety of state and local internship placements are available.

Psychology: Students with the appropriate prerequisite courses may intern in a mental hospital, clinic, school guidance center, day care center, human resources department, women's shelter, research laboratory, and various other settings depending on their interests. The internship may be completed in either the fall or spring semester, typically in the senior year.

Other Departmental Placements include:

- American Cancer Society
- JFK Library and Museum
- Brockton District Court

- Pawtucket Red Sox
- Federal Bureau of Investigation
- Office of Youth Ministry for Boston Diocese
- New England Center for Children
- Museum of Fine Arts
- Reebok International Ltd.
- Massachusetts Cultural Council
- Viacom CBS Boston

Field Study

Emphasizing that academic development occurs on many levels, the College recognizes learning opportunities outside the traditional structures of the classroom. For example, students may conduct research in intellectual disciplines related to their major subject, pursued under the immediate direction of specialists and under the supervision of members of the College faculty. Courses pursued under Field Study will be listed on the student's transcript under the number 495 preceded by the Department identification.

Several Departments, as part of their curricula, have established informal affiliations with area agencies to which students are assigned for course credit. Following is a list of those Departments and some of the facilities utilized.

Extensive counseling is offered to students applying for field work. The student's immediate supervisor must agree to adhere to the College's academic requirements, and periodic performance evaluations are conducted. The grade is determined in consultation between the designated Stonehill faculty member and the student's supervisor. Application is initiated by completing an online form:

www.stonehill.edu/career_services/internshipform

Biology: Field Studies are specifically tailored to the individual student's research goals. He or she will work under the direction and approval of the Medical Science Coordinator.

Chemistry: Field Studies include placements in various chemistry-related positions at medical centers, private industries, government agencies, and universities in the area (e.g., Wellesley College, Tufts University, Harvard Medical School) and internationally (University of Nottingham).

Education: Field Studies include placements in various school and community settings.

Health Care Administration: Majors and minors may participate in Field Studies in addition to the required internship. Usually reserved for highly motivated students, these three-credit opportunities are possible with many of the Department's affiliated health care organizations. Students may discuss specific opportunities with the departmental advisor.

History: Field Studies include placements at the John F. Kennedy Library, the Archdiocese of Boston Archives, and Plymouth Plantation.

Political Science: Field Studies include placements in local government and also the offices of several state legislators.

Sociology and Criminology: Field Studies are required of Sociology majors and Criminology majors, in such agencies as Brockton Family and Youth Resource Bureau, Phaneuf Drug Center, Catholic Charities Detoxification Center, Goddard Hospital, Old Colony YMCA, and various District Attorney's offices and correctional institutions.

Special Consortial Programs

Computer Engineering Program

Stonehill College, in cooperation with The University of Notre Dame, offers a combination five year A.B./B.S. program in Computer Science and Computer Engineering. Students enrolled in this program spend three years at Stonehill College and two years at The University of Notre Dame. Those who complete this program will receive two degrees: a Bachelor of Arts degree in Computer Science from Stonehill College and a Bachelor of Science degree in Computer Engineering from The University of Notre Dame. The combination A.B./B.S. program ensures that students will graduate with both a strong liberal arts background and the requisite knowledge for a career in the computer industry. Students enrolled in this program will be charged the Stonehill comprehensive fee for the first year of the program.

Boston College Graduate School of Social Work

Boston College's Graduate School of Social Work offers courses at Stonehill College's Martin Institute for Law and Society. Selected undergraduate students from Stonehill College may take these courses for undergraduate credit. Students with a minimum 3.0 GPA and an interest in pursuing a Master's degree in Social Work (M.S.W.) after graduation may apply to the Department of Sociology and Criminology to participate in these courses. SO 227, Human Services, is strongly recommended prior to application.

Marine 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 Prof. 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. Tuition is covered within the students' full-time tuition charge at Stonehill; students are responsible for lab fees when applicable.

Colleges involved in the cross-registration program are the following:

- Bridgewater State College
- Bristol Community College
- Cape Cod Community College
- Dean College
- Massachusetts Maritime Academy
- Massasoit Community College
- University of Massachusetts-Dartmouth
- Wheaton College

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.

Cross-registration is not available for General Education courses. Forms may be obtained from the Registrar's Office and signed by the Department Chairperson. 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.

Pre-Professional Programs

Pre-Theology Program: Prior to the establishment of Stonehill College, the Congregation of Holy Cross conducted a seminary program on the North Easton property. The College continues to host a program by which candidates for priesthood pursue undergraduate education. While majoring in any field of study, candidates complete a minor in philosophy which prepares them for the study of theology at the graduate level. A program of spiritual formation complements the academic. Candidates meet together regularly to reflect, worship, and socialize. In addition there are opportunities to come to know the Holy Cross Fathers and Brothers on the faculty and staff of Stonehill.

Pre-Medical, or Pre-Dental, or Pre-Veterinary: Requirements set by the majority of American medical, dental and veterinary schools are met by the regular Biology major. Students in other majors need to complete the requirements prior





to taking the Medical College Admissions Test. Students will work with a Pre-Medical Advisor in addition to a regular Academic Advisor. Contact the Chair of the Biology Department.

Physician Assistant: Undergraduate requirements for entry into graduate Physician Assistant programs are met by the Biology major curriculum. Students in other majors who are interested in this career should contact the Medical Science Coordinator. A formal agreement with the Massachusetts College of Pharmacy and Health Sciences allows facilitated admission into the graduate PA program for qualified Stonehill graduates.

Medical Technology: Recommendations of the National Accrediting Agency for Clinical Laboratory Sciences are met by the regular Biology concentration and course selection under the advisement of the Medical Science Coordinator.

Pre-Law: A formal advising program for students interested in pre-law is coordinated by the Pre-Law Advisor. There is no required academic program for pre-law students.

Teacher Licensure: Requirements differ from one state to another. The program at Stonehill currently satisfies the Massachusetts and ICC requirements. ICC (Interstate Certification Compact) approval provides for licensure in over 30 states. Students should consult with the Education Department for specific information.

Honor Societies

ALPHA KAPPA DELTA. The International Sociology Honor Society. Faculty Advisor – Prof. Patricia Leavy.

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

ALPHA SIGMA LAMBDA. Campus chapter, BETA XI, of the National Honor Society for students in Continuing Higher Education. Recognizes high scholastic achievement by Continuing Education students. Faculty Advisor – Patricia J. Brinegar.

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

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. Danielle McGurrin.

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. Shane J. Maddock.

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. Richard B. Finnegan.

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. Joyce M. Collins.

SIGMA IOTA RHO. Campus chapter of the National Honor Society in International Relations. Recognized academic achievement in the study and practice of International Relations. Faculty advisor – Prof. Richard B. Finnegan.

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

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.

The Cornerstone Program of General Education

Mission

The Cornerstone Program, which all students complete, leads them 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

Student-centered learning is at the heart of the Cornerstone curriculum. Through innovative learning experiences that intentionally connect knowledge of academic content with the development of core skills, students demonstrate progress in five identified outcomes: 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

The Cornerstone Program

First Year Core: Encounters	Sophomore Year: Communities	Junior Year: Connections	Senior Year: Capstone
Two courses each semester: Philosophy and Religious Studies; Literature and History; One 1-hour course in the fall: Cultural Encounters. <i>(Foreign language is usually taken in the first year.)</i>	One of the two semesters, each student will select a Learning Community from among the many offered: A pair of faculty from different disciplines link their courses via a problem or issue understood better through joint study. Students enroll in a third course, an integrative seminar, to facilitate the multidisciplinary effort.	During this year, students select a moral inquiry course from a broad set of offerings. <i>(The majority of courses required of student's major are taken in the last two years.)</i> <i>(Study abroad is typically scheduled in the sophomore or junior year.)</i> <i>(A domestic or international internship is typically taken in spring of the junior year or fall of the senior year.)</i>	Each major program requires a culminating course or experience that integrates mastery of the major discipline with the content, abilities and values of the Cornerstone Program.
Distribution Requirements:			
Two semesters of a foreign language, one natural scientific inquiry, one social scientific inquiry and one statistical reasoning course; some students will fulfill part of these distribution requirements through major requirements or learning communities.			

Overview of the Cornerstone Program

Designed to offer all Stonehill students the breadth of knowledge that exemplifies a cross-disciplinary undergraduate education, the Cornerstone Program engages every student in the major modes of understanding the world. 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 science; social science; statistical reasoning.

In addition to providing this foundation, the Cornerstone Program prepares students for the twenty-first century by fostering knowledge of other cultures, integrative thinking, and ethical responsibility as the hallmarks of global citizenship. Students complete a year-long sequence of foreign language study. In the sophomore year, students are enrolled in a Learning Community, a distinguishing feature of the program, to study an issue or problem using knowledge and skills from two disciplines. During the junior year, students take one course in moral inquiry, which may be rooted in either philosophical or religious ethics. Finally, as seniors, students demonstrate mastery of a disciplinary field of study through a carefully designed capstone course or experience. Normally, courses that fulfill the requirements of the Cornerstone Program must be taken at Stonehill College. Even those courses above that are standard offerings elsewhere have been revised by Stonehill faculty to meet particular

Cornerstone criteria. For example, many of the introductory level courses taught elsewhere fail to address the history, methodology and values associated with the discipline – and fail to include primary literature and significant writing/oral communication requirements. (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 Dean of General Education.)

The Cornerstone Program Course Listing

NOTE: Stonehill College reserves the right to alter the year or semester during which a course is offered, or to make other changes as necessary.

First Year

Each student is enrolled in the Critical Encounters sequence, consisting of four courses in history, literature, philosophy and religious studies. In addition to providing breadth of knowledge, these courses intensively develop students' critical writing, reading, and thinking abilities. Through direct engagement with texts, students are introduced to the questions and interpretations that are formative for each of these disciplines. In most cases, students complete a year of foreign language study (any year-long sequence of French, German, Italian, Latin or Spanish) at this same time, experiencing the diversity of human culture. During the fall semester, students also participate in a one-credit seminar (GE100) designed to foster a successful transition to college.

GE 100 CULTURAL ENCOUNTERS*One Credit Fall Semester*

A seminar designed to assist first year students in the successful transition to the academic demands of college.

GH 100 CRITICAL ENCOUNTERS – HISTORY*Three Credits Fall and Spring Semesters*

This course will examine the history of the modern world within a global framework – exploring how the Renaissance, the Reformation and the expansion of Europe overseas dramatically changed the world's peoples' attitudes, economies, and way of life. A primary focus of the course will be on how overseas trade, exploration and colonization eventually brought European lifestyles, institutions and religions into contact and conflict with Asian, African, and native American cultures. Students will also investigate how this interchange helps to interpret and understand the current global world.

GL 100 CRITICAL ENCOUNTERS – LITERATURE*Three Credits Fall and Spring Semesters*

A historical and thematic study of literature and allied arts that places written and performance texts within the context of other works representing diverse cultures and periods. All the sections will emphasize the development of skills related to close reading (interpretation, analysis, evaluation) and precise writing.

GP 100 CRITICAL ENCOUNTERS – PHILOSOPHY*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. Discussion of the fundamental areas of philosophy including metaphysics (questions about what is), epistemology (questions about how we know), logic (the rules of good thinking), ethics (questions about what is good and just), social and political philosophy (questions about the relation between the individual and society), and aesthetics (questions about art and beauty).

GR 100 CRITICAL ENCOUNTERS – RELIGIOUS STUDIES*Three Credits Fall and Spring Semesters*

An examination of the way religions have been studied as an academic discipline, focusing primarily on the theme of religious encounters: encounters with the divine as reported by seminal religious figures, encounters between religious communities, and encounters between religious and secular traditions as seen in the contemporary tensions between religion and science.

Honors versions of these four courses, numbered 140 and listed below, are offered as intensive seminars for students in the college-wide Honors Program. For more information, consult with the Director of the Honors Program.

GH 140 CRITICAL ENCOUNTERS – HISTORY (HONORS)*Three Credits Fall and Spring Semesters***GL 140 CRITICAL ENCOUNTERS – LITERATURE (HONORS)***Three Credits Fall and Spring Semesters***GP 140 CRITICAL ENCOUNTERS – PHILOSOPHY (HONORS)***Three Credits Fall and Spring Semesters***GR 140 CRITICAL ENCOUNTERS – RELIGIOUS STUDIES (HONORS)***Three Credits Fall and Spring Semesters***Sophomore Year**

Each student chooses from a variety of Learning Communities, developing the ability to integrate two disciplinary approaches to a significant issue or problem. Normally, Learning Communities 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.

(Spring Offerings are Subject to Change)**LC 200 SERIES INTEGRATIVE SEMINARS***Three credits*

These seminars form the third course of each sophomore Learning Community. The two faculty guide students in the integrated use of the knowledge gained from each disciplinary course to better understand an issue or solve a problem. This active integration by the students may be prompted by a variety of teaching methods, including traditional seminar methods, independent research, community-based learning, or short-term travel.

LC 205 INTEGRATIVE SEMINAR: HC 105/BI 291 THE PRACTICE OF MEDICINE AND YOU*Three Credits Fall and Spring Semesters*

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 to develop appropriate assertiveness intervention skills 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: CS 201/CS 211 MATHEMATICAL EXPERIMENTS IN COMPUTER SCIENCE*Three Credits Fall Semester*

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: BI 211/CH 222 ORGANIC CHEMISTRY OF THE CELL*Three Credits Fall Semester*

Students select, read, and critique primary literature that ties together topics currently being 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 addresses 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 219 INTEGRATIVE SEMINAR: ED 306/PC 201 DARWIN'S CHILD*Three Credits Year-long Learning Community*

This LC considers the implications of evolutionary theory for a wide array of social and scientific problems affecting children. Until recently, Darwin's idea has had a more direct impact on biology and "hard" science than on psychology, sociology and cognitive science. This learning community engages students' curiosity about and understanding of new applications of evolutionary thinking in the latter areas. It explores the serious consequences (Kansas, the Bell Curve) for public policy when evolutionary theory is poorly understood.

LC 220 INTEGRATIVE SEMINAR: FA 101/WR 246 AUTOBIOGRAPHY – A VERBAL AND VISUAL EXPLORATION OF SELFHOOD*Three Credits Fall Semester*

In this LC, students uncover and experiment with the relationship between writing and visual art; explore how the two create a synergy, each expanding and complicating the mystery of the other. Students meet working writers and visual artists, take field trips, view films, and make a happy mess in the studio. They keep notebooks of their own verbal and visual discoveries, and as a class, read, discuss, brainstorm, dialogue, critique, and encourage one another in this colorful adventure.

LC 225 INTEGRATIVE SEMINAR: EV 294/CO 320 CHANGE THE WORLD?*Three Credits Spring Semester*

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:
HS 207/RS 209 UNCOVERING JUDAISM
AND NAZISM IN EUROPE**

Three Credits Spring Semester

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 229 INTEGRATIVE SEMINAR:
RS 253/HS 333 20TH CENTURY
AMERICAN CATHOLICISM: SOCIAL
AND ECCLESIAL DEVELOPMENTS**

Three Credits Spring Semester

Through class debates, guest speakers, field trips, class discussions and group presentations, this LC will explore the historical and contemporary social teaching of the American Catholic Church.

**LC 230 INTEGRATIVE SEMINAR:
SO 212/CS 101 THROUGH THE
LOOKING GLASS**

Three Credits Fall and Spring Semesters

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 231 INTEGRATIVE SEMINAR:
PH 265/WR 247 NEW WINE**

Three Credits Fall and Spring Semesters

Welcome to the modern world. One 20th century literature course will read novels about the sense of loss and struggle for redemption. One 20th century philosophy course will look behind the screen to see where meaning and value might actually be coming from. One writing seminar will let students express, in various genres, their feelings about this modern world.

**LC 233 INTEGRATIVE SEMINAR:
ED 220/HS 105 THE KEEPER OF THE
KEYS: HISTORY THROUGH HISTORICAL
FICTION**

Three Credits Fall Semester

This LC asks students to determine how accurate a telling of history is reflected in historical fiction. Students read works of historical fiction and engage in historical research in order to answer questions about the accuracy of the literary portrayals.

**LC 235 INTEGRATIVE SEMINAR:
MA 261/PY 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 molecules, 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 PY 221 and MA 261, the physical, chemical, and philosophical consequences are breathtakingly different.

**LC 237 INTEGRATIVE SEMINAR:
BI 298/EV 270 ECOLOGY AND ETHICS IN
ACTION: RESTORING THE EVERGLADES**

Three Credits Fall Semester

The 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 239 INTEGRATIVE SEMINAR:
EC 176/CH 200 ECONOMIC IMPACT OF
SCIENTIFIC INNOVATIONS**

Three Credits Spring Semester

Through case studies, students in this LC will examine the effect (costs and consequences) of introducing scientific innovations to society, including how such innovations affect our lives, the environment and how they shape public policy. Student teams will research specific recent innovations and present their findings.

**LC 240 INTEGRATIVE SEMINAR:
BA 333/PC 204 BUILDING LEADERS**

Three Credits Fall Semester

The LC will allow students to build leadership skills by facilitating implementation of two campus programs: a leadership institute and a program to prepare students for internships and other applied-learning opportunities. A psychology course in young adult development provides the basis for understanding the processes of learning and self-development while a business course in leadership 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:
FA 210/SO 173 SOCIETY THROUGH
THE LENS**

Three Credits Fall and Spring Semesters

"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 246 INTEGRATIVE SEMINAR:
FA 235/PS 291 VOICES OF DISSENT:
PROTEST MUSIC AND POLITICS IN THE
20TH CENTURY**

Three Credits Spring Semester

This LC linking a music course and a political science course investigates whether music has the power to effect social and political change. First-hand experience of centers of the creation of such protest, for example, Greenwich Village in NYC, will be incorporated.

**LC 247 INTEGRATIVE SEMINAR:
HC 109/BA 206 CALCULATED RISKS**

Three Credits Not offered in 2006-2007

Epidemiology and statistics are essential to the analysis of risk in a wide variety of business and public health contexts. Students in this LC will apply the tools of these disciplines to problems such as the connection between smoking and cancer, public health issues arising from and ameliorated by business activity, and global patterns of disease.

**LC 248 INTEGRATIVE SEMINAR:
PS 340/BA 336 A EUROPEAN
SUPERSTATE? POLITICAL AND
COMMERCIAL INTEGRATION IN THE
EUROPEAN UNION**

Three Credits Spring Semester

This LC linking a political science course focused on European politics and an international business course involves a travel course to Brussels, the seat of the European Union, over Spring Break. Students will visit the EU Commission, Parliament, and Court, as well as other groups and organizations, and conduct in-depth research of one area of EU policy/politics.

**LC 249 INTEGRATIVE SEMINAR:
BI 298/FA 210 NATURE IN ART AND ART
IN NATURE**

Three Credits Not Offered in 2006-2007

This LC links a biology course and an introductory photography course. In order to understand and appreciate the biology and adaptations of desert organisms, we will use artistic creations (photography and journals) to reflect the beauty, design and function of those adaptations. Course will include a 9-10 day trip to study the deserts of the Southwestern US over Spring Break.

**LC 250 INTEGRATIVE SEMINAR:
RS 27/SP 334 CROSSING BORDERS,
MEETING OUR PERUVIAN NEIGHBORS**

Three Credits Not Offered in 2006-2007

This LC links a Religious Studies course in Liberation Theology with a Spanish literature and culture course, examining the work of the

Catholic Church in the historical, political, economic and cultural context of Peru. The focus of the seminar will be a travel course to Peru during Spring Break.

**LC 251 INTEGRATIVE SEMINAR:
WR 256/TA 317 ART AND CRAFT:
ORAL INTERPRETATION OF POETRY**

Three Credits Not Offered in 2006-2007

This LC links a writing course on poetry with a theatre course on oral interpretation. Students will engage in both theoretical and practical exercises to further their artistic and critical understanding of the integral relationship between poetry and oral interpretation.

**LC 254 INTEGRATIVE SEMINAR:
ED 312/EV 294 CHILDREN AS URBAN
ECOLOGISTS**

Three Credits Fall Semester

This LC challenges students to use project based 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 255 INTEGRATIVE SEMINAR:
RS 252/FA 312 PAGANS AND CHRISTIANS:
ROOTS OF CHRISTIAN WORSHIP**

Three Credits Spring Semester

This LC links a Fine Arts course investigating Ancient Greek and Roman urban life and a Religious Studies course exploring the New Testament. Students will travel over Spring break to ancient sites in Italy (Paestum, Pompeii, and Rome) and visit ancient religious sites, view religious artifacts and investigate their translation by the early Christian communities.

**LC 256 INTEGRATIVE SEMINAR:
HS 209/SO 216 EXPLORING INDIGENOUS
AMERICA**

Three Credits Spring Semester

This LC will explore both the contemporary and past Indian experience. Students will travel to the American Southwest where they will visit Native American archeological sites and communities, experiencing indigenous culture and history first-hand. Students also will meet with indigenous leaders who will discuss historical issues and current challenges.

Junior Year

Each student reflects further on personal and societal choices, choosing from a number of moral inquiry courses. In these courses, students continue their personal growth and discovery process as well as developing an ability to think critically about ethical issues.

Moral Inquiry (Course descriptions can be found by department)

EV 270	Environmental Ethics
HS 326	The Christian Churches in Nazi Germany
PH 222	Ethics: Individual, Society, State
PH 223	Introduction to Moral Reasoning
PH 234	Business Ethics
PH 235	Biomedical Ethics
PH 236	Ethics & the Arts
PH 281	Legal Philosophy
PH 282	Sex and Gender
PS 380	Dirty Hands
RS 200	Ten Commandments
RS 233	American Catholic Social History
RS 237	Moral Conflicts-Case Studies in Moral Confrontation
RS 301	Islam and The Bible
RS 307	Buddhist Ethics
RS 317	Gods, Kings & Justice

Senior Year

Each major program requires a Capstone Course or Experience, designed to help each student synthesize the knowledge, competencies and values of the Cornerstone Program with the knowledge, competencies and values of the major discipline.

Course descriptions can be found by department.

Distributions (may be taken any year)

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 and values of the discipline as well as consideration of associated societal values. These courses assist students in continuing to develop as effective communicators, collaborative leaders, and engaged citizens.

Course descriptions can be found by department.

Natural Scientific Inquiry:

BI 101	Biological Principles I
BI 290	Scientific Methods: The Ocean
BI 291	Scientific Methods: Blood & Medicine
BI 292	Scientific Methods: Animal Behavior
BI 294	Scientific Methods: The Natural World
BI 295	Scientific Methods: Parasites and Hosts
BI 296	Scientific Methods: Female Medical Issues
BI 297	Scientific Methods: Hormones and Behavior
BI 298	Scientific Methods: Environmental Biology
CH 192	Energy and the Environment
CH 198	Our World: Understanding Environmental Science
CH 195	The Science of Art
CH 200	Chemistry Around Us
CS 101	From Gutenberg to Gates: Information Technology and Society
CS 102	Basic Programming
CS 195	How Computers Work
EV 294	The Human Environment
EV 295	Environmental Geology
EV 299	Ecology, Theology & Worldviews

MA 149	Honors Seminar: History of Mathematical Ingenuity
MA 193	The Non-Euclidean Revolution
MA 197	The Great Clockwork
PY 196	Quantum World and Relativity
PY 291	Planets, Moons and the Search for Alien Life
PY 292	Inner Space, Outer Space
SC 149	Honors – Creation of Modern Medicine
SC 191	AIDS and (Re-)Emerging Infections
SC 192	Astronomy in the Scientific Revolution
SC 193	Science & Belief
SC 194	Physics in the Scientific Revolution

Social Scientific Inquiry

EC 171	Economics of Everyday Life
EC 176	Microeconomic Principles
EC 178	Macroeconomic Principles
ED 170	Common Ground
SO 101	Introduction to Sociology (if taken at Stonehill Fall 2003 and beyond)
SO 103	Cultural Anthropology
SO 173	Crisis, Conflict & Control
SO 212	A Great Society?

Statistical Reasoning:

BA 206	Quantitative Analysis
EC 241	Economic Statistics
ED 301	Assessment and Analysis in Education
MA 145	Basic Quantitative Techniques
MA 207	Statistical Reasoning: Chance
MA 225	Statistics for Scientists
MA 396	Statistics
PC 261	Introduction to Statistics
SO 308	Statistical Analysis in Sociology and Criminology

Accountancy Program, Master of Science

RICHARD ANDERSON, Program Director

The Business Administration Department offers a program leading to the Master of Science in Accountancy (MSA) degree.

The curriculum leading to the MSA degree consists of ten (10) courses for candidates entering with a B.S.B.A. degree with a concentration in Accounting. The course structure of the graduate year meets AACSB International guidelines by requiring fifteen semester hours of Accounting education. Additionally, the program demands fifteen credit hours of courses outside of the Accounting discipline.

The curriculum emphasizes leadership skills, critical thinking, oral and written communication skills, computers and emerging technologies, conflict resolution and negotiation skills, ethical and legal responsibilities, and the ability to apply theoretical concepts to the business world. This program is available to students of all majors and with undergraduate degrees from other colleges, but such applicants may have to take additional courses to prepare for entry into the program.

MSA Academic Standing

Students are required to earn a 3.0 overall grade-point average to graduate. Failure to maintain this average can lead to academic dismissal.

Course Numbering System for Graduate Level Courses:

500-599 (Undergraduates may enroll with instructor permission)

600-699 (Accepted MSA students only)

Degree Requirements

Auditing, Assurance, and Accounting

- BA 513 Advanced Topics in Accounting
- BA 517 Advanced Managerial Accounting
- BA 612 Accounting Policy
- BA 617 Advanced Auditing

The Business Environment, Technology, and Regulation

- BA 515 Advanced Taxation
- BA 616 Advanced Accounting Technology and Systems
- BA 633 Behavioral Context of Accounting
- BA 640 Professional Services Marketing

Electives

Select two of the following:

- BA 538 Business and Society
- BA 554 Commercial Law
- BA 620 Advanced Managerial Finance
- BA 636 International Business
- BA 660 Ethics and the Accounting Profession
- BA 675 Internship in Public Accounting
- BA 690 Directed Study

American Studies

Daniel Itzkovitz, Program Director

The American Studies Program leads to a Bachelor of Arts degree.

American Studies is a broad interdisciplinary major in which students develop distinctive and innovative approaches to the study of American culture. The wide range of courses from which students structure their studies enable them to pursue ideas 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.

At Stonehill, the American Studies major is built upon a commitment to assist students to consider, develop and pursue their individual programs according to their interests and goals. The availability of faculty counseling is an important part of the program as students proceed in their studies.

Graduates from this program have entered careers in museums, law, public administration, teaching, marketing and journalism.

Major

Nine courses at or above the 200 level are required for the major. Four of these courses must be selected from one discipline that forms the core of the student's program. At least one course must be chosen from two other disciplines. Frequently selected disciplines are Sociology, Political Science, English, History and Communication.

Capstone: in the senior year, students must select either a directed study or an internship that will draw together the program that they have developed. Examples of internship sponsors are law offices, Congress, state legislators, political campaign offices, museums, public relations firms and cable television companies. Directed study topics include: "The West in History and Literature," "Black Women Blues Singers in the Jazz Age," "The Beat Movement's Influence on 1960's Counter Culture," and "Terrorism, Anarchy and the American Modernist Movement."

Students must select from the following courses:

Communication

- CO 207 Media Criticism
- CO 307 Freedom of Speech
- CO 319 Political Communication
- CO 330 Media Regulation

Economics

- EC 206 United States Economic History
- EC 211 Economics of Labor Unions
- EC 305 Public Sector Economics
- EC 309 Money and Banking
- EC 315 The Great Depression
- EC 319 Urban and Regional Economics
- EC 323 Labor Economics and Manpower Policy

English

- EN 273 Hitchcock
- EN 324 Television Drama
- EN 326 American Cinema
- EN 329 Race in American Film
- EN 360 American Literature 1800 - Present
- EN 362 Major American Poets of the Nineteenth Century
- EN 364 Major American Novelists of the Nineteenth Century
- EN 367 Topics in 19th Century American Literature
- EN 368 Race, Ethnicity, and American Culture
- EN 369 African American Literature
- EN 380 Modern Poetry
- EN 382 American Drama

Fine Arts

- FA 235 American Music in the 20th Century

History

- HS 200 Maritime History of New England
- HS 203 Modern American Social History
- HS 205 Irish-American Experience
- HS 208 The Immigrant Experience in American History
- HS 209 Native American History
- HS 281 The American Nation I
- HS 282 The American Nation II
- HS 301 Colonial America
- HS 304 U. S. Popular Culture
- HS 306 Contemporary America
- HS 308 The Early Republic
- HS 321 African-American History
- HS 327 American Civil War and Reconstruction
- HS 328 Pursuits of Happiness in Revolutionary America
- HS 329 The Vietnam Era and its Legacy
- HS 330 U.S. Seminar: Topical
- HS 331 The Progressive Era, 1890-1920
- HS 332 America in the Nuclear Age
- HS 334 Playing Fields as Battlefields: The Aftermath of Civil War and Civil Rights in 19th and 20th Century America

Philosophy

- PH 373 American Philosophy

Political Science

- PS 203 Religion, Politics, and the Law
- PS 235 American Political Thought
- PS 245 American Foreign Policy
- PS 247 Elections in America
- PS 248 State and Urban Politics
- PS 255 Environmental Policy and Politics
- PS 336 Constitutional Law and Politics
- PS 337 Public Administration
- PS 341 Civil Rights and Civil Liberties
- PS 360 Congress and the Presidency

Sociology

- SO 205 Sociology of Marriage and Family
- SO 212 A Great Society?
- SO/CJ 216 When Cultures Clash: Native and Non-Native American Perspectives on Crime
- SO 218 Image and Power: Popular Culture
- SO/CJ 234 Racial and Ethnic Diversity: The American Mosaic
- SO 237 Sociology of Gender
- SO 415 Seminar on American Inequality
- SO 421 Seminar on Oppression

Biochemistry

Faculty:

Craig A. Almeida, Program Director

Professor: L. Liotta

Associate Professor: C. Almeida

Assistant Professor: M. Hall

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.

Departmental 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 BI 101, BI 102, BI 202, BI 211, CH 113, CH 221, CH 222, CH 232, MA 125, MA 126, PY 201 and PY 202;
- an overall grade-point average of at least a 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;

The course of study for the Biochemistry major¹ is:

Fall Semester

First Year

BI 101 Biological Principles I
CH 113 General Chemistry
MA 125 Calculus I

Sophomore Year

BI 211 Cell Biology
CH 222 Organic Chemistry II
PY 121 Physics I

Junior Year

BC 343 Biochemistry I
CH 333 Physical Chemistry I
BC 449 Biochem. Sem. & Thesis²
BI 304 Molecular Biology or
BC 496 Independent Research or
or BC 475 Internship in Biochem.

Senior Year

CH 331 Analytical Chemistry or
BI/CH Adv. Biology or Chem. or
BC 449 Biochem. Sem. & Thesis²
BC 497 Biochem. Senior Thesis

¹Students will have to fulfill the Quantitative Reasoning requirement of the Cornerstone Program.

²Seminar 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.

- conduct research approved by the Program Director; and earn at least a "B+" on both the thesis and thesis defense required for BC 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.

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 chemical literature as well as writing and defending a senior thesis, usually relating to research they have completed.

Spring Semester

BI 102 Biological Principles II
CH 221 Organic Chemistry I
MA 126 Calculus II

BI 202 Genetics
CH 232 Intro. Physical & Analytical Chemistry
PY 122 Physics II

BC 344 Biochemistry II
BC 345 Biochemistry Laboratory
BC 449 Biochem. Sem. & Thesis²
BI 309 Microbiology
BC 496 Independent Research
or BC 475 Internship in Biochem.

BC 475 Internship in Biochem.
BC/CH Adv. Biology or Chem.
BC 449 Biochem. Sem. & Thesis²

Biochemistry majors desiring ACS certification upon graduation must complete the following courses in addition to those specifically required from the previous page:

CH 334 Physical Chemistry II;
CH 432 Advanced Analytical Chemistry;
CH 442 Instrumental Analysis: Theory and Practice; and
CH 444 Advanced Inorganic Chemistry.

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:

BI 101 Biological Principles I
BI 211 Cell Biology
BI 202 Genetics
CH 113 General Chemistry
CH 221 & 222 Organic Chemistry I & II
CH 232 Introductory Physical & Analytical Chemistry
BC 343 Biochemistry I
BC 345 Biochemistry Laboratory

Course Offerings

BC 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. Prerequisites: CH 221-222.

BC 344 BIOCHEMISTRY II

Three Credits Spring Semester

A comprehensive examination of metabolism of carbohydrates, lipids, proteins and nucleic acids; the molecular biology of DNA, RNA and protein synthesis and regulation. Prerequisites: BC 343.

BC 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. Prerequisites: BC 343.

BC 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 each of the first three semesters, 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. In addition, during the fall semester of the fourth year each student will be expected to write a thesis. Preferably the thesis will cover research the student has previously done in the Biochemistry Program, but an in depth library research thesis is acceptable. Each student will be expected to defend his/her thesis in the spring semester of the fourth year. This course measures the student's abilities to combine biological and chemical knowledge from a variety of science courses and current literature into a cohesive body of work. It will also help to develop oral and written communication skills. Four credits are obtained in the second semester of the fourth year.

BC 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 Program Director and site supervisor required.

BC 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 approval of the faculty member directing the project and of the Director of the Biochemistry Program.

BC 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: Approval of both the faculty member directing the project and the Program Director.

BC 497 BIOCHEMISTRY SENIOR THESIS

Three Credits Fall and Spring Semesters

Students complete an advanced research project and thesis in a specialized area under the direction of a Biology or Chemistry faculty member. This course will be graded on a pass/fail basis. Prerequisite: Senior standing in the Program; approval of both the faculty member directing the project and the Director of the Biochemistry Program.

Biology

Faculty:

Roger Denome, Chairperson

Professors:

F. Hurley, C.S.C.

R. Peabody

K. Talentino

Associate Professors:

C. Almeida

R. Denome

S. Mooney

M. Tyrrell

Assistant Professors:

G. Maniero

S. Ramos Goyette

Research Professor:

D. Peabody

Medical Science Coordinator:

S. Barry

Laboratory Director:

J. Sozio

Laboratory Instructor:

J. De Luca

The Department of Biology offers both major and minor programs 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 (SURE) during the summer. Students participating in these programs collaborate directly with faculty conducting 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 the Internship in Biological Sciences program 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.

Departmental Honors Program

Students who complete the Honors Program in Biology will be awarded a degree "with honors in Biology". To enter the program, students must apply to the Biology Department by the end of the first complete week of the spring semester of the junior year. Such students will be designated departmental honors candidates if the following conditions are met:

- overall GPA of 3.5
- GPA of 3.2 in science courses (Biology, Chemistry, Physics)

Subsequently the candidates must:

- maintain an overall GPA of 3.5 and a science GPA of 3.2
- 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
 - 2) 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) honors thesis, which is evaluated by a panel of three science faculty. Ordinarily this thesis will be based on a directed study, internship, S.U.R.E. project, or other college-level research experience.

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: BI 101-102; CH 113, CH 221; MA 123-124

Sophomore, Junior, and Senior years (for all four-year programs):

- four Core courses
 - BI 202 Genetics
 - BI 211 Cell Biology
 - BI 323 Evolution
 - BI 307 Ecology (recommended) OR
 - BI 303 Botany OR
 - BI 305 Marine Ecosystems

- three Organismic courses, at least one from each category below

Structural Organismic:

- BI 201 Embryology of the Vertebrates
- BI 309 Microbiology (required for Medical Technology)
- BI 311 Comparative Vertebrate Anatomy
- BI 413 Histology

Functional Organismic:

- BI 213 Basic Clinical Laboratory Science
- BI 301 Parasitology
- BI 406 Ethology
- BI 324 Endocrinology
- BI 409 Immunology (required for Medical Technology)
- BI 312 Vertebrate Physiology
- BI 412 Neuroscience
- BI 416 Adaptation to the Environment

- one upper-level biology course selected after consultation with the academic advisor
- Capstone Experience (senior year)
- other science courses
 - CH 222 Organic Chemistry II
 - CH 232 Intro. Physical and Analytical Chemistry
 - PY 201 Basic Physics I OR
 - PY 121 Physics I

Major Field Test in Biology

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

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. A complete description of the Biology Capstone Policy is at www.stonehill.edu/academics/AcademicLife/Major_Biology.

Capstone Options

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

1. Enroll as a senior in BI 406 (Ethology), BI 409 (Immunology), BI 421 (Scientific Critique), or BI 423 (Virology).
2. 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.
3. Perform a directed study, independent research, internship or SURE project, write a paper based on this work, and present this in an open seminar format.
4. 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.

Physician Assistant Master's Program

Stonehill graduates who meet a specific set of criteria will be admitted to the Physician Assistant Masters Program at the Massachusetts College of Pharmacy and Health Science (MCPHS). Three additional years of study are required to complete the program, which consists of professional courses and clinical rotations.

Students majoring in programs such as Health Care Administration or Psychology may apply to the MCPHS program. These students should contact the Medical Science Coordinator in the Biology Department for a list of MCPHS prerequisites.

Medical Technology

Students interested in Medical Technology/Clinical Laboratory Science may enter the 3 plus 1 or the 4 plus 1 program. Students in these programs spend three or four years studying at Stonehill and then complete their training with a year-long theoretical and practical rotation in a certified hospital laboratory.

Working with the Stonehill Medical Science Coordinator, students may arrange to attend hospitals approved by the Committee on Allied Health Education and Accreditation. Acceptance at an approved hospital for the clinical year is not guaranteed. Hospitals reserve the right to select the most qualified students from the applicant pool. A grade-point average of 2.8 is ordinarily considered the minimum requirement by hospitals.

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, health care 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:

- BI 101-102 Biological Principles OR BI 103-104 Human Anatomy and Physiology
- Four upper-division (200-level or above) courses in Biology. Biology courses in the BI 290 series (BI 290-299) may not be taken to fulfill this requirement.

Course Offerings**BI 101 BIOLOGICAL PRINCIPLES I* (Natural Scientific Inquiry)****BI 102 BIOLOGICAL PRINCIPLES II**

Eight Credits Fall and Spring Semesters

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. Three hours of laboratory per week. (CORE).

BI 103 HUMAN ANATOMY AND PHYSIOLOGY I**BI 104 HUMAN ANATOMY AND PHYSIOLOGY II**

Eight Credits Fall and Spring Semesters

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.

BI 121 CONTEMPORARY MEDICAL CONCERNS

Three Credits Not Offered 2006-2007

An overview of selected medical care issues of today and the future. Topics to be discussed include cancer, AIDS, organ transplants, eating disorders, nutrition, addiction, etc.

NOTE: For BIOLOGY MAJORS: BI 101-102 are prerequisites for all the following courses except BI 290-299. For BIOLOGY MINORS: Either BI 101-102 or BI 103-104 may serve as prerequisites for the following courses.

BI 201 EMBRYOLOGY OF THE VERTEBRATES

Four Credits Spring Semester

Comparative vertebrate ontogeny, gametogenesis, early development, organogenesis. Two hours of laboratory per week. (STRUCTURAL ORGANISMIC) Prerequisite: BI 101-102 or consent of Instructor.

BI 202 GENETICS

Four Credits Spring Semester

Classical genetics of eukaryotes, the biochemistry of gene function, and population genetics. Laboratory work stresses classical, population and molecular genetics research techniques. Three hours of laboratory per week. (CORE) Prerequisite: BI 101-102 or consent of Instructor.

BI 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. Four hours of laboratory work per week. (CORE) Prerequisite: BI 101-102 or consent of Instructor.

BI 213 BASIC CLINICAL LABORATORY SCIENCE

Four Credits Fall Semester

Orientation to theory and practice of the medical laboratory, including hematology, immunology, urinalysis, clinical chemistry, and blood banking. Manual methods of studying human body fluids are performed. Two-and-one-half hours of laboratory per week. (FUNCTIONAL ORGANISMIC) Prerequisite: BI 101-102 or consent of Instructor.

BI 218 NUTRITION*Three Credits Spring Semester*

An introduction to nutritional biology. Nutrients and their role in growth, development, health and disease treatment. Prerequisite: BI 101 or equivalent or consent of Instructor.

***SCIENTIFIC METHODS IN BIOLOGY:**

The Biology Department offers the following nine courses in the 290 series as general education Natural Scientific Inquiry courses. Each course focuses on scientific methodology as applied in a subdiscipline of Biology. Normally may not be taken for credit by Biology majors.

BI 290 SCIENTIFIC METHODS: THE OCEAN (Natural Scientific Inquiry)*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.

BI 291 SCIENTIFIC METHODS: BLOOD AND MEDICINE (Natural Scientific Inquiry)*Three Credits Fall and Spring Semesters*

An understanding of why and how medical laboratory tests are performed, in sickness and in "wellness". An historical overview of laboratory medicine is presented; topical issues such as AIDS, cholesterol, diabetes, transfusions, and transplants are discussed.

BI 292 SCIENTIFIC METHODS: ANIMAL BEHAVIOR (Natural Scientific Inquiry)*Three Credits Not Offered 2006-2007*

Development of animal behavior as an area of biological inquiry. Relationships between discoveries in disciplines such as genetics, physiology or ecology, and advances in the study of animal behavior.

BI 293 SCIENTIFIC METHODS: THE HUMAN BODY: FUNCTION AND FORM*Three Credits Not Offered 2006-2007*

In this introductory course to human anatomy, students will gain a coherent understanding of how the structure of the human body leads to its function. Students can anticipate using anatomical models, video, computer figures and their own bodies in the learning process. Lectures will include comparisons to other vertebrates as well as discussion of human health and disease related to the function (and malfunction) of the human body.

BI 294 SCIENTIFIC METHODS: THE NATURAL WORLD (Natural Scientific Inquiry)*Three Credits Fall and Spring Semesters*

Basic science critical to understanding the natural world, including biological characteristics of the human species. Development of concepts targeted by elementary school science curriculum objectives: especially appropriate

for those intending to teach. Lectures, laboratory work, demonstrations, interactive exercises, investigation of Internet resources, hands-on activities.

BI 295 SCIENTIFIC METHODS: PARASITES AND HOSTS (Natural Scientific Inquiry)*Three Credits Fall Semester*

A study of the ongoing conflict between parasites and their human and animal hosts with a consideration of the effects of parasitic disease upon civilization.

BI 296 SCIENTIFIC METHODS: FEMALE MEDICAL ISSUES (Natural Scientific Inquiry)*Three Credits Alternate Years: Spring 2007, 2009*

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.

BI 297 SCIENTIFIC METHODS: HORMONES AND BEHAVIOR (Natural Scientific Inquiry)*Three Credits Not Offered 2006-2007*

The history of endocrinology and animal behavior and their blending in contemporary behavioral endocrinology studies. Emphasis on recent scientific discoveries of the hormonal correlates of social, reproductive, survival and other behaviors. The hormonal regulation of behavior in both evolutionary and ethical contexts.

BI 298 SCIENTIFIC METHODS: ENVIRONMENTAL BIOLOGY (Natural Scientific Inquiry)*Three Credits Fall and Spring Semesters*

Fundamentals of environmental biology and their relevance to human impact on natural ecosystems. Focus on application of modern ecological techniques to existing environmental problems. Laboratory and field activities.

BI 301 PARASITOLOGY*Four Credits Spring Semester*

Protozoan, nematode, and arthropod parasites of man and higher vertebrates. Parasitic diseases. Immunity. Two hours of laboratory per week. (FUNCTIONAL ORGANISMIC) Prerequisite: BI 101-102 or consent of Instructor.

BI 303 ENVIRONMENTAL BOTANY (formerly BI 207)*Four Credits Alternate Years: Fall 2007, 2009*

Structure and function of lower and higher plants. Ecological principles. Evolutionary relationships. Three hours of laboratory or field work per week. (CORE, ENVIRONMENTAL BIOLOGY OPTION) Prerequisite: BI 101-102 or consent of Instructor.

BI 304 MOLECULAR BIOLOGY*Four Credits Fall Semester*

Advanced study in the concepts and applications of molecular biology techniques. Three hours of laboratory per week. Prerequisite: BI 101-102, BI 202, BI 211, CH 221-222 or consent of Instructor.

BI 305 MARINE ECOSYSTEMS*Four Credits Alternate Years: Fall 2006, 2008*

Physical, chemical, and biological features of marine ecosystems. Ecological principles. Study of the local Massachusetts coastal region. Three hours of laboratory or field work per week. (CORE, ENVIRONMENTAL BIOLOGY OPTION) Prerequisite: BI 101-102 or consent of Instructor.

BI 307 ECOLOGY*Four Credits Spring Semester*

Structure and dynamics of populations, communities, and ecosystems. Mathematical models. Three hours of laboratory or field work per week. (CORE, ENVIRONMENTAL BIOLOGY OPTION) Prerequisite: BI 101-102 or consent of Instructor.

BI 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 one-and-one-half hour laboratory periods per week. (STRUCTURAL ORGANISMIC) Prerequisite: BI 101-102 or consent of Instructor.

BI 311 COMPARATIVE VERTEBRATE ANATOMY (formerly Vertebrate Anatomy, BI 203)*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. (STRUCTURAL ORGANISMIC) Prerequisite: BI 101-102 or consent of Instructor.

BI 312 VERTEBRATE PHYSIOLOGY (formerly BI 411)*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. (FUNCTIONAL ORGANISMIC) Prerequisite: BI 101-102 or consent of Instructor.

BI 313 TEACHING THE SCIENCES*Three Credits Alternate Years: Spring 2007, 2009*

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: BI 101-102 or consent of Instructor.

BI 315 ELECTRON MICROSCOPY TECHNIQUES

Three Credits Spring Semester

Preparation, viewing, and photography of ultrathin sections of biological materials. Preparation involves fixing, embedding, sectioning, and staining. Prerequisite: BI 101-102 or consent of Instructor.

BI 321 BIOLOGY OF CANCER

*Three Credits Alternate Years:
Spring 2008, 2010*

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: BI 101-102 or consent of Instructor.

BI 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. Three hours of laboratory per week. (CORE) Prerequisite: BI 101-102 or consent of Instructor.

BI 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. Why do we sleep? How does puberty occur? Tissues, organs and the molecules of the endocrine system (hormones) are identified within the context of these and other topics. Three hours of laboratory per week. (FUNCTIONAL ORGANISMIC) Prerequisite: BI 101-102 or consent of Instructor.

BI 406 ETHOLOGY (formerly BI 306)

Three Credits Fall 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, symbiosis, competition, aggression, deception, affiliation, courtship, mating, and parental care. (FUNCTIONAL ORGANISMIC, SATISFIES CAPSTONE REQUIREMENT) Prerequisite: BI 101-102 or consent of Instructor.

BI 409 IMMUNOLOGY

Four Credits Fall Semester

Cells of the immune system, the nature and synthesis of antibodies, and characteristics and

role of antigens in the immune system. Focus is also placed on immunological disorders and host/microbe interactions in disease. Three hours of laboratory per week. (FUNCTIONAL ORGANISMIC, SATISFIES CAPSTONE REQUIREMENT) Prerequisite: BI 101-102 or consent of Instructor.

BI 412 NEUROSCIENCE

Three Credits Spring 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, sleep and addiction are examined. Conditions including stroke, multiple sclerosis and schizophrenia are discussed. (FUNCTIONAL ORGANISMIC) Prerequisite: BI 101-102 or consent of Instructor.

BI 413 HISTOLOGY

Four Credits Fall Semester

Microscopic study of tissues and organs of vertebrates, especially of humans. Two hours of laboratory per week. (STRUCTURAL ORGANISMIC) Prerequisite: BI 101-102 or consent of Instructor.

BI 416 ADAPTATION TO THE ENVIRONMENT

Three Credits Spring Semester

Explores physiological adaptations allowing organisms to survive various challenges to homeostasis in their 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 in a seminar format. One 3-hour class per week. (FUNCTIONAL ORGANISMIC) Prerequisite: BI 101-102 and two upper-level biology courses or consent of Instructor.

BI 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: BI 101-102 and two upper-level biology courses.

BI 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.) Prerequisites: BI 101-102 and two upper-level biology courses.

BI 419 WETLANDS

Three Credits Fall Semester

Role of wetlands in hydrology and landscape ecology. Function 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.) Prerequisites: One year introductory science (biology, chemistry or physics); two semesters of upper-level science.

BI 421 SCIENTIFIC CRITIQUE (formerly BI 317)

Three Credits Alternate Years: Fall 2007, 2009

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. (SATISFIES CAPSTONE REQUIREMENT) Prerequisites: BI-101-102, BI 202, CH 221-222.

BI 423 VIROLOGY (formerly BI 319)

Three Credits Fall Semester

Structure and biology of the viruses of eukaryotes and prokaryotes. Emphasis on the interaction between viral genetic systems and the host cell environment and defense systems. (SATISFIES CAPSTONE REQUIREMENT) Prerequisites: BI 101-102, BI 202, BI 211 or consent of Instructor.

BI 431 CLINICAL YEAR IN MEDICAL TECHNOLOGY

BI 450 CLINICAL YEAR IN MEDICAL TECHNOLOGY

Thirty Credits Calendar Year

Year-long academic practical rotation in a certified hospital laboratory environment; prepares student to sit for national registry examination as Medical Technologist and/or Clinical Laboratory Scientist. (Administrative Fee: \$100).

BI 475 INTERNSHIP IN BIOLOGICAL SCIENCES

Three to Fifteen Credits Fall and Spring 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 pre-registration. Permission of Department required.

BI 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. At pre-registration, the student must obtain the signature of this faculty member and that of the Department Chairperson.

BI 496 INDEPENDENT RESEARCH*Three Credits Fall and Spring Semesters*

Opportunity for students to do a research project in a specialized area of Biology under the direction of a member of the Biology faculty. Prerequisite: Approval of both the faculty member directing the project and the Department Chairperson.

BI 497 SENIOR THESIS RESEARCH*Three Credits Fall and Spring Semesters*

Opportunity for students to do an advanced research project and thesis in a specialized area of Biology under the direction of a member of the Biology faculty. Prerequisite: Approval of both the faculty member directing the project and the Department Chairperson.

Business Administration

Faculty:**Russell P. Boisjoly, Chairperson****Professors:****R. Boisjoly****R. Carver****G. Lantos****J. Lee****J. Schatzel****Associate Professors:****R. Anderson****R. Gariepy****T. Jula****D. Salvucci****J. Swanson****E. Vaughn, Jr.****P. Wallace****Assistant Professors:****W. Brown****M. Liu****Instructors****G. Ilacqua****V. Soto**

The Department of Business Administration offers a Business Administration major with concentrations in Accounting, Finance, International Business, Management, and Marketing, and minors in Business Administration and Computer Information Systems. A Master of Science in Accountancy is also offered. Students may not take more than one major within business as part of their undergraduate program.

Departmental Mission

Our mission is to graduate skilled professionals with the breadth of knowledge that permits them to make ethical, thoughtful and significant contributions to their organizations and communities.

Our mission is rooted in the long-standing belief of our faculty, students, and alumni that society needs professionals with business skill, judgment, perspective, sensitivity to the problems of others, and a strong sense of ethical principles.

To this end, the Department primarily emphasizes effective teaching and mentoring, with a high degree of faculty-student interaction. Members of the business faculty take pride in counseling students in their personal and professional growth. We value intellectual contributions in applied scholarship and service to the College and business community.

The Business Core Curriculum complements the Cornerstone Program, offering students a strong liberal arts background along with the fundamentals of business administration. Students then select from the five areas of concentration: Accounting, Finance, International Business, Management, and Marketing. A Master of Science in Accountancy is offered in order to fulfill requirements to become a Certified Public Accountant.

Beginning with a First Year Business Experience Course and culminating with the senior Business Policy courses, B.S.B.A. graduates develop their skills in: business literacy; ethical reasoning; oral and written communication; creative, critical and analytic thinking; information technology; global awareness and teamwork.

The Curriculum

The Business Core Curriculum begins with BA 101 First Year Business Experience 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 skills, oral and written presentation skills, 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 (accounting, finance, international business, management, or marketing) 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 accounting with statistics/epidemiology, finance with economics, organizational behavior with psychology, and marketing with communication. The Learning Community seminar may include a complex teambuilding 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 provide multiple opportunities for basic skill enhancement in communications, analytics, logic, interpersonal interaction, etc. 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 or sciences discipline, e.g., Accounting major with a Mathematics

minor, Finance major and Economics minor, International Business major with an Irish Studies minor, Management major with a Psychology minor, Marketing major with a Communication minor to name a few major-minor pairings. Student learning can be further enhanced by gaining internship experience in an organization in Boston, New York, Washington, D.C., or at a variety of international locations such as London, Dublin, or Rome.

Departmental Honors Program

Students who complete the Honors Program in Business Administration are awarded a degree "with honors in" their field of concentration (e.g., Accounting, Finance). Honors students enjoy close working relationships with faculty members, have priority in course scheduling and flexibility in meeting departmental requirements, and gain the valuable experience associated with the Honors Thesis. For entry into the Honors Program, students must complete the first two years of courses with a cumulative grade-point average of at least 3.5, and must have one member of the Business Administration faculty act as sponsor. To complete the Honors Program, students must maintain a 3.5 GPA, complete the Senior Honors Seminar in Business, and write and present orally an acceptable Honors Thesis ("B" or better). Application forms and detailed information may be obtained from the Department.

Major

There are five business major concentrations: Accounting, Finance, International Business, Management, and Marketing. Requirements are listed under those headings. Please refer to the departmental web site for more detailed course-planning templates: www.stonehill.edu/business.

All Business Administration students are required to take the following set of core courses as a foundation for courses required in their elected area of concentration. BA 449 Business Policy is the senior Capstone course and BA 475 Internship is recommended for all students as part of their curriculum.

Business Core**First Year**

BA 101	First-Year Business Experience
MA 119	Applied Calculus for Business
BA 203	Financial Accounting
BA 206	Quantitative Analysis

Sophomore Year

BA 204	Managerial Accounting
EC 176	Microeconomics
EC 178	Macroeconomics
BA 320	Corporate Finance I
BA 333	Organizational Behavior
BA 336	International Business
BA 340	Marketing Principles

Junior Year

BA 352	Legal Environment of Business*
BA 360	Operations Management

Senior Year

BA 449 Business Policy

*Accounting Concentration students will substitute BA 354 Business Law

Accounting**Sophomore Year**

BA 309 Database Applications

Junior Year

BA 311 Intermediate Accounting I
BA 312 Intermediate Accounting II
BA 316 Acct. Sys.: Cases and Concepts

Senior Year

BA 412 Adv. Intermediate Accounting
BA 414 Adv. Tax Accounting

Electives:

BA 307 Data Communications and Applications
BA 317 Cost Accounting
BA 417 Auditing (Required to sit for CPA Examination in MA)
BA 513 Advanced Topics in Accounting
BA 515 Advanced Taxation

Recommended sequence for students seeking background in accounting technology and systems:

Accounting Technology Emphasis

BA 203 Financial Accounting
BA 307 Data Communications
BA 309 Database Applications
BA 316 Accounting Systems: Cases and Concepts
BA 616 Advanced Accounting Technology and Systems

Finance**Junior Year****Fall Semester**

BA 321 Corporate Finance II
BA 327 Investments
EC 343 International Finance OR
BA 425 Multinational Corporate Finance

Spring Semester

EC 303 Intermediate Macroeconomics
BA 324 Corp. Financial Reporting

Senior Year**Fall or Spring Semester**

BA 428 Seminar in Fin. Mgmt.

The following courses are recommended for students interested in pursuing careers in the banking industry, investments industry or corporate finance positions:

Banking Career Courses

BA 424 Financial Institutions and Bank Management
BA 554 Commercial Law (with Instructor's permission)

Investments Career Course

BA 427 Advanced Investments and Security Analysis

Corporate Finance Course

BA 425 Multinational Corporate Finance

The following additional courses should be considered by students concentrating in Finance based on their career goals and academic interests:

BA 207 Intermediate Statistics for Business
BA 308 Decision Support Systems
BA 309 Database Applications

International Business**Junior Year**

EC 311 International Economics
PS 243 International Politics
SO 219 Cultural Geography

Senior Year

BA 425 Multinational Corporate Finance
BA 448 International Marketing
BA 465 International Management

All international business majors are recommended to have an international experience through study abroad, an international internship, foreign language immersion experience, etc.

Management**Junior or Senior Year**

BA 335 Human Resource Mgmt.

Choose four of the following electives:

BA 308 Decision Support Systems
BA 310 Management Info. Systems
BA 343 Sales Management *
BA 347 New Products Management*
BA 357 The Roles of nonprofit Orgs.
BA 358 Small Business Management
BA 443 Electronic Commerce*
BA 460 Special Topics in Management
BA 465 International Marketing
BA 475 Internship or Intl. Internship, 3 credits
BA 538 Business and Society
PC 303 Group Dynamics
SO 237 Sociology of Gender

Senior Year

BA 326 Managerial Negotiation and Decision Making

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

*Note only one of these courses (BA 343, BA 347, BA 443) may be taken to fulfill this requirement

Marketing**Junior Year**

BA 341 Marketing Research
BA 342 Consumer Behavior

Three of the following electives:

BA 343 Sales Management
BA 344 Advertising Management
BA 345 Business-to-Business Marketing
BA 346 Retail Management
BA 347 New Products Management
BA 443 Electronic Commerce
BA 445 Direct Marketing
BA 448 International Marketing
CO 311 Public Relations I: Principles*
FA 202 Graphic Design Found*
FA 203 Intro. to Digital Imaging*
FA 304 Advertising Design*

Senior Year

BA 454 Marketing Strategy

(To assist you in making selections, see the marketing tracks below)

(*Note: only one of the courses CO 311, FA 202, FA 203 and FA 304 may be taken to fulfill this requirement.)

The following courses are recommended marketing electives and free electives for students interested in pursuing careers in consumer marketing, business-to-business marketing, sales and sales management, or marketing communication. Students with interests in other marketing careers such as marketing research, product management, and distribution management, among others, should discuss elective course choices with their faculty advisor.

Consumer Marketing Track

BA 344 Advertising Management
BA 346 Retail Management
BA 347 New Products Management
PC 101 General Psychology
PC 209 Social Psychology
SO 101 Introduction to Sociology

Business-to-Business Marketing Track

BA 307 Data Communications & Applications
BA 343 Sales Management
BA 345 Business-to-Business Marketing
BA 448 International Marketing
CO 201 Business & Professional Communication

Sales and Sales Management Track

BA 343 Sales Management
BA 345 Business-to-Business Marketing
BA 346 Retail Management
CO 105 Interpersonal Communication
CO 201 Business & Professional Communication

Marketing Communication Track

- BA 344 Advertising Management
- BA 443 Electronic Commerce
- BA 445 Direct Marketing
- CO 203 Studies in Persuasion
- CO 311 Public Relations I: Principles
- CO 312 Public Relations II: Practices
- FA 202 Graphic Design Foundations
- FA 203 Introduction to Digital Imaging
- FA 304 Advertising Design
- HC 200 The Creative Process

B.S.B.A./M.S. in Accountancy

This five-year program allows Stonehill accounting students to translate their undergraduate studies to the Master of Science in Accountancy program. Early admission to the graduate program is conditional upon maintaining a 3.2 grade-point average overall and in Business through the junior year, and obtaining two favorable recommendations from Business Administration faculty (at least one of whom must be full-time in Accounting). To simplify the process, the formal application form and Graduate Management Admission Test (GMAT) are waived. Acceptance to the MSA portion of the program is a joint decision of the MSA Admissions Committee and the Program Director. Students who have not achieved a 3.2 grade-point average are also invited to apply to the MSA program, but must go through the normal application and GMAT testing process.

Minor in Business Administration

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

Business Core Requirements

- BA 203 Financial Accounting
- BA 204 Managerial Accounting
- BA 320 Corporate Finance I
- BA 333 Organizational Behavior
- BA 340 Marketing Principles

NOTE: BA 320 has BA 203 and a statistical reasoning course as prerequisites.

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 (BA) is eligible for credit.

Course Offerings

BA 101 FIRST-YEAR BUSINESS EXPERIENCE

Three Credits Fall Semester

Through a structured business planning process, students are exposed to the disciplines of accounting, finance, management, and marketing. Emphasis is placed on case analyses, oral presentations, teamwork, current events, and interaction with guest speakers. The course also includes discussions of ethical, historical, and global issues affecting organizations today. Students may not receive credit for both BA 101 and BA 120.

BA 105 INTRODUCTION TO BUSINESS TECHNOLOGIES

Three Credits Fall and Spring Semesters

Computer systems fundamentals for future business systems users and clientele. Topics include hardware, software, database systems (Access), spreadsheets and statistical tools (Excel and Minitab), presentation tools and techniques (Word and Powerpoint), information systems, and microcomputers. Hands-on experience with the Internet and Stonehill computer systems.

BA 120 INTRODUCTION TO BUSINESS

Three Credits Spring Semester

Introductory course intended for non-Business majors and minors. Survey of those economic activities which, collectively, are called business. Open to Business majors/minors only with permission of Business Chairperson. Students may not receive credit for both BA 101 and BA 120.

BA 124 SPORTS MANAGEMENT

Three Credits Spring Semester

Overview of the field of sports 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.

BA 171 HISTORICAL CONCEPTS OF BUSINESS AND MANAGEMENT

Three Credits Fall Semester

This course provides students with a historical overview of fundamental concepts, events, and various forces which have shaped American businesses. The class will discuss the progression from businesses in antiquity to businesses in modern times. Each stage in this progression will include lessons and discussions on relevant people and companies and political, economic, and social forces prevalent during that time period.

BA 203 FINANCIAL ACCOUNTING

Three Credits Fall and Spring Semesters

Fundamental principles and theories of financial accounting. Emphasis placed on the preparation 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.

BA 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: BA 203.

BA 206 QUANTITATIVE ANALYSIS (Statistical Reasoning)

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, quality tools, and simple linear regression. Prerequisite: MA 119 or higher mathematics course.

BA 207 INTERMEDIATE STATISTICS FOR BUSINESS

Three Credits Alternate Years: Spring 2007, 2009

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. Prerequisites: BA 105, BA 206.

BA 307 DATA COMMUNICATIONS AND APPLICATIONS

Three Credits Fall and Spring Semesters

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: BA 105.

BA 308 DECISION SUPPORT SYSTEMS

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. Prerequisites: BA 105, BA 206, or consent of the Instructor.

BA 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. Prerequisite: BA 105.

BA 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: BA 105 or equivalent demonstrated skills.

BA 311 INTERMEDIATE ACCOUNTING I

Three Credits Fall Semester

The environmental and conceptual framework of accounting; assumptions and principles underlying the preparation of the balance sheet and income statement and cash flow statement; coverage of cash, receivables, and inventories. Prerequisite: BA 203.

BA 312 INTERMEDIATE ACCOUNTING II

Three Credits Spring Semester

Coverage of liabilities, stockholders' equity, earnings per share, investments, plant assets, and intangibles. Prerequisite: BA 203 or consent of the Instructor.

BA 316 ACCOUNTING SYSTEMS: CASES AND CONCEPTS

Three Credits Fall Semester

Enables Accounting majors to understand, design, and evaluate computerized accounting systems: basic information system, analysis and design, end-user computing, and control concepts. Students analyze real-world cases, write and present solutions, and complete "hands-on" computer assignments. Cases involve the use of computer technology to gain competitive advantage, the use of special-purpose accounting systems and LOTUS 1-2-3 to support managerial decisions. Significant outside-of-class group projects are required. Prerequisites: BA 105, BA 204, and BA 206.

BA 317 COST ACCOUNTING

Three Credits Not Offered 2006-2007

Intensive examination of the principles, theories, and procedures of cost accounting in today's manufacturing environment. Basic cost concepts are applied to job order cost, process cost and standard cost accounting. Activity-based costing, total quality management, materials planning and control, and factory overhead analysis are also examined extensively. Prerequisites: BA 204 and BA 311.

BA 320 CORPORATE FINANCE I

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. Prerequisites: BA 203 and BA 206.

BA 321 CORPORATE FINANCE II

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: BA 320.

BA 324 CORPORATE FINANCIAL REPORTING

Three Credits Spring Semester

Examination of the corporate report 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: BA 203; Corequisite: BA 320; cannot receive credit for BA 324 and BA 311.

BA 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. Prerequisites: BA 333 and senior standing.

BA 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: BA 320; cannot receive credit for both BA 327 and EC 401.

BA 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.

BA 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.

BA 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.

BA 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.

BA 341 MARKETING RESEARCH

Three Credits Spring 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: BA 206. Prerequisite or corequisite: BA 340.

BA 342 CONSUMER BEHAVIOR

Three Credits Spring Semester

Semesters 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 or corequisite: BA 340.

BA 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 or corequisite: BA 340.

BA 344 ADVERTISING MANAGEMENT

Three Credits Fall 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 or corequisite: BA 340.

BA 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 or corequisite: BA 340.

BA 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. Emphasis is given to nonstore retailing such as direct mail or other forms of home shopping. Prerequisite or corequisite: BA 340.

BA 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. Students develop their own plans for creating, testing, and marketing a new product. Prerequisite: BA 340.

BA 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 the Constitutional basis for government regulation of business, torts, criminal law, product liability, contracts, agency, business organizations, and employment discrimination.

BA 354 BUSINESS LAW

Three Credits Fall Semester

This course examines the law of contracts, agency, and business organizations; torts, criminal law, product liability and real property are briefly studied. The course material is covered through a combination of readings, lectures, problem analysis, and case studies. Students cannot take both BA 352 and BA 354 for credit.

BA 357 THE ROLES OF NOT-FOR-PROFIT ORGANIZATIONS IN AMERICA

Three Credits Spring Semester

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. Prerequisite: BA 203.

BA 358 SMALL BUSINESS MANAGEMENT

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 on-going problems encountered in managing a business activity. The student is given practical exposure to entrepreneurship through guest speakers, casework, and projects.

BA 360 OPERATIONS 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. Prerequisites: BA 101, BA 204, BA 206.

BA 400 SPECIAL 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.

BA 412 ADVANCED INTERMEDIATE ACCOUNTING

Three Credits Fall and Spring Semesters

Accounting problems and concepts underlying selected liabilities such as leases, pensions, and deferred income taxes. Also, topics affecting the analysis and quality of reported earnings such as diversity of and changes in accounting policies, errors, cash flows, disclosures, and management fraud. Prerequisite: BA 312 or consent of the Instructor.

BA 414 TAX ACCOUNTING

Three Credits Fall Semester

A study of federal income tax laws as they apply to individuals and unincorporated businesses. Prerequisite: BA 204.

BA 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. Prerequisites: BA 105, BA 206, BA 311, and BA 316.

BA 420 SPECIAL TOPICS IN ACCOUNTING

Three Credits Offered as Needed

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, etc.

BA 424 FINANCIAL INSTITUTIONS AND BANK MANAGEMENT

Three Credits Spring Semester

The purpose of this course is to provide students with practical knowledge about the functions of banks and commercial lending. The course will be offered as an elective course for seniors that are pursuing careers in banking. This course will emphasize analysis of companies' financial statements from a commercial lenders' point of view and include detailed descriptions of asset based lending, commercial lending, and leasing as financing alternatives. Prerequisite: BA 320.

BA 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: BA 320 or consent of the Instructor.

BA 427 ADVANCED INVESTMENTS AND SECURITY ANALYSIS

Three Credits Spring Semester

The purpose of this course is to provide students with practical knowledge about security analysis and trading mechanics. The course will be offered as an elective course for seniors that are pursuing careers with brokerage, investment advisory or fund management firms and will involve an in-depth review and preparation of security analysts reports. Prerequisite: BA 327 or consent of the Instructor.

BA 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. Prerequisites: Senior standing and BA 320.

BA 430 SPECIAL 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.

BA 440 SPECIAL 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.

BA 443 ELECTRONIC COMMERCE*Three Credits Spring Semester*

Survey of electronic commerce, the process of buying and selling goods, services and information over networks, primarily the Internet. 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 or corequisite: BA 340.

BA 445 DIRECT MARKETING*Three Credits Spring Semester*

This course is designed to provide students with an understanding of the elements of direct marketing as an integrated part of a total marketing program. Databases, lists, strategic business planning, fundraising, co-ops; broadcast, electronic, and print mediums; and the techniques used in the creation of direct marketing campaigns will be discussed. Prerequisite or corequisite: BA 340.

BA 448 INTERNATIONAL MARKETING*Three Credits Spring 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. Prerequisites: Senior standing and BA 340.

BA 449 BUSINESS POLICY*Three Credits Fall and Spring Semesters*

Capstone course for Seniors. Focuses on the role of senior management and the processes involved in the development and implementation of strategy. Also addresses the interrelationships among marketing, production, human resource management and finance. Extensive use of cases and readings. Prerequisites: BA 204, BA 206, BA 320, BA 333 and BA 340.

BA 450 BUSINESS HONORS SEMINAR*Three Credits Fall Semester*

Seminar for Senior Honors students, focusing on contemporary issues of significance to business in the United States and abroad. Students read works by significant business and academic leaders, as well as present their own thesis research. This course teaches students how to propose and develop a thesis project. Company visits may also form part of the coursework. Prerequisite: Admission to the Business Honors Program.

BA 451 BUSINESS HONORS THESIS*Three Credits Spring Semester*

For thesis-writing students in the Business Administration Honors Program. Students must have made arrangements with a faculty advisor during the previous semester and must have an approved topic. Students must have completed BA 450 (Senior Honors Seminar). Prerequisites: BA 450 and admission to the Business Honors Program.

BA 454 MARKETING STRATEGY*Three Credits Fall and Spring Semesters*

This Capstone course in the Marketing concentration 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: Senior standing. Prerequisites or corequisites: BA 341 and BA 342.

BA 460 SPECIAL 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.

BA 465 INTERNATIONAL MANAGEMENT*Three Credits Offered as Needed*

Capstone 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.

BA 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. Prerequisites: Senior standing and 3.0 GPA. See Internship Coordinator for other requirements.

BA 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.

BA 513 ADVANCED TOPICS IN ACCOUNTING*Three Credits Fall Semester*

Studies issues related to specialized financial accounting topics such as partnerships, consolidations and business combinations, foreign operations and foreign currency translations. Principles of fund and budgetary accounting for governmental units and not-for-profit organizations are also covered. A team project and class presentation is required. Prerequisite: BA 312.

BA 515 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 team research project and class presentation is required. Prerequisite: BA 414.

BA 517 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. Prerequisites: BA 204 and BA 311.

BA 538 BUSINESS AND SOCIETY

Three Credits Fall Semester

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.

BA 554 COMMERCIAL LAW

Three Credits Spring Semester

Examines the legal aspects of commercial transactions, including the law of negotiable instruments (checks, drafts, promissory notes), secured transactions, and sales. The rights of debtors and creditors, reorganization and bankruptcy, real property, wills, trusts, and estates are briefly studied. Uses a combination of readings, lectures, problem analysis, case study and detailed examination of relevant provisions of the Uniform Commercial Code and Bankruptcy Law. Prerequisite: BA 352 or BA 354.

NOTE: All 600 Level Courses Require MSA Standing

BA 612 ACCOUNTING POLICY

Three Credits Fall Semester

A case study course which attempts to view the financial reporting process from the point of view of the chief financial officer. Topics include the concept of earnings quality, the impact of senior executives on financial reports, how firms make accounting policy decisions, positive accounting theory, the efficient markets hypothesis, initial public offerings, interaction with auditors, and interim financial reporting. A group project and class presentation on a corporate reporting issue is required.

BA 616 ADVANCED ACCOUNTING TECHNOLOGY AND E-COMMERCE

Three Credits Spring Semester

Develops an advanced understanding of the technologies used to create accounting systems of the past, present, and future. Examines the computer technology used to create accounting systems as well as the software needed to maintain transactions, databases, the general ledger, the conversion cycle, OLRT processing, and the control implications of CBIS. Advanced technologies for E-commerce are covered including networking, TCP/IP, HTTP, Web site development (intermediate authoring, multimedia, db over the Web, and Web hosting decisions). E-commerce security issues and WebTrust principles are also addressed. Team projects and presentations are required. Prerequisite: BA 316.

BA 617 ADVANCED AUDITING

Three Credits Fall Semester

Develops an understanding of auditing as a complex judgment process. Makes extensive use of cases to illustrate the importance of preliminary engagement planning, understanding client operations and risks, the role of internal controls, analytical procedures, audit testing,

negotiation skills, ethical reasoning, and communicating results. A computer-based auditing simulation illustrating real world interactions will also be used. A team project involving leadership and presentation skills is required. Prerequisite: BA 417.

BA 620 ADVANCED MANAGERIAL FINANCE

Three Credits Fall Semester

This course exposes students to the major consulting practice areas, including business valuation, litigation support and lost profits analysis. The course also covers major financial advisory areas, including the pricing and deal structuring of mergers, initial public offerings, corporate restructuring and alternative financing arrangements. Also includes coverage of all relevant SEC regulation, AICPA professional practice aids, and professional consulting standards. The course will be conducted using case studies, presentations, lectures, and class discussions. Prerequisite: BA 320.

BA 633 BEHAVIORAL CONTEXT OF ACCOUNTING

Three Credits Spring Semester

Provides a conceptual understanding of the behavioral aspects of accounting and their application to behavior-related problems with emphasis on individual and interpersonal processes in organizations. Topics include group dynamics, motivation, negotiation and decision-making, personality issues, leadership and influence strategies, and communication. Involves readings, class discussions, facilitation sessions, case analyses, a written team project and presentation of findings.

BA 636 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.

BA 640 PROFESSIONAL SERVICES MARKETING

Three Credits Spring Semester

Develops an understanding of the problems and strategies unique to professional services businesses. Focus is on understanding the dynamics of interpersonal behavior and communication technologies to develop the concept of relationship selling of professional services. Encourages mutual sharing of information and collaborative problem solving to develop presentation skills and the perspective of a strategic business consultant who is highly involved for the long-term as a trusted, key player in the client's business.

BA 660 ETHICS AND THE ACCOUNTING PROFESSION

Three Credits Spring Semester

Examines individual, organizational, and macro-level issues in business ethics. Develops an understanding of ethical issues in the accounting profession and how to resolve them. Prepares students to use ethical principles and perspectives along with critical thinking to make and articulate informed, well-reasoned ethical decisions in their professional lives.

BA 675 INTERNSHIP IN PUBLIC ACCOUNTING

*Three, Six or Fall and Spring Semesters
Nine Credits*

The graduate internship experience is geared to give the student an opportunity to apply concepts and skills acquired in the classroom. Internship activities will be coordinated over the Internet and will involve a major paper. Registration must be approved by the MSA Program Director, the Department Chairperson, the faculty member supervising the internship, and the supervisor in the cooperating organization.

BA 690 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 involved and of the Director of the MSA Program.

Chemistry

Faculty:

Louis J. Liotta: Chairperson

Professor:

L. Liotta

Associate Professors:

M. Curtin

L. Tilley

Assistant Professors:

M. Hall

M. James-Pederson

C. Schnitzer

Laboratory Instructor:

B. Anzivino

The Department of Chemistry offers both a B.S. and an A.B. major program as well as a minor in Chemistry. The Department's program has 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 A.B. 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).

Departmental Honors Program

The student who completes the Honors Program in Chemistry is awarded a degree "with honors in Chemistry." Both B.S. and A.B. Chemistry majors who have completed CH 113, CH 221, CH 222, CH 232, PY121, PY 122, MA 125, and MA 126 are designated departmental honors candidates if they have an overall grade-point average of at least 3.4, a Chemistry and Biochemistry grade-point average of at least 3.4 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 CH 449 Chemistry Seminar and Thesis. Contact the Department Chair for more information.

Major

Both the B.S. and A.B. 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.

B.S. Program

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 majors¹ is:

First Year

Fall Semester

CH 113 General Chemistry
MA 125 Calculus I
PY 121 Physics I

Spring Semester

CH 221 Organic Chemistry I
MA126 Calculus II
PY 122 Physics II

Sophomore Year

Fall Semester

CH 222 Organic Chemistry II
MA 261 Calculus III
PY 221 Physics III

Spring Semester

CH 232 Introductory Physical and Analytical Chemistry
MA 262 Calculus IV

Junior Year

Fall Semester

CH 331 Analytical Chemistry
CH 333 Physical Chemistry I
CH 449 Seminar and Thesis²

Spring Semester

CH 432 Adv. Analytical Chemistry³
CH 442 Instr. Analysis: Theory and Practice³
CH 443 Atomic Structure & Spectra³
CH 449 Seminar and Thesis²

Senior Year

Fall Semester

CH 449 Seminar and Thesis²

Spring Semester

CH 334 Physical Chemistry II³
CH 435 Adv. Organic Chemistry³
CH 444 Adv. Inorganic Chemistry³
CH 449 Seminar and Thesis²

¹Students will have to fulfill the Quantitative Reasoning requirement of the Cornerstone Program.

²Seminar 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.

³Courses are offered in alternate years. Must be taken when offered in the junior or senior year.

B.S. degree students desiring ACS certification upon graduation must complete following courses in addition to the requirements above:

BC 343 Biochemistry I
CH 496 Independent Chemical Research* OR
BC 344 Biochemistry Laboratory

(*including a comprehensive written report)

A.B. Program

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 A.B. 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 A.B. Chemistry majors¹ is:

First Year

Fall Semester

CH 113 General Chemistry
MA 125 Calculus I
PY 121 Physics I

Spring Semester

CH 221 Organic Chemistry I
MA 126 Calculus II
PY 122 Physics II

Sophomore Year

Fall Semester

CH 222 Organic Chemistry II

Spring Semester

CH 232 Introductory Physical and Analytical Chemistry

Junior Year

Fall Semester

CH 331 Analytical Chemistry
CH 333 Physical Chemistry I
CH 449 Seminar and Thesis²

Spring Semester

One advanced course from the CH 300 OR
400 Level CH 449 Seminar and Thesis²

Senior Year

Fall Semester

One advanced course from the CH 300 OR
400 Level CH 449 Seminar and Thesis²

Spring Semester

One advanced course from the CH 300 OR
400 Level CH 449 Seminar and Thesis²

¹Students will have to fulfill the Quantitative Reasoning requirement of the Cornerstone Program.

²Seminar 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.

³Courses are offered in alternate years. Must be taken when offered in the junior or senior year.

A.B. degree students desiring ACS certification upon graduation must complete the following courses in addition to those specifically required above:

- BC 343 Biochemistry I
 CH 334 Physical Chemistry II
 CH 432 Advanced Analytical Chemistry
 CH 442 Instrumental Analysis:
 Theory and Practice
 CH 444 Advanced Inorganic Chemistry
 CH 496 Independent Chemical Research* OR
 BC 344 Biochemistry Laboratory

(*including a comprehensive written report)

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.

- CH 113 General Chemistry
 CH 221 & 222 Organic Chemistry (I and II)
 CH 232 Introductory Physical and Analytical Chemistry

Two electives to be chosen from BC 343, CH 331, CH 333, CH 334, CH 444.

Course Offerings

CH 113 GENERAL CHEMISTRY

Four Credits Fall Semester

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. Three periods of lecture and a three-hour laboratory session each week.

CH 192 ENERGY AND THE ENVIRONMENT (Natural Scientific Inquiry)

*Three Credits Offered Periodically:
 Fall Semester*

The chemistry and politics of past and present energy technology and its socioeconomic and environmental ramifications. Coverage includes the basic principles of energy, and an examination of traditional (fossil fuels), current (nuclear, hydroelectric) and future (fuel cells, wind, solar) sources of energy.

CH 195 THE SCIENCE OF ART (Natural Scientific Inquiry)

Three Credits Not Offered 2006-2007

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.

CH 198 OUR WORLD: UNDERSTANDING ENVIRONMENTAL SCIENCE (Natural Scientific Inquiry)

Three Credits Not Offered 2006-2007

This course conveys and exemplifies concepts and applications related to environmental science. Particular emphasis is given to the atmosphere, stratospheric ozone, tropospheric chemistry, indoor air quality, natural waters, acid precipitation, drinking water, sewage and waste disposal, chlorine and chlorinated organic compounds, and metals in the environment.

CH 200 CHEMISTRY AROUND US (Natural Scientific Inquiry)

*Three Credits Offered Periodically:
 Spring Semester*

Student will gain an understanding of the world around us from a chemical perspective. The basic principles of atomic and molecular structure will be examined within the context of the periodic table of the elements. Consumer products, nuclear energy, chemical warfare, pollution, environmental issues and many more topics will be discussed.

CH 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: CH 113.

CH 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: CH 221.

CH 232 INTRODUCTORY PHYSICAL AND ANALYTICAL CHEMISTRY

Four Credits Spring Semester

A rigorous preparation for advanced courses in chemistry is provided. Topics covered include: 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: CH 222.

CH 331 ANALYTICAL CHEMISTRY

Four Credits Fall Semester

Principles of chemical equilibria and how they are applied to chemical analysis. Gravimetric, titrimetric, complexation, and oxidation-reduction methods are studied with practical applications. Three periods of lecture and a four-hour laboratory session each week. Prerequisite: CH 232.

CH 333 PHYSICAL CHEMISTRY I

Four Credits Fall Semester

Gas kinetics, classical thermodynamics, equilibrium, solutions, Phase Rule, applications to biological systems. Three periods of lecture and a four-hour laboratory session each week. Prerequisites: MA 123-124 or MA 125-126 and CH 232.

CH 334 PHYSICAL CHEMISTRY II

Four Credits Spring Semester

Electrode potentials, conductivity, statistical thermodynamics, reaction kinetics, enzymes, crystal structure. Three periods of lecture and a four-hour laboratory session each week. Prerequisite: CH 333.

CH 432 ADVANCED ANALYTICAL CHEMISTRY

*Four Credits Alternate Years:
 Spring 2008, 2010*

Principles of instrumental analysis: Potentiometry, electrolysis, polarography, spectrophotometry, fluorimetry, atomic absorption, chromatography, and chemical separations. Three periods of lecture each week. Prerequisites: CH 331, CH 333.

CH 435 ADVANCED ORGANIC CHEMISTRY

*Three Credits Alternate Years:
 Spring 2007, 2009*

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: CH 333.

CH 442 INSTRUMENTAL ANALYSIS: THEORY AND PRACTICE

*Three Credits Alternate Years:
 Spring 2008, 2010*

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. Prerequisites: CH 331, CH 333. Corequisites: CH 432, CH 443.

CH 443 ATOMIC STRUCTURE AND SPECTRA

*Three Credits Alternate Years:
 Spring, 2008, 2010*

Development of atomic theory, quantum mechanics and its use in rotation, vibration, electron and nuclear magnetic resonance spectroscopy. Three periods of lecture each week. Prerequisite: CH 333.

CH 444 ADVANCED INORGANIC CHEMISTRY

*Four Credits Alternate Years:
Spring 2007, 2009*

Recent advanced principles and theories of Inorganic Chemistry. Topics: nature of the chemical bond, acid-base theories, complex ions and metal chelates, bioinorganic chemistry, chemistry of the lanthanides and actinides. Three periods of lecture and a four-hour laboratory each week. Prerequisite: CH 333.

CH 446 SPECIAL TOPICS IN CHEMISTRY

Three Credits Not Offered 2006-2007

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. Prerequisites: CH 232 and permission of Department Chair.

**CH 449 SEMINAR AND THESIS
(Capstone Course)**

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.

CH 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.

CH 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: Approval of both the faculty member directing the work and the Department Chairperson.

CH 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.

Prerequisite: Approval of both the faculty member directing the project and the Department Chairperson.

CH 497 SENIOR THESIS

Three Credits Fall and Spring Semesters

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: Senior standing in the department; approval of both the faculty member directing the project and the Department Chairperson.

Cinema Studies

Robert G. Goulet, Program Director

The Department of English offers a minor in Cinema Studies.

Cinema Studies represents a modest step toward recognition of an art which has produced an impressive number of masterworks in a relatively brief time and whose very existence has spawned some of the most significant critical theory and practice in recent years. The title of the program refers to media and formats related to the moving image (including recent developments in digital technology), and that very flexibility should be appealing to students in various fields. Beyond the cultural value of the art and the discipline in themselves is the usefulness of acquiring the vocabulary of the moving image for those students interested in pursuing graduate studies in mediated communication, film theory, and film production and in entering careers in the newly revitalized fields of exhibition, programming, restoration, and archive management, as well as in business and in public relations. Like other mass media, cinema is a creative medium produced within an industrial context. The study of these intersections of art, technology, and commerce would seem especially useful for Stonehill students in the new age of global media institutions and projects.

At least six courses, which must include:

At least one of the introductory courses below:

CO 220 Understanding Film

EN 271 Film and Story

EN 272 Film History

EN 273 Hitchcock

At least three courses from the following group in the English department:

EN 322 World Cinema

EN 323 Film Industry

EN 324 Television Drama

EN 325 Film and Ideology

EN 326 American Cinema

EN 327 European Cinema

EN 329 Race in American Film

EN 337 Film and Gender

EN 422 Seminar (offered periodically by English instructors in cinema studies as part of the regular departmental rotation of seminar assignments)

At least two electives chosen from either of the two lists above or from the following:

CO 321 Film Genres

CO 323 Film Censorship and American Culture

HS 241 A History of Horror Films

Students will make course choices after consultation with a faculty advisor in either the English or the Communication department.

Communication

Faculty:

Xuejian Yu, Chairperson

Professor:

X. Yu

Associate Professors:

J. Chichetto, C.S.C.

R. Leone

A. Mattina

Assistant Professors:

A. Costello

M. Myers

The Department of Communication offers a major in Communication and minors in Communication and Journalism.

The major in Communication emphasizes an understanding of communication theories and humanistic approaches to communication and also promotes the development of skills in public and interpersonal communication. Students create their programs of study from courses within the Department and, upon consultation with their advisor, from complementary courses outside the Department. Students compile an electronic portfolio of class assignments and other materials, which are used to assess progress toward meeting departmental objectives for student learning. The 12-course major provides a foundation for graduate study leading to advanced degrees, for entrance into businesses, corporations, and service agencies as communication specialists, or for careers in such diverse areas as politics, law, mass media, public relations and teaching.

Departmental 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 the following courses: CO 103, CO 105, CO 107, and CO 203; the student's cumulative grade-point average in Communication must usually be at least 3.5; and one full-time Communication faculty member must sponsor the student's application. To complete the program, the student must complete one Honors Seminar with a grade of

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

Major

Communication majors must complete a total of 12 courses. Courses may count for only one category. They may not double count.

INTRODUCTORY SEQUENCE:

Four required courses:

- CO 103 Public Speaking
- CO 105 Interpersonal Communication
- CO 107 Mediated Communication
- CO 203 Persuasion

METHODS SEQUENCE:

One required course:

- CO 322 Communication Research Methods

THEORY/APPLICATION SEQUENCE:

Seven courses:

Students must complete the requirements for one of the emphases below.

• MEDIATED COMMUNICATION EMPHASIS:

Three required courses:

- CO 207 Media Criticism
- CO 419 Mediated Communication Theory
- CO 314 Media Org. OR
- CO 330 Media Regulation

Four additional communication electives, three of which must be at the 300 level or above.

• COMMUNICATION STUDIES EMPHASIS:

Two required courses:

- CO 310 Organizational Communication
- CO 417 Comm. Theory OR
- CO 418 Rhetorical Theory

and two courses from the following:

- CO 313 Gender and Communication
- CO 315 Intercultural Communication
- CO 317 Communication and Conflict
- CO 325 Leadership and Communication
- CO 412 Advanced Interpersonal Communication
- CO 420 Communication Criticism

Three additional communication electives, two of which must be at the 300 level or above.

NOTES: Departmental Honors students and students planning to enter graduate school are strongly urged to complete CO 417, CO 418, and CO 419.

No more than one internship course may be counted as a Communication major course.

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

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.

- BA 344 Advertising Management
- EN 321 Film and Story
- EN 322 World Cinema
- EN 324 Television Drama
- EN 325 Film and Ideology
- EN 326 American Film
- JO 100 Reporting and Newswriting
- JO 101 Advanced Reporting and Newswriting
- JO 313 Journalism Ethics and Law

Internship Requirements

Only Communication majors and minors with a 3.0 GPA are eligible for Communication internships. Only one Communication internship, for a total of three credit hours, may be counted toward the major requirements. See current departmental statement on internship policies and consult the Internship Coordinator.

Minor

Six courses are required for the minor.

The following courses are required:

- CO 103 Public Speaking, OR
- CO 201 Business & Prof. Communication
- CO 105 Interpersonal Comm. OR
- CO 205 Small Group Communication
- CO 107 Mediated Comm. OR
- CO 203 Studies in Persuasion

There are three more CO courses required for the minor; 2 of the 3 must be at the 300 level or above.

Journalism

Students in the Journalism minor must take JO 100 Reporting and Newswriting, JO 222 The Development of American News Media, CO 307 Freedom of Speech and three additional courses from the courses listed below (with at least one JO Practicum).

Suggested Courses:

- JO 101 Advanced Reporting and Newswriting
- JO 313 Journalism Ethics and Law
- JO 421 Journalism Practicum I
- JO 422 Journalism Practicum II
- JO 475 Internship in Journalism

The courses below may be counted either for JO or CO credit, but not for both:

- CO 307 Freedom of Speech
- CO 419 Mediated Communication Theory

Course Offerings

Communication

CO 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.

CO 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.

CO 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.

CO 201 BUSINESS AND PROFESSIONAL COMMUNICATION

Three Credits Not Offered 2006-2007

Advanced study and practice in specialized audience analyses, conference procedures, group problem solving, interviewing techniques, and professional presentations.

CO 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. Prerequisite: CO 103 or CO 105, or consent of the Instructor.

CO 205 SMALL GROUP COMMUNICATION

Three Credits Not Offered 2006-2007

Theory and practice of communication in small groups. Highlights the communicative dimensions of decision-making, leadership, cohesiveness, and conflict in the small group setting.

CO 207 MEDIA CRITICISM

Three Credits Fall Semester

Survey of internal and external constraints in production of mediated messages. Analysis of news, advertising, and entertainment processes and products. Prepares students for CO 314. Prerequisite: CO 107.

CO 213 ARGUMENTATION AND DEBATE

Three Credits Not Offered 2006-2007

Theory and practice of argumentation. This course focuses on developing skills of public debating.

**CO 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: CO 107 or CO 207.

**CO 217 CULTURAL IDENTITY AND
COMMUNICATION***Three Credits Not Offered 2006-2007*

Major theories and conceptual frames about cultural identity communication in the field of intercultural communication. The role of communication in cultural identity development and maintenance. Basic theories of communication as they apply to communicating cultural identity.

CO 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.

CO 307 FREEDOM OF SPEECH*Three Credits Alternate Years: Fall 2006, 2008*

A consideration of the First Amendment and governmental restraint in personal, social, and mass communication.

CO 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: CO 105 or CO 205.

CO 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: CO 203 or CO 310 or BA 333 or BA 340.

CO 312 PUBLIC RELATIONS II: PRACTICES*Three Credits Spring Semester*

Practice of public relations in several typical environments: public agencies, corporations and the like; case study method. Prerequisite: CO 311.

CO 313 GENDER AND COMMUNICATION*Three Credits Spring Semester*

Examines the impact of gender, or male-female perspectives, on the communication process. Topics discussed within a variety of contexts.

CO 314 MEDIA ORGANIZATIONS*Three Credits Alternate Years:
Spring 2007, 2009*

Advanced survey of media organization operation, including ownership, personnel, programming, and audience research. Prerequisite: CO 107.

CO 315 INTERCULTURAL COMMUNICATION*Three Credits Fall Semester*

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: CO 105 or third year standing.

CO 317 COMMUNICATION AND CONFLICT*Three Credits Not Offered 2006-2007*

Theoretical and practical. Principles and techniques of conflict management and negotiation. Focus on using communication to manage conflict in interpersonal, organizational, and other contexts. Prerequisites: CO 203, and either CO 105 or CO 205.

**CO 318 PERSUASION AND SOCIAL
MOVEMENTS***Three Credits Not Offered 2006-2007*

Role of discourse in the life cycle of social movements. Rhetorical analysis of stages of movement development. Examination of theory and research. Prerequisite: CO 203.

CO 319 POLITICAL COMMUNICATION*Three Credits Not Offered 2006-2007*

Examines nature and impact of diverse communication strategies in political contexts, such as congressional and presidential campaigns and legislative discussion of social issues. Prerequisite: CO 203.

**CO 320 PERSUASION AND PUBLIC
INFLUENCE***Three Credits Not Offered 2006-2007*

Critical analysis of the rhetorical significance of selected public discourse. Examines the roles of persuasion in the public realm.

CO 321 FILM GENRES*Three Credits Not Offered 2006-2007*

A historical survey of several American film genres.

**CO 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.

**CO 323 HONORS-FILM CENSORSHIP AND
AMERICAN CULTURE***Three Credits Not Offered 2006-2007*

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: Limited to honors scholars.

CO 325 LEADERSHIP AND COMMUNICATION*Three Credits Spring 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: CO 103, CO 105.

CO 330 MEDIA REGULATION*Three Credits Alternate Years:
Spring 2008, 2010*

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, indecency, obscenity, and other examples of speech not protected by the First Amendment. Prerequisite: CO 107.

**CO 412 ADVANCED INTERPERSONAL
COMMUNICATION***Three Credits Not Offered 2006-2007*

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: CO 105 or CO 205 or consent of the Instructor.

**CO 414 SPECIAL TOPICS IN
COMMUNICATION***Three Credits Offered as Needed*

The topics of this seminar vary according to student needs and interests.

CO 417 COMMUNICATION THEORY*Three 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. Prerequisites: CO 203 and third year standing.

CO 418 RHETORICAL THEORY

Three Credits Not Offered 2006-2007

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: CO 203.

CO 419 MEDIATED COMMUNICATION THEORY

Three Credits Spring Semester

Survey of development of mediated communication theory and research. Discussion of production, mediation, reception, and effects theories. Prerequisite: CO 207.

CO 420 COMMUNICATION CRITICISM

Three Credits Not Offered 2006-2007

Advanced survey of critical methods for analyzing mediated communication. Prerequisite: CO 417 or 418 or 419.

CO 432 COMMUNICATION RESEARCH

Three Credits Not Offered 2006-2007

Quantitative and qualitative approaches to communication research. Focus on designing a research project and carrying it to completion. Prerequisite: CO 417 or CO 418 or CO 419.

CO 450-451 COMMUNICATION HONORS SEMINAR

Three or Six Credits Offered As Needed

May be repeated (on a different topic) for a maximum of 6 credits. Open to students in the Department of Communication Honors Program. The topics of this course vary according to faculty and student interests. Seminar format involves student presentations of theory and research.

CO 452-453 COMMUNICATION HONORS THESIS

Three or Six Credits Fall and Spring Semesters

May be repeated for a maximum of 6 credits. Open to students in the Department of Communication Honors Program. In consultation with a faculty member, students conduct independent 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.

CO 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: CO 107.

CO 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: CO 310 or CO 311.

CO 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: CO 203.

CO 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. Before registering, the student must obtain the signatures of the faculty director and the Department Chairperson.

Journalism

JO 100 REPORTING AND NEWS WRITING

Three Credits Fall Semester

Principles and practices of gathering, writing, and editing news and feature material for mass media dissemination; stresses the craft of clear writing.

JO 101 ADVANCED REPORTING AND NEWS WRITING

Three Credits Spring Semester

Focus on advanced writing, rewriting, and editing news articles. Prerequisite: JO 100.

JO 222 DEVELOPMENT OF AMERICAN NEWS MEDIA

Three Credits Alternate Years:
Spring 2008, 2010

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.

JO 309 NON-FICTION WRITING FOR THE PRINT MEDIA

Three Credits Not Offered 2006-2007

Comment, analyze, provoke, explain – how to write for an audience that wants to be instructed and entertained, sometimes separately, sometimes simultaneously. Strives to improve essay writing, as it might appear in the pages of a magazine or newspaper, through discipline and motivation to the task. Topics include working with editors, listening to readers, mastering word processing technologies, looking for markets, building self-confidence, avoiding writer's block, coping with rejection. Prerequisite: JO 100.

JO 313 JOURNALISM ETHICS AND LAW

Three Credits Not Offered 2006-2007

The theory and practice of journalism in the United States within the parameters of both legal and ethical constraints.

JO 421 JOURNALISM PRACTICUM I

Three Credits Fall Semester

Advanced news writing and research in the context of the student newspaper under the individual supervision of the instructor in a laboratory setting. Prerequisite: JO 100.

JO 422 JOURNALISM PRACTICUM II

Three Credits Spring Semester

Advanced editing, layout and the use of illustrations, graphics, and color. Individual attention by the instructor in the laboratory setting of the student newspaper. Prerequisite: JO 100.

JO 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. Prerequisites: JO 100, 3.0 cumulative GPA, and permission of Internship Director. See Requirements for Internships in Communication.

JO 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. Before registering, the student must obtain the signatures of the faculty director and the Department Chairperson.

Computer Information Systems

Richard A. Gariepy, 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.

Background:

MA 119 Applied Calculus for Business
(or higher Mathematics course)

BA 203 Financial Accounting

Skills 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 through one of the following:

BA 105 Introduction to Business Technologies

CS 103 Computer Science I

HC 204 Health Care Computers:
Intro. and Applications

Two foundation courses:

Choose one of:

BA 308 Decision Support Systems

BA 443 Electronic Commerce

MA 373 Operations Research

Choose one of:

BA 310 Management Information Systems

BA 316 Accounting Systems:
Cases and Concepts

HC 205 Health Care Management
Information Systems

Plus three of the following elective courses:

BA 207 Intermediate Statistics for Business

BA 307 Data Communications and
Applications

BA 309 Database Applications

BA 333 Organizational Behavior

BA 451 Business Honors Thesis*

BA 475 Internship*

BA 490 Directed Study*

CS 221 Computer Logic and Organization

CS 325 Database Management Systems

FA 203 Introduction to Digital Imaging

PC 309 Industrial and Organizational
Psychology

*Note: Some students may choose to utilize an Internship, Directed Study or Business Honors Thesis toward completion of their CIS minor electives. Learning through this type of independent or practical experience is strongly encouraged. However, sufficient CIS contribution should be demonstrated as a part of the program prior to applying credit toward the minor. Should you wish to choose one of these options, approval by your Department Chairperson and the program coordinator should be received prior making a formal request for CIS elective credit.

Computer Science

Faculty:

Ralph J. Bravaco, Chairperson

Professors:

R. Bravaco

S. Simonson

Assistant 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.

Departmental 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 (CS) courses is at least 3.5

through and including the senior year will have completed the Honors Program.

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, Motorola, Heartlab Inc., Shields MRI, Veridium Inc., Fidelity Investments, and Boston Private Bank.

Majors

B.S. in Computer Science

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:

CS 103-104 Computer Science I & II

MA 125-126 Calculus I & II

Sophomore year:

CS 201-202 Discrete Mathematics for Computer Science I & II

CS 211 Data Structures

CS 221 Computer Logic and Organization

CS 285 Advanced Programming

LC 207 Mathematical Experiments in
Computer Science

(Integrative Seminar: CS 201, CS 211)

Junior and Senior years:

CS 304 Computer Architecture

CS 311 Algorithms and Complexity

CS 312 Compiler Design

CS 314 Operating Systems

CS 323 Programming Languages

CS 384 Theory of Computation

CS 400 Computer Science Capstone

Choose two courses from:

CS 325 Database Management Systems

CS 382 Artificial Intelligence

CS 390 Data Networking

CS 393 Numerical Analysis

CS 399 Topics in Computer Science

MA 373 Operations Research

Additional Requirements:

PY 121-122 Physics I & II

MA 225 Statistics for Science

Computer Science and Computer Engineering

(A.B./B.S. - A Cooperative Program with The University of Notre Dame)

Stonehill College, in cooperation with The University of Notre Dame, offers a combination five year A.B./B.S. program in Computer Science and Computer Engineering. Students enrolled in this program spend three years at Stonehill College and two years at The University of Notre Dame. Those who complete this program receive two degrees: a Bachelor of Arts degree in Computer Science from Stonehill College and a Bachelor of Science degree in Computer Engineering from The University of Notre Dame. The A.B. degree is awarded by Stonehill College after successfully completing the prescribed three years at Stonehill College and one year at The University of Notre Dame. The B.S. degree is awarded by The University of Notre Dame after successfully completing the five year program. The combination A.B./B.S. program ensures that students will graduate with both a strong liberal arts background and the requisite knowledge for a career in the computer industry. Students enrolled in this program will be charged the Stonehill comprehensive fee for the first year of the program.

Required Courses (taken at Stonehill College)

First Year

CS 103-104 Computer Science I and II
MA 125-126 Calculus I and II
CH 113 General Chemistry I
CH 232 Physical and Analytical Chemistry

Sophomore Year

CS 211 Data Structures
CS 221 Computer Logic and Organization
MA 261-262 Calculus III and IV
CS 201 Discrete Mathematics
LC 207 Mathematical Experiments in Computer Science (Integrative Seminar: CS 201 and 211)

Junior Year

MA 251 Linear Algebra
PY 121-122 Physics I & II

Four additional upper-level CS electives chosen in consultation with the Director of the Engineering Program

Students also must fulfill the General Education requirements of Stonehill College.

Note: To transfer to The University of Notre Dame, a student must maintain an overall 3.0 cumulative average as well as a 3.0 average in all required courses. Additionally, the student must have the recommendations of the Director of Computer Science at Stonehill College and the Associate Dean of Engineering at The University of Notre Dame.

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:

CS 103-104 Computer Science I & II
CS 211 Data Structures
CS 221 Computer Logic and Organization

Three 300-level Computer Science courses.

Course Offerings

CS 101 FROM GUTENBERG TO GATES (Natural Scientific Inquiry)

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. No prerequisites.

CS 102 BASIC PROGRAMMING

Three Credits Not Offered 2006-2007

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. No prerequisites.

CS 103 COMPUTER SCIENCE I

Four Credits Fall Semester

An introduction to programming using C++ . Data types and expressions. Procedural abstraction and functions. I/O streams and files. Use of classes and objects. Arrays. Program design and testing. No prerequisites.

CS 104 COMPUTER SCIENCE II

Four Credits Spring Semester

Continuation of CS 103: Object Oriented Programming. Abstract data types. Classes and objects. Arrays and classes. Strings. Pointers. Dynamic Arrays. Recursion. Templates. Elementary data structures: stacks, queues, linked lists. Prerequisite: CS 103 with a grade of C or above.

CS 195 HOW COMPUTERS WORK (Natural Scientific Inquiry)

Three Credits Not Offered 2006-2007

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.

CS 201 DISCRETE MATHEMATICS FOR COMPUTER SCIENCE I

CS 202 DISCRETE MATHEMATICS FOR COMPUTER SCIENCE II

Three Credits Fall and Spring Semesters

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. Prerequisites: MA 126, CS 104.

CS 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: CS 104.

CS 221 COMPUTER LOGIC AND ORGANIZATION

Three Credits Spring Semester

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.

CS 281 ADVANCED PROGRAMMING

Three Credits Spring Semester

Advanced programming using Java. Multi-threading. Graphical User Interfaces. Programming windows and events. Applets. Other topics may include network programming, servlets, and JDBC. Prerequisite: CS 211.

CS 304 COMPUTER ARCHITECTURE

Three Credits Alternate Years: Fall 2007, 2009

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: CS 221.

CS 311 ALGORITHMS AND COMPLEXITY

Three Credits Alternate Years: Spring 2007, 2009

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. Prerequisites: CS 201 and CS 211.

CS 312 COMPILER DESIGN*Three Credits Alternate Years: Fall 2007, 2009*

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: CS 211.

CS 314 OPERATING SYSTEMS*Three Credits Alternate Years: Fall 2006, 2008*

Process management, concurrency, virtual storage organization, processor management, auxiliary storage management, operating system performance. Prerequisite: CS 211.

CS 323 PROGRAMMING LANGUAGES*Three Credits Alternate Years: Fall 2007, 2009*

Formal language concepts including syntax and basic characteristics of grammars. Control structures, data flow, run-time considerations. Scripting, Functional, and Logic languages. Prerequisite: CS 211.

CS 325 DATABASE MANAGEMENT SYSTEMS*Three Credits Alternate Years: Spring 2007, 2009*

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: CS 211 or consent of the Instructor.

CS 382 ARTIFICIAL INTELLIGENCE*Three Credits Not Offered 2006-2007*

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: CS 211.

CS 384 THEORY OF COMPUTATION*Three Credits Alternate Years: Fall 2006, 2008*

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 MA 384. Prerequisite: CS 201.

CS 390 DATA NETWORKING*Three Credits Alternate Years: Spring 2008, 2010*

Data Networking: Data communication system components, network architecture, layered protocols, traffic analysis, and capacity planning. Prerequisite: MA 211.

CS 393 NUMERICAL ANALYSIS*Three Credits*

For description and semester schedule, see MA 393.

CS 399 TOPICS IN COMPUTER SCIENCE*Three Credits Fall Semester*

Topic for 2006: Robotics.

CS 400 COMPUTER SCIENCE CAPSTONE*Four Credits Spring Semester*

Large-scale software project involving teamwork, written reports and oral presentations. Prerequisite: Senior standing in Computer Science.

CS 450 COMPUTER SCIENCE HONORS THESIS*Three Credits Offered As Needed*

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: A grade-point average of 3.5 in all Computer Science courses.

CS 475 INTERNSHIP IN COMPUTER SCIENCE*Three Credits Fall and Spring Semesters*

Opportunity for qualified students to work in the computer industry under professional supervision.

CS 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.

Criminology

Susan Guarino-Ghezzi, Program Director

The Department of Sociology and Criminology offers a major and a minor in Criminology. Please refer to the Sociology section of this book for information about this program.

Economics

Faculty:**Mark Kazarosian, Chairperson****Professors:****R. Pepin****R. Rosenthal****Associate Professors:****N. Hammerle****M. Kazarosian****H. Kazemi****A. Motomura**

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

The mission of the academic program of the Department of Economics is to provide a curriculum and learning experience that educates students both in the core theoretical and quantitative methods of modern economics and in the application of those methods to contemporary economic questions, problems, and issues, in order to enhance their ability: (1) to think, analyze, and work systematically, creatively, independently, and cooperatively; (2) to be informed decision makers and citizens in society; (3) to achieve careers in business, government, and education; and (4) to further their education in graduate and professional schools.

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

Departmental Honors Program

Students who complete the Honors Program in Economics will be awarded a degree with Honors in Economics. To be eligible for the Program, a student must have a cumulative grade-point average of 3.3 or above in the major and must have completed Intermediate Microeconomics, Intermediate Macroeconomics, Economic Statistics, and Econometrics. The first step in completing the program requires the student to enlist a member of the economics faculty during the junior year to direct the student's work. In the fall semester of the senior year, the student must enroll in a Directed Study in which the candidate must demonstrate sufficient progress toward an honors thesis to the economics faculty. Normally, 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. During the spring semester the candidate will sign up for Honors Thesis, complete a thesis paper and will make an oral presentation to the economics faculty in accordance with the Department's timetable. In order to successfully complete the requirements for the Honors Program a thesis grade of B or better and a cumulative grade-point average of 3.3 or above is required. Additional details and deadlines are available from the Department.



Major

All Economics majors must complete a minimum of twelve courses approved for the major. Students who major in Economics typically begin with EC 176 Principles of Macroeconomics and then EC 178 Principles of Microeconomics in either their First or Sophomore year. Majors must also complete ten upper-level courses (200 or above) which must include EC 241 Economic Statistics (or Mathematical Statistics, Biostatistics, or Statistics for Business), EC 301 Intermediate Microeconomics, EC 303 Intermediate Macroeconomics, and the Capstone course. Although not required, EC 242 Econometrics is strongly recommended for all majors. Normally, students progress from the Principles Courses to Statistics and Intermediate Theory. These courses provide the foundation for a variety of elective offerings.

Students can apply only one internship (one three-credit class) to fulfill one of the seven upper-level electives for Economics majors. Students can apply only one study abroad course per semester (two max) to help fulfill their electives. This internship, and the study abroad course(s) must be approved by the department's Chair, as well as by the directing professor selected by the student. Any additional internships may be approved for college credit, yet cannot be applied toward the Economics major. Choosing any of the Calculus I-IV sequence will fulfill up to two of the seven upper-level electives for Economics majors. Internships, study abroad courses, and Calculus cannot be used to fulfill electives for minors. (See minor requirements below.)

Minor

A minor consists of six courses taken for Economics credit. The courses are to include: (a) EC 176 and 178 Principles of Economics; (b) EC 301 Intermediate Microeconomics or EC 303 Intermediate Macroeconomics; (c) EC 241 Economic Statistics, or Mathematical Statistics, Biostatistics, or Statistics for Business; and (d) two electives.

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 more 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 related to Law School and other qualitatively oriented fields include EC 246 Forensic Economics, EC 244 The Economics of Sports, EC 211 Economics of Labor Unions, and EC 317 Economics and the Law.

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 four semesters of Calculus (MA 125-126, 261-262) and a semester of MA 251 Linear Algebra. Choosing to complete the Honors Program in Economics as well as choosing EC 242 Econometrics before senior year are especially important for graduate school bound students. Other strongly recommended Economics Department courses are EC 337 Mathematical Economics, and EC 341 Forecasting. Students are encouraged to consider electives that rely heavily on the application of Intermediate Microeconomic or Macroeconomic Theory. Examples of some Micro based courses are EC 329 Industrial Organization and EC 305 Public Sector Economics, while courses with Macro foundations are EC 309 Money and Banking, EC 333 Monetary Theory and Policy, EC 343 International Finance and EC 401 Portfolio Management.

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 BA 203 Financial Accounting and BA 311-312 Intermediate Accounting I & II. Economics Department electives related to business school preparation that are strongly recommended include EC 242 Econometrics, EC 309 Money and Banking, EC 333 Monetary Theory and Policy, EC 329 Industrial Organization, EC 331 Business Organization, EC 335 Managerial Economics, EC 343 International Finance, and EC 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). EC 242 Econometrics and EC 341 Forecasting are strongly recommended to prepare students for advanced data analysis in these occupations. For advanced theoretical training, courses include EC 309 Money and Banking, EC 333 Monetary Theory and Policy, EC 343 International Finance, EC 401 Portfolio Management, EC 329 Industrial Organization, and EC 305 Public Sector Economics.

Course Offerings

EC 171 ECONOMICS AND EVERYDAY LIFE (Social Scientific Inquiry)

Three Credits Fall and Spring Semesters

Studies the economic way of thinking, how people make choices, how a market economy works. Topics include: assessing policies, shortages, wages, poverty, crime, environment, marriage, divorce, family size, declining church attendance, Social Security, international trade and investment, inflation, interest rate, budget deficits/surpluses.

EC 176 MICROECONOMIC PRINCIPLES (Social Scientific Inquiry)

Three Credits Fall and Spring Semesters

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.

EC 178 MACROECONOMIC PRINCIPLES (Social Scientific Inquiry)

Three Credits Fall and Spring Semesters

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.

EC 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 health care, education, crime, substance abuse, cigarette smoking, gambling, housing, and family issues. Prerequisite: EC 176.

EC 206 UNITED STATES ECONOMIC HISTORY

Three Credits Alternate Years: Spring 2008, 2010

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.

EC 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: EC 176 or EC 178, or consent of the Instructor.

EC 213 ECONOMICS OF DEVELOPMENT*Three Credits Not Offered 2006-2007*

Economic growth as process: history, theory, and associated technology and cultural changes. Emphasis on the gap between the more or less developed countries, the impact of growth on the environment, and the quest for sustainable development. Prerequisites: EC 176 and 178.

EC 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: EC 176 or EC 178.

EC 219 HISTORY OF WORLD ECONOMIC DEVELOPMENT*Three Credits Alternate Years: Spring 2007, 2009*

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.

EC 241 ECONOMIC STATISTICS (Statistical Reasoning)*Three Credits Fall Semester*

Descriptive statistics; probability; probability distributions; expected values; the binomial distribution; the normal distribution; sampling and sampling distributions; statistical inference – estimation and hypothesis testing; index numbers.

EC 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. Prerequisites: EC 176 and 178 and EC 241.

EC 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: EC 176. EC 178 strongly recommended.

EC 246 FORENSIC ECONOMICS*Three Credits Alternate Years: Fall 2006, 2008*

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, divorce, lost business profits, 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. Prerequisites: EC 176 or EC 178, and statistics from any discipline. Familiarity with spreadsheet software (such as Excel) is also strongly recommended.

EC 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. Prerequisites: EC 176 and 178.

EC 303 INTERMEDIATE MACROECONOMICS*Three Credits Spring Semester*

Theory of income, employment, and output; economic fluctuations, inflation, interest rates, growth, and stabilization policy. Prerequisites: EC 176 and 178.

EC 304 APPLIED MICROECONOMICS*Three Credits Spring Semester*

Studies numerous problems and applications of microeconomics including theories of consumer behavior, production and cost, product and factor markets, allocation of goods over time, risk and uncertainty. Prerequisite: EC 301.

EC 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. Prerequisites: EC 176 and 178.

EC 307 EUROPEAN ECONOMIC HISTORY*Three Credits Not Offered 2006-2007*

British and Continental economic activity from early times until the present, with emphasis on the diversity of experience among the several industrializing nations.

EC 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. Prerequisites: EC 176 and 178.

EC 311 INTERNATIONAL ECONOMICS*Three Credits Not Offered 2006-2007*

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. Prerequisites: EC 176 and 178.

EC 313 HISTORY OF ECONOMIC THEORY*Three Credits Not Offered 2006-2007*

Development of economics. Contributions of heterodox and “mainstream” theorists from the Scholastics to Post-Keynesians. Role of economists as policy makers from early modern times to the present. Prerequisites: EC 175-176.

EC 315 THE GREAT DEPRESSION*Three Credits Not Offered 2006-2007*

The course looks closely at the Great Depression from many points of view. The causes which are still unclear, the political and sociological impact and the legacies as they affect current public policy are areas that are covered. Other related issues include an historical perspective on The New Deal, the role of Catholic social thought, the Depression's impact on the labor movement and its organization, the role of film and its portrayal of women, and the literature focusing on the human suffering of the period.

EC 317 ECONOMICS AND THE LAW*Three Credits Alternate Years: Fall 2007, 2009*

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. Prerequisites: EC 176 and 178.

EC 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: EC 176.

EC 321 ECONOMICS OF HEALTH CARE

Three Credits Spring Semester

Economic analysis of health care delivery markets, physician and nurse shortages, insurance industry distortions, models of hospital behavior, demand and supply considerations, impact of market failure. Prerequisite: EC 176.

EC 323 LABOR ECONOMICS AND MANPOWER POLICY

Three Credits Not Offered 2006-2007

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: EC 176 or EC 178.

EC 325 ALTERNATIVE ECONOMIC SYSTEMS

Three Credits Not Offered 2006-2007

Theory and evidence of socialist alternatives to capitalism. Blueprints and models are contrasted with the socialist economies of the Soviet Union, China, Yugoslavia, and others. Prerequisite: EC 176.

EC 327 THE ECONOMICS OF ENERGY

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. Prerequisites: EC 176 and 178.

EC 329 INDUSTRIAL ORGANIZATION

*Three Credits Alternate Years:
Spring 2007, 2009*

Application of microeconomic theory to industrial markets, with emphasis on structure, power, and performance. Consideration of public policies calculated to increase economic efficiency and economic welfare. Prerequisite: EC 176; recommended: EC 301 and EC 241-242.

EC 331 BUSINESS ORGANIZATION

Three Credits Not Offered 2006-2007

An examination of the evolving nature of the business enterprise, especially in the most advanced sectors of the world economy. Topics include the historical development of the large corporation and of the Japanese core company-supplier groups, the use of personnel, technological change, the international movement of business dominance, and the source of competitive advantage. Connections are made to economic theory, including the theory of the firm. Historical and contemporary issues are discussed. Prerequisites: EC 176 and 178; EC 241 or BA 206; and EC 301.

EC 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's 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: EC 309; recommended: EC 303.

EC 335 MANAGERIAL ECONOMICS (Capstone Course 2007)

Three Credits Not Offered 2006-2007

Applications of economic theory and analysis to managerial decisions. Topics covered include optimization techniques, demand theory and estimation, production theory and cost analysis, market structures, alternative pricing practices, regulation and antitrust. Prerequisites: EC 176 and 178; recommended: EC 241-242 or equivalent.

EC 337 MATHEMATICAL ECONOMICS

Three Credits Spring Semester

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. Prerequisites: MA 123-124 or MA 125-126, and EC 301-303; recommended: MA 251.

EC 341 FORECASTING

Three Credits Spring Semester

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: EC 242 or equivalent.

EC 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. Prerequisites: EC 176 and 178.

EC 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. Prerequisites: EC 309 or EC 303, and consent of the Instructor.

EC 421 SEMINAR IN ECONOMIC HISTORY (Capstone Course 2006, 2008)

Three Credits Alternate Years: Fall 2006, 2008

Capstone seminar for Economics majors. Major works of economic history are studied, to understand the field's major narratives and methodology. Students write major research paper, give each other feedback, and make formal presentation to department. Prerequisites: senior standing or instructor permission, EC 241 or equivalent, EC 301 and EC 303.

EC 450 ECONOMICS HONORS THESIS

Three Credits Spring Semester

For thesis-writing Seniors in the Department of Economics Honors Program. Students are required to consult with a faculty advisor and to begin their research during the Fall semester as a Directed Study. Consult "Departmental Honors Program" section for more detail. Prerequisites: Admission to Department of Economics Honors Program and successful completion of Directed Study on Honors Thesis.

EC 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 and must be acceptable by the advising faculty member and Department Chair. 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.

EC 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.

Education

Faculty:**David A. Almeida, Chairperson****Associate Professors:****D. Almeida****G. Branigan****S. Pinzari****Assistant Professor:****K. Anderson****Interim Director, Secondary Education****Program: G. McCabe****Coordinator of Placement and Supervision:****K. McNamara**

The Department of Education offers a major in Education Studies for licensure, with concentrations in Early Childhood Education (for children with and without disabilities) and Elementary Education. The Department also offers a minor in Secondary Education for licensure at the 8-12 and 5-12 levels. Additionally, students may exercise the option of earning a license at the 5-8 level in their major field of study. A minor in Elementary/Early Childhood Education without licensure is also offered.

Stonehill College has a long history of teacher preparation emphasizing the liberal arts and sciences, along with practical field-based experiences to assist students in developing pedagogical skills. These skills involve learning theory, technology, and methodology while retaining a constant emphasis on self-awareness and humanism.

Early Childhood and Elementary education students must select, in addition to their Education Studies major, a second major in the liberal arts and sciences. Elementary Education Majors are required to complete coursework covering composition; American literature; world history, including European history, from ancient time to the 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 as electives as part of their second major or as part of General Education. Some of this coursework might also count toward the required arts or sciences major or General Education requirements.

Massachusetts Tests for Educator Licensure (MTEL) Annual Institution Report Results for Program Year 2004-2005

Category	Pass-rate
Communications/Literacy Aggregate	99%
Academic Content Area Aggregate	99%
Summary	97%

Major**EARLY CHILDHOOD (PreK-2)****Professional Strand**

ED 104	Early Care and Education
ED 202	Reading: Theory & Instruction
ED 210	Children in Preschools & Kgtn.
ED 213	Inclusive Learning in Early Ed.
ED 220	Children's Literature
ED 301	Assessment & Analysis in Ed.
ED 306	Speech & Language Development
ED 312	Art, Music & Mov. for Young Children

Practicum Strand

ED 314	Preschool & Elementary Curriculum/Methods
ED 415	Practicum/Capstone Seminar: (two sites)

Liberal Arts/Sciences Strand

PC 201	Developmental Psychology
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ELEMENTARY (1-6)**Professional Strand**

ED 102	Foundations of Education
ED 202	Reading: Theory & Instr.
ED 209	Creating Incl. Learning Env.
ED 220	Children's Literature
ED 301	Assessment & Analysis in Ed.
ED 306	Speech & Lang. Develop.
ED 307	Classroom Management

Practicum Strand

ED 314	Preschool & Elementary Curriculum/Methods
ED 412	Practicum/Capstone Seminar: (one site)

Liberal Arts/Sciences Strand

HS 105	American History for Ed.
EC 171	Economics & Everyday Life (fulfills Gen. Ed. social science)
MA 143	Math. Reasoning for Education
PC 201	Developmental Psychology
BI 294	The Natural World (fulfills Gen. Ed. social science)

Waivers to the above courses will be granted only if the student can give written evidence that similar experience/coursework has been obtained from other courses/coursework.

Suggested Course Sequence for Elementary Education Majors:

(This course sequence is suggested, not required. Education majors must consult with their education advisor early and often throughout their Stonehill career to create a 4-year plan on-line and make adjustments to that plan as necessary. Student teaching may be completed either fall or spring semester of senior year, in consultation with the student's education advisor. Requirements for the second major should be spread evenly over four years, as recommended by the student's advisor for that major.)

First Year Fall:

Cornerstone Course
Cornerstone Course
Foreign Language Course
ED 102 Foundations of Education
Course in second major OR EC 171 OR HS 105

First Year Spring:

Cornerstone Course
Cornerstone Course
Foreign Language Course
Course in second major
EC 171 Economics and Everyday Life

Sophomore Fall:

ED 202 Reading: Theory and Instruction
ED 306 Speech and Language Development
Learning Community
Learning Community
Learning Community

Sophomore Spring:

ED 220 Children's Literature or
ED 202 Reading: Theory and Instruction or
ED 306 Speech and Language Development
ED 209 Creating an Inclusive Learning Environment
Course in second major
PC 201 Developmental Psychology
MA 143 Math Reasoning for Education

Junior Fall:

Cornerstone course: Moral Reasoning
ED 314 Preschool/Elementary Curriculum/Methods
Course in second major OR
BI 294 The Natural World
Course in second major
Course in second major

Junior Spring:

ED 307 Classroom Management
BI 294 The Natural World OR course in second major
Course in second major
Course in second major
ED 301 Assessment and Analysis in Education OR course in second major

Senior Fall:

Student teaching, OR final courses in education, second major, OR electives

Senior Spring:

Student teaching, OR final courses in education, second major, OR electives

Suggested Course Sequence for Early Childhood Education Majors:

(This course sequence is suggested, not required. Education majors must consult with their education advisor early and often throughout their Stonehill career to create a 4-year plan on-line and make adjustments to that plan as necessary. Student teaching may be completed either fall or spring semester of senior year, in consultation with the student's education advisor. Requirements for the second major should be spread evenly over four years, as recommended by the student's advisor for that major.)

First Year Fall:

Cornerstone Course
 Cornerstone Course
 Foreign Language Course
 ED 104 Early Care and Education
 (offered Fall only)
 Course in second major OR PC 201

First Year Spring:

Cornerstone Course
 Cornerstone Course
 Foreign Language Course
 PC 201 Developmental Psychology
 Course in second major

Sophomore Fall:

ED 202 Reading: Theory and Instruction
 ED 306 Speech and Language Development
 Learning Community
 Learning Community
 Learning Community

Sophomore Spring:

ED 220 Children's Literature or ED 202
 Reading: Theory and Instruction
 PC 201 Developmental Psychology (if not yet
 taken) OR course in second major
 ED 210 Children in the Preschool and
 Kindergarten (offered Spring only)
 ED213 Inclusive Learning in Early
 Education (offered Spring only)
 Course in second major

Junior Fall:

ED 314 Preschool/Elementary Curriculum/
 Methods
 Cornerstone Course: Scientific Inquiry
 Cornerstone Course: Moral Reasoning
 Course in second major
 Course in second major

Junior Spring:

ED 312 Art, Music, and Movement for Young
 Children (offered Spring only)
 Cornerstone Course: Social Science Inquiry
 ED 301 Assessment and Analysis in
 Education OR course in second major
 Course in second major
 Course in second major
 Elective

Senior Fall:

Student Teaching OR courses in second major
 OR electives

Senior Spring:

Student Teaching OR courses in second major
 OR electives

NOTES

Education with licensure: All levels

A second major in the liberal arts or sciences is also required of all education majors.

All students (including transfer students opting to change their area of study to Education) must interview with an education advisor, the Department Chairperson, or the Director of Secondary Education, and must:

- complete the departmental advisement form prior to registration for their second semester of course work;
- be certified in CPR prior to student teaching;
- meet the criteria for student teaching as detailed in the Program Handbook;
- maintain a 3.00 or obtain consent of the Departmental Chairperson to be allowed to student-teach and graduate within this discipline;
- pass all sections of the MTEL before being allowed to student teach (Elementary and Early Childhood students only);
- submit a CORI form; and
- complete all Education courses, or obtain consent of the Department Chair, before student teaching.

Elementary/Early Childhood Education Minor

Education without licensure: Students who enroll in Elementary or Early Childhood Education Minor (and therefore do not wish to be licensed) must complete a minimum of 6 courses in the Department. Students must choose courses in consultation with the Department Chairperson.

Secondary Education Minor

The Department of Education offers a minor in Secondary Education (With Licensure), High School (8-12) and (5-12) and/or an Additional License at the (5-8) Level

To complete the Secondary Education Minor, a student must:

- successfully complete a major in an approved liberal art or science;
- take ED 170 and ED 301 (also fulfill general education requirements for social scientific inquiry and statistical reasoning of The Cornerstone Program);
- Biology and Chemistry majors must enroll in BI 313 Teaching The Sciences;
- Mathematics majors must enroll in MA 209, Problem Solving for Education;
- take ED 425 "Learning to Teach" Course and Pre-practicum Rotation Program (see details on the next page);
- take ED 416 or 417 "Teaching to Learn"

Course and Practicum Teacher Residency Program (see details on next page); and

- pass the Literacy and Communication MTEL by the end of the sophomore year or shortly after declaring a minor in secondary education.

Note: Students who enroll in Secondary Education Minor, and who do not wish to be licensed, must consult with the Director of the Secondary Education Program.

ED 425 "Learning to Teach" Course and Pre-practicum Rotation Program:

(a) First Year, (b) Sophomore, (c) Junior. To earn an initial license, students must successfully complete ED 425, a three-year course that includes an integrated pre-practicum component linking Stonehill College with area schools in a manner similar to the linkage of medical schools with teaching hospitals. Over the duration of the years that the student is a Secondary Education Minor, the student must attend all class meetings of "Learning to Teach." First year and second year students will meet for three evenings in the fall and three evenings in the spring from 6:30-9:00p.m. Third year students will meet for five hours on a Saturday, from 9:00a.m.-3:00p.m.; either during fall or spring semester.

This non-traditional education course also includes seventy-five hours of pre-practicum/rotation field work, which will be completed over the student's years in the program. Students will enroll in the course as an overload until their junior year when they will be awarded three credits for successfully completing all course requirements. Sessions will be taught by Stonehill College faculty and professional practitioners in education. Topics and pre-practicum learning activities are aligned with requirements stipulated in Massachusetts 603CMR7.08. Students who declare a Secondary Education Minor after their first year will have to complete the course at an accelerated rate.

ED 416/417, "Teaching to Learn" Course and Practicum Teaching Residency Program:

In order to be accepted into the "Teaching to Learn" Student Teaching Residency Program in their senior year, Secondary Education Minors must:

- maintain at least a 2.7 GPA in their liberal arts or sciences major;
- have achieved a passing score on the Communication and Literacy section of the Massachusetts Test for Education Licensure (MTEL) shortly after declaring a minor in secondary education;
- present to the Director and Assistant Director of Secondary Education their professional electronic portfolio documenting their classes and pre-practicum/rotation experiences. The Assistant Director will evaluate this portfolio and pronounce it either satisfactory or unsatisfactory. Only students with a satisfactory portfolio and

who have completed ED425 and 75 hours of field work will be accepted into the “Teaching to Learn” practicum course and Teacher Residency Program.

Students who are accepted into the Residency phase of the minor will be totally immersed in both research-based classes and practical experiences for the full semester. Students take part in a series of 31 two-hour practicum classes, also aligned with requirements in 603 CMR 7.08. Seminar topics continue the same topics addressed the three previous years, linking them directly with student teaching practice. Liberal Arts students usually will complete the residency program in the fall and Math and Science students ordinarily will complete the residency program in the spring.

Weeks 1-4 “Teaching to Learn” Course and Teaching Residency Practicum Program:

During weeks 1-4, Secondary Education minors will attend classes and make practicum observation visits from 7:30 a.m. until 6:00 p.m. Monday through Thursday, and from 7:30 a.m. until 2:30 p.m. on Fridays (2.5 hours per day will be spent in affiliated schools). Some of the “Teaching to Learn” classes will be taught by professors and a wide range of practitioners in the “teaching schools.” Just as the education of premedical students is not limited to one doctor in a small corner of the larger institute, the education of teacher-residents is not limited to a single teacher in a single classroom.

Weeks 5-14 “Teaching to Learn” Course and Teaching Residency Practicum Program:

During weeks 5-14 of the “Teaching to Learn” Course and Practicum Residency Program, Secondary Education Minors will student-teach from 7:30 a.m. until the end of the teachers’ school day. They will then return to Stonehill College every Tuesday evening from 4:00-6:00 p.m. for “reflection- and discussion-based classes” taught by a National Board Certified Teacher. The topics of these seminars will be directly related to the day’s teaching.

Teacher residents will continue to teach during the fifteenth week, at their practicum residency site for seven hours a day (approximately 7:30 a.m. - 2:30 p.m.) and attend class meetings of the “Teaching to Learn” practicum course on Tuesday - Thursday afternoons from 4:00 - 6:00 p.m. Students seeking a 5-12 level, or an additional license in their major field of study at the 5-8 level will be fully immersed in teaching at the junior and/or middle school level for weeks eleven through fifteen.

Course Offerings

ED 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. Field work directly with elementary children is included. Open to first-year or Sophomore-year students only.

ED 104 EARLY CARE AND EDUCATION

Three Credits Fall Semester

This course 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. Field work is required. Open to first-year or Sophomore-year students only.

ED 170 COMMON GROUND

(Social Scientific Inquiry)

Three credits Fall and Spring Semesters

Explores the diversities, commonalities, and changing conditions of the lives of four families in Boston during the turbulent bussing decade (using Anthony Lukas’ Common Ground and Michael P. MacDonald’s All Souls). Students acquire insight into the complex interplay between American ideals and racist practices (ever a “common ground?”) Extends student knowledge of the historical, legal, and philosophical and social history of education. Field and Community Service Work required.

ED 177 LITERACY

Three Credits Spring Semester

Examination of the “dark side” of literacy by interrogating its use as an instrument of social policy. Contrast of orality with literacy as cultured ways of knowing and distinguishing among technical, social, and cultural literacy.

ED 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. Field work involves course time working directly with elementary children in grades 1 or 2. Prerequisite: ED 102 or 104 or ED 170. No first-year students.

ED 208 PLANNING FOR MULTICULTURAL LEARNING

Three Credits Not Offered 2006-2007

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. Prerequisite: ED 102 or 104 or ED 170.

ED 209 CREATING AN INCLUSIVE LEARNING ENVIRONMENT (Elementary Education, Middle and Secondary Education)

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. Field work with students with special needs is required. Prerequisite: ED 102, ED 170 or consent of the Instructor.

ED 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. Prerequisite: ED 104, PC 201 or consent of the Instructor.

ED 213 INCLUSIVE LEARNING IN EARLY EDUCATION

Three Credits Spring Semester

This course is designed to provide 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. Field work with preschool/kindergarten students with special needs is required. Prerequisite: ED 104 or consent of the Instructor.

ED 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.

ED 301 ASSESSMENT AND ANALYSIS IN EDUCATION (Statistical Reasoning)

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: ED 102 or 104 or ED 170. No First-year students.

ED 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.

Prerequisites: ED102 or ED104, PC 201 (to be taken as a prerequisite to or concurrently with this course).

ED 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. Prerequisite: ED 102, ED 170 or consent of the Instructor.

ED 312 ART, MUSIC AND MOVEMENT FOR YOUNG CHILDREN

Three Credits Fall 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. Prerequisite: ED 104, ED 314.

ED 314 PRESCHOOL AND ELEMENTARY CURRICULUM AND METHODS

Three Credits Fall and Spring Semesters

Familiarizes students with approaches and materials for teaching, and develops beginning competence in designing and evaluating curricular programs and activities. Emphasizes lesson planning, unit planning, and the development of learning centers particularly as they relate to mathematics and science instruction. Preschool through sixth grade. Computer literacy skills are addressed throughout the course. Field Work: One full day per week in a classroom is required. Prerequisites: ED 102 or 104, PC 201, or consent of the Instructor.

ED 316 CLASSROOM THEATER

Three Credits Spring Semester

This course is 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.

ED 325 (See FA 325 ART EDUCATION - THEORY AND METHODS)

ED 327 DIAGNOSIS AND REMEDIATION OF READING DISABILITIES

Three Credits Spring Semester

Examination of diagnostic techniques used in the identification of reading disabilities. Students will develop a remedial plan based on diagnostic information. Prerequisites: ED102 or ED104, ED202, ED220, ED209 or ED213.

ED 412 STUDENT TEACHING: ELEMENTARY

Twelve Credits Fall and Spring Semesters

Teaching under supervision in an elementary school classroom. Evaluation based on professional teaching standards developed by Massachusetts State Department of Education. Teaching and working with typical and atypical children is required. Includes Capstone seminar. Prerequisites: Senior standing, completion of all Elementary Education requirements, 3.0 GPA, passing scores on all MTEL subtests, and consent of the Department Chairperson.

ED 414 STUDENT TEACHING ELEMENTARY

Nine Credits Fall and Spring Semesters

Requires approval of the Chairperson.

ED 415 STUDENT TEACHING: EARLY CHILDHOOD

Twelve Credits Fall and Spring Semesters

Teaching under supervision in early childhood setting (PreK-2). Evaluation is based on professional teaching standards developed by Massachusetts State Department of Education. One-third of the practicum will be at the PreK level; two-thirds will be at the K-2 level, and at least one of the segments must be in a setting that includes young children with special needs for at least part of the day. Includes Capstone seminar. Prerequisites: Senior standing, completion of all Early Childhood Education requirements, 3.0 GPA, passing scores on all MTEL subtests, and consent of the Department Chairperson.

ED 416 "TEACHING TO LEARN:" COURSE AND PRACTICUM TEACHER RESIDENCY PROGRAM 8-12 LEVEL

Twelve Credits Fall and Spring Semesters

This course and residency program is open to eligible seniors who are seeking an Initial License at the 8-12 level in their major field of study. For more detailed description of the program, see Education Department listing. Prerequisites: Senior standing with at least a 2.7 GPA in a liberal arts or sciences major; passing score on the Communication and Literacy section of the MTEL; submission of an acceptable portfolio from the secondary education seminar series; and consent of the Director of the Secondary Education Program.

ED 417 "TEACHING TO LEARN:" COURSE AND PRACTICUM TEACHER RESIDENCY PROGRAM 5-12 LEVEL AND/OR 8-12 AND 5-8 LEVELS

Fifteen Credits Fall and Spring Semesters

This course and residency program is open to eligible seniors who are seeking an Initial License at the 5-12 level in their major field of study or an additional license at the 5-8 level. For more detailed description of the program, see Education Department listing. Prerequisites: Senior standing with at least a 2.7 GPA in a liberal arts or sciences major; passing score on the Communication and Literacy section of the MTEL; submission of an acceptable portfolio from the secondary education seminar series; and consent of the Director of the Secondary Education Program.

ED 420 SENIOR SEMINAR

Three Credits Not Offered 2006-2007

This course is designed to amplify, investigate in depth, and/or integrate areas of interest and concern for the Senior student in education. Focus for the course will differ from semester to semester and vary with the instructor offering the course. Prerequisites: Senior standing and consent of the Instructor. Class size: 15 students.

ED 425 "LEARNING TO TEACH:" COURSE AND PRE-PRACTICUM ROTATION PROGRAM (a) First Year (b) Sophomore (c) Junior

Three Credits Fall and Spring Semesters

Secondary Education Minor students participate in a series of evening class meetings during their years in the program. Most students will attend two to three sessions each semester, depending on their approved four-year plan. This course also provides the mechanism to provide a variety of pre-practicum field experiences. A total of seventy-five hours of documented fieldwork must be completed by the student before being accepted into the senior course and practicum Teacher Residency Program. Three credits will be earned by successful students at the end of the junior year.

ED 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.

ED 490 DIRECTED STUDY

Three Credits Fall and Spring Semesters

Supervised reading and research on selected topics, designed in consultation with an Education Department faculty member.

English

Faculty:

Wendy Chapman Peek, Chairperson

Professors:

K. Conboy
R. Goulet

Associate Professors:

D. Itzkovitz
M. Morin
W. Peek

Assistant Professors:

S. Cohen
H. Duncan
S. Gracombe

J. Green

G. Piggford, C.S.C.

Professors Emerita/Emeritus:

H. Eichorn, C.S.C.
B. Estrin
D. Shelley

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

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 participation in the form of class projects 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 legitimate 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.

Major

Please note: these new requirements for the English major go into effect in 2006-2007 and constitute the requirements for the class of 2010. English majors who arrived before 2006-2007 have the option to fulfill either these or the previous requirements for the major (please refer to earlier catalogs for these).

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

- 1. EN 200 Topics in Literary Studies
- 2. EN 201 Literary History 1
- 3. EN 202 Literary History 2
- 4. EN 300 Critical Theory

- 5-9. Five elective courses (200-400 level), Courses must be taken in at least three of the following areas:
 - A. Medieval literature (EN 301, EN 350)
 - B. Early Modern literature (EN 304, EN 353)
 - C. Literary and cultural studies 1700-1900 (British, American, or outside the Anglo-American tradition) (EN 306, EN 359, EN 360, EN 362, EN 364, EN 367, EN 385)
 - D. Literary and cultural studies 1900-present (British, American, or outside the Anglo-American tradition) (EN 257, EN 368, EN 369, EN 371, EN 380, EN 381, EN 382, EN 384, EN 389, EN 390, EN 395, EN 397)
- 10. EN 422 Capstone Seminar
- 11. One of three Practica:
 - EN 475 A domestic or an international internship in a professional work place (publishing company, public relations firm, law firm, newspaper, television or radio station, film production company, advertising company).
 - EN 476 Designed for students seriously intending to pursue graduate work, this directed study gives the student experience in creating and coordinating an English course or research project under the direction of a faculty member.
 - Practice Teaching for Education major/minors (domestic or international).

Minor in English

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

Course Offerings

EN 160 BOSTON IN LITERATURE AND ART

Three Credits Fall Semester

Discussion of some of the many characterizations of Boston (and its environs) and Bostonians (and other New Englanders) that have been inscribed in literature, film, painting, architecture, sculpture, and music. The objective of this course is to become immersed in words, thoughts, images, feelings about the city – in its music – in order to know it better and appreciate it more.

EN 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. Required for majors.

EN 201 LITERARY HISTORY 1

Three 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.

EN 202 LITERARY HISTORY 2

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.

EN 204 DRAMA

Three Credits Fall 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.

EN 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.

EN 217 Literature and the City

Three Credits Fall Semester

A critical study of literature addressing the experience of city life. By surveying a variety of cultural and literary texts this course will trace the matrix of metropolitan relations that were central to the development of literature after 1700. Particular attention to the role of cities as meeting places, crossing points, and artistic centers.

EN 220 INTRODUCTION TO LITERATURE AND CULTURE

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.

EN 230 CREATIVE WRITING [FORMERLY EN 341]

Three Credits Alternate Years: Fall 2006, 2008

Writing assignments focus on concepts of form and language, including the various elements of fiction (description, dialogue, characterization, setting) and poetry (metaphor, imagery, personae).

EN 257 GLOBAL DETECTIVE FICTION

Three Credits Not Offered 2006-2007

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.

EN 271 FILM AND STORY

Three Credits Fall Semester

An introduction to film art through a comparison of its distinguishing features with those of fiction and of drama.

EN 272 FILM HISTORY

Three Credits Alternate Years:
Spring 2006, 2008

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).

EN 273 HITCHCOCK

Three Credits Spring Semester

A survey of Alfred Hitchcock's work and obsessions. This course welcomes students with no prior experience in the study of film.

EN 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. Required for majors. Prerequisite: EN 200.

EN 301 MEDIEVAL LITERATURE

Three Credits Offered Periodically:
Fall Semester

A thematic study of texts, figures, and influences associated with the literature of the Middle Ages.

EN 304 EARLY MODERN LITERATURE

Three Credits Spring Semester

A thematic study of texts, figures, and influences associated with the literature of the Early Modern period.

EN 306 TOPICS IN BRITISH LITERATURE

Three Credits Offered Periodically:
Fall Semester

A critical analysis of various cultural and literary issues that emerge in British fiction.

EN 310 WORLD LITERATURE

Three Credits Offered Periodically:
Spring Semester

Associated with literature outside of the American and British traditions.

EN 322 WORLD CINEMA

Three Credits Offered Periodically: Spring 2008

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.

**EN 323 FILM INDUSTRY
[FORMERLY EN 210]**

Three Credits Alternate Years:
Spring 2007, 2009

An historical introduction to the economics and politics of film production.

EN 324 TELEVISION DRAMA

Three Credits Offered Periodically:
Fall Semester

A survey of television genres based on contemporary critical theories.

EN 325 FILM AND IDEOLOGY

Three Credits Offered Periodically: Fall 2008

A critical study of films representing the images, myths, and rituals that reflect commonly held beliefs and attitudes regarding sex, gender, race, and class.

EN 326 AMERICAN CINEMA

Three Credits Offered Periodically:
Spring Semester

A critical study of specific topics related to the American narrative film, with emphasis on the periods since the introduction of sound.

**EN 327 EUROPEAN CINEMA
[FORMERLY EN 338]**

Three Credits Offered Periodically: Spring 2009

A critical study of specific topics related to the European narrative film, with emphasis on the periods since the introduction of sound.

EN 329 RACE IN AMERICAN FILM

Three Credits Alternate Years:
Spring 2007, 2009

Working with a keen attention to matters of both history and form, this course will explore the politics of race in American cinema working chronologically, continually asking questions about audience, context, technique, and the changes that have taken place over the past 100 years.

EN 333 TOPICS IN SCIENCE FICTION

Three Credits Not Offered 2006-2007

An exploration of various themes in science fiction and fantasy.

EN 336 THE ROMANCE

Three Credits Not Offered 2006-2007

An historical survey of the romance from Heliodorus to the Harlequin.

EN 337 FILM AND GENDER

Three Credits Offered Periodically: Fall 2008

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.

EN 342 CREATIVE WRITING: POETRY

Three Credits Spring Semester

An introduction to poetry writing which will include the examination of literary models in a variety of genres, writing exercises, and writing workshops.

**EN 343 CREATIVE WRITING:
SHORT FICTION**

Three Credits Not Offered 2006-2007

An introduction to narrative writing, including description, setting, dialogue, characterization, plot.

EN 344 EXPOSITORY WRITING

Three Credits Not Offered 2006-2007

Writing the essay based on various modes of expository writing. Discussion of rhetorical discourse, writing techniques, and publication possibilities.

EN 348 TOPICS IN LITERATURE AND RELIGION

Three Credits Not Offered 2006-2007

This course examines the emergence of spiritual themes and traditions in literary texts.

EN 350 CHAUCER

Three Credits Alternate Years:
Spring 2007, 2009

A study of Chaucer's poetry, with attention to the cultural and political forces that shaped late medieval poetics.

EN 353 SHAKESPEARE

Three Credits Fall Semester

Close readings of Shakespeare's work.

EN 357 ENGLISH AND IRISH DRAMA

Three Credits Offered Periodically: Fall 2007

A critical survey of dramatic genres and texts from England and Ireland with a focus on specific themes and on performance texts.

EN 358 CLASSICAL BACKGROUNDS TO ENGLISH LITERATURE

Three Credits Not Offered 2006-2007

An introduction to the literature of ancient Greece and Rome, including mythology, Greek drama, and the epic poems of Homer and Virgil.

EN 359 MAJOR BRITISH POETS OF THE NINETEENTH CENTURY

Three Credits Offered Periodically:
Fall 2008, 2011

A critical reading and discussion of the major Romantic and Victorian poets, along with relevant prose. Emphasis given to the work of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats among the Romantics, and to the Victorians Tennyson, Browning, Arnold, and Hopkins.

EN 360 AMERICAN LITERATURE, 1800-PRESENT [FORMERLY EN 308]

Three Credits Offered Periodically: Spring 2009

A chronological survey of texts, figures, and influences associated with American literature of the period.

EN 362 MAJOR AMERICAN POETS OF THE NINETEENTH CENTURY

Three Credits Offered Periodically:
Spring Semester

A critical reading of the major poets of the period with emphasis on the works of Emerson, Whitman, Dickinson, Robinson, and Frost.

EN 364 MAJOR AMERICAN NOVELISTS OF THE NINETEENTH CENTURY*Three Credits Offered Periodically: Fall 2008*

A critical study of the development of the American novel with emphasis on the works of Melville, Hawthorne, James, Crane, and Twain.

EN 367 TOPICS IN 19TH CENTURY AMERICAN LITERATURE [FORMERLY EN 393]*Three Credits Offered Periodically: Fall Semester*

An examination of themes in 19th century literature. Topics will vary from semester to semester.

EN 368 RACE, ETHNICITY, AND AMERICAN CULTURE [FORMERLY EN 378]*Three Credits Offered Periodically: Fall Semester*

An exploration of the relationship between American racial and ethnic politics and twentieth-century American culture.

EN 369 AFRICAN AMERICAN LITERATURE*Three Credits Alternate Years: Fall 2007, 2009*

An exploration of landmarks in African American writing from the time of slavery to the contemporary period.

EN 371 TOPICS IN CONTEMPORARY LITERATURE*Three Credits Not Offered 2006-2007*

A critical study of a contemporary writing linked by thematic or theoretical interests.

EN 380 MODERN POETRY*Three Credits Not Offered 2006-2007*

A critical analysis of issues of voice, persona, and genre in major modern and representative contemporary poetry.

EN 381 MODERN DRAMA*Three Credits Offered Periodically: Fall 2008*

A critical survey of world drama since the late nineteenth century.

EN 382 AMERICAN DRAMA*Three Credits Offered Periodically: Fall 2007*

A study of specific topics related to North American plays of the twentieth century.

EN 383 FEMINIST PERSPECTIVES*Three Credits Offered Periodically: Fall 2008*

A critical analysis of the issues of contemporary feminist criticism through the analysis of various works of fiction, poetry, and drama.

EN 384 MAJOR AMERICAN NOVELISTS OF THE TWENTIETH CENTURY*Three Credits Alternate Years: Spring 2007, 2009*

A critical study of important American fiction writers from the turn of the century through the contemporary period.

EN 385 TAKING THE VICTORIANS TO THE MOVIES*Three Credits Not Offered 2006-2007*

Victorian novels, with their elaborate plots, rich characters, engagement with social problems, and (sometimes deceptively) happy endings, still shape our cultural vocabulary. 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.

EN 389 ALTERNATIVE MODERNISMS*Three Credits Spring Semester*

An examination of the anti-colonial, feminist, and queer foundations of literary modernism between 1890 and 1945.

EN 390 TOPICS IN MODERNISM*Three Credits Fall Semester*

Critical study of representative literature from the modernist period.

EN 391 FICTIONS OF GENDER [FORMERLY EN 347]*Three Credits Not Offered 2006-2007*

A study of issues of gender, race and class as they emerge in critical and literary texts.

EN 392 POSTCOLONIAL LONDON*Three Credits Not Offered 2006-2007*

A critical study of the multicultural writing that has contributed to making London a postcolonial city during the twentieth century. Some emphasis on postcolonial theory will provide a framework to explore the shifting topography of the city that some have called the last colony of the British Empire.

EN 394 SEXUALITY AND TEXTUALITY*Three Credits Offered Periodically: Fall Semester*

A critical examination of the definitions of sexual orientation found in diverse texts.

EN 395 INTRODUCTION TO POST-COLONIAL LITERATURE AND CULTURE*Three Credits Offered Periodically: Fall 2008*

A critical introduction to the poetry, fiction, and drama of the postcolonial world.

EN 397 GLOBAL CULTURES AND CONTEXTS*Three Credits Offered Periodically: Fall Semester*

A critical analysis of specific cultural issues from an international perspective, cutting across boundaries of geography, historical period, genre, and/or discipline. Topics will vary.

EN 399 AFRICAN LITERATURE*Three Credits Not Offered 2006-2007*

A critical study of texts from Africa, with emphasis on twentieth century Anglophone writers.

EN 422 SEMINARS

Examine thematically related works within the framework of contemporary critical theory. Prerequisites: EN 200 and EN 300, or consent of the Instructor. Fall topic: GENDERING MODERNISM: THE BLOOMSBURY GROUP; Spring topic: MODERNISM AND EMPIRE.

PRACTICA: EN 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 such as a publishing or advertising company, information media, or social service organization, and a seminar, where students meet on a regular basis with the instructor both to discuss their on-the-job writing assignments and to analyze representative non-fiction texts.

EN 476 EDUCATIONAL INTERNSHIP*Three Credits Offered As Needed*

Designed for students seriously intending to pursue graduate study, the directed study will allow the student to follow a teacher mentor, as a teaching assistant in the general studies course – Literary Encounters.

EN 497 SENIOR THESIS*Three Credits Offered As Needed*

A course for students who want to do an extended project. Prerequisite: Permission of the Department Chairperson.

Environmental Studies

Susan Mooney, Program Director

A minor is offered in Environmental Studies.

The Environmental Studies minor is an interdepartmental program that provides students with a knowledge of the basic principles of ecology and environmental science, including economic, political, sociological, and philosophical dimensions, and a recognition of the complexity and multidisciplinary nature of environmental problems and solutions. Students are given the opportunity to tailor the minor to aid in their career goals, through course selection and through internships and directed studies.

Students consult with the program director, and their major advisor, if applicable, in choosing six courses for the minor. For example, a typical program for a student interested in environmental policy, and perhaps majoring in political science, might be EV 294; PS 255; CH 192; EC 327; BI 305; and EV 301.

Required course: An interdisciplinary course (e.g., EV 294 The Human Environment) or the integrative seminar of a learning community focused on environmental issues (e.g., LC 237...).

Additional courses from those listed below:

Two courses in the sciences, at least one with a laboratory component;

Two courses in the humanities or social sciences, at least one at the 200 or above level;

One 200 or above level course from either category (an internship or directed study can replace this sixth course for many students).

Natural Science courses:

BI 303	Environmental Botany
BI 290	The Scientific Method: The Ocean
BI 298	The Scientific Method: Environmental Biology
BI 305	Marine Ecosystems
BI 307	Ecology
BI 309	Microbiology
BI 419	Wetlands
CH 192	Energy and the Environment
CH 198	Our World: Understanding Environmental Science
EV 295	Environmental Geology

Humanities and Social Science courses:

EC 213	Economics of Development
EC 327	The Economics of Energy
EV 270	Environmental Ethics
EV 299	Ecology, Theologies and Worldviews
EV 301	Water Resource Management
EV 302	Coastal Zone Management
PS 255	Environmental Policy and Politics
RS 329	Justice, Peace, Ecology

Course Offerings

EV 270 ENVIRONMENTAL ETHICS (Moral Inquiry)

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.

EV 294 THE HUMAN ENVIRONMENT (Natural Scientific Inquiry)

Three Credits Fall Semester

History of our attitudes, policies, and knowledge regarding the biological environment. Ecological, anthropological, and environmental science techniques and methods are used to describe and understand our relationship to the environment. The fundamentals of these sciences are applied to modern environmental concerns such as pollution, resource exploitation, waste disposal, and overpopulation.

EV 295 ENVIRONMENTAL GEOLOGY (Natural Scientific Inquiry)

Three Credits Not Offered 2006-2007

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 field trips on and off campus.

EV 299 ECOLOGY, THEOLOGIES AND WORLDVIEWS (Natural Scientific Inquiry)

Three Credits Not Offered 2006-2007

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

EV 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.

EV 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: course in biology, chemistry, geology, or environmental planning.

EV 475 ENVIRONMENTAL INTERNSHIP

Three Credits Fall and Spring Semesters

Opportunity for qualified students to work in the environmental industry under professional supervision.

EV 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.

EV 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.

Fine Arts and Theatre Arts

Faculty:

Carole G. Calo, Chairperson

Professors:

**C. Calo
P. Sankus**

Associate Professors:

**M. Crowe
C. Walters**

Assistant Professors:

**S. Savage-Rumbaugh
A. Sheckler
G. Stanton**

Scene Designer:

K. Brown

Scenic Artist:

J. McFarland

Costume Designer:

J. Halpert

The Department offers a major in Fine Arts and minors in Art History, Studio Arts, Music, Dance, and Theatre Arts.

The Fine Arts and Theatre 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 Fine Arts and Theatre 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.

Fine Arts/Theatre Arts Major

The Fine Arts major offers an interdisciplinary approach which provides both breadth and depth in the Fine Arts. Students may choose a concentration within the Fine Arts Major in Art History, Graphic Design, Studio Arts, Music or Theatre, or they may choose a more general distribution selecting from Art History, Studio Arts, Music, Dance and Theatre. Students with specific career strategies may declare a double major with, for example, Business, Communication, Elementary Education, English, History, Philosophy, Psychology, Religious Studies or Sociology. The Fine Arts Major prepares students for graduate work or

career possibilities in museums, galleries, corporate collections, graphic design, photography, teaching, art conservation and art therapy.

The program 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 Fine Arts Major consists of 11 courses.

CONCENTRATION IN ART HISTORY:

- FA 181
- Four 200-level Art History courses
- Three 300-level Art History courses (may include Internship)
- FA 320 Exhibitions and Collections
- Two Studio Arts courses

CONCENTRATION IN GRAPHIC DESIGN:

Required Courses: (choose five)

- FA 202 Graphic Design Foundations
- FA 203 Introduction to Digital Imaging
- FA 303 Typography
- FA 304 Advertising Design
- FA 305 Web-Site Design
- FA 306 Motion Graphics
- FA 475 Internship in Fine Arts

Studio Art: (choose three)

- FA 102 Introduction to Color
- FA 204 Drawing Workshop
- FA 206 Printmaking Workshop
- FA 210 Photography Workshop
- FA 311 Photography II
- FA 406 Advanced Studio Seminar
- FA 414 Documentary Photography

Art History: (choose two)

- FA 181 History of Art
- FA 217 Early Modern Art
- FA 218 Art Since 1945
- FA 320 Exhibitions and Collections

Other: (choose one)

- CO 203 Studies in Persuasion
- CO 207 Media Criticism
- CO 311 Public Relations
- CO 418 Rhetorical Theory
- PC 209 Social Psychology
- SO 101 Intro. to Sociology
- SO 218 Images and Power: Popular Culture

CONCENTRATION IN MUSIC:

- FA 181 and another Art History course
- FA 183 and FA 184
- FA 240 Music Theory
- One or more performance-based courses: FA 133, FA 231, FA 232, FA 331
- The remaining courses will be in Music History.

CONCENTRATION IN STUDIO ARTS:

- FA 181 and two 200- or 300-level Art History courses (total of three courses)
- FA 102 Introduction to Color
- Four 200-level Studio courses
- Three 300- or 400-level Studio courses (May include an internship)
- FA 406 Advanced Studio Seminar

CONCENTRATION IN THEATRE ARTS:

- TA 181-182 History of the Theatre I and II
- TA 203 Acting I
- TA 205 Stagecraft
- TA 415 or 416 Theatre Practicum
- Two or more 300- or 400-level Theatre Arts courses

Of the eleven courses required, nine must be TA courses, (except TA 225 and TA 226). The other two courses may be additional TA, or chosen from the following: CO 215, ED 316, EN 321, EN 322, EN 324, EN 325, EN 326, EN 353, EN 355, EN 357, EN 381, EN 382, FA 141, FA 233, FA 256.

Along with course work, the student must participate in at least four departmental productions. The work may involve performance, directing, dramaturgy, design or technical areas and must be approved by the Program Director.

GENERAL CONCENTRATION: Students may choose from any offerings in the department. At least two 100-level courses, three to four 200-level courses, three to four 300- and 400-level courses; and Internship or Directed Study.

Minors

Minors in Fine Arts consist of six courses. Students may choose a minor in **Art History, Studio Arts, Music, or Dance.**

Students whose minor is **Art History** must take:

- FA 181
- Three 200-level Art History courses; and
- Two 300-level Art History courses.
- It is recommended that Minors take FA 320 Exhibitions and Collections and/or do an Internship.

Students whose minor is **Studio Arts** must take:

- One art history course
- Two 300 level studio courses
- Three other studio courses

Students whose minor is **Music** must take:

- FA 183 and either FA 184 or FA 235
- FA 240 and FA 340
- FA 231 or FA 232
- One additional music course

Students whose minor is **Dance** must take:

- One 300 level dance course
- One music or theatre course
- Four additional dance courses

Minor in Theatre Arts

The Theatre Arts minor consists of six courses:

- TA 181-182
- TA 203
- TA 205
- One 300-level theatre arts course
- One additional theatre arts course (except TA 225 and TA 226).

Along with course work, a Theatre Arts minor must assist in at least three departmental productions. The work may involve performance, design, or technical areas and must be approved by the Program Director.

Course Offerings

Studio Arts Courses

FA 101 STUDIO ARTS

Three Credits Fall and Spring Semesters

Introduction to fundamentals of visual thinking and expression through a series of methods. Working directly from life, and the imagination, students explore color, image, surface, and space. A variety of materials are used including pencil, charcoal, paint, ink, and found objects.

FA 102 INTRODUCTION TO COLOR

Three credits Fall Semester

Introduction 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.

FA 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.

FA 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.

FA 203 INTRODUCTION TO DIGITAL IMAGING

Three Credits Fall and Spring Semesters

Using their own 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.

FA 204 DRAWING WORKSHOP

Three Credits Fall and Spring Semesters

An introduction to basic techniques and skills of drawing. Students work progressively from geometric shapes to still life, with a brief investigation of portraiture. This course emphasizes problems of perspective; the description of form through the use of line, light and shadow; and the exploration of the various dry media.

FA 205 PAINTING WORKSHOP

Three Credits Spring Semester

For the student interested in acquiring proficiency in painting, this course offers the opportunity to work in watercolors, oils, and acrylics. Instruction in more advanced painting technique, exploration of the expressive qualities of colors and materials, and individualized critiques help each student evolve a distinctive personal style.

FA 206 PRINTMAKING WORKSHOP

Three Credits Alternate Years: Fall 2007, 2009

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.

FA 207 SPECIAL PROJECTS: HOMEMADE JOURNALS AND ARTISTS' BOOKS

Three Credits Offered Periodically: Fall 2007

This course will involve 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. The contents, whether photos or collages, drawings or text, will be considered so that form and content enhance each other.

FA 208 INTRODUCTION TO WATERCOLOR

Three Credits Not Offered 2006-2007

Teaches very basic use of water color 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.

FA 210 PHOTOGRAPHY WORKSHOP

Three Credits Fall and Spring Semesters

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, the student is encouraged to explore his/her personal aesthetic vision. Student provides camera, film, and photography paper.

FA 221 ART AND MYTHOLOGY

Three Credits Not offered 2006-2007

Exploration of how cultures visualize gods, goddesses, and heroes, including Greco-Roman, African, Central American, Native American and Australian Aboriginal mythologies. Students will create three studio projects including an artist book, a painting, and a large sculptural form.

FA 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 will explore their inner voices while looking outward to observe the natural world.

FA 301 SCULPTURE WORKSHOP

Three Credits Not offered 2006-2007

This course guides students through the processes of modeling, mold making, and casting. Many basic sculptural issues will be address 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.

FA 303 TYPOGRAPHY: LETTERFORMS AND WORDS IN GRAPHIC DESIGN

Three Credits Alternate Years: 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.

FA 304 ADVERTISING DESIGN

Three Credits Offered Periodically: Fall 2007

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.

FA 305 WEB SITE DESIGN

Three Credits Spring 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.

FA 306 MOTION GRAPHICS

Three Credits Not offered 2006-2007

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.

FA 308 WATERCOLOR II

Three Credits Not Offered 2006-2007

A more advanced course for students who have a basic understanding of the medium, Watercolor II will explore special effect, paper altering techniques, brushwork, color theory and further refinement of value placement and composition. The emphasis will be upon technique and creative expression. FA 208 recommended.

FA 309 CLOTHING, ART AND CULTURE

Three Credits Spring Semester

Fashion is explored as a form of communication that for centuries has spoken about class, cultural heritage, occupation, political beliefs, sexual orientation and more. Cloth and paper are the canvas for fashioning unique pieces that interpret visual problems. In conjunction with traditional sewing techniques, unique construction methods such as stapling and gluing will be encouraged. Sewing skills are not a prerequisite.

FA 310 PHOTOGRAPHY/ MULTIMEDIA OUTREACH: MENTORING THROUGH ART

Three Credits Fall and Spring Semesters

Combines art and community service, students are paired with "kids at risk" from the greater Brockton area to work on art 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.

FA 311 PHOTOGRAPHY II*Three Credits Spring Semester*

A continuation of FA 210 with emphasis on 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. Prerequisite: FA 210 or consent of the Instructor.

FA 322 COLLECTIVE IMAGININGS: MULTI-MEDIA INSTALLATIONS*Three Credits Fall Semester*

Students engage in collaborative activities sharing ideas, utilizing artists' materials in unique ways to expand visual boundaries. Through field trips, slide presentations and in discussions students investigate contemporary art which addresses themes of identity and self-representation and examines social and global issues in popular culture. Together they create installations that unite the theory and practice of art through complex pieces that are both challenging and personally meaningful.

FA 323 THE BIG PICTURE*Three Credits Fall Semester*

Beginning students work with Intermediate and Advanced students to learn the fundamentals of camera operation and darkroom printing. Intermediate and advanced students refine skills, developing more fully a personal vision. In critiques students explore "big picture" themes, and create BIG photographs that employ processes from traditional to unique, from constructed negatives to multiple and mural-size printing. Prerequisite: FA 210 encouraged.

FA 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 also placed on anatomy and the structure of the human form. Critiques and lectures are given to help students develop an understanding of the critical issues of drawing and its context within the History of Art.

FA 325 ART EDUCATION: THEORY AND METHODS*Three Credits Fall Semester*

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.

FA 326 PORTRAIT WORKSHOP*Three Credits Spring Semester*

Students in Portrait Workshop will explore the portrait using a variety of materials, including charcoal, pastel, and paint. The course will begin with study of the anatomy of the head and progress to the portrait in various settings. Some drawing experience is required.

FA 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 will work on site and in the classroom using nature as the primary subject source. Students will strive to understand the nature of natural light, atmosphere, space and other general concepts relating to this historical artistic genre.

FA 406 ADVANCED STUDIO SEMINAR*Three Credits Spring Semester*

Students investigate painting, drawing or sculpture on an intense and personal level. Studio space is provided and weekly discussions will be held to review work and goals of each student. The course culminates with an exhibition, in a gallery setting, of the work completed by each student. Capstone course for Studio Concentrations.

FA 414 DOCUMENTARY PHOTOGRAPHY*Three Credits Not Offered 2006-2007*

Students use the camera as a tool to document their immediate surroundings and those beyond the campus, telling visual stories based in fact, describing people, places and events. In discussions we address the potential of photography to be exploitive; the "decisive moment"; and is photojournalism also art? Students create photographic essays as literal recorders to expand their own and the viewer's knowledge about the world at-large. Prerequisite: FA 210 encouraged.

FA 420 PHOTOGRAPHY TRAVEL COURSE*Four Credits Not Offered 2006-2007*

An opportunity to travel using the camera as a tool to unlock creative potential. Whether it is the animated streets of Paris, the rugged terrain of Ireland's Dingle Peninsula, or the villages and National Parks of New Mexico, this course will impact a student at any level of photography.

FA 422 PARIS FASHION: THE LANGUAGE OF CLOTHES*Three Credits Not Offered 2006-2007*

Working in studios at the Paris American Academy, students will immerse themselves in the Parisian world of art, design and fashion, inventing wearable garments that investigate issues of personal significance, and exploring the visual language of art. Three-week intensive course in Paris during May-June, 2006.

Art History Courses**FA 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 the stylistic changes. Trips to Boston museums enhance class content.

FA 185 AMERICAN ARCHITECTURE: FROM COLONIAL TIMES THROUGH THE 19TH CENTURY*Three Credits Alternate Years: Fall 2006, 2008*

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.

FA 211 PHILOSOPHY OF ARCHITECTURE*Three Credits Not Offered 2006-2007*

For description, see PH 211.

FA 212 AESTHETICS AND PHILOSOPHY OF ART*Three Credits Not Offered 2006-2007*

For description, see PH 210.

FA 213 ART AND RELIGION: ANTIQUITY THROUGH THE RENAISSANCE*Three Credits Not Offered 2006-2007*

Introduction to Art from Antiquity, the Middle Ages and the Early Renaissance. Social, political, religious and philosophical developments will be considered. Religions of Antiquity, including Christianity, Judaism and Islam, will be the focal points of study.

FA 214 THE AGE OF CATHEDRALS*Three Credits Offered Periodically: Fall 2007*

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.

FA 215 EARLY RENAISSANCE ART: ITALY AND THE NORTH*Three Credits Offered Periodically: Fall 2007*

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.

FA 216 NINETEENTH CENTURY ART: NEOCLASSICISM TO POST-IMPRESSIONISM*Three Credits Fall 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.

FA 217 EARLY MODERN ART: 1900-1945

Three Credits Fall Semester

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.

FA 218 ART SINCE 1945

Three Credits Offered Periodically: Fall 2007

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.

FA 219 FOOD AND BODY IMAGE IN ART

Three Credits Not Offered 2006-2007

Examines attitudes toward food in various cultures as seen in art. Topics include food as necessity, ritualistic and religious significance of food, eating as social/political engagement, food and body image, and medical/psychological issues related to food.

FA 220 FROM BERNINI TO VERMEER: ART OF THE BAROQUE

Three Credits Fall 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.

FA 312 ART OF THE CITY: GREECE AND ROME

Three Credits Spring Semester

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.

FA 314 MASTERS OF THE RENAISSANCE: LEONARDO, MICHELANGELO, RAPHAEL

Three Credits Not Offered 2006-2007

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.

FA 316 ART AND GENDER

Three Credits Offered Periodically: Fall 2007

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.

FA 317 ART AND PSYCHOLOGY

Three Credits Not Offered 2006-2007

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.

FA 320 EXHIBITIONS AND COLLECTIONS: AN INSIDE LOOK

Three Credits Fall 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.

FA 329 TRADITIONAL AND CONTEMPORARY ARTS OF THE NON-WESTERN WORLD

Three Credits Spring Semester

With examples from Africa, the Pacific, Aboriginal Australia, Native America and Southeast Asia, this course explores the traditional arts of the non-western world from a comparative anthropological perspective. This course is informative for students interested in museology, education, non-western cultures, and modernization and development.

FA 430 ART HISTORY IN ITALY

Four Credits Not Offered 2006-2007

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.

FA 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 Courses

FA 133 STONEHILL COLLEGIATE CHORALE

Three Credits 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. Credit is granted on a Pass/Fail basis. Prerequisite: Consent of the Instructor.

FA 134 CONCERT BAND

Three Credits 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. Credit will be assigned after three semesters of participation on a Pass/Fail basis. Prerequisite: Consent of the Instructor.

FA 183 HISTORY OF MUSIC I: EUROPEAN ROOTS

Three Credits Fall Semester

This survey of European Classical Music covers music composed between 1600 and 1925. 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.

FA 184 HISTORY OF MUSIC II: TWENTIETH-CENTURY STYLES

Three Credits Spring Semester

This survey of Twentieth Century Classical Music covers music composed between 1925 and the present day. Emphasis will be on the diverse and exciting 20th Century trends which have resulted in multi-media and multi-stylistic genres. The class will attend concerts in Boston. No musical background is necessary.

FA 231 PIANO WORKSHOP

Three Credits Fall and Spring Semesters

An introduction to the study of the piano in a class setting. The following components are included: learning to read music; music theory; technique with emphasis on performance. The class gives a public performance at the end of the semester. Students use digital pianos with headphones for individualized instruction. A field trip to a piano performance is included in the course.

FA 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.

FA 233 SONG INTERPRETATION FOR THE STAGE*Three Credits Not Offered 2006-2007*

Methods of song interpretation for the musical theatre or cabaret stage. Discussion of historical time period, interpretive vocal and acting technique, as well as lyric analysis. Students will choose songs for study and/or performance, as well as analyze professional performances. Field trip analysis of live performance.

FA 235 AMERICAN MUSIC IN THE 20TH CENTURY*Three Credits Spring Semester*

Various developments in American music during the 20th Century, including classical, jazz, Broadway, popular, 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.

FA 236 SINGING YOUR PRAISES: A HISTORY OF WESTERN SACRED MUSIC*Three Credits Not Offered 2006-2007*

Explores the forms and structures of music composed for liturgies of the Roman Catholic Church. Traces the effects of various liturgical changes upon the performance of this music. Prerequisites: FA 183-184 recommended.

FA 240 MUSIC THEORY*Three Credits Fall Semester*

Designed to teach and develop basic musical skills and to increase the student's understanding of the fundamental building blocks of music and how they function in musical language. The first skills studied will be fluency in reading music and use of the piano keyboard. Other topics will include basic terminology, musical notation, intervals, major and minor scales, triads and seventh chords. Some exercises in ear training and rhythm are included. The student's skill and imagination in manipulating these skills will be developed by composing brief musical compositions at the end of the semester. An interactive computer program is a main component of the course.

FA 331 ADVANCED PIANO WORKSHOP*Three Credits Spring Semester*

This workshop is intended for piano students who have taken FA 231, Piano Workshop, or for students with a strong piano background. Topics include a wider range of major and minor keys, more complex textures and rhythmic patterns, and original pieces of intermediate to advanced difficulty. The class will play in several public performances during the semester. Prerequisite: FA 231 or consent of the Instructor.

FA 335 IRISH MUSIC*Three Credits Not Offered 2006-2007*

The purpose of this course is to show how Irish history, politics and emigration from the colonial period through the Famine to the present have formed and lent interpretive structure to the traditional music, dance and song that is such a splendid part of Irish heritage.

FA 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: FA 240 or consent of the Instructor.

Dance Courses**FA 141 DANCE AND MOVEMENT***Three Credits Fall and Spring Semesters*

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.

FA 251 DANCE TECHNIQUE: BALLET, JAZZ, AND MODERN*Three Credits Not Offered 2006-2007*

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.

FA 253 MODERN JAZZ DANCE*Three Credits Spring 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.

FA 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.

FA 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.

FA 256 DANCE FOR MUSICAL THEATRE*Three Credits Offered Periodically: Fall 2007*

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.

FA 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.

FA 355 ADVANCED JAZZ DANCE*Three Credits Not Offered 2006-2007*

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.

FA 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: some previous ballet training.

FA 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.

FA 490 DIRECTED STUDY*Three Credits Fall and Spring Semesters*

Supervised reading and research directed by Department member. Written consent of the Instructor is required.

Theatre Arts**TA 141 DANCE AND MOVEMENT***Three Credits Fall and Spring Semesters*

For description, see FA 141.

TA 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.

TA 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.

TA 203 ACTING I

Three Credits Fall Semester

Necessary rules, mechanics, and methods of analysis for developing a part in a play. Beginning work on the actor's physical, vocal, and emotional tools.

TA 205 STAGECRAFT

Three Credits Alternate Years: Fall 2006, 2008

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.

TA 212 MUSICAL THEATRE

Three Credits Offered Periodically:
Fall Semester

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.

TA 216 IMPROVISATION

Three Credits Not Offered 2006-2007

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. Prerequisite: TA 203 or consent of the Instructor.

TA 225 PLAY PRODUCTION I

TA 226 PLAY PRODUCTION II

Three Credits Each Fall and Spring Semesters

Students receive credit for participating as actors, assistants to the directors and designers, stage managers, technicians and crew members in a mainstage production. Specific assignments and hours worked must be approved by the Program Director. Credit is granted on a pass/fail basis including Theatre Arts majors and minors. Does not count towards requirement for Theatre Arts minor/majors.

TA 300 ACTING II

Three Credits Alternate Years:
Spring 2007, 2009

Concentration on refinement of the actor's body through stage movement and voice. To enlarge the student's physical and emotional projection along with detailed characterization work. Prerequisite: TA 203 or consent of the Instructor.

TA 302 DIRECTING

Three Credits Alternate Years:
Spring 2008, 2010

Analysis and interpretation of play scripts; basic blocking techniques; coaching of actors; and the process of producing a play from auditions through performance. Prerequisite: TA 181-182, or TA 203, or consent of the Instructor.

TA 308 THEATRICAL COSTUME DESIGN

Three Credits Alternate Years:
Spring 2008, 2010

Want to learn why certain colors influence peoples' attitudes, or understand history's impact on body decoration? Students will translate personalities into costumes using angles, colors, fabrics and a script. As a final project, students will give 3-dimensional life to one of their designs using non-traditional methods. No sewing required.

TA 312 SCENIC DESIGN FOR THE STAGE

Three Credits Alternate Years:
Spring 2007, 2009

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.

TA 315 MAKE-UP FOR THE STAGE

Three Credits Offered Periodically:
Spring Semester

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.

TA 317 ORAL INTERPRETATION

Three Credits Not Offered 2006-2007

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. The use of particular techniques for the classroom will also be explored.

TA 405-406 SEMINAR IN THEATRE ARTS I and II

Three Credits Each Fall and Spring Semesters

Students study and analyze significant works from different eras, styles and philosophies. Topics will vary.

TA 415-416 THEATRE PRACTICUM I and II (Capstone Course)

Three Credits Each 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. Prerequisite: consent of the Program Director.

TA 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.

TA 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.

Foreign Languages

Faculty:

Jose L. Martínez, Chairperson

Professor:

A. Barbagallo

Associate Professors:

J. Collins

P. Foucre

J. Golden

C. Martin

J. Martínez

J. Pérez

D. Valentini

Assistant Professor:

L. Iturralde

J. C. Martin

The Department of Foreign Languages offers majors in Spanish, French and Foreign Languages, and minors in French, German, Italian Studies and Spanish.

Mission

The Department of Foreign Languages at Stonehill College 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 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.

Major

The Department shares in the mission of the College by offering courses at various levels in French, German, Italian, Latin and Spanish which meet Cornerstone Program requirements.

The Department has majors in French and Spanish, as well as a major in Foreign Languages which allows students to combine two foreign languages. The Department also offers minor programs in French, German, Italian Studies and Spanish. Current technology, in the forms of audio-visual media and computer-assisted instruction, provides authentic language models and enhances learning. Moreover, Foreign Language majors are required to spend a semester abroad in an approved program of study or in one of the international internships sponsored by Stonehill College.

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 in Spanish or French: This consists of 10 upper division courses (300 level and above), which ordinarily must include the Advanced Language courses (FR 331-332 or SP 331-332), the Survey of Culture and Civilization, and Literature courses (FR 333-334 / FR 335-336 or SP 333-334 / SP 335-336). The French Cinema course (FR 339-340) may be substituted for either the French Survey of Culture and Civilization course (FR 333-334) or French Survey of Literature course (FR 335-336).

Major in Foreign Languages: Combined study of two foreign languages; e.g., Spanish and French, French and German, etc. This consists of six upper division courses in one foreign language area (300 level and above), and of four courses in a second foreign language area, of which at least two are upper level.

Minors

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

FRENCH

The minor in French consists of a sequence of at least six courses determined after consultation with the departmental advisor. At least two of these courses must be upper division (300 level courses or above).

GERMAN

The minor in German consists of a sequence of at least six courses determined after consultation with the departmental advisor. At least two of these courses must be upper division (300 level courses or above).

SPANISH

The minor in Spanish consists of a sequence of at least six courses determined after consultation with the departmental advisor. At least two of these courses must be upper division (300 level courses or above).

ITALIAN STUDIES

Italian Studies is an interdisciplinary minor concentration intended to provide knowledge of the people and culture of Italy. For majors in International Studies, Business Administration, and other areas, the Italian Studies minor offers students the chance to become proficient in Italian through the study of language, film, art, and historical inquiry. Opportunities for study in Italy are available through the Study Abroad Program. Electives are chosen according to the needs and interests of each student.

Beginning with Intermediate Italian, language instruction employs a variety of communicative strategies designed to achieve proficiency. These include a conversation table, film series, and discussions of contemporary life and customs.

The minor in Italian Studies requires two semesters of Italian language at the Intermediate (231-232) level or higher and four courses from the following:

IT 331-332	Advanced Composition and Conversation
IT 490	Independent Study or Study Abroad in Italy
FA 215	Early Renaissance Art: Italy and the North
FA 314	Masters of the Renaissance: Leonardo, Michelangelo and Raphael
FA 430	Art History in Italy

Course Offerings

The Department offers courses at various levels in French, German, Italian, Latin and Spanish, which meet Cornerstone 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 foreign language. Proficiency entails communication, cultural understanding, and connections with other areas of knowledge; comparisons on the nature of language and culture, and participation in multilingual communities.

First and Second Semester of Elementary Courses (131-132) in French/German/Italian/Spanish

Six Credits *Fall and Spring Semesters*
For students with no previous study or 1-2 years of high school French/ German/ Italian/ 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.)

First and Second Semesters of Intermediate Courses (231-232) in French/German/Italian/Spanish

Six Credits *Fall and Spring Semesters*
For students with 2-3 years of high school French/ German/Italian/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.

First and Second Semesters of Advanced Courses (331-332) in French/ German/Italian/Spanish

Six Credits *Fall and Spring Semesters*
For students with three or more years of French/ German/Italian/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.

Latin

LA 131-132 ELEMENTARY LATIN I AND II

Six Credits Fall and Spring Semesters

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.

LA 231-232 INTERMEDIATE LATIN I AND II

Six Credits Alternate Years: Fall and Spring Semesters

Intensive review of Latin grammar with an emphasis on the development of reading comprehension. Readings include selections from Petronius' Satyricon and Ovid's Metamorphoses. For students with 2-3 years of high school Latin or LA 131-132.

LA 331-332 ADVANCED LATIN I AND II

Six Credits Not Offered 2006-2007

Continued focus on the development of Latin reading skills through a survey of representative authors from the Golden and Silver Ages of Latin Literature. By reading and analyzing these texts closely students will gain access to important social, political, and artistic themes that are critical to the understanding of Roman history and culture. For students with 4 or more years of high school Latin or LA 231-232.

Courses for Majors and Minors in French and Spanish:

French

FR 333-334 FRENCH CULTURE AND CIVILIZATION I AND II

Six Credits Offered Periodically: Fall and Spring, 2007-2008

Study of contemporary French culture and its recent history, social issues, economy, attitudes and institutions. Prerequisite: 4 years of high school French or French 331-332.

FR 335-336 SURVEY OF FRENCH LITERATURE I AND II

Six Credits Offered Periodically: Fall and Spring, 2008-2009

Survey of writers representing major movements in French Literature from the Middle Ages to the present. Prerequisite: 4 years of high school French or French 331-332.

FR 337 FRENCH CONVERSATION AND COMPOSITION

Three Credits Offered Periodically: 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: Advanced French or consent of Instructor.

FR 339-340 FRENCH CINEMA I AND II

Six Credits Offered Periodically: Fall and Spring Semesters

Study of contemporary French cinema with an emphasis on conversation and language proficiency. Prerequisite: 4 years of high school French or French 331-332.

FR 348 NINETEENTH CENTURY FRENCH LITERATURE

Three Credits Not Offered 2006-2007

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: Advanced French (ability to read prose in French).

FR 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.

Spanish

SP 330 U.S. HISPANIC LITERATURE: VOICES AND EXPERIENCES ON MIGRATION AND IMMIGRATION

Three Credits Alternate Years: Fall Semester

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: 3 or 4 years of high school Spanish or SP 231-232.

SP 333-334 SURVEY OF LATIN AMERICAN CULTURE AND LITERATURE I AND II

Six Credits Alternate Years: Fall and Spring, 2007-2008

Study of Latin America through art, history, and literature. Prerequisite: 4 years of high school Spanish or SP 331-332.

SP 335-336 SURVEY OF SPANISH CULTURE AND LITERATURE I and II

Six Credits Alternate Years: Fall and Spring Semesters

Study of Spain through art, history and literature. Prerequisite: 4 years of high school Spanish or SP 331-332.

SP 337 SPAIN TODAY

Three Credits Alternate Years: Fall and Spring, 2007-2008

A study of post-Franco Spain, its political, social, religious directions. Prerequisite: 4 years of high school Spanish or SP 331-332.

SP 342-346 SEMINARS IN SPANISH

Three Credits Fall and Spring Semesters

Study of a specific literary movement, author, or genre.

SP 342 Latin American Literature (Fall 2006)

SP 344 Contemporary Spanish Novel (Spring 2007)

SP 345 Afro-Hispanic Culture of the Caribbean (Fall 2007)

SP 346 Maya, Aztec and Inca Traditions (Spring 2008)

Prerequisites: SP 333-334, or SP 335-336, or SP 337-338, or consent of the Instructor.

SP 350 SPANISH LINGUISTICS

Three Credits Alternate Years: Spring 2007, 2009

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.

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.

Gender Studies

Patricia Leavy, Program Director

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

The mission of the Gender Studies Program is to use gender as a lens to promote, from an interdisciplinary perspective, critical thinking and scholarly development. The program explores the distinctions among biological sex, gender, sexual orientation and sexual identity while also investigating the links between these categories in the experiences and social historical realities of women and men. Students in the program will look at differences among women and men broadly as a result of factors such as race, ethnicity, religion, age, sexuality and social class. Courses in the program focus on the range of issues that people experience, such as family, work, religion, education, health, medicine, cultural representation, and politics.

Students in the Gender Studies major will learn the critical thinking and analytical skills necessary to pursue graduate study in a variety of fields including women's studies, sociology, English and history. Gender Studies students are invited to participate in the graduate school discussion group, sponsored by the Sociology and

Criminology Department, which helps students think about and apply to graduate school in several fields including Women's Studies. Students will also be able to develop expertise through directed studies and gain practical experience through internships, both of which will help them develop their career path. Gender Studies is also an excellent double major for students who want to distinguish themselves on the job market.

Major

Nine courses are required for the major including the following two required courses:

- GN 101 Introduction to Gender Studies
GN 475 Internship (recommended for Junior Year) or GN 490 Directed Study (recommended for Senior Year)

As an interdisciplinary program, students seeking the General Gender Studies Major select the remaining seven courses from the courses listed below:

Interdisciplinary Gender Studies Courses:

- BI 296 Scientific Methods: Female Medical Issues
CO 313 Gender and Communications
EN 300 Critical Theory
EN 310 World Lit: Fictions of Desire
EN 325 Film and Ideology
EN 337 Film and Gender
EN 389 Alternative Modernisms
EN 394 Sexuality and Text
EN 422 Seminar: Queer Cities
FA 219 Food and Body Image in Art
FA 316 Art and Gender
HC 203 Gender Issues in Health Care
HS 229 Women and Gender in Europe: 1500 - Present
HS 246 Gender and Japanese History
HS 285 Women in America: 1630-1890
PH 282 Sex and Gender
PS 265 Men, Women, and Justice
PC 315 Psychology of Women
RS 302 Violence and Sex in the Bible
RS 303 The Virgin Mary and Visions of the Feminine in Christianity
RS 336 Women in the Islamic Tradition
RS 338 Sex and God: Jewish and Muslim Erotic Love Poetry
SO 205 Sociology of Marriage and Family
SO 218 Images & Power: Popular Culture
SO 226 Organizing People, Power and Change
SO 237 Sociology of Gender
SO 408 Seminar: Studying Culture
SO/CJ 415 Seminar in American Inequality
SO 416 Seminar: Love, Intimacy and Human Sexuality

SO 421 Seminar on Oppression

SO/CJ 430 Race, Class and Gender in the Criminal Justice System

Students may also select a Gender Studies Major with a track in either Women's Studies or Sexualities. In this instance a student must complete two of the following courses in the appropriate list below and four courses from the interdisciplinary gender studies courses listed above.

Women's Studies Track:

- SO 237 Sociology of Gender
RS 336 Women in Islamic Culture
PC 315 Psychology of Women

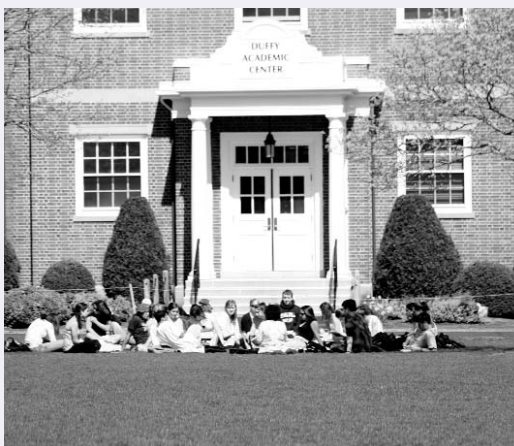
Sexualities Track:

- PH 282 Sex and Gender in Philosophy
EN 422 Seminar: Queer Cities
EN 394 Sexuality and Text
SO 416 Seminar: Love, Intimacy and Human Sexuality
GN 490 Directed Study

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. Likewise, students will be encouraged to make activism and/or volunteerism a part of their time. Directed studies are meant as an opportunity for students to develop a research project around an area of particular interest that has been shaped by previous gender studies courses.

Minor

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



Health Care Administration

Faculty:

Craig S. Higgins, Chairperson

Professor:

T. Garipey, C.S.C.

Associate Professor:

C. Higgins

Assistant Professor:

W. Dahlin

The Department offers a major and minor in Health Care Administration.

The primary objectives of the Health Care Administration major are:

- to prepare the student for leadership and service in entry level employment in health care direct service and support organizations in the private and public sectors;
- to prepare the student for graduate study in health and human services related support professions and businesses, or certain medical provider roles;
- to prepare the student to be an innovative and a positive force for ethical, constructive change in the health and human services systems.

These objectives are met by coupling a series of required offerings and elective courses with a required full-time internship in medical and human service organizations locally and abroad, tailored to the individual student. Strong preceptor and faculty supervision are available to all students and a variety of Directed Studies and Field Studies emphasizing health care work are available for the highly motivated student. Required offerings provide a firm understanding of the health care system, important health care issues and basic managerial and leadership skills. More advanced requirements and electives enhance and refine these areas of the 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 departmental faculty before declaring.

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

Major

Required courses:

- HC 103 Intro. to Gerontology
- HC 105 Health Care Foundations
- HC 205 Introduction to Healthcare Information Systems
- HC 220 Health Care Policy and Politics
- HC 301 Health Communication
- HC 323 Health Care Law
- HC 325 Health Care Finance
- HC 330 Health Care Prod. & Serv. Del.
- HC 335 Health Care Employment Law
- HC 336 Supervision & Leadership
- HC 410 Senior Seminar
- EC 176 Microeconomic Principles
- EC 321 Health Care Economics (satisfies the Macroeconomics requirement for the Business minor)

Take one of the following:

- HC 109 Epidemiology
- HC 208 Cont. Long Term Care
- HC 209 Public & Community Health

Take one of the following with approval of Dept. Chair:

- HC 475 Internship (9 credits)
- HC 476 Nursing Home Int. (12 credits)
Noncredit summer internship: 400 work hrs, usually for pay. (Usually between junior and senior year. Available all summers.)

Minor

The minor offers business, liberal arts and science majors an overview of the Health Care System, an appreciation for 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: Health Care Administration Core: HC 105 Health Care 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.

ARTICULATION AGREEMENTS

Graduates who wish to pursue a master's in Health Care Administration may apply courses taken at Stonehill to the Simmons College master's program. This articulation agreement is available to majors and minors of the Stonehill program.

Associate degree graduates in the Clinical Studies programs at Laboure College may transfer into Stonehill's Health Care Administration program to pursue an undergraduate degree if they meet academic qualifications.

Course Offerings

*MEETS MAJOR REQUIREMENTS

HC 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.

HC 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: HC 101 or consent of Instructor.

HC 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, aged based prejudice, affect society? What social, governmental, financial, and health care 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.

HC 105 HEALTH CARE FOUNDATIONS*

Three Credits Fall and Spring Semesters

Examines the parts of the health care system in the U.S. and stresses the patient and family as the primary focus of the system. What and who are the "providers", "third party payors", and "regulators" of health services? Who are the major participants in the health service system and how do they behave given certain financial and professional incentives? Why and how do we use health care services? What are the structures of the system and the behaviors of the system participants, and how does our present system prevent meaningful reform?

HC 107 CLINICAL MODULE

Three Credits Not Offered 2006-2007

Explores basic structures and functions of the human body along with all related medical terminology. Course material presented in relation to conventional medical practice and institutional protocol. Designed for those majoring or minoring in Health Care Administration and others interested in a basic understanding of clinical health, development, and disease processes. (Not available to Biology majors or others with AP courses in Biology).

HC 109 EPIDEMIOLOGY*

Three Credits Spring Semester

Study of health-related human events and the rise of epidemiology as a tool for solving health problems. Uses critical review, problem identification, research, and design response. Philosophical and ethical considerations of responses and methods of intervention in the disease process. Prerequisite: HC 105.

HC 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 has 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.

HC 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 to meet the needs of majors/minors as well as non-majors/non-minors.

HC 203 GENDER ISSUES IN HEALTH CARE

Three Credits Not Offered 2006-2007

This course will examine gender-specific roles for caregivers, providers and patients. Among the topics to be discussed are occupational, environmental and social/psychological determinants of health. The course will also cover the inequality, justice and cultural issues that exist in health and healthcare today.

HC 205 INTRODUCTION TO HEALTHCARE AND APPLICATIONS INFORMATION SYSTEMS**Three Credits Spring Semester*

Principles of analysis, design, evaluation, selection, acquisition and utilization of information systems in healthcare. Review of the current trends in information technology and how information systems can support high-quality patient care. An introduction to business software applications will be an essential ingredient of the course and will be used directly in the completion of the student projects.

HC 208 THE CONTINUUM OF LONG TERM HEALTH CARE SERVICE **Three Credits Spring Semester*

What is and who makes up the continuum? Who are its clients? The course examines everything 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: HC 105.

HC 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. Prerequisite: HC 105.

HC 220 HEALTH CARE POLICY AND POLITICS**Three Credits Fall Semester*

Historical development of the nation's system of health care including visions for the future. Review of health care policy development and implementation at the local, state, and federal levels; major health care and related social issues and concerns are addressed in both readings and class discussions. Prerequisite: HC 105.

HC 221 EFFECTIVE EDUCATIONAL PROGRAMS IN HEALTH CARE: BASIC PRINCIPLES AND APPLICATION**Three Credits Not Offered 2006-2007*

Examines the principles and conditions necessary for adult learning to occur and reviews actual health programs and models of health education in a variety of health care settings and with a variety of different consumers of health education. Factors influencing program development.

HC 250 MIND, BODY, SPIRIT, AND HEALTH*Three Credits Fall and Spring Semesters*

This course reviews alternative approaches to health promotion and health interventions. It contrasts Western Medicine with strategies that more fully utilize the mind and spirit in building defense against illness and in coping with the problems of chronic pain. The increasing roles of these alternative approaches in our current health care delivery system are discussed.

HC 300 QUALITY ASSESSMENT METHODS*Three Credits Spring Semester*

The purpose of this course is twofold: (1) to provide students with the tools necessary to conduct patient-based assessments that will meet the internal and external measurement needs of community medical practices, hospitals, and other health care facilities; (2) to provide students with a working knowledge of the essential qualitative and quantitative Continuous Quality Improvement measurement techniques necessary for process improvement in health care facilities. (One of three courses which fulfill the Quantitative Techniques requirement) Prerequisite: HC 105.

HC 301 HEALTH COMMUNICATION**Three Credits Fall Semester*

Introduction to the theory and practice of communication within the health care 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 Health Care Administration; recommended for anyone interested in working in a facility providing health care services. Prerequisite: HC 105.

HC 303 QUALITY IMPROVEMENT AND METHODS IN HEALTH CARE*Three Credits Fall Semester*

Examines the critical principles underlying quality improvement principles and practices in the context of health care: motivating clinicians and patients to change their behavior; methodologies for motivation; models or paradigms that govern professional thinking. Prerequisite: HC 105.

HC 321 ECONOMICS OF HEALTH CARE**Three Credits Spring Semester*

Economic analysis of health care delivery markets, physician and nurse shortages, insurance industry distortions, models of hospital behavior, demand and supply considerations, impact of market failure. Prerequisites: EC 176, HC 105.

HC 323 HEALTH CARE LAW**Three Credits Fall Semester*

Examines legal issues in provision of health care services. Kinds of questions addressed: What are the three sources of law? What should you do if your health care 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 health care 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 health care social services, either as a manager or a provider. Prerequisite: HC 105.

HC 324 RISK MANAGEMENT*Three Credits Spring Semester*

Examines risks present in health care facilities. Kinds of questions addressed: What risks do health care personnel present to patients? What risks are presented by medical equipment? What hazards can be found in a health care facility? How can all these risks be minimized? What role does insurance play in protecting a health care facility? Investigatory and problem-solving skills developed. Prerequisites: HC 105, HC 323.

HC 325 HEALTH CARE FINANCE**Three Credits Spring Semester*

Focuses on such questions as: 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 Health Care Organizations? How can I budget more effectively? What special issues are raised in the complex area of 3rd party insurance reimbursement and how will that affect an organization's behavior? Prerequisite: HC 105.

HC 330 HEALTH CARE PRODUCT AND SERVICE DELIVERY**Three Credits Spring Semester*

This course is intended to teach students the skills they will need to keep their organizations competitive in the constantly changing health care environment. The course discusses developments in the health care field (such as increased competition and the rise of managed care contracting) that require managers to have heightened skills in the areas of strategic planning and competitive analysis. The course also examines the models that exist for how to deliver quality service to consumers and how to build a base of loyal customers. (One of three courses which fulfill the Quantitative Techniques requirement) Prerequisites: HC 105, HC 323.

HC 335 HEALTH CARE EMPLOYMENT LAW**Three Credits Spring Semester*

Examines legal issues as regards interviewing, hiring and disciplining employees. Kinds of questions addressed: 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. Essential for anyone interested in working in a supervisory capacity. Prerequisite: HC 323.

HC 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/ negotiating skills. Prerequisite: HC 105; Recommended: HC 323, HC 335.

HC 410 HEALTH CARE 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. Consent of Chairperson required. Community service learning model, working directly with service agencies, is part of the course. Prerequisites: All core major requirements.

HC 411 SPECIAL TOPICS IN HEALTH CARE

Three Credits Spring Semester

Through readings and discussion, this course reviews some of the major issues confronting the health care system at the end of the century. The issues to be discussed include: the relationship of poverty to well-being; the value of community organization in mobilizing needed changes in the health care system; the importance of a stronger role for women in health care 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; the need to cope more effectively with the issue of race in our society; and the hope and power that each of us has within us to make the health system fairer and more sensitive to all citizens.

HC 475 INTERNSHIP IN HEALTH CARE ADMINISTRATION*

No Credit - Summer (Fall and Spring Semesters for Credit Option Available)

Usually fulfilled by an intensive, 400-hour, not-for-credit experience in the summer between third and fourth years. Highly tailored to the interests of the student, placement requires a high level of employment-like preparation (resumes, interview, etc.). "Passing" or student evaluation is performed by the on-site preceptor and faculty advisor. Locations may be selected from world-class medical organizations affiliated with the program, or identified by the student with respect to geographic needs or other criteria. Paid stipend usually available.

HC 476 INTERNSHIP IN NURSING HOME ADMINISTRATION*

Twelve Credits Fall and Spring Semesters

Full-time (40 hour/week) six (6) month internship combined with specialized training for State license examination. Full range of exposure to management activities including financial, social service, general management, and key areas of administration. (Limited number of high quality placements - allow ample time for site identification.) Consent of Chairperson required. Significant scholarships available for majors who have taken financial/management accounting and who meet other criteria.

HC 495 FIELD STUDY

Three Credits Fall and Spring Semesters

A limited number of 10 hours per week field experiences are available each semester. For the highly motivated student.

History

Faculty:

Shane Maddock, Chairperson

Professors:

A. Carrigg

T. Clarke

Associate Professors:

S. Maddock

E. McCarron

K. Spicer, C.S.C.

Assistant Professors:

L. Brekke-Aloise

T. Conroy

A. Vesey

J. Wadsworth

Professors Emerita/Emeritus:

J. Skaff

The Department of History offers a major and 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, the 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.

Major

The History major consists of eleven courses in one of the following concentrations: the United States; Europe; or World History (courses that focus on regions and peoples outside Europe and the United States). As part of this primary concentration all History majors and minors must complete History 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 Project.

All History majors write an in-depth Senior History Project, History 410, in the Fall or Spring Semester of their senior year. This project builds upon background knowledge and skills acquired in previous classes, especially Historical Methods and Materials, where students design an in-depth research proposal for their intended project.

Concentrations

A) UNITED STATES:

6 courses 200 level or above in United States History

3 courses 200 level or above in European; and World History (majors must take at least one course in each)

HS 320 Historical Methods and Materials

HS 410 Senior History Project

Students with no previous college-level credit in U.S. History should take HS 281 American Nation I and HS 282 American Nation II.

B) EUROPEAN:

6 courses 200 level or above in European History

3 courses 200 level or above in United States; and World History (majors must take at least one course in each)

HS 320 Historical Methods and Materials

HS 410 Senior History Project

Students with no previous college-level credit in European History should take HS 265 Civilizations I and HS 266 Civilizations II.

C) WORLD (ASIA, AFRICA, LATIN AMERICA, MIDDLE EAST):

6 courses 200 level or above in World History

3 courses 200 level or above in United States; and European History (majors must take at least one course in each)

HS 320 Historical Methods and Materials

HS 410 Senior History Project

Students with no previous college-level credit in World History should take HS 253 World History I; and HS 254 World History II.

Minor

The History minor consists of seven courses:

2 courses 200 Level or above in United States History

2 courses 200 Level or above in European History

2 courses 200 Level or above in World History (courses that focus on regions and peoples outside of Europe and the U.S.)

One 300 level course with an emphasis on primary research

Course Offerings

HS 105 AMERICAN HISTORY FOR EDUCATORS

Three Credits Fall and Spring Semesters

This one semester course in American history is designed for Elementary Education and Early Child Education Majors only. It encompasses major themes and topics in American history from early exploration to contemporary America.

HS 200 MARITIME HISTORY OF NEW ENGLAND

Three Credits Spring Semester

This course surveys the sea's legacy from the earliest Indian fishery to the shipbuilding and commerce of today. Course themes include historical, political, and economic developments, with particular attention to insights gleaned from the investigation of shipwrecks, time capsules of discrete moments from New England's past. This course is offered as part of the Marine Studies Consortium.

HS 203 MODERN AMERICAN SOCIAL HISTORY

Three Credits Not Offered 2006-2007

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.

HS 205 IRISH-AMERICAN EXPERIENCE

Three Credits Alternate Years: Fall 2006, 2008

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.

HS 207 THE HOLOCAUST

Three Credits Spring Semester

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.

HS 208 THE IMMIGRANT EXPERIENCE IN AMERICAN HISTORY

Three Credits Not Offered 2006-2007

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.

HS 209 NATIVE AMERICAN HISTORY

Three Credits Alternate Years: Spring 2006, 2008

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.

HS 211 MASSACHUSETTS HISTORY

Three Credits Offered Periodically: Spring 2008

Survey and analysis of major developments in the history of Massachusetts and New England from the 16th through the 20th centuries. Using a variety of historical approaches (political, social, economic, religious, and cultural), students will explore the history of the region in national as well as local contexts.

HS 214 IRELAND: FROM COLONY TO NATION STATE

Three Credits Alternate Years: Fall 2007, 2009

An introduction to Ireland: its history, people, culture, and mystique. This course explores Irish history from the Norman invasion to the present conflict in Northern Ireland. 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.

HS 216 MODERN ENGLAND

Three Credits Fall Semester

Winston Churchill's Modern England began with Henry II's reign which saw the beginnings of the English Constitution and the English Common Law. This course traces the steady march of democracy from Henry II to its culmination in what Churchill called the Great Republic of the United States, England's ally in the Second World War.

HS 218 CHURCHILL IN THE WAR ROOM

Three Credits Alternate Years: Spring 2008, 2010

Winston Churchill's voice reached every corner of the world in 1940 when "England stood alone." Why did the statesman of England choose to fight when all other statesmen of Europe chose to enter treaty negotiations with Hitler?

HS 219 HISTORY OF WORLD ECONOMIC DEVELOPMENT

Three Credits Alternate Years: Spring 2007, 2009

For description, see EC 219.

HS 220 COMPARATIVE EMPIRES: SPAIN AND PORTUGAL

Three Credits Alternate Years: Spring 2007, 2009

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.

HS 225 HISTORY AND FILM

Three Credits Alternate Years: Fall 2007, 2009

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.

HS 227 RENAISSANCE AND REVOLUTIONS: EARLY MODERN EUROPE

Three Credits Not Offered 2006-2007

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.

HS 228 HISTORY OF U.S. FOREIGN RELATIONS

Three Credits Alternate Years: Spring 2007, 2009

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.

HS 229 WOMEN AND GENDER IN EUROPE, 1500 - PRESENT

Three Credits Alternate Years: Spring 2007, 2009

This course investigates the experiences of women and the historical constructs of gender in Europe from 1500-present. It examines the major themes of European history (the Rise of Capitalism, Political Revolutions, World Wars, etc.) with an emphasis on the methodological and theoretical problems raised by the study of women and gender.

HS 231 FROM RUSSIA TO RUSSIA

Three Credits Spring Semester

The rise and fall of the Soviet Union. Reasons for the collapse of the Romanov dynasty and

the rise of Lenin's Bolshevik state in 1917 will be closely explored. Stalinism, the purge trials, the gulag system and the Great Patriotic War will also be considered. Careful attention will be given to Moscow's Cold War tensions with the West and Gorbachev's bold initiatives of perestroika and glasnost in the 1980's to reform the Soviet system. Reform efforts failed, the USSR collapsed and a "new" Russian state reappeared in 1991.

HS 236 HISTORY OF INDIA

Three Credits Alternate Years:
Spring 2007, 2009

History and culture of the Indian subcontinent from earliest times. Development of civilization and interaction of philosophic and religious concepts with art, literature, social structures, and politics. Coming of the Mughal Empire, and the Europeans, establishment and success of British rule. The rise of the independence movement and eventual victory.

HS 237 ARAB HISTORY AND CULTURE

Three Credits Alternate Years: Fall 2007, 2009

Classical history of Islam from pre-Islamic Arabia to the rise of the Ottoman Empire up to the sixteenth century. Rise of Arab, Persian, and Turkish cultures in their Islamic context and development of history, philosophy, literature, and art.

HS 238 MIDDLE EAST TODAY

Three Credits Alternate Years: Fall 2006, 2008

Development of the Middle East from the decline of the Ottoman Empire to the present. Interrelations with the West leading to current crisis: Israel, Palestine, terrorism, the rise of nationalism and Islamic fundamentalism, oil, and the Iraqi war.

HS 239 HISTORY OF THE BYZANTINE EMPIRE

Three Credits Alternate Years: Fall 2006, 2008

The history of the Byzantine Empire from the time the Emperor Constantine moved the capital of the Empire from Rome to Byzantine in 330 to the capture of Constantinople in 1453. The course covers the importance of the Byzantine Empire to the West and its many contributions to civilization, especially as a bulwark against the Muslim armies. The history of the Byzantine provinces, in particular the Balkans, and the impact made by the Byzantine Empire on them, is also discussed.

HS 241 A HISTORY OF HORROR FILMS

Three Credits Alternate Years: Fall 2006, 2008

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, literature, and art, this course will analyze the phenomenon of the horror genre down through the ages.

HS 244 COLONIAL LATIN AMERICA

Three Credits Alternate Years: Fall 2006, 2008

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.

HS 245 MODERN FRANCE

Three Credits Not Offered 2006-2007

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.

HS 246 GENDER AND JAPANESE HISTORY

Three Credits Not Offered 2006-2007

Samurai and Geisha: these two stereotypical images often hide the diversity of Japanese identity from most Western observers. This course looks at Japanese history and culture from the perspective of shifting models of male and female ideals. Topics include the nature of imperial court life, the evolution of samurai ideals, and the impact of Western culture on Japanese animated films.

HS 247 MODERN GERMANY

Three Credits Alternate Years: Fall 2007, 2009

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.

HS 250 MODERN RUSSIA

Three Credits Not Offered 2006-2007

An examination of Russian History from the February and October Revolutions of 1917 to the present. The rise of the Bolshevik state, the impact of Stalinism and the purges, consequences of World War II and the Cold War for Soviet development, the implementation of perestroika and glasnost in the 1980s, and the collapse of the Soviet Union will all be highlighted.

HS 251 UNITED STATES ECONOMIC HISTORY

Three Credits Not Offered 2006-2007

For description, see EC 206.

HS 253 WORLD HISTORY SINCE 1600

Three Credits Spring Semester

This course examines the origin and development of modern societies in the context of the European global expansion and increased cross-cultural exchange. This course also emphasizes the cultural ties and tensions generated by these encounters. Themes include imperialism, colonialism, nationalism, and globalization.

HS 254 WORLD HISTORY TO 1600

Three Credits Fall Semester

This course explores the history of the human community up to c. 1600. Focus is on the development of the major world societies of Africa, America, Asia, and Europe and emphasizes cross-cultural and trans-regional interactions. Themes include environmental influences, social and political evolution, trade networks, cultural encounters, and religious and intellectual movements.

HS 257 MODERN LATIN AMERICA

Three Credits Alternate Years:
Spring 2007, 2009

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.

HS 259 HISTORY OF THE RUSSIAN REVOLUTION

Three Credits Not Offered 2006-2007

Birth of the Russian revolutionary intelligentsia. Non-Marxist social and political thought in the 19th century. Russian Marxism, Plekhanov, and Trotsky. V.I. Lenin and the birth of Bolshevism. Revolution of 1917. Same as PH 255.

HS 262 MEDIEVAL - RENAISSANCE - REFORMATION

Three Credits Alternate Years:
Spring 2007, 2009

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.

HS 265 CIVILIZATIONS 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.

HS 266 CIVILIZATIONS 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.

HS 270 MODERN CHINESE HISTORY

Three Credits Alternate Years:
Spring 2007, 2009

Over the past two hundred years, China has undergone dramatic, and often traumatic, change. This class surveys the impact of

imperialism, orientalism, and communism, and recent economic globalization on modern Chinese society, as well as the internal conflicts generated by China's transformation from a pre-modern empire into a modern nation-state.

HS 275 JAPAN IN THE WORLD

Three Credits *Alternate Years:*
Spring 2007, 2008

Many Japanese often see themselves as a homogeneous island race with a unique culture. This class looks at Japanese history through the prism of exchange between Japan and other cultural systems to critique modern constructions of "Japaneseness" in both Japan itself and recent American literature and film.

HS 277 HISTORY OF BRAZIL

Three Credits *Alternate Years:* Fall 2008, 2010

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.

HS 279 MODERN JAPAN

Three Credits *Alternate Years:* Fall 2006, 2008

Survey of modern Japan social history from 1945 to the present. Class work emphasizes a multi-disciplinary approach that combines readings, visual media, and expressions of modern Japanese material culture to cover topics ranging from politics and economics to anime and plight of illegal workers in Japanese factories.

HS 281 THE AMERICAN NATION I

Three Credits *Fall Semester*

Concise yet comprehensive study of American historical development which highlights important themes in American history. Topics include modes of colonial life, geographical perspectives, the Revolution and the Constitution, formation of political parties, revivalists and reformers, plantation society, New England mill villages, westward movement and Civil War.

HS 282 THE AMERICAN NATION II

Three Credits *Spring Semester*

An analysis and interpretation of the development of Reconstruction, the gilded society, world power, reform movements, geographical perspectives, the New Deal, the Cold War, John F. Kennedy, affluence, and discontent.

HS 283 SURVEY OF EAST ASIAN HISTORY TO 1800

Three Credits *Offered Periodically*

This course examines major developments in East Asian history to highlight key themes in the political, social, and cultural life of the Chinese, Japanese and Koreans. Drawing upon primary sources, secondary scholarship, and examples of material culture (art, architecture, and clothing), the course emphasizes complex multiplicity of Asian identity.

HS 284 EAST ASIAN HISTORY FROM 1800

Three Credits *Not Offered 2006-2007*

An introduction to modern China, Japan, and Korea that analyzes the often tense relationships between these nations against the backdrop of Western imperial and economic expansion. In addition to political and military themes, the course also considers the role of cultural exchange in modern Asia, and the growing importance of East Asian nations in present day globalization.

HS 285 WOMEN IN AMERICA: 1630-1890

Three Credits *Alternate Years:* Fall 2006, 2008

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.

HS 301 COLONIAL AMERICA

Three Credits *Fall 2008*

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.

HS 304 U.S. POPULAR CULTURE

Three Credits *Alternate Years:* Fall 2006, 2008

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.

HS 306 CONTEMPORARY AMERICA

Three Credits *Alternate Years:* Fall 2007, 2009

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.

HS 308 THE EARLY REPUBLIC

Three Credits *Alternate Years:* Fall 2006, 2008

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.

HS 309 EUROPEAN ECONOMIC HISTORY

Three Credits *Not Offered 2006-2007*

For description see EC 307.

HS 310 ANCIENT MEDITERRANEAN GREECE AND ROME

Three Credits *Alternate Years:* Fall 2006, 2008

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.

HS 313 INTELLECTUAL HISTORY OF EUROPE

Three Credits *Alternate Years:*
Spring 2008, 2010

World religion, world revolution, and world war. The impact on German and European unity made by such figures as Luther, Marx and Hitler will be discussed.

HS 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. Majors should register in their junior year in preparation for the Senior History Project.

HS 321 AFRICAN-AMERICAN HISTORY

Three Credits *Not Offered 2006-2007*

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.

HS 322 AFRICAN-AMERICAN HISTORY II

Three Credits *Not Offered 2006-2007*

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.

HS 326 THE CHRISTIAN CHURCHES IN NAZI GERMANY (Moral Inquiry)

Three Credits *Offered Periodically:*
Fall Semester

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.

HS 327 AMERICAN CIVIL WAR AND RECONSTRUCTION*Three Credits Fall Semester*

American Civil War and Reconstruction is a broadly conceived course which begins in 1860 with the election of Abraham Lincoln and extends to the 1990s and the retirement of Supreme Court Justice Thurgood Marshall. Themes of war and themes of justice are commingled and recurring.

HS 328 PURSUITS OF HAPPINESS IN REVOLUTIONARY AMERICA*Three Credits Alternate Years: Fall 2007, 2009*

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. Prerequisites: Junior and Senior only; HS 281, 282 or other History course.

HS 329 THE VIETNAM ERA AND ITS LEGACY*Three Credits Not Offered 2006-2007*

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.

HS 330 UNITED STATES SEMINAR: TOPICAL*Three Credits Not Offered 2006-2007*

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.

HS 331 THE PROGRESSIVE ERA, 1890-1920*Three Credits Not Offered 2006-2007*

Analysis of the convulsive reform movements that swept across rural and urban America. Themes include Populism, the transformation of politics and government in cities and at the national level, the struggle of industrial workers, the advance of corporate capitalism, the rise of the professional authority, and shifts in American social thought.

HS 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.

HS 333 THE AMERICAN CATHOLIC EXPERIENCE*Three Credits Not Offered 2006-2007*

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.

HS 334 PLAYING FIELDS AS BATTLE FIELDS: THE AFTERMATH OF CIVIL WAR AND CIVIL RIGHTS IN 19TH AND 20TH CENTURY AMERICA*Three Credits Spring Semester*

Healing the wounds of war, Americans, like their counterparts in Europe and elsewhere, reach for the local to re-establish the larger bonds of Union. Curt Flood, Ty Cobb, and now Nomar Garciaparra, take the place of Lee and Grant, Stuart and Hancock, in a uniform that is not blue or gray or butternut but red and white and travel gray. The cause is the same: freedom and equality won by skill and endurance and a touch of genius mixed with madness on the playing field.

HS 343 CHRISTIAN THEOLOGY AS IDEOLOGY*Three Credits Alternate Years: 2007, 2009*

How the use of Greek philosophy and Roman imperial theory transformed the Gospel of Jesus into 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 this theological development.

HS 347 ADOLF HITLER AND NAZI GERMANY*Three Credits Not Offered 2006-2007*

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.

HS 349 THE INQUISITION: MYTH AND HISTORY*Three Credits Alternate Years: Fall 2008, 2010*

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.

HS 351 THE FRENCH REVOLUTION*Three Credits Not Offered 2006-2007*

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.

HS 353 A WORLD AT WAR*Three Credits Alternate Years: Fall 2007, 2009*

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.

HS 360 EUROPEAN SEMINAR: TOPICAL*Three Credits Not Offered 2006-2007*

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.

HS 362 WORLD HISTORY SEMINAR: TOPICAL*Three Credits Fall 2008*

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.

HS 371 THE AGE OF ABSOLUTISM*Three Credits Not Offered 2006-2007*

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.

HS 373 MODERN EMPIRES AND COLONIALISM*Three Credits Not Offered 2006-2007*

A detailed examination of the European imperial experience, and the impact of Western expansion on Africa, India, and East Asia in the nineteenth and twentieth centuries. Themes include political and economic aspects of imperialism, the issues of race, gender, orientalism, and western popular cultural representations of imperial legacies.

HS 380 PUBLIC HISTORY*Three Credits Not Offered 2006-2007*

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.

HS 410 SENIOR HISTORY PROJECT*Three Credits Fall and Spring Semesters*

An independent, in-depth project designed in HS 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.

HS 475 INTERNSHIP IN HISTORICAL RESEARCH*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.

HS 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.

History and Philosophy of Science

Faculty:**Professors:**

T. Garipey, C.S.C. (Health Care Administration)

A. Goddu (Physics)

Associate Professors:

S. Mooney (Biology)

Courses in the History and Philosophy of Science are designed for students with a wide variety of interests and do not presume any previous knowledge of science. Their goal is to help a student understand the conceptual and empirical development of a particular field and the ways in which science, medicine, and technology have acquired their positions within a broader social setting. Students normally choose these courses to meet the Natural Scientific Inquiry requirements of the Cornerstone Program.

Course Offerings

SC 149 COLLEGE HONORS SEMINAR (Natural Scientific Inquiry)*Three Credits Spring Semester*

A General Education course open to students in the college-wide Honors Program. Special themes and topics. Emphasis on oral and written expression. For further information, consult with the Director of the Honors Program.

SC 191 AIDS AND EMERGING INFECTIONS (Natural Scientific Inquiry)*Three Credits Fall and Spring Semesters*

An examination of the biomedical, social, political, and historical issues surrounding AIDS and emerging infections.

SC 192 ASTRONOMY IN THE SCIENTIFIC REVOLUTION (Natural Scientific Inquiry)*Three Credits Fall and Spring Semesters*

The development and establishment of heliocentric theory. Topics include celestial observations, the geocentric universe, Copernicus's 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.

SC 193 SCIENCE AND BELIEF (Natural Scientific Inquiry)*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.

SC 194 PHYSICS IN THE SCIENTIFIC REVOLUTION (Natural Scientific Inquiry)*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.

Honors Program

Gregory J. Shaw, Program Director

Honors students will complete a minimum of five Honors courses plus a Senior Honors Experience:

- Minimum of two Honors core courses in the fall of the first year.
 - Three additional Honors courses to be taken in General Education (natural scientific inquiry, social scientific inquiry, statistical reasoning, moral reasoning), major/minor, or as general electives. Honors language courses count for no more than one elective.
- Students who enter the Honors Program in their sophomore year are required to take only three Honors courses prior to their Senior Honors Experience which is composed of a senior thesis or other substantive intellectual work.

Additionally, Honors students will participate in a Leadership Institute during spring of the first year and in a minimum of one individual Leadership Experience. Examples of other Honors co-curricular events are trips to cultural and historic sites in New York City and Washington, D.C., a film series for the campus

community, speaker and seminar presentations by noteworthy and newsworthy individuals, and interactions with distinguished alumni of the College.

Your Honors grade-point average (GPA) is determined prior to graduation, using only four of your Honors courses, dropping the lowest grade (of your fifth course). However, the Senior Capstone (the Senior Honors Experience) will be counted as a fifth course for your Honors GPA.

For classes of 2007 and 2008, in order to graduate as a Stonehill Scholar you must have a 3.3 GPA and a 3.4 in your Honors courses; for classes of 2009 and 2010, you must have a 3.5 cumulative GPA and a 3.4 in your Honors courses.

Course Offerings

HP 100 HONORS INSTITUTE*One Credit Spring Semester*

The Honors Institute is to introduce the 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.

International Studies

Richard B. Finnegan, Program Director

A major in International Studies is offered.

International Studies, an interdisciplinary program administered by the Political Science Department, draws upon all the social sciences and provides students with educational preparation suitable for careers in government, business, education, and journalism. The program of each student is designed to meet particular needs and talents. Majors are required to become proficient in a foreign language and are required to integrate study abroad and an internship into their program.

Major

The major field consists of eight courses. Four of the eight are considered core courses and should be taken by all majors. They are Political Science 243, 245, 331 and 344. Remaining courses are selected from a list of courses offered by the Departments of Economics, History, Philosophy, Political Science, Sociology, and other disciplines, in consultation with the Program Director and includes a senior Capstone course. A student's program should be a balance between concentration on a region (e.g., Europe or Asia), and a broad sampling of electives augmenting the major. Students are required to study abroad and complete an internship (or complete an internship abroad) as well as develop mastery over a foreign language.

Interdepartmental Studies

Richard J. Grant, Program Director

ID 489 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 Campbell Interest Inventory, and giving tours of the Career Resource Center. 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.

Irish Studies

Richard B. Finnegan, Program Director

A minor in Irish Studies is offered.

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:

- EN 357 English and Irish Drama
- HS 205 The Irish-American Experience
- HS 214 Ireland: From Colony to Nation State
- PS 339 Examining Modern Ireland through Irish Gov. Documents
- PS 354 Irish Politics
- PS 475 Internship in Irish Studies
- PS 490 Directed Study: Selected Topics

Course Offerings

IR 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 Cuailgne (The Cattle-Raid

of Cooley) and lyric poetry produced in monasteries.

IR 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.

IR 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.

IR 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.

IR 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 Studies

Daria Valentini, Program Director

A minor in Italian Studies is offered by the Department of Foreign Languages. Please refer to the Department of Foreign Languages section for information on this minor.

Journalism

Xuejian Yu, Interim Program Director

The Department of Communication offers a minor in Journalism.

Please refer to the Department of Communication section for information on this minor.

Mathematics

Faculty:

Ralph Bravaco, Interim Chairperson

Professor:

S. Tan

Associate Professor:

C. Curley

Assistant Professor:

J. Peréz

E. Quinn

H. Su

D. Upton

The Department of Mathematics offers a major 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 department expects that its students will be prepared to:

- pursue graduate studies or work in mathematics and related areas;
- use their skills in business, education and service professions and in technology-based industries;
- engage in life-long learning and growth.

At Stonehill, mathematics students will 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 mathematical experience with internships, study abroad or service learning.

For further information on career paths consult our web site at: www.stonehill.edu/math.

Major**First year:**

MA 125-126 Calculus I & II

PY 121-122 Physics I & II

First-year students who place out of Calculus should enroll in MA 193 The Non-Euclidean Revolution during the first year.

Sophomore year:

MA 193 The Non-Euclidean Revolution

MA 251 Linear Algebra

MA 261-262 Calculus III & IV

Junior and Senior years:

Three courses from:

MA 351-352 Abstract Algebra I & II

MA 361-362 Introduction to Real Analysis I & II

Four other 300- or 400-level courses from the lists above or below:

MA 371 Combinatorics and Graph Theory

MA 373 Operations Research

MA 375 Mathematical Logic

MA 377 Number Theory

MA 384 Theory of Computation

MA 393 Numerical Analysis

MA 395 Probability

MA 396 Statistics

MA 399 Mathematics Seminar

MA 490 Directed Study

MA 496 Independent Research

MA 497 Senior Thesis

The Capstone Requirement of the Cornerstone Program for Mathematics majors is satisfied in MA 351 Abstract Algebra I.

Minor

Because the study of mathematics develops such general intellectual skills as rigorous reasoning, problem solving and persuasive expression, students are encouraged to supplement their major studies with a minor concentration in Mathematics.

First year:

MA 123-124 Calculus for Biology I & II or

MA 125-126 Calculus I & II

Sophomore year:

MA 251 Linear Algebra

MA 261-262 Calculus III & IV

Junior and Senior years:

Three 300-400 level mathematics courses.

Courses should be selected in consultation with a member of the Mathematics faculty.

Mathematics minors should fulfill their Natural Scientific Inquiry requirement by taking MA 193, The Non-Euclidean Revolution, in their first or second year.

Course Offerings**MA 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.

MA 119 APPLIED CALCULUS FOR BUSINESS*Three Credits Fall Semester*

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 who have taken either MA 123 or MA 125 may not receive credit for MA 119. Prerequisite: Students who have not taken a high school equivalent of Pre Calculus should take MA 101 Pre Calculus before enrolling in MA 119.

MA 123 CALCULUS FOR BIOLOGY I**MA 124 CALCULUS FOR BIOLOGY II***Eight Credits Fall and Spring Semesters*

A two semester sequence designed for Biology majors seeking an alternative to a traditional first year Calculus course. Differential and Integral Calculus based on infinitesimals with a focus on those aspects of Calculus relevant to Biology. Topics include logarithmic, exponential and trigonometric functions; models and modeling in Biology; differential equations and characteristic polynomials; complex numbers and variables; eigenvectors and systems of linear equations; biexponential and Michaelis-Menten equations. Students who have taken either MA 119 or MA 125 may not receive credit for MA 123. Prerequisite: Students who have not taken a high school equivalent of Pre Calculus should take MA 101 Pre Calculus before enrolling in MA 123.

MA 125 CALCULUS I**MA 126 CALCULUS II***Eight Credits Fall and Spring Semesters*

First two semesters of a four-semester sequence. Intended primarily for Mathematics and science majors and minors. Includes theory of Calculus of one variable as well as computational methods, problem solving, logical reasoning and applications and applications with algebraic and transcendental functions. In addition to the basic topics from differential and integral Calculus, these courses include: improper integrals, indeterminate forms, sequences and series. A computer algebra system, MAPLE V, or graphing

calculators may be used. Students who have taken either MA 119 or MA 123 may not receive credit for MA 125.

MA 143 MATHEMATICAL REASONING FOR EDUCATION*Three Credits Fall and Spring Semesters*

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.

MA 145 BASIC QUANTITATIVE TECHNIQUES (Statistical Reasoning)*Three Credits Fall and Spring Semesters*

Basic methods of data analysis: organizing and summarizing data, probability, probability distributions, statistical inference.

MA 149 COLLEGE HONORS SEMINAR (Natural Scientific Inquiry)*Three Credits Not Offered 2006-2007*

A General Education course open to students in the college-wide Honors Program. Special themes and topics. Emphasis on oral and written expression. For further information, consult with the Department Chairperson or the Director of the Honors Program.

MA 193 THE NON-EUCLIDEAN REVOLUTION (Natural Scientific Inquiry)*Three Credits Fall Semester*

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.

MA 197 THE GREAT CLOCKWORK (Natural Scientific Inquiry)*Three Credits Not Offered 2006-2007*

Pythagoras, Aristotle, Ptolemy, and the comfortable cosmos of the Greeks. Copernicus, Galileo, Newton. Universe as untended machine.

MA 207 STATISTICAL REASONING: CHANCE (Statistical Reasoning)*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.

MA 209 PROBLEM SOLVING FOR EDUCATION*Three Credits Alternate Years: Spring 2008, 2010*

For Mathematics majors with a minor in Secondary Education. Focuses on developing a deep understanding of high school mathematics through the use of challenging problems. Analysis and development of problem solving skills. Topics include: fundamental concepts of Algebra, Number Theory, Geometry, Probability and Statistics.

MA 217 STATISTICAL REASONING FOR THE SOCIAL SCIENCES (Statistical Reasoning)*Three Credits Spring Semester*

Basic methods of data analysis: organizing and summarizing data, probability, probability distributions, statistical inference. Applications drawn from the social sciences.

MA 225 STATISTICS IN SCIENCE (Statistical Reasoning)*Three Credits Spring Semester*

Probability; descriptive statistics; normal distribution, inference; hypothesis testing; analysis of variance; sampling theory; correlation and regression. Examples from the sciences. Prerequisites: MA 123-124, or MA 125-126, or consent of the Instructor.

MA 251 LINEAR ALGEBRA*Three 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: MA 261 or consent of the Instructor.

MA 261 CALCULUS III*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: MA 124 or MA 126 with minimum grade "C-," or consent of the Instructor.

MA 262 CALCULUS IV – DIFFERENTIAL EQUATIONS*Four Credits Spring Semester*

Infinite sequences and series; ordinary differential equations of first and second order; linear differential equations of higher order; series solution to differential equations; systems of differential equations; Laplace transforms. Prerequisite: MA 261 or consent of the Instructor.

MA 351 ABSTRACT ALGEBRA I**MA 352 ABSTRACT ALGEBRA II***Six Credits Fall Semester and Alternate Spring Semesters: 2007, 2009*

Rings, fields, rings of polynomials, extension fields, automorphisms of fields, splitting fields, groups, Galois theory. Prerequisite: MA 251 with minimum grade of "C-," or consent of the Instructor.

MA 361 REAL ANALYSIS I**MA 362 REAL ANALYSIS II***Six Credits Fall Semester and Alternate Spring Semesters: 2008, 2010*

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: MA 251 and MA 262, or consent of the Instructor.

MA 371 COMBINATORICS AND GRAPH THEORY*Three Credits Alternate Years: Fall 2007, 2009*

Methods for determining, given some well-defined operation, the number of ways it can be performed. Networks of dots and lines. Prerequisite: MA 251 or consent of the Instructor.

MA 373 OPERATIONS RESEARCH*Three Credits Alternate Years: Spring 2007, 2009*

Topics include: linear programming (theory as well as practice); integer solution methods; sensitivity analysis. Prerequisite: MA 251.

MA 375 MATHEMATICAL LOGIC*Three Credits Alternate Years: Fall 2007, 2009*

Logic as the study of sound argument forms and formal analyticity; the connection between the two. The propositional and predicate calculi as models of mathematical English. Prerequisite: MA 251 or consent of the Instructor.

MA 377 NUMBER THEORY*Three Credits Alternate Years: Fall 2006, 2008*

Mathematical induction, prime numbers, Diophantine equations, congruences, sums of squares. Prerequisite: MA 251 or consent of the Instructor.

MA 384 THEORY OF COMPUTATION*Three Credits Alternate Years: Fall 2006, 2008*

Introduction to the general theory of computation. Formal grammars: regular, context-free, and context-sensitive languages. Formal automata: finite-state and pushdown models. Decidability. Parsing. Turing theory. The Chomsky hierarchy. (Also listed as CS 384).

MA 393 NUMERICAL ANALYSIS*Three Credits Alternate Years: Fall 2006, 2008*

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 CS 393. Prerequisites: MA 251 and MA 261 or consent of the Instructor.

MA 395 PROBABILITY*Three Credits Alternate Years: Fall 2006, 2008*

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. Prerequisites: MA 251 and MA 261 or consent of the Instructor.

MA 396 STATISTICS (Statistical Reasoning)*Three Credits Alternate Years: Spring 2007, 2009*

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: MA 251 and MA 261 or consent of the Instructor.

MA 399 MATHEMATICS SEMINAR*Three Credits Spring Semester*

Possible topics include: Advanced Calculus, Complex Analysis, Dynamical Systems, Geometry, History of Mathematics, Topics in Algebra, Topology.

MA 475 INTERNSHIP*Three Credits Fall and Spring Semesters*

Requires approval of the Department Chairperson.

MA 490 DIRECTED STUDY*Three Credits Fall and Spring Semesters*

Opportunity for upper level students to do advanced work in a specialized area of mathematics.

MA 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: Approval of the faculty member and the Department Chairperson.

MA 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: Senior standing in the department; approval of the faculty member and the Department Chairperson.

Middle Eastern and Asian Studies

Shari L. Lowin, Program Director

A minor in Middle Eastern and Asian Studies is offered.

Middle Eastern and Asian Studies is an interdisciplinary minor field of concentration intended to provide a basic knowledge of the people and cultures of the Middle East and Asia. The program furnishes a substantial background for subsequent specialized study in the field of Middle Eastern and Asian politics, history, language, and culture.

Students must take six courses selected from the following list, with at least two courses from each geographic category (Asia; Middle East). At least four courses must be above the 100 level. Students might substitute language study, either through directed study with faculty, when available, or by courses taken elsewhere. Appropriate languages include: Arabic, Chinese, Hebrew, Hindi, Japanese, Persian, or Urdu.

Asia

- EN 397 Global Cultures and Contexts
- HS 236 History of India
- HS 246 Gender and Japanese History
- HS 270 Modern Chinese History
- HS 275 Japan in the World
- HS 279 Modern Japan
- HS 283 Survey of East Asian History: To 1800
- HS 284 East Asian History from 1800
- HS 329 The Vietnam Era and Its Legacy
- HS 373 Modern Empires and Colonialism
- RS 208 Hinduism and Buddhism
- RS 210 Religions of China and Japan
- RS 307 Buddhist Ethics
- RS 323 Gods and War

Middle East

- HS 237 Arab History and Culture
- HS 238 Middle East Today
- HS 239 History of the Byzantine Empire
- RS 206 Islamic Traditions
- RS 209 Jewish Culture and Religion
- RS 260 World of the Old Testament
- RS 301 Islam and the Bible: Jewish and Muslim Morality & Ethics
- RS 312 Archaeology and the Bible
- RS 313 Jerusalem: The Holy City
- RS 317 Gods, Kings, and Justice in the Ancient World
- RS 319 The Archaeology and Religion of Ancient Egypt
- RS 336 Women in the Islamic Tradition
- RS 338 Sex and God: Jewish and Muslim Erotic Love Poetry
- RS 345 Biblical Hebrew

General

- CO 315 Intercultural Communication
- EC 219 History of World Economic Development
- FA 329 Trad. and Contemp. Arts of the Non-Western World
- HS 353 World at War
- PS 134 Comparing Nations
- PS 243 International Politics
- PS 353 International State Building

- PS 377 International Political Economy
- SO 219 Introduction to Cultural Geography

Military Science

LTC Michael J. Lee, Program Director

MAJ. David Decoste, 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 MS 101, MS 102, MS 201, and MS 202; two credits each for MS 301, MS 302, MS 401, and MS 402. Military Science courses are graded "A" to "F," but grades are not included in the student's grade-point average. As an exception to general College policy, individual Military Science credits can be accumulated to equate to three-credit courses. Consequently, students may earn a maximum of 4 three-credit courses towards graduation in this way.

*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, including up to a \$450 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 per year.

Additionally, scholarship winners will receive a flat rate of \$600 per year for books and up to a \$400 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 July 15 prior to the senior year. The deadline for regulation application is November 15 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 Maj. Smolenski at 617-353-4025 or email him at JAS104@BU.EDU.

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 up to March 15 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

Basic Camp 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 Basic Camp. Students who attend Basic Camp are paid.

Advanced Camp 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.

Course Offerings

First Year Courses

MS 100 LEADERSHIP LABORATORY *One 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.

MS 101 FOUNDATIONS OF OFFICERSHIP *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.

MS 102 BASIC 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.

Sophomore Courses

MS 201 INDIVIDUAL LEADERSHIP STUDIES *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.

MS 202 LEADERSHIP AND TEAMWORK *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.

Junior Courses

MS 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.

MS 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.

Senior Courses

MS 401 LEADERSHIP AND MANAGEMENT *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.

MS 402 OFFICERSHIP *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.

MS 405 U. S. MILITARY HISTORY *One Credit Fall 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.

Multidisciplinary Studies

Richard J. Grant, Program Coordinator

The program in Multidisciplinary Studies is a major in an area designed for the individual student.

The Multidisciplinary 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 in conjunction with several faculty advisors with one designated as principal advisor, must reflect the objectives of a liberal arts education. In order to be assigned the appropriate advisors, the student must confer with Assistant Dean Richard Grant, Director of Academic Services. Proposals to create a Multidisciplinary Studies major must be submitted to the principal advisor and 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 Multidisciplinary 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.

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

Neuroscience

Faculty:

Members of the Departments of Biology and Psychology

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 environment on brain function and plasticity. Given this combination of events, now is an exciting time to become involved in neuroscience.

In the process of trying to understand the brain, a student learns the basic tenets of both biology and psychology. In part, advances in technology that have allowed a clearer picture of the workings of the biological systems have spurred on the increased interest in neuroscience. Those technological advances, in conjunction with related behavioral research findings, have allowed the field of neuroscience to expand considerably. In the coming decade, neuroscience will be one of the most rapidly developing areas in both psychology and biology.

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 allied fields.

Students must complete a set of core courses, and four electives, one from each of the clusters indicated below.

Core courses:

BI 101	Biological Principles I with Lab
BI 102	Biological Principles II with Lab
PC 101	General Psychology
CH 113	General Chemistry I with Lab
CH 221	Organic Chemistry I with Lab
PC 261	Introduction to Statistics
PC 271	Research Methods in Psychology
BI 211	Cell Biology with Lab
PC 415	Brain and Behavior
BI 412	Neuroscience (required Capstone)

Cluster 1:

BC 343	Biochemistry
BI 406	Ethology
BI 324	Endocrinology with Lab
BI 409	Immunology with Lab

Cluster 2:

BI 202	Genetics with Lab
BI 323	Evolution with Lab
BI 312	Vertebrate Physiology with Lab

Cluster 3:

PC 305	Theories of Learning
PC 343	Research in Biopsychology
PC 419	Cognitive Psychology
PC 450	Advanced Psychology Seminar
PC 451	Applying Psychology Principles
PC 452	Sleep and Dreaming

Cluster 4:

PC 201	Developmental Psychology I
PC 203	Developmental Psychology II
PC 207	Abnormal Psychology
PC 351	Child Psychopathology
PC 413	Experimental Psychology

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 (PY 121, PY, 122), two semesters of Calculus and an additional two semesters of Chemistry (CH 222 and CH 232).

Philosophy

Faculty:

Anthony J. Celano, Chairperson

Professors:
R. Capobianco
A. Celano

Associate Professors:
C. Dierksmeier
F. Gendreau
C. Wolf-Devine

Assistant Professors:
A. Lännström
J. Velazquez

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 life-long pursuit of wisdom.

Major

Students choose one of two tracks to fulfill the major in Philosophy. Each track requires ten courses beyond the General Education requirement, GP 100. Also, if the student chooses to fulfill the moral reasoning requirement by taking a course in the Philosophy Department, this course will count towards the 10 courses for the major.

Historical Track

Four historical courses, one from each of the following areas:

1. Ancient Philosophy
2. Medieval Philosophy
3. Modern Philosophy
4. Contemporary Philosophy

Two systematic courses, one from each of the following areas:

1. Logic
2. Theoretical or Practical Systematics

Three electives that can be any course at the level of 250 or higher

The senior Capstone: PH 421 Senior Colloquium

Systematic Track

Four systematic courses, one from each of the following areas:

1. Logic
2. Theoretical Systematics
3. Practical Systematics
4. General Systematics

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

1. Ancient or Medieval Philosophy
2. Modern or Contemporary Philosophy

Three electives that can be any course at the level of 250 or higher

The senior Capstone: PH 421 Senior Colloquium

Areas

Ancient

PH 340	Pre-Socratic Philosophy
PH 341	Plato
PH 342	Aristotle
PH 343	Socrates

Logic

PH 241	Elementary Logic
PH 253	Indian Philosophy
PH 254	Latin American Philosophy
PH 255	History of the Russian Revolution
PH 263	Philosophy of Economics
PH 264	Philosophy of Architecture
PH 265	Readings in Contemporary Thought

Medieval

- PH 353 Medieval Philosophy
PH 354 Aquinas and His Contemporaries

Theoretical Systematics

- PH 331 Metaphysics
PH 332 Philosophy of Knowledge

Modern

- PH 361 Descartes to Hume
PH 362 Practical Philosophy in the Modern Period
PH 363 Kant
PH 364 Hegel, Marx and Engels

Practical Systematics

- PH 316 Problems in Moral Philosophy
PH 317 Social and Political Philosophy
PH 318 Problems in Social and Political Phil.

Contemporary

- PH 371 Existentialism
PH 372 Heidegger and His Influence
PH 373 American Philosophy
PH 374 Recent British and American Analytic Philosophy

General Systematics

- PH 281 Legal Philosophy
PH 282 Sex and Gender
PH 283 Aesthetics and Philosophy of Art
PH 284 Philosophy of Religion
PH 285 Philosophy and Science
PH 305 Hermeneutics
PH 306 The Problem of The Self

Minor

Five courses beyond the General Education Philosophy requirement (GP 100) constitute a minor in Philosophy. One of these courses must be PH 241 Logic, and the remaining four courses may be selected from courses at the 200 level or above.

Note: if a minor decides to take the moral reasoning course from the Philosophy Department, that course will count toward the five courses for a minor.

Advisement

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

The department will undertake to offer at least one course per year in each of the eight areas required by one track or the other, i.e., (i) ancient, (ii) medieval, (iii) modern, (iv) contemporary, (v) logic, (vi) theoretical systematics, (vii) practical systematics, (viii) general systematics.

PH 421 Senior Colloquium involves writing an independent thesis with guidance from two members of the department. The student should approach prospective advisors at the end of the junior year or the very beginning of the senior year.

Course Offerings

Moral Inquiry: PH 220 - PH 239

The Moral Inquiry courses (PH 220-239) examine in a variety of ways the perennial question: "What is the good life?" All pursue the following aims: (1) to study various philosophic approaches to fundamental questions and principles such as the place of ethics in liberal education; types of ethical systems and their consequences; nature and nurture; freedom and responsibility; habits, virtues, and moral character; the conditions of the moral act; (2) to apply general principles to specific areas of ethical problems and dilemmas; (3) to encourage informed discussion and debate.

Students may select any one of these ethics courses in order to satisfy the General Education Moral Inquiry requirement.

PH 221 ETHICS AND MORAL CHARACTER (Moral Inquiry)

Three Credits Not Offered 2006-2007

Emphasis is placed on personal morality and moral character. Virtue ethics contrasted with utilitarianism and Kantianism. In depth exploration of the virtue ethics tradition, and application to real life decision making.

PH 222 ETHICS: INDIVIDUAL, SOCIETY, STATE (Moral Inquiry)

Three Credits Fall and Spring Semesters

All individuals encounter different ethical obligations according to the social context they find themselves in. There are sets of duties specific to the relation individuals have to themselves, to others, to societal groups such as family, friends and associations, and, last but not least, towards and within the state. Philosophers have always tried to investigate the respective nature of these obligations and to formulate ethical postulates accordingly. The contemporary discussion of Ethics relies heavily on the arguments unfolded within the philosophical tradition so far. Thus, it is the objective of the course to help understand the traditional philosophical arguments from Socrates to the present time.

PH 223 INTRODUCTION TO MORAL REASONING (Moral Inquiry)

Three Credits Fall and Spring Semesters

A non-historical introduction to ethics that will focus on basic theories and problems in ethics. Topics include: What is ethics? What is justification, and how can justification work in ethics? Cultural Relativism; Moral Feelings: Subjectivism; Emotivism; Intuitionism; Supernaturalism; Egoism; Contractarianism and Contractualism; Consequentialism vs. Deontology; the Principle of Double Effect;

Utilitarianism and Kantian Ethics; the Golden Rule; Virtue Ethics and Natural Law Ethics; Moral Motivation (internalism vs. externalism). At least two examples of moral reasoning will be discussed in detail: Abortion and Capital Punishment.

PH 234 BUSINESS ETHICS (Moral Inquiry)

Three Credits Fall and Spring Semesters

Examination of ethical theories – Natural Law, Utilitarianism, Kantianism – 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. Business majors only.

PH 235 BIOMEDICAL ETHICS (Moral Inquiry)

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.

PH 236 ETHICS AND THE ARTS (Moral Inquiry)

Three Credits Spring Semester

Philosophy in dialogue with the Arts on the question of the good. Problems of ethics are examined using philosophic texts and works of literature and other arts.

PH 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.

Elective credit only for Philosophy majors: PH 250 - PH 269

PH 253 INDIAN PHILOSOPHY

Three Credits Spring Semester

A general introduction to Indian philosophical thought. Readings include selections from the Vedas and the Bhagavad-Gita. The course will also examine some of the classic Indian philosophical systems as well as neo-Hindu thinkers such as Gandhi and Vivekananda. Themes include: the nature of the self, world, and divine; the role and function of philosophy; the relation between philosophy and religion; and non-violence.

PH 254 LATIN AMERICAN PHILOSOPHY

Three Credits Alternate Years: Spring 2007, 2009

Although there is an ongoing debate among academic philosophers about whether it makes sense to talk about a distinctively Latin American philosophy, it is clear that something like it exists. Latin America has had its own distinctive experiences: colonization, the struggle for liberation, and the ongoing clashes

of native and European cultures. Through these distinctive experiences, Latin America has developed its own canon of philosophical texts, and its own philosophical culture. The objective of the course is to make the students acquainted with the main streams, topics, and authors of this Latin American philosophy.

PH 263 PHILOSOPHY OF ECONOMICS

Three Credits Fall 2007

The philosophy of economics is one of the newer disciplines in practical philosophy. The subject matter, however, is as old as mankind itself: reflections about the relevance of economic practices for our human existence, and worries about the way economic facts seem to encompass our lives. The objective of the course is to introduce students to the many different areas in the field, such as the ontological, system-theoretic, aesthetical, and, of course, ethical approaches to the subject of economics.

PH 264 PHILOSOPHY OF ARCHITECTURE

Three Credits Not Offered 2006-2007

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. Cross-listed in the Fine Arts program as FA 211.

PH 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.

Note: any course in the levels higher than this one may also be taken for elective credit.

General Systematics: PH 280 - PH 309

PH 281 LEGAL PHILOSOPHY (Moral Inquiry)

Three Credits Not Offered 2006-2007

An in-depth study of fundamental legal notions: the nature and purpose of law; the sources and limits of law; human and natural law; equity; legal responsibility. The analysis of these notions is accompanied by an account of their role in the development of the English common law and its continuation in American legal history.

PH 282 SEX AND GENDER (Moral Inquiry)

Three Credits Fall Semester

Examination of issues regarding sex and gender: the differences between men and women, sexuality, moral issues of reproduction, marriage and the family, affirmative action, God as father/mother.

PH 283 AESTHETICS AND PHILOSOPHY OF ART

Three Credits Offered Periodically:
Spring 2008

Philosophical principles of art and beauty. Review of major classical and modern theories. Discussion of specific works of art from different historical periods. Cross-listed in the Fine Arts program as FA 212.

PH 284 PHILOSOPHY OF RELIGION

Three Credits Not Offered 2006-2007

Religious experience; faith and reason; proofs for the existence of God and criticisms of them; the divine attributes.

PH 285 PHILOSOPHY AND SCIENCE

Three Credits Not Offered 2006-2007

The twentieth century saw the rise of several scientific philosophies: philosophies that were inspired by science, or curious about the logic and history of science, or concerned about reconciling science and human values. In this course we will examine several of these scientific philosophies.

PH 305 HERMENEUTICS

Three Credits Not Offered 2006-2007

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.

PH 306 THE PROBLEM OF THE SELF

Three Credits Not Offered 2006-2007

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.

Practical Systematics: PH 310 - PH 319

PH 316 PROBLEMS IN MORAL PHILOSOPHY

Three Credits Not Offered 2006-2007

This advanced seminar deals with selected problems of contemporary moral philosophy such as moral motivation (internalism and externalism), recent contractualism, modern natural law ethics etc. Selected books or texts will be read and discussed. Completion of the moral reasoning requirement is a prerequisite.

PH 317 THE PROBLEM OF THE SELF

Three Credits Offered Periodically:
Fall Semester

An examination of selected philosophical writings on such issues as the dynamics of social and political relations, models of the state, political authority and government, citizenship, law, liberty, justice and equality.

PH 318 PROBLEMS IN SOCIAL AND POLITICAL PHILOSOPHY

Three Credits Spring Semester

This course examines selected topic in social and political philosophy – not a survey of the whole field, but those particular topics the instructor finds most interesting. PH 317 Social and Political Philosophy is not a prerequisite for this course.

Theoretical Systematics: PH 330 - PH 339

PH 331 METAPHYSICS

Three Credits Alternate Years:
Spring 2008, 2010

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.

PH 332 PHILOSOPHY OF KNOWLEDGE

Three Credits Alternate Years: Fall 2007, 2009

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.

Ancient Philosophy: PH 340 - PH 349

PH 341 PLATO

Three Credits Alternate Years: Fall 2007, 2009

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.

PH 342 ARISTOTLE

Three Credits Alternate Years:
Spring 2008, 2010

Aristotle's philosophy of man, ethics, and metaphysics, and its importance to subsequent philosophers.

PH 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.

PH 344 PRESOCRATIC THOUGHT

Three Credits Fall Semester

An examination of presocratic thought, including both Presocratic philosophy and the Sophist tradition.

Medieval Philosophy: PH 350 - PH 359**PH 353 MEDIEVAL PHILOSOPHY**

Three Credits *Alternate Years:*
Spring 2007, 2009

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.

PH 354 THOMAS AQUINAS AND HIS CONTEMPORARIES

Three Credits *Alternate Years:*
Spring 2008, 2010

In the 13th century when Aristotle's ideas were presented in Latin to the Christian theologians, a revolution in Western philosophical thought resulted. The problems concerning the origin of the universe, the nature of reality and the individuality of the human soul became the central questions in philosophical and theological discourse. 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.

Modern Philosophy: PH 360 - PH 369**PH 361 DESCARTES TO HUME**

Three Credits *Not Offered 2006-2007*

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.

PH 362 PRACTICAL PHILOSOPHY IN THE MODERN PERIOD

Three Credits *Not Offered 2006-2007*

Overview of the practical philosophy of the modern period. A discussion of such authors as Hobbes, Locke, Clarke, Shaftesbury, Hutcheson, Bentham, Hume and Kant.

PH 363 KANT

Three Credits *Alternate Years: Fall 2006, 2008*

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.

PH 364 HEGEL MARX, AND ENGELS

Three Credits *Alternate Years:*
Spring 2007, 2009

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. The later Engels and modern materialism.

Contemporary Philosophy: PH 370 - PH 379**PH 371 EXISTENTIALISM**

Three Credits *Alternate Years: Fall 2006, 2008*

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.

PH 372 HEIDEGGER AND HIS INFLUENCE

Three Credits *Alternate Years:*
Spring 2008, 2010

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.

PH 373 AMERICAN PHILOSOPHY

Three Credits *Alternate Years:*
Spring 2007, 2009

Principal movements of American philosophical thought: transcendentalism, pragmatism, realism, idealism, and naturalism.

PH 374 RECENT BRITISH AND AMERICAN PHILOSOPHY

Three Credits *Not Offered 2006-2007*

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.

Special Numbers: PH 400 - PH 499**PH 421 PHILOSOPHY COLLOQUIUM**

Three Credits *Fall and Spring Semesters*

The student will select a topic and two readers after meeting with the course coordinator in the fall semester. The presentation may be held in the first or second semester. Credit given in spring semester.

PH 430 PHILOSOPHY SEMINAR

Three Credits *Offered as Needed*

Topic to be selected by the Instructor.

PH 475 INTERNSHIP

Three Credits *Fall and Spring Semesters*

Requires approval of the Department Chairperson.

PH 490 DIRECTED STUDY

Three Credits *Fall and Spring Semesters*

Supervised reading and research on selected topics.

Physics and Astronomy

Faculty:

Michael A. Horne, Chairperson

Professors:

A. Goddu

M. Horne

Assistant Professor:

A. Massarotti

Professor Emeritus:

C. Raymo

The Physics and Astronomy Department offers minors both in Physics and in Astronomy.

The Physics and Astronomy Department provides three types of courses:

- electives for the general student, with no prerequisites (PY 196, PY 291, and PY 292);
- two-semester and three-semester introductory sequences with calculus;
- advanced elective courses.

A minor program in Physics or 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 Education students with an interest in science. A minor in Physics or Astronomy is also useful for Business or Economics majors who will seek employment in science-related businesses.

A minor in Physics consists of PY 121, 122 and 221, and three additional courses exclusive of PY 196 and PY 291-292. Usually LC 235 will be one of these three courses. Also, any one of MA 393, MA 399, and CH 333 can be counted toward the minor. To pursue the minor, please inform the Program Director no later than the end of your second year.

In order to obtain a minor in Astronomy, rather than Physics, two of the six courses must be in Astronomy, exclusive of Gen. Ed. courses.

Course Offerings

PY 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. Corequisites: MA 123 or MA 125.

PY 122 PHYSICS II

Four Credits *Spring Semester*

Brief introduction to the basic concepts of vector calculus, such as line integrals and

fluxes, 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: MA 123 or MA 125; Corequisite: MA 124 or MA 126.

PY 196 QUANTUM WORLD AND RELATIVITY (Natural Scientific Inquiry)

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.

PY 201 BASIC PHYSICS I PY 202 BASIC PHYSICS II

Eight Credits Fall and Spring Semesters

Fundamentals of physics for students of biology. Topics in classical mechanics, thermodynamics, electricity and magnetism, and modern physics. (Specific topics similar to Physics I, II, and III, but in two semesters.) Three periods of lecture and two hours of laboratory a week for two semesters. Prerequisites: MA 123-124 or MA 125-126.

PY 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. Prerequisites: MA 123-124 or MA 125-126; and PY 121-122.

LC 235 Integrative Seminar: MA 261/PY 221 Quantum Waves

*Three Credits Offered Spring Semester
Year-long Learning Community*

With the creation of quantum mechanics in the 1920's, 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 molecules, 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 PY 221 and MA 261, the physical, chemical, and philosophical consequences are breathtakingly different.

PY 291 PLANETS, MOONS AND THE SEARCH FOR ALIEN LIFE (Natural Scientific Inquiry)

Three Credits Fall Semester

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.

PY 292 THE UNIVERSE (Natural Scientific Inquiry)

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.

PY 321 STATISTICAL MECHANICS

Three Credits Not Offered 2006-2007

Introduction to thermal physics: basic concepts of thermodynamics such as internal energy, heat, work, temperature; entropy, microstates and macrostates, classical and quantum irreversibility; classical and quantum ensembles, distribution functions; free energy, potential energy; applications to solids and their thermal behavior, Planck's theory of radiation, classical and quantum gases, Bose condensation. Prerequisites: PY 121-122, PY 221, LC 224.

PY 322 ASTROPHYSICS AND COSMOLOGY

Three Credits Not Offered 2006-2007

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. Prerequisites: PY 121-122, PY 221, LC 224.

PY 401 GREAT EXPERIMENTS IN MODERN PHYSICS I PY 402 GREAT EXPERIMENTS IN MODERN PHYSICS II

Three Credits Offered As Needed

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, inelastic electron-atom collisions. PY 401 may be elected without PY 402; however, to complete all of the experiments students will need both semesters. Prerequisites: PY 121-122, PY 221, LC 224 or consent of the Instructor.

PY 403 TOPICS IN PHYSICS

Three Credits Offered As Needed

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, PY 401, 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. See pre-registration listing for current topic or see Program Director. Prerequisites: PY 121-122, PY 221, LC 224 or consent of the Instructor.

PY 404 TOPICS IN ASTRONOMY

Three Credits Offered As Needed

The mechanism for PY 404 is the same as for PY 403: examples are PY 404 - Research in Extrasolar Planets, PY 404 - Stellar Evolution or PY 404 - Cosmology. See pre-registration listing for current topic or see Program Director. Prerequisites: PY 121-122, PY 221, LC 224 or consent of the Instructor.



Political Science

Faculty:

Richard B. Finnegan, Chairperson

Professor:

R. Finnegan

Associate Professors:

M. Benjamin

J. Millikan

Assistant Professors:

A. Ohanyan

P. Ubertaccio

C. Lay

The Department of Political Science offers a major and minor in the discipline.

The mission of the major program in Political Science is to offer students a broadly based core curriculum through which knowledge of the principles and practices of political life and political activity are acquired. In turn, this knowledge engenders an appreciation of the responsibilities and prerogatives of democratic citizenship. The major provides a foundation for graduate work and for careers in law, government service, elective office, journalism, international affairs, education, and related fields.

Major

A major in Political Science consists of a minimum of eleven courses, adhering to the following distribution requirements.

Prerequisite courses include PS 123, PS 171, and PS 134, in the student's first or second year. In addition students must take seven other courses, numbered 200 and above, and the Capstone Seminar.

Students are required to take one course from each of the following areas of study: Political Theory, International Relations and Comparative Politics and two courses from the area of American Government and Politics. In addition all students are required to take the senior Capstone Seminar.

Political Theory (PS 222, PS 235, PS 265, PS 333, PS 338, PS 378, PS 380).

International Relations (PS 243, PS 245, PS 249, PS 257, PS 285, PS 331, PS 344, PS 377).

Comparative Government (PS 273, PS 275, PS 276, PS 339, PS 340, PS 354, PS 372).

American Government and Politics (PS 203, PS 220, PS 233, PS 247, PS 248, PS 255, PS 291, PS 336, PS 337, PS 341, PS 351, PS 360).

Senior Capstone Seminar (PS 422)

Prerequisites: PS 123, PS 134 and PS 171, as well as at least 5 upper-level courses at the time of enrollment.

Minor

A minor in Political Science consists of six courses offered by the Department, including PS 123, PS 134, and PS 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.

Course Offerings

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.

PS 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.

PS 134 COMPARING NATIONS

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.

PS 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?

PS 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.

PS 220 HEALTH CARE POLICY AND POLITICS

Three Credits Fall Semester

For description, see HC 220.

PS 222 POLITICAL IDEOLOGIES

Three Credits Alternate Years: Fall 2007, 2009

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: PS 171.

PS 233 COURTS, POLITICS AND LAW

Three Credits Alternate Years: Spring 2007, 2009

As an introduction, this course explores the relationship between law and politics, the legal and judicial processes in the United States, the nature of legal reasoning, the legal process at both the Federal and State levels and the role of courts in initiating, directing, or resisting social change. Prerequisite: PS 123.

PS 235 AMERICAN POLITICAL THOUGHT

Three Credits Alternate Years: Spring 2007, 2009

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, Thoreau, Emma Goldman, W.E.B. DuBois, John Dewey, Martin Luther King, and Betty Friedan. Prerequisite: PS 171.

PS 243 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: PS 134 for PS majors; no prerequisite for IS majors.

PS 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. Prerequisite: PS 134 for PS majors; no prerequisite for IS majors.

PS 247 ELECTIONS IN AMERICA

Three Credits Fall Semester

The main organizations of American electoral behavior: political parties and contemporary American politics, the role of public opinion, the impact of interest groups, the electoral system on the electoral process and decision making in government. Prerequisite: PS 123.

PS 248 STATE AND URBAN POLITICS

Three Credits Alternate Years: Spring 2007, 2009

Cities and states in the federal system; the structures of state and urban governments; types of elections; community power; problems

of the cities and states; and the formation of public policies are explored in this course. Prerequisite: PS 123.

PS 249 CONTEMPORARY GLOBAL CONFLICT
Three Credits Not Offered 2006-2007

Honors Program: 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.

PS 255 ENVIRONMENTAL POLICY AND POLITICS

*Three Credits Alternate Years:
Spring 2007, 2009*

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. Prerequisite: PS 123.

PS 265 MEN, WOMEN, AND JUSTICE

Three Credits Alternate Years: Fall 2007, 2009

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. PS 171 recommended.

PS 273 POLITICS OF DEVELOPING NATIONS

Three Credits Not Offered 2006-2007

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: PS 134.

PS 275 IRELAND AND THE EUROPEAN UNION

Three Credits Alternate Years: Fall 2007, 2009

Ireland's membership in the European Union has enhanced the impact of their economic policies. These policies have been developed in a process of social partnership bringing key groups into the policy process as Ireland has adjusted to the EU. This course explores Ireland's policies, the policy process and the effects of EU membership. Prerequisite: PS 134.

PS 285 MODERN EUROPE: DIVIDED AND UNITED

Three Credits Spring Semester

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.

PS 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: PS 123.

PS 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. Prerequisite: PS 134 for PS majors; no prerequisite for IS majors.

PS 332 EXECUTIVE POWER IN AMERICA

Three Credits Alternate Years: Fall 2006, 2008

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: PS 123.

PS 333 CONTEMPORARY POLITICAL THEORY

Three Credits Not Offered 2006-2007

Representative thinkers from several major trends in twentieth-century political theory that have emerged in the wake of Nietzsche's declaration that "God is Dead", the liberal defense of rights and individual freedom, the post-modern struggle with moral contingency, and the communitarian return to Greek and early-Christian understandings of virtue. Prerequisite: PS 171.

PS 336 CONSTITUTIONAL LAW AND POLITICS

Three Credits Fall Semester

Constitutional interpretation by the Supreme Court regarding the institutional powers and structural form of American government. Topics include the methodology of judicial decision making, judicial self-restraint versus judicial activism, the problems of constitutional interpretation, and the development of presidential, congressional, judicial, and state institutional powers. Prerequisite: PS 123.

PS 337 PUBLIC ADMINISTRATION

*Three Credits Alternate Years:
Spring 2007, 2009*

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: PS 123.

PS 338 FREEDOM AND THE STATE

*Three Credits Alternate Years:
Spring 2008, 2010*

The idea, and practice, of freedom, a central political and legal concept in the human experience. Freedom and authority, power, rights, justice, and human nature. Various conceptions of freedom are explored in classic and contemporary political philosophers as well as other political concepts such as authority, violence, rights, justice, and human nature, the practical political problems of civil disobedience and discrimination. Prerequisite: PS 171.

PS 339 IRISH GOVERNMENT DOCUMENTS

Three Credits Not Offered 2006-2007

Stonehill's collection of Irish official publications covers a range of concerns central to the Irish experience since 1922 such as economic and social policy, public administration, education, criminal justice, health care, the role of women in society, the environment, and the "New Europe". Students will do research on a topic related to their field of interest.

PS 340 EUROPEAN POLITICS

Three Credits Spring Semester

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: PS 134.

PS 341 CIVIL RIGHTS AND CIVIL LIBERTIES

*Three Credits Alternate Years:
Spring 2007, 2009*

The Supreme Court's efforts over time to define, enlarge, and interpret the rights and liberties enshrined in the Constitution, the limits placed on the legitimate range of political action in order to prevent infringement upon individual liberty. Including freedom of worship and speech, voting rights, criminal rights, discrimination, and legal reasoning. Prerequisite: PS 123.

PS 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. Prerequisite: PS 134.

PS 345 POVERTY: POLICY AND POLITICS

Three Credits Alternate Years: Fall 2006, 2008

Historical development of poverty policy in the United States; major theories that have defined the debate on poverty; causes and consequences of poverty; and contemporary issues relevant to poverty such as public housing, state and federal welfare, crime, unemployment and issues of race, gender and class. Prerequisite: PS 123.

PS 347 ETHNICITY AND CONFLICT MANAGEMENT

Three Credits *Alternate Years: Fall 2006, 2008*

At the end of the Cold War global peace and security have proven short-lived due to the revival of ethnic conflicts. Nationalism and ethnicity are potential sources of instability in the modern international system. 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: PS 134.

PS 349 SELF AND SOCIETY

Three Credits *Offered Periodically: Fall 2007*

Conceptions of the self vary over time, shaping, and changing in response to, different political and social associations. Plato's "abstraction" from the body, and Aristotle's revolt against such abstraction, are examined. The body and its relation to the civic body to the political structures, are explored. Prerequisites: PS 171 and junior or senior standing.

PS 351 PUBLIC POLICY ANALYSIS

Three Credits *Alternate Years: Spring 2007, 2009*

An examination of the development of, important contemporary policy issues such as affirmative action, welfare, social security, tobacco control, gun control, campaign finance, education, and immigration. The roles various institutions such as the Congress, presidency, courts, bureaucracy, political parties, interest groups, states, military, play in resolving these issues. Prerequisite: PS 123.

PS 353 INTERNATIONAL STATE BUILDING

Three Credits *Alternate Years: Fall 2006, 2008*

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: PS 134.

PS 354 IRISH POLITICS

Three Credits *Spring Semester*

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, education are explored as well as unsolved puzzle of the Irish nation and state, Northern Ireland.

PS 357 SPECIAL TOPICS IN POLITICS

Three Credits *Not Offered 2006-2007*

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: Either PS 123; PS 134; or PS 171.

PS 360 CONGRESS AND THE PRESIDENCY

Three Credits *Fall Semester*

The powers and prerogatives of the modern presidency, presidential decision making, presidential nominations and elections, congressional policy making and representation, and the interaction of Congress with interest groups, political parties, and the Executive are examined. Prerequisite: PS 123.

PS 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: PS 134.

PS 378 CITIZEN SOLDIERS, SOLDIERS AND CITIZENS

Three Credits *Alternate Years: Not offered 2006-2007*

Greek and Roman texts about soldiering and democratic citizenship, and modern responses to those texts, explore how character is shaped by the extreme circumstances of war and by the organizational structure of the military, and the implications for democracy. Prerequisites: PS 171 and PS 380.

PS 380 DIRTY HANDS: MORAL DILEMMAS (Moral Inquiry)

Three Credits *Alternate Years: Fall 2006, 2008*

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: PS 171.

PS 390 POLITICS IN WASHINGTON

Three Credits *Alternate Years: Spring 2008, 2010*

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, students will combine traditional academic work with seminars with prominent individuals in government, journalism and the nonprofit sector.

PS 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: PS 123, or PS 134, or PS 171.

PS 475 INTERNSHIP IN GOVERNMENT

Three Credits *Fall and Spring Semesters*

Participation and research in local, state, and national government. Requires approval of the intern director and Department Chairperson.

PS 490 DIRECTED STUDY

Three Credits *Fall and Spring Semesters*

Supervised reading and research on selected topics.

Psychology

Faculty:

Michael E. Tirrell, Chairperson

Professors:

J. Hurley

B. Klentz

J. Nash

Associate Professors:

L. Craton

R. Perkins

M. Tirrell

F. Walsh, C.S.C.

Assistant Professors:

C. Poirier

C. Ward

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.

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.

All students are required to take at least 11 Psychology courses. These must include PC 101 General Psychology, PC 261 Introduction to Statistics, PC 271 Research Methods in Psychology, a senior Capstone course (any PC

450-459), a choice of five out of eight Core courses (see list below), and a minimum of two other Psychology courses.

Only one internship may be included as part of the courses needed to fulfill the major. The students' choices should be guided by their present interests and future goals.

Core Courses

PC 201	Developmental Psych. I OR PC 203 Develop. Psych. II
PC 205	Theories of Personality
PC 207	Abnormal Psychology
PC 209	Social Psychology
PC 305	Theories of Learning
PC 415	Brain and Behavior
PC 419	Cognitive 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: General Psychology; Developmental Psychology I or Developmental Psychology II; Abnormal Psychology; Theories of Personality or Social Psychology; Theories of Learning or Brain and Behavior; and an elective within the Department.

Any student who elects a minor in Psychology should note that not all required courses are 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.

Course Offerings

PC 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 for all other courses in the Department except PC 191 and PC 261.

PC 191 THE BIRTH AND DEVELOPMENT OF PSYCHOLOGY

Three Credits Not Offered 2006-2007

Key contributors and classic experiments in the development of psychological thought. Influence of historical setting on changing viewpoints (Structuralism, Functionalism, Gestalt, Behaviorism, Psychoanalysis). Methodologies (introspection, experimentation, observation, clinical method). Value issues in the use of scientific methods and in the application of psychological principles.

PC 201 DEVELOPMENTAL PSYCHOLOGY I

Three Credits Fall and Spring Semesters

This course is a 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: PC 101.

PC 203 DEVELOPMENTAL PSYCHOLOGY II

Three Credits Fall and Spring Semesters

This course is a 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. (PC 201 is not a prerequisite for this course). Prerequisite: PC 101.

PC 204 HUMAN DEVELOPMENT IN THE YOUNG ADULT YEARS

Three Credits Fall Semester

This course provides an 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. Prerequisite: PC 101 or consent of the Instructor.

PC 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: PC 101.

PC 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: PC 101.

PC 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: PC 101.

PC 261 INTRODUCTION TO STATISTICS (Statistical Reasoning)

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.

PC 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: PC 261, or consent of the Instructor.

PC 271 RESEARCH METHODS IN PSYCHOLOGY

Three 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. Prerequisites: PC 101 and PC 261.

PC 301 ASSESSMENT OF INDIVIDUAL DIFFERENCES

Three Credits Spring Semester

History, construction, interpretation of psychological and educational tests. Elementary statistical concepts, norms, reliability, validity. Survey of representative intelligence, aptitude, achievement, interest, and personality tests. Laboratory experience. This course may be taken for Education credit. Prerequisites: PC 101 and PC 261.

PC 303 GROUP DYNAMICS

Three Credits Alternate Years: Fall 2006, 2008

Examination of small group behavior through experiential learning and research. Includes discussion of group formation, norms, communication, leadership, influence, and decision making. Prerequisite: PC 101.

PC 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: PC 101.

PC 307 PROCTORSHIP IN PSYCHOLOGY

Three Credits Not Offered 2006-2007

Experience in teaching psychology. Assistant to major professor in a programmed or mastery approach course. Written consent of the Instructor is required. Prerequisite: PC 101.

PC 309 INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY*Three Credits Alternate Years: Fall 2007, 2009*

The application of psychological principles to the work setting. Covers Personnel (selection, performance, appraisal, training) Organizational Behavior (leadership, motivation, job satisfaction), and Human Factors (designing machinery based upon human capabilities). Prerequisite: PC 101.

PC 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: PC 101.

PC 315 PSYCHOLOGY OF WOMEN*Three Credits Fall Semester*

An 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: PC 101.

PC 341 RESEARCH IN SOCIAL PSYCHOLOGY*Three Credits Not Offered 2006-2007*

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. Prerequisites: PC 101, PC 261, and PC 271, or written consent of the Instructor.

PC 342 RESEARCH IN DEVELOPMENTAL PSYCHOLOGY*Three Credits Spring 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. Prerequisites: PC 101, PC 201 or PC 203, PC 261, and PC 271, or written consent of the Instructor.

**PC 343 RESEARCH IN BIOPSYCHOLOGY I
PC 344 RESEARCH IN BIOPSYCHOLOGY II***Three Credits Fall and Spring Semesters*

In-depth training in conducting research in the field of Biopsychology. Held at the Brockton V.A. Hospital research facilities, the course will include assisting in the conducting of animal research on topics such as sleep apnea, sleep deprivation and memory, learning and related topics. Attendance at periodic seminars at the Brockton V.A. Hospital. PC101, PC261, PC271, PC415 and Instructor/Chairperson's permission.

PC 351 CHILD PSYCHOPATHOLOGY AND ITS TREATMENT*Three Credits Not Offered 2006-2007*

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. Prerequisites: PC 101 and PC 201.

PC 411 COUNSELING PRACTICUM I*Three Credits Fall Semester*

Effective listening skills: attending, questioning, paraphrasing, reflecting feelings, summarizing, self-disclosing, confronting; child and adult therapy; field work. Written consent of the Instructor is required. Prerequisite: PC 101, PC 205, or PC 311.

PC 412 COUNSELING PRACTICUM II*Three Credits Spring Semester*

Group therapy work; practice applying Adlerian and Gestalt theory to individual counseling; professional and ethical issues; field work. Written consent of the Instructor is required. Prerequisite: PC 411.

PC 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. Written consent of the Instructor is required. Prerequisite: PC 101.

PC 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: PC 101.

PC 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: PC 101.

PC 421 PSYCHOLOGY AND THE LEGAL SYSTEM*Three Credits Spring Semester*

An 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: PC 101.

PC 450 ADVANCED PSYCHOLOGY SEMINAR*Three Credits Fall and Spring Semesters*

As a Capstone course, students will review and synthesize major empirical/theoretical areas of psychology, including abnormal, personality, learning, cognition, social, developmental, statistics and physiological. Prerequisites: PC 101, PC 261, PC 271, Senior Standing in Psychology, Instructor permission.

PC 451 APPLYING PSYCHOLOGICAL PRINCIPLES*Three Credits Fall and Spring Semesters*

A 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. Prerequisites: PC 101, PC 261, PC 271, Senior Standing in Psychology.

PC 452 SLEEP AND DREAMING*Three Credits Fall Semester*

Capstone course that will demonstrate how a single topic can be studied by the many different areas of psychology. Theories of sleep and dreaming will be examined from biological, developmental, personality, learning, cognitive, abnormal and social perspectives. Prerequisites: PC101, 261, 271, Senior Standing, Instructor permission.

PC 475 INTERNSHIP IN APPLIED PSYCHOLOGY I**PC 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 for Industrial/Organizational Internships: PC 309. Prerequisites for Counseling Internships: Two of the following – PC 201, PC 203, PC 205, PC 207.

PC 490 DIRECTED STUDY*Three Credits Fall and Spring Semesters*

Supervised reading and research directed by Department member. Written consent of the Instructor is required.

Public Administration

James B. Millikan, Program Director

The program in Public Administration offers a major and minor.

Public Administration is an interdisciplinary program designed to provide students with an understanding of the development and implementation of public policy in America. The program focuses on the theories, practices and roles of public bureaucracies at the national, state, and local levels. The major provides a foundation for graduate work and careers in public affairs, government service, law, and related fields.

The program is structured to cover five subject matter areas: (a) the political, social, and economic environment of public organizations; (b) policy analysis; (c) processes of management; (d) tools of analysis; and (e) individual, group, and organizational behavior. Public Administration majors also participate in the Political Science academic internship program, which allows a student to serve in a government office at least eight hours a week throughout a semester. The internship provides the student the opportunity to observe and participate in the operation of a government agency. Through the College's affiliation with the Washington Center, highly qualified majors may spend a semester working in a government organization in the nation's capital.

Ordinarily, an internship in a government office serves as the senior Capstone Experience; students unable to complete an internship must make other arrangements with the Program Director to complete the major.

Major

In the First and Sophomore years, Public Administration majors must take the following courses:

BA 203	Financial Accounting
BA 204	Managerial Accounting
EC 176	Microeconomic Principles
EC 178	Macroeconomic Principles
PS 123	American National Government and Politics
SO 101	Introduction to Sociology

Junior and Senior year requirements are as follows:

BA 333	Organizational Behavior
EC 205	Economics of Social Issues and Public Policy
EC 305	Public Sector Economics
PS 337	Public Administration
PS 351	Public Policy Analysis
PS 360	Congress and the Presidency

and one of the following two courses:

PS 248	State and Urban Politics or
SO 202	Sociology of Globalization

Two additional courses, selected in consultation with the Program Director, must be taken to fulfill major requirements.

Minor

A minor in Public Administration consists of:

BA 333	Organizational Behavior
EC 205	Economics of Social Issues and Public Policy
EC 305	Public Sector Economics
PS 123	American National Government and Politics
PS 337	Public Administration
PS 360	Congress and the Presidency

Religious Studies

Faculty:

Christopher A. Ives, Chairperson

Professors:

**P. Beisheim
T. Clarke
M. Coogan
J. Favazza
C. Ives
J. Lanci
G. Shaw**

Associate Professors:

**R. Gribble, C.S.C.
M. J. Leith**

Assistant Professor:

S. Lowin

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 Studies 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 Reasoning courses.

Majors and minors in Religious Studies are able to explore in breadth and depth the compelling mysteries, the powerful intellectual

and social constructs, and the heights of holiness that religious women and men have achieved. Because it is an integrative discipline, Religious Studies majors and minors have gone on to pursue graduate study and careers in such fields as journalism, law, education, and health care, as well as in various forms of ministry.

General Education

Students take GR 100 or GR 140 as their General Education Religious Studies course. Moral Reasoning courses are RS 200, RS 233, RS 237, RS 301, RS 307, and RS 317.

Electives

Students who have fulfilled their Religious Studies General Education requirement (GR 100 or GR 140) may take any other RS courses as electives, subject to availability.

Major

Students who major in Religious Studies must take a minimum of nine courses beyond the first-year requirement (this includes the senior research paper). With the advice of a faculty mentor, majors will design their own curriculum of study, which will include a broad grounding in Religious Studies (as represented in the three categories listed below) and also allow them to focus on particular interests, such as ancient and biblical religions, Catholic Studies, religion in the modern world, religion and gender, and comparative religious ethics. (See the Department's web site for sample templates for these tracks in the major.) As appropriate, with the approval of the Chairperson, students may take courses in other departments to fulfill major requirements.

All Religious Studies majors must pursue a major research project, RS 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 will consult in tutorial meetings.

(I) Biblical and Ancient Religions

RS 200	The Ten Commandments
RS 251	Introduction to the Old Testament
RS 252	Introduction to the New Testament
RS 255	Religions in the Roman Empire
RS 260	The World of the Old Testament
RS 261	Women in Early Christian Tradition
RS 268	Images of Jesus
RS 301	Islam and the Bible
RS 302	Violence and Sex in the Bible
RS 304	Job and the Problem of Suffering
RS 312	Archaeology and the Bible
RS 313	Jerusalem: The Holy City
RS 315	Dreams and the Sacred
RS 317	Gods, Kings and Justice in the Ancient World

- RS 319 Archaeology and Religion of Ancient Egypt
- RS 490 Directed Study

(II) Christian History, Theology, and Practice

- RS 200 The Ten Commandments
- RS 233 American Catholic Social History
- RS 237 Moral Conflicts: Case Studies in Moral Confrontation
- RS 238 Migrants, Immigrants, Refugees: Justice Issues and Catholic Responses
- RS 253 Models of the Church: Historical Developments
- RS 256 Church and Social Justice
- RS 262 Religion in America
- RS 267 Liberation Theology: Latin American Perspectives
- RS 268 Images of Jesus
- RS 270 History of Christian Thought
- RS 271 Religion after the Age of Science
- RS 300 The Catholic Tradition: Past and Present
- RS 303 Virgin Mary & Visions of the Feminine in Christianity
- RS 304 Job and the Problem of Suffering
- RS 309 Psychology and Religion
- RS 311 Catholic Life in Crisis/Change
- RS 313 Jerusalem: The Holy City
- RS 316 Neoplatonism
- RS 321 Religion in Film
- RS 325 Theology and Community Service
- RS 327 Vatican II and Contemporary Issues
- RS 328 Death
- RS 329 Justice, Peace, Ecology
- RS 332 Feasts, Fasts, and Taboos
- RS 333 The American Catholic Experience
- RS 335 Icons, Altars, and Pop Religion
- RS 341 Spiritual Autobiography
- RS 343 Christian Theology as European Ideology
- RS 476 Internship in Campus Ministry
- RS 477 Internship in Parish Ministry
- RS 490 Directed Study

(III) World Religions

- RS 206 Islamic Traditions
- RS 208 Hinduism and Buddhism
- RS 209 The Religion and Culture of the Jewish People
- RS 210 Religions of China and Japan
- RS 301 Islam and the Bible
- RS 307 Buddhist Ethics
- RS 313 Jerusalem: The Holy City

- RS 314 Mysticism: The Experience of Transcendence
- RS 315 Dreams and the Sacred
- RS 316 Neoplatonism
- RS 323 Gods and War: Religion, Ideology, and Nationalism in Japan and the United States
- RS 334 Sociology of Religion
- RS 336 Women in the Islamic Tradition
- RS 338 Sex and God: Jewish and Muslim Erotic Love Poetry
- RS 490 Directed Study

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.

Course Offerings

RS 200 THE TEN COMMANDMENTS (Moral Inquiry)

Three Credits Spring Semester

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.

RS 206 ISLAMIC TRADITIONS

Three Credits Alternate Years: Spring 2008, 2010

Studies the Arabian environment, Muhammed (founder), Qur'an (sacred writings), and mysticism, sects, and legal and social institutions of Islam.

RS 208 HINDUISM AND BUDDHISM

Three Credits Alternate Years: Fall 2008, 2010

An introduction to Hinduism and Buddhism, with a focus on central texts, doctrines, and religious practices, especially meditation.

RS 209 RELIGION AND CULTURE OF THE JEWISH PEOPLE

Three Credits Alternate Years: Spring 2007, 2009

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.

RS 210 RELIGIONS OF CHINA AND JAPAN

Three Credits Alternate Years: Spring 2007, 2009

An exploration of Confucianism and Taoism in China, and Shinto and Buddhism in Japan.

RS 233 AMERICAN CATHOLIC SOCIAL HISTORY (Moral Inquiry)

Three Credits Not Offered 2006-2007

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.

RS 237 MORAL CONFLICTS: CASE STUDIES IN MORAL CONFRONTATION (Moral Inquiry)

Three Credits Alternate Years: Spring 2007, 2009

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.

RS 238 MIGRANTS, IMMIGRANTS, REFUGEES: JUSTICE ISSUES AND CATHOLIC RESPONSES

Three Credits Alternate Years: Fall 2007, 2009

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.

RS 251 INTRODUCTION TO THE OLD TESTAMENT

Three Credits Alternate Years: Fall 2006, 2008

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 RS 260.

RS 252 INTRODUCTION TO THE NEW TESTAMENT

Three Credits Alternate Years: Spring 2007, 2009

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.

RS 253 MODELS OF THE CHURCH: HISTORICAL DEVELOPMENTS

Three Credits Alternate Years: Spring 2007, 2009

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.

RS 255 RELIGIONS IN THE ROMAN EMPIRE*Three Credits Alternate Years: Fall 2006, 2008*

A study of ancient world views, mystery religions, gnosticism, and the rise of Christianity.

RS 256 CHURCH AND SOCIAL JUSTICE*Three Credits Spring Semester*

An examination of the Catholic Church's relationship to society and its responses to a variety of social, political, and economic issues.

RS 260 THE WORLD OF THE OLD TESTAMENT*Three Credits Alternate Years: Spring 2007, 2009*

Students will read a substantial portion of the Old Testament in the process of becoming acquainted with current interpretive strategies. The course will also examine the art and literature of ancient Israel's neighbors in Canaan, Mesopotamia, and Egypt that provide a fuller context in which to understand the world of the Bible. In anticipation of the integrative seminar there may also be some exploration of New Testament texts. Students may not receive credit for both this course and RS 251.

RS 261 WOMEN IN EARLY CHRISTIAN TRADITION*Three Credits Alternate Years: Fall 2007, 2009*

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.

RS 262 RELIGION IN AMERICA*Three Credits Alternate Years: Fall 2007, 2009*

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.

RS 267 LIBERATION THEOLOGY: LATIN AMERICAN PERSPECTIVES*Three Credits Alternate Years: Fall 2007, 2009*

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.

RS 268 IMAGES OF JESUS*Three Credits Alternate Years: Fall 2007, 2009*

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.

RS 271 RELIGION AFTER THE AGE OF SCIENCE*Three Credits Alternate Years: Spring 2007, 2009*

An examination of religious thought within the context of the postmodern condition.

RS 300 THE CATHOLIC TRADITION: PAST AND PRESENT*Three Credits Alternate Years: Fall 2006, 2008*

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.

RS 301 ISLAM AND THE BIBLE: JEWISH AND MUSLIM MORALITY AND ETHICS (Moral Inquiry)*Three Credits Alternate Years: Fall 2006, 2008*

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.

RS 302 VIOLENCE AND SEX IN THE BIBLE*Three Credits Alternate Years: Fall 2006, 2008*

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.

RS 303 THE VIRGIN MARY AND VISIONS OF THE FEMININE IN CHRISTIANITY*Three Credits Alternate Years: Fall 2007, 2009*

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.

RS 304 JOB AND THE PROBLEM OF SUFFERING*Three Credits Alternate Years: Spring 2007, 2009*

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.

RS 307 BUDDHIST ETHICS (Moral Inquiry)*Three Credits Fall Semester*

An exploration of traditional Buddhist ethics, moral arguments Buddhists have advanced about contemporary issues, and points of comparison with philosophical and Christian ethics.

RS 309 PSYCHOLOGY AND RELIGION*Three Credits Alternate Years: Fall 2007, 2009*

An examination of religion from the perspectives of the major psychological and psychoanalytic approaches to human behavior.

RS 311 CATHOLIC LIFE IN CRISIS/CHANGE*Three Credits Alternate Years: Spring 2008, 2010*

"What is it that ails you?" A study of the sacraments as experiences of intimacy that challenge our imagination about human possibilities.

RS 312 ARCHAEOLOGY AND THE BIBLE*Three Credits Alternate Years: Spring 2007, 2009*

Introduction to the archaeology of Palestine, with special focus on the interrelationship of excavated and textual data.

RS 313 JERUSALEM: THE HOLY CITY*Three Credits Alternate Years: Fall 2007, 2009*

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.

RS 314 MYSTICISM: THE EXPERIENCE OF TRANSCENDENCE*Three Credits Alternate Years: Spring 2007, 2009*

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.

RS 315 DREAMS AND THE SACRED*Three Credits Alternate Years: Fall 2007, 2009*

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.

RS 316 NEOPLATONISM*Three Credits Alternate Years: Fall 2007, 2009*

A study of the seminal writings of the Neoplatonists, their sources, and their influence on the development of later religious traditions.

RS 317 GODS, KINGS AND JUSTICE IN THE ANCIENT WORLD (Moral Inquiry)*Three Credits Alternate Years: Fall 2007, 2009*

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.

RS 319 THE ARCHAEOLOGY AND RELIGION OF ANCIENT EGYPT*Three Credits Alternate Years: Fall 2007, 2009*

An examination of ancient Egyptian mythology, ritual practices, and material culture, focusing on the archaeological and literary remains of Egyptian religion. Subject matter includes mummification and burial practices, the Egyptian Book of the Dead, and the architecture and decoration of tombs and temples.

RS 321 RELIGION IN FILM*Three Credits Alternate Years: Spring 2007, 2009*

In a discussion-based seminar, students will explore how some prominent film makers articulate traditional religious images, metaphors, and teaching for twenty-first century audiences. Conversely, we will examine how religious ideas permeate even the most "secular" of modern movies.

RS 323 GODS AND WAR: RELIGION, IDEOLOGY, AND NATIONALISM IN JAPAN AND THE UNITED STATES*Three Credits Alternate Years: Spring 2008, 2010*

An exploration of how religions in Japan and the United States have helped formulate national identities and mobilize citizens for war.

RS 325 THEOLOGY AND COMMUNITY SERVICE*Three Credits Alternate Years: Fall 2007, 2009*

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.

RS 327 VATICAN II AND CONTEMPORARY ISSUES*Three Credits Alternate Years: Fall 2007, 2009*

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.

RS 328 DEATH*Three Credits Fall 2007, 2008*

An examination of death, dying, and bereavement from an interdisciplinary, biological/medical, sociological, psychological, philosophical, and theological perspective.

RS 329 JUSTICE, PEACE, ECOLOGY*Three Credits Alternate Years: Fall 2007, 2009*

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.

RS 332 FEASTS, FASTS, AND TABOOS*Three Credits Alternate Years: Spring 2007, 2009*

An examination of the role of food and meals in various ancient and modern cultural and religious traditions. Attention will be given to food in social contexts; sacrifice and Eucharist rites; food taboos and purity laws; asceticism and fasting, veganism and vegetarianism.

RS 333 THE AMERICAN CATHOLIC EXPERIENCE*Three Credits Alternate Years: Spring 2007, 2009*

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.

RS 335 ICONS, ALTARS, AND POP RELIGION*Three Credits Alternate Years: Fall 2008, 2010*

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.

RS 336 WOMEN IN THE ISLAMIC TRADITION*Three Credits Alternate Years: Fall 2007, 2009*

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.

RS 338 SEX AND GOD: JEWISH AND MUSLIM EROTIC LOVE POETRY*Three Credits Alternate Years: Fall 2006, 2008*

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 hetero-erotic and homoerotic secular poems and what messages were thus embedded. Prerequisite: GR 100.

RS 341 SPIRITUAL AUTOBIOGRAPHY*Three Credits Alternate Years: Fall 2006, 2008*

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 twenty-first century? Prerequisite: Open to honors scholars and other students by permission of Instructor.

RS 343 CHRISTIAN THEOLOGY AS IDEOLOGY*Three Credits Alternate Years: Spring 2007, 2009*

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.

RS 345 BIBLICAL HEBREW*Three Credits Fall Semester*

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.

RS 412 SENIOR THESIS*Three Credits Fall and Spring Semesters*

Research, reflection, writing, and public presentation under the direction of a member of the Department. Prerequisite: All other Cornerstone requirements must be fulfilled prior to taking this course.

RS 413 SEMINAR*Three Credits Offered as Needed*

Intended for RS Majors. Others may enroll at the discretion of the Department Chairperson.

RS 475 INTERNSHIP IN RELIGIOUS STUDIES*Three Credits Fall and Spring Semesters***RS 476 INTERNSHIP IN CAMPUS MINISTRY***Three Credits Fall and Spring Semesters*

Internship in Stonehill's Campus Ministry Department, focusing either on Liturgical or Justice and Peace projects. Registration must be approved by Department Chairperson and Campus Ministry supervisor.

RS 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.

RS 490 DIRECTED STUDY*Three Credits Fall and Spring Semesters*

Supervised reading and research directed by Department member. Written consent of the Instructor is required.

Secondary Education

George McCabe, Interim Program Director

The Department of Education offers a minor in Secondary Education (With Licensure), High School (8-12) and (5-12) and/or an Additional License at the (5-8) Level. See page 46 for description of program.

Sociology and Criminology

Faculty:**Susan Guarino-Ghezzi, Chairperson****Professors:****K. Branco****S. Guarino-Ghezzi****Associate Professor:****R. Shankar****Assistant Professors:****P. Leavy****D. McGurrian****K. Iyall Smith****E. Tucker****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 tracks in Sociology: (1) Youth and Family Services, (2) General Sociology (major or minor), and (3) Social Research, as well as a major or minor in Criminology.

Boston College Graduate School

Boston College's Graduate School of Social Work offers courses at Stonehill College's Martin Institute of Law and Society. Selected undergraduate students from Stonehill College may take these courses for graduate credit. Students with a minimum 3.0 GPA and an interest in pursuing a Master's degree in Social Work (M.S.W.) after graduation may apply to the Department of Sociology and Criminology to participate in these courses. SO 227 Human Services is strongly recommended prior to application.

Major

Majors are required to complete a minimum of 9 courses in Sociology beyond SO 101.

Students may not double major in Sociology and Criminology.

The required courses for each of the four tracks follow:

(I) GENERAL SOCIOLOGY**First or Sophomore Year**

SO 101 Introduction to Sociology

Sophomore or Junior Year

SO 305 Sociological Theories

SO/CJ 306 Social Research Methods

SO/CJ 308 Statistical Analysis in Sociology and Criminology

Junior or Senior Year

SO/CJ 475 Internship

Five Electives in the major chosen in consultation with Departmental Advisor.

Please note: 100-level courses, beyond SO 101, do not count toward the major.

All students must take at least one Seminar, but preferably two, from the following:

SO/CJ 408 Seminar: Studying Culture

SO/CJ 409 Seminar on Deviance and Social Control

SO/CJ 411 Seminar on Police and Society

SO/CJ 415 Seminar on American Inequality

SO/CJ 416 Seminar: Love, Intimacy, and Human Sexuality

SO/CJ 421 Seminar on Racism

SO/CJ 422 Seminar on Mediation

SO/CJ 430 Seminar: Race, Class and Gender in the Criminal Justice System

SO/CJ 432 Seminar on At-Risk Families and Youths

SO/CJ 440 Seminar on White Collar Crime

(II) YOUTH AND FAMILY SERVICES

Requirements are the same as General Sociology except students take three out of the following seven courses as Major electives:

SO 205 Sociology of Marriage and the Family

SO/CJ 224 Juvenile Delinquency

SO/CJ 227 Human Services

SO 237 Sociology of Gender

SO 327 Community Service

SO 416 Seminar: Love, Intimacy, and Human Sexuality

SO/CJ 432 Seminar: At-Risk Families and Youths

(III) SOCIAL RESEARCH

Required Courses are the same as General Sociology except students must take:

SO/CJ 335 Spatial Crime Analysis or

SO/CJ 408 Seminar: Studying Culture

(IV) CRIMINOLOGY

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.

Major**First or Sophomore Year**

SO 101 Introduction to Sociology

SO/CJ 201 Criminology

Sophomore or Junior Year

SO/CJ 306 Social Research Methods

SO/CJ 308 Statistical Analysis in Sociology and Criminology

Junior or Senior Year

CJ 475 Internship

In addition, students must take:

Two of the following law-related courses*

- CJ 303 Procedural Criminal Law
- CJ 305 Substantive Criminal Law
- CJ 307 Mechanics of the Courtroom
- CJ 333 The Accused
- SO/CJ 313 Sociology of Law
- CJ 422 Seminar on Mediation/Informal Social Control

Three of the following criminology elective courses, of which at least one, but preferably two, must be a 400-level seminar:

- CJ 120 Critical Introduction to Criminal Justice
- SO/CJ 204 Sociology of the Prison
- SO/CJ 216 When Cultures Clash
- SO/CJ 223 Use and Abuse of Alcohol
- SO/CJ 224 Juvenile Delinquency
- SO/CJ 271 Sociology of Corrections
- SO/CJ 290 Drug Abuse and Addiction
- SO/CJ 322 Violence in Socio-Cultural Context, Violent Crime and Federal Initiatives (Previously Violence in Socio-Cultural Context)
- SO/CJ 329 Anthropology of Violence
- SO/CJ 335 Spatial Crime Analysis
- SO/CJ 409 Seminar on Deviance and Social Control
- SO/CJ 411 Seminar on Police and Society
- SO/CJ 415 Seminar on American Inequality
- SO/CJ 421 Seminar on Oppression
- SO/CJ 422 Seminar on Mediation
- SO/CJ 430 Race, Class and Gender in the Criminal Justice System
- SO/CJ 432 Seminar on At-Risk Families and Youths
- SO/CJ 440 Seminar on White Collar Crime
- SO/CJ 497 Senior Thesis

*Any one of CJ 303, CJ 305, CJ 307, CJ 333, or SO 313, or CJ 422 may be used as an elective course if not used to satisfy the law requirement above.

Two of the following courses may be taken for Criminology credit, for major or minor concentrations, provided that the courses are not being counted toward a major or minor in another department.

POLITICAL SCIENCE

- PS 233 The Legal Process
- PS 336 Constitutional Law and Politics
- PS 337 Public Administration

PSYCHOLOGY

- PC 207 Abnormal Psychology
- PC 411 Pre-professional Counseling Practicum I

Minor in Sociology

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 SO 101 and SO 305 and four Sociology electives.

Minor in Criminology

A minor in Criminology consists of a minimum of six courses, which are to include SO/CJ 201 Criminology, and at least one of the courses in Criminal Law, and four elective criminology courses.

Two of the following courses may be taken for Criminology credit, for major or minor concentrations, provided that the courses are not being counted toward a major or minor in another department.

POLITICAL SCIENCE

- PS 233 The Legal Process
- PS 236 Constitutional Law and Politics
- PS 237 Public Administration

PSYCHOLOGY

- PC 207 Abnormal Psychology
- PC 411 Pre-professional Counseling Practicum I

Course Offerings

SO 101 INTRODUCTION TO SOCIOLOGY (Social Scientific Inquiry)

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.

Note: SO 101 is recommended for all 200 and 300 level courses.

SO 103 INTRODUCTION TO CULTURAL ANTHROPOLOGY (Social Scientific Inquiry)

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.

SO 105 INTRODUCTION TO ARCHAEOLOGY

Three Credits Fall Semester

An introduction to the aims, goals, and practice of field archaeology, and the nature of archaeological evidence. Students will study the history of archaeological excavation, and the variety of field methods used by archaeologists. During the final portion of the course, students will excavate model archaeological sites.

CJ 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.

SO 170 SOCIAL MOVEMENTS

Three Credits Not Offered 2006-2007

Analysis of the evolution of social movements and their place in social change. Sociology of reform and revolution. Causes and techniques of change and reform. Patterns of social revolutions.

SO 173 CRISES, CONFLICT, AND CONTROL (Social Scientific Inquiry)

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.

SO 201 CRIMINOLOGY CJ 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.

SO 202 SOCIOLOGY OF GLOBALIZATION

Three Credits Alternate Years: Spring 2008, 2010

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.

SO/CJ 203 CRITICAL ISSUES IN CONTEMPORARY SOCIETY

Three Credits Alternate Years: Spring 2008, 2010

Systematic analysis of major contemporary social problems with focus on their sources, patterns, consequences, and current efforts at intervention and amelioration.

SO/CJ 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: SO 101 or SO/CJ 201.

SO 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.

SO 211 SOCIOLOGY OF RELIGION*Three Credits Offered Periodically: 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.

SO 212 A GREAT SOCIETY? (Social Scientific Inquiry)*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.

SO/CJ 216 WHEN CULTURES CLASH: NATIVE AND NON-NATIVE AMERICAN PERSPECTIVES ON CRIME*Three Credits Offered Periodically: Spring Semester*

This course presents a comparison of the treatment of criminals by Native and Non-Native cultures. The history of criminal treatment in Anglo-American society is contrasted with the traditions of Native peoples in addressing those members who commit crimes against the community. Topics include sovereignty, religious use of peyote, banishment, return of sacred artifacts to native tribes, and the exclusion of Native religious practices in American prisons. Prerequisite: SO 101 or SO/CJ 201.

SO 217 SOCIOLOGY OF WORK*Three Credits Offered Periodically: Not Offered 2006-2007*

This course integrates two major bodies of sociological research and theoretical perspectives: sociology of work and sociology of gender. The focus is a contemporary analysis of the working lives and experiences of women and men in the United States, as well as within an international context. We will look at paid work as well as

undocumented workers, voluntary work, child care and housework, and caring work.

SO 218 IMAGES AND POWER: POPULAR CULTURE*Three Credits Offered Periodically: Fall Semester*

An introduction to postmodern ideas through the lenses of gender, race, and class. Image production, consumption and, deconstruction, as well as images of the world, historical time and space, commodities, and reality will be considered, as will relations of power as revealed through critical study of labor and consumption in regard to image production-construction-deconstruction.

SO 219 INTRODUCTION TO CULTURAL GEOGRAPHY*Three Credits Offered Periodically: Spring Semester*

A survey of major concepts in geography, with an emphasis on an ecological approach to the study of culture and cultural change in a spatial context. Exploration of the ways in which different human groups perceive, organize, and use their space and environment. Topics include culture and the world economy, population, migration, language, religion, social customs, agriculture, industry and urban development.

SO/CJ 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.

SO/CJ 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. Prerequisites: SO 101 and SO/CJ 201.

SO/CJ 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: SO 101.

SO 234 RACIAL AND ETHNIC DIVERSITY*Three Credits Alternate Years: Fall 2006, 2008*

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.

SO 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.

SO/CJ 271 SOCIOLOGY OF CORRECTIONS*Three Credits Not Offered 2006-2007*

Systematic study of the theories and methods of correctional treatments, both within prison settings and in outside community settings. Specific attention is placed on correctional goals such as rehabilitation and reintegration and on alternative intermediate correctional sanctions such as house arrest, boot camps, and community service.

SO/CJ 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.

CJ 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. Limited to third year majors and minors. Prerequisite: SO/CJ 201.

CJ 305 SUBSTANTIVE CRIMINAL LAW*Three Credits Spring Semester*

Principles of criminal liability, defenses to crime, the insanity defense, crimes against property, crimes against the habituation, crimes against the person, and the justification for punishment. Prerequisite: SO/CJ 201.

SO 305 SOCIOLOGICAL THEORIES

Three Credits Fall and Spring Semesters

Study of the theories of society from Comte, Durkheim, Marx, Weber, and other classical theorists, as well as some recent contributions to the traditions of structural functionalism, conflict theory, and symbolic interactionism. Prerequisite: SO 101.

SO 306 SOCIAL RESEARCH METHODS IN SOCIOLOGY AND CRIMINOLOGY

Three Credits Fall Semester

An introduction of quantitative and qualitative research methods employed in sociology and criminology. Topics include problem selection and definition, the relationship between theory and research, literature review, research design, ethical issues measurement, sampling, data collection and analysis. Research designs considered include surveys, experiments, content and secondary data analysis, interviewing, participant observation, and historical comparative research.

CJ 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.

SO 308 STATISTICAL ANALYSIS IN SOCIOLOGY AND CRIMINOLOGY (Statistical Reasoning)

Three Credits Spring Semester

An introduction to descriptive and inferential statistical methods as applied to research in sociology and criminology. 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: SO 306.

SO/CJ 313 SOCIOLOGY OF LAW

Three Credits Offered Periodically: Fall Semester

Nature and meaning of law. Critical examination of origin of law, structure of legal system, and changing meaning of law. Literature and film are utilized to demonstrate varying theories of how law is developed and for whom it is developed. The concept of "justice" is used in evaluating the effect of law on the general society. Prerequisite: SO 101.

SO 317 ORGANIZATION: PEOPLE, POWER AND CHANGE

Three Credits Not Offered 2006-2007

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: Junior/Senior; Sophomores only with Instructor's permission.

SO/CJ 322 VIOLENT CRIME AND FEDERAL INITIATIVES (Previously Violence in Socio-Cultural Context)

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: SO 101 or SO/CJ 201.

SO 327 COMMUNITY SERVICE

Three Credits Spring Semester

In this course we will read important contributions to the sociological literature on service and social action. The community will be the laboratory in which ideas from the readings will be critically assessed. Working with community leaders and social service organizations, students may investigate a social problem or social injustice as it is expressed in Southeastern Massachusetts, and/or prepare an action plan that they believe will lead to change in that social injustice or problem, and/or evaluate the effects of a program or social action.

SO 329 ANTHROPOLOGY OF VIOLENCE

Three Credits Fall Semester

War, political and economic oppression, sectarian strife, poverty and disease are pervasive in the world today, ravaging the lives of every-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: SO 101 or SO 103.

CJ 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: SO/CJ 201.

SO/CJ 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.

SO/CJ 352 TOPICS IN CRIMINOLOGY

Three Credits Not Offered 2006-2007

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.

Seminars

SO 405 SEMINAR ON PUBLIC SOCIOLOGIES

Three Credits Alternate Years: Spring 2008, 2010

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. Prerequisites: SO 101 and at least one additional Sociology course.

SO 408 SEMINAR: STUDYING CULTURE

Three Credits Spring Semester

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: SO 101 and at least one additional Sociology course.

SO/CJ 409 SEMINAR ON DEVIANCE AND CONTROL

Three Credits Not Offered 2006-2007

Theories of deviance applied to selected topics. Frequent oral reports and research projects are required. Prerequisite: SO/CJ 201; Recommended: SO/CJ 306 and SO/CJ 308.

CJ 411 SEMINAR ON 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: SO/CJ 201; Recommended: SO/CJ 306 and SO/CJ 308.

SO 415 SEMINAR ON AMERICAN INEQUALITY

Three Credits Fall Semester

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: SO 101; Recommended: SO/CJ 306 and SO/CJ 308.

SO 416 SEMINAR: LOVE, INTIMACY AND HUMAN SEXUALITY*Three Credits Fall Semester*

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: SO/CJ 101 and at least one additional Sociology course.

SO/CJ 421 SEMINAR ON OPPRESSION*Three Credits Spring Semester*

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: SO 101; Recommended: SO/CJ 306 and SO/CJ 308.

SO/CJ 422 SEMINAR ON MEDIATION: A TECHNIQUE IN INFORMAL SOCIAL CONTROL*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: SO/CJ 201; Recommended: SO/CJ 306 and SO/CJ 308.

SO/CJ 430 RACE, CLASS AND GENDER IN THE CRIMINAL JUSTICE SYSTEM*Three Credits Fall Semester*

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: SO/CJ 201; Recommended: SO/CJ 306 and SO/CJ 308.

SO/CJ 432 SEMINAR ON AT-RISK FAMILIES AND YOUTHS*Three Credits Fall Semester*

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: SO/CJ 224.

SO/CJ 440 SEMINAR ON WHITE COLLAR CRIME*Three Credits Spring 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: CJ 120 or SO 101.

CJ 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. Prerequisites: Written permission of the faculty member supervising the internship, and SO/CJ 306 and SO/CJ 308. Not open to minors in Criminology.

SO 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. Prerequisites: Written permission of the faculty member supervising the internship, SO/CJ 306 and SO/CJ 308. Not open to minors in Sociology.

SO/CJ 490 DIRECTED STUDY*Three Credits Fall and Spring Semesters*

Supervised reading and research directed by Department member. Written consent of the Instructor is required.

SO/CJ 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: One or more of the following: SO 308; CJ 335; SO 408; SO/CJ 490; SURE program; 400-level seminar.

Theatre Arts

Patricia H. Sankus, Program Director

The Department of Fine Arts and Theatre Arts offers a minor in Theatre Arts. Students may also choose a Theatre Arts concentration within the Fine Arts major.

Writing

Faculty:**Joseph A. Favazza, Interim Program Director****Associate Professors:****J. Chichetto, C.S.C.,****V. Polanski, Director, Writing Center**

Writing courses explore all dimensions of the writing process, seeking to extend and deepen the student's awareness of writing processes and develop composing and critical thinking skills. All writing courses require extensive use of word processing.

Course Offerings

WR 141 COLLEGE WRITING/LEARNING THEORY*Four Credits Fall and Spring Semesters*

Idea development, sentence structure, and the conventions of English usage taught within the contexts of personal and academic writing; learning strategies that will complement students' ability to analyze and evaluate texts and will enhance their overall academic performance.

WR 143 COLLEGE COMPOSITION*Three Credits Fall and Spring Semesters*

Writing to communicate and writing to learn in the arts and sciences, including philosophy, religious studies, literature and history. Heuristic techniques and revision strategies. Writing in a variety of modes for a variety of audiences. Critical reading and thinking skills necessary for the writer. Academic research

WR 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.

WR 241 INTERMEDIATE WRITING

Three Credits Not Offered 2006-2007

Essential strategies for effective academic writing through reading and writing essays. Designed for college students who want to strengthen their writing skills for all courses.

WR 245 THE INDIAN OF LITERATURE AND MYTH

Three Credits Not Offered 2006-2007

An examination of the meaning of the term "Indian" in literature, and an exploration of the language and function of myth in Native American societies. Students will also investigate the various constructions of Indian identity imposed upon Native Americans between the late 16th century and the present.

WR 246 MINING THE "I": READING AND WRITING AUTOBIOGRAPHY

Three Credits Fall Semester

An exploration of autobiography in fiction and creative non-fiction as a springboard for student writing. Critical analysis of how writers transform life experience into compelling prose. In addition to reading and analyzing autobiographies, journals, creative nonfiction, and fictionalized autobiographies, students will write in each of these genres.

WR 247 INVINCIBLE SUMMER: READING TRANSCENDENCE, WRITING SPIRIT

Three Credits Fall and Spring Semesters

Investigation of 20th century works that protest dehumanization based on ideology. Using these texts as intellectual foundations, students will grapple with the consequences of ideas unmoored from ethical concerns, analyze texts in terms of the moral dilemmas they present, and produce papers and a journal relating course material to their own experience.

WR 248 ANALYZING THE ENGLISH LANGUAGE

Three Credits Spring Semester

An overview of twentieth-century linguistics, sentence patterns, transformation of basic sentence patterns, modification and coordination, modifiers, words and word classes, diagramming, and grammar for writers in academia, professions, and business.

WR 256 READING AND WRITING POETRY

Three Credits Spring Semester

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.

WR 369 ADVANCED WRITING PRACTICUM

Three Credits Fall Semester

Training in peer consulting techniques, based on analysis of student's own writing processes. Advanced study of rhetorical and composition theory. Two hours of apprenticeship per week in the Writing Center. Prerequisite: B or higher in another writing course, faculty recommendation, or permission of Instructor.



Admissions

First-Year Candidates for Fall Semester Admission

Application Deadlines:

Early Decision – November 1

Early Action – November 1

Regular Decision – January 15

Financial Aid Deadlines for filing the PROFILE form:

Early Decision – October 15

Early Action – February 1

Regular Decision – February 1

Enrollment Deposit Deadlines:

Early Decision – December 31

Early Action – May 1

Regular Decision – May 1

All first-year candidates for admission must submit by the established deadline a completed Common Application, a Stonehill Supplemental Form for First-Year Applicants, an official high school transcript, SAT I or ACT scores, two teacher recommendations, a completed School Report, and a \$55 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 elective subjects.

All candidates for admission to Stonehill are required to complete either the SAT Reasoning Test administered by the CEEB or the examination of the American College Testing (ACT). Information concerning these respective organizations can be obtained online at www.collegeboard.com or at www.act.org. Brochures are also available in your high school guidance office and at the following addresses: College Entrance Examination Board, Box 592, Princeton, New Jersey 08540; American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240. 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 transcript and testing scores. The College plans to use the results from the

writing section of the SAT and ACT testing programs for admission and placement purposes. SAT II subject tests are not required by Stonehill College for admission.

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 \$500 commitment deposit by December 31, 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 (CSS) PROFILE form by October 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 \$500 commitment deposit until May 1. 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 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 \$500 non-refundable deposit is required by May 1.





- e. the transfer student essay found on the Supplemental Information Form for Transfer Applicants.

Transfer credit is given only for three or four credit courses in which the student has received the equivalent of a grade of "C" or better and which are comparable to courses offered at Stonehill College. 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.

ability to meet educational and living expenses at Stonehill (financial aid is very limited for international students);

- e. an official score of at least 550 on the written version or 213 on the computer version of the Test of English as a Foreign Language (TOEFL) for those students whose native language is not English (Information concerning the TOEFL examination can be obtained by writing to TOEFL Services, P.O. Box 6155, Princeton, New Jersey 08541-6155, USA);
- f. official results of the SAT exam.

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 Admissions and Enrollment, Stonehill College, 320 Washington Street, Easton, MA 02357-5610. Only candidates who have submitted the \$500 non-refundable deposit may seek a deferral. Campus housing and financial assistance may not be guaranteed. Deferment 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), International Baccalaureate (IB) and College Level Examination Program (CLEP)

Stonehill participates in the AP, IB, and CLEP programs and will grant advanced credits to students who have taken the Advanced Placement or International Baccalaureate examinations while in high school, or have taken CLEP exams. (Refer to page 110-111 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. a completed Common Application, a Stonehill College Supplemental Information Form for Transfer Applicants, and a \$55.00 filing fee;
- b. an official high school transcript (with SAT scores, if possible);
- c. a completed official transcript from each post-secondary institution which the student attended;
- d. a catalog from each college from which the student is transferring with the student's name on the front cover and courses taken marked; and

Transfer Credit Evaluation

A tentative evaluation of transferable courses is made and forwarded to the candidate prior to matriculation. Matriculation by the transfer student is regarded as acceptance of the evaluation of courses for transfer.

In order to receive a finalized course evaluation, the transfer student may be asked to submit more detailed course descriptions or syllabi than those appearing in the catalog of the previous institution(s). The final determination of the applicability of courses in transfer to a major or minor sequence, as well as to the fulfillment of Cornerstone Program requirements and electives, is made by the Director of Academic Services in consultation with the appropriate academic departments.

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

International students apply to the College by submitting the Common Application, the Stonehill College Supplemental Form for International Applicants, and a \$55.00 filing fee to the Admissions Office by January 15 for the fall semester and November 1 for the spring semester. International students must submit to the Dean of Admissions and Enrollment the following items:

- a. a completed Common Application, a Stonehill College Supplemental Form for International Applicants, and a \$55.00 filing fee;
- b. an official copy of a secondary school transcript, leaving certificate or national exam results with an official English translation if necessary;
- c. international transfer students should submit university transcripts and course descriptions from each university attended;
- d. the International Student Financial Statement with financial documentation of



Financial Information

The Student Aid and Finance Office 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, campus-wide. Within this, the Associate Director for Student Accounts bills students for tuition, fees, room and board, traffic fines, dorm damage, etc. All payments and billing questions should be addressed to the Student Aid and Finance Office.

This information is also accessible via the Internet on the College website at www.stonehill.edu, under Financial Aid.

Students must register for classes at the beginning of each semester, notwithstanding any preregistration, but no student can register until his/her obligations to the College have been cleared through the Office of Student Aid and Finance.

- Bills for the fall semester are sent during July. Bills for the spring semester are sent during November.
- Payment of fall semester billing is due by August 15. Payment of spring semester billing is due by December 15.
- Payment is made by check or money order, payable to Stonehill College, and addressed to Student Aid and Finance Office, Stonehill College, Easton, Massachusetts 02357-5510. No payment is considered officially received until it has been received by the Student Aid and Finance Office.
- A late payment fee of .75% per month is charged on any balance outstanding after the due dates noted above.
- When payment for all outstanding obligations has been received and insurance coverage has been verified, the Director of Student Aid and Finance will notify the Registrar that the student is eligible to register.
- To complete registration, the student must be present at the designated place on the day appointed.



Tuition for Full-Time Students*

General Tuition for Students entering Stonehill prior to Fall 2005	Fall Semester Spring Semester	\$12,805** \$12,805**
General Tuition for Students entering Stonehill for the First Time Fall 2005 and after	Fall Semester Spring Semester	\$13,540** \$13,540**
Tuition MS in Accountancy Program	Fall Semester Spring Semester	\$13,665** \$13,665**

* Full-time enrollment consists of either 4, 5 or 6 courses per semester.

** Tuition includes \$85 per semester for Student Activities Fee.

Special Fees for Full-Time Students*

Application fee, submitted with application form	\$50
Charge, per month, for failure to pay tuition and fees when due	.75%
Returned Check fee (includes checks returned by banks and checks returned by the College)	\$60
Late registration fee	\$50
Fee for late pre-registration	\$40
Vehicle Parking Fee for resident students	\$95
Vehicle Parking Fee for commuter students	\$45
Company voucher fee	\$100
Spring Abroad Program Fee	\$750

Room and Board for Full-Time Students*

Room per semester	\$3,370
Board Overhead per semester	\$1,125
Meal Plan C (standard) per semester	\$1,025
Meal Plan A per semester	\$1,335
Meal Plan B per semester	\$1,180
Meal Plan D per semester	\$730

*Full-time enrollment consists of either 4, 5 or 6 courses per semester.

NOTE: 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.

Tuition Costs for Part-Time Students*

General Tuition	Per course, per semester Audit of course, per course	\$890 \$445
Tuition MS in Accountancy Program	Per course, per semester	\$2,733

Special Fees for Part-Time Students*

Application fee, submitted with application form	\$50
Charge, per month, for failure to pay tuition and fees when due	.75%
Returned Check fee (includes checks returned by banks and checks returned by the College)	\$60
Registration and service fee	\$25
Certificate entrance application fee	\$10
Late registration fee (in addition to regular fee)	\$10
Lab fee for studio courses	\$30
Lab fee for computer courses	\$60
Company voucher fee	\$40
Deferred payment fee	\$20
Graduation fee	\$125

*If a student registers for one or two courses (or, due to academic reasons and with approval from the student's academic advisor and the Director of Academic Services, for three

courses), the student is attending part-time. Part-time attendees may not reside on campus, may not compete in intramural, club or varsity sports, do not have access to Health or Counseling Services, and do not have access to the Sally Blair Ames Sports Complex. The College reserves the right to limit course enrollment to space available for part-time students, if necessary.

NOTE: Fees are non-refundable. Charges currently listed are subject to change. Students are charged for any breakage of laboratory equipment.

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.

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 November and due in full by December 15. Bills are generated in the student's name and sent to the permanent address unless the Student Aid and Finance Office is instructed by the student, in writing, to do otherwise. Part-time students who do not pre-register for courses must pay all charges when signing up for the courses.

A late payment fee of 0.75% of any outstanding balance will be assessed on the day following the due date. Moreover, an additional 0.75% 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 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. 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.

Many firms will reimburse their employees in full or in part for job-related education. Company vouchers are accepted for direct payment from the employer to the College. Payment to the College must be non-conditional; i.e., not contingent on grades. A service fee is charged for the company voucher plan. A new official company voucher completed in its entirety should be submitted each semester.

The company voucher forms are available in the Office of Academic Services as well as online and in the Student Aid and Finance Office.

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 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 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. If the provider's advertised standard program costs exceed Stonehill's equivalent charges, the student's account will be assessed an additional program premium equivalent to the difference between the two.

Students will retain all of their financial aid including institutional discounts 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 that is scheduled for disbursement during the semester abroad is invalid without special permission of the coach of that intercollegiate athletic team.
- Faculty Remissions, Staff Remissions, Apostolic Remissions, Religious Remissions, Holy Cross Tuition Exchange Scholarships, certain Presidential Scholarships awarded by the President, Stonehill Basketball Scholarships, and Tuition Exchange Scholarships are not fully transferable. Students normally holding such funding will be responsible for paying the College the full negotiated external program fees.

Health Insurance

State law requires that students taking 3 or more classes carry health insurance and annually provide proof of such insurance to the College. At the beginning of each academic year, all students enrolled in three or more classes are billed for insurance coverage under Stonehill College Accident and Sickness Insurance policy offered by Koster Insurance. This premium may be waived only when the College receives the completed online waiver from Koster Insurance at kosterweb.com. The insurance premium on your bill will be cancelled ONLY if the online 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 need to complete an online acceptance at Koster Insurance. Coverage extends from August 15 to August 14. You will not be permitted to register for classes until Stonehill College receives electronic confirmation from Koster Insurance that the waiver or acceptance process is complete.

Room Guarantee/Damage Deposit

All new resident students are required to post a \$300 room guarantee/damage deposit prior to moving on campus. This deposit acts as a reservation fee and as a security deposit and will be held without interest as long as a student remains in or requests assignment to College housing.

At the end of each semester and/or when the student moves from campus housing, a student will be assessed damages for which the student is found responsible and to any area/campus damage in accordance with the Room and Board Contract. Students returning to residency for the next semester will be expected to pay for the assessed damage (thus restoring the deposit to \$300.00) prior to registering for that semester.

The guarantee/damage deposit is refundable upon graduation or withdrawal from housing, after any damage assessments are made, in accordance with the refund policy contained in the Room and Board Contract.



Guarantee Deposits

All incoming full-time students will pay a guarantee deposit of \$500 by the specified commitment date. The disposition of the deposit is based on residency status. Students accepted as commuters will be credited the \$500 deposit on the first tuition bill.

The guarantee deposit for accepted resident students will be divided to cover the \$300 room guarantee/damage deposit (as described above). The remaining \$200 will be credited to the first tuition bill. These deposits are not refundable.

Refund Policies

For fiscal reasons, the College must anticipate that enrolled students will complete the semester to which they were admitted and the number of courses for which they have enrolled. Should it be necessary for a student to withdraw from the College prior to the end of a semester, the student is to notify the Office of Academic Services, immediately and in person, of the official withdrawal. At this point, the date of withdrawal for refund purposes is determined. This date will be used by the Associate Director for Student Accounts to determine the amount of refund for tuition based on the schedule below. (Fees and deposits are non-refundable).

In addition to the negative academic consequences of dropping a course, there may be negative financial consequences as well. These consequences include:

- the potential loss of financial aid for current and future semesters; and
- the obligation to pay for a course in which the student is no longer enrolled and for which (s)he will receive no credit.

Therefore, a student who is considering changing his or her enrollment status, in any way and for whatever reason, should check with a financial aid advisor to determine whether such a decision will be financially detrimental before completing the status change in the Office of Academic Services.

A student who leaves the College without officially notifying the Office of Academic Services either in person or in writing or a student who is dismissed from the College forfeits all rights to a refund (within Federal Title IV regulations).

Financial aid recipients who anticipate withdrawing are advised to consult with the Student Aid and Finance Office regarding refund eligibility and the effect the withdrawal may have on Satisfactory Academic Progress requirements and/or future eligibility for financial aid. When a student withdraws before 60 percent of the semester has been completed, the College is required, under federal statute, to refund federal and/or state financial aid funds (i.e., federal loans and grants or state loans or grants) on a prorated basis. The calculation is based on the amount of time the student was enrolled in the semester. For example, a student who completes 23 percent

of the semester will keep 23 percent of his/her federal and/or state funds. The remaining 77 percent will be returned to the source. Funds are returned to the federal and/or state source as stipulated in federal regulations. Students receiving College funds will have their awards prorated according to the College's tuition refund policy listed below. For example, if a student receives a 20 percent tuition refund, he/she will forfeit 20 percent of his/her Stonehill award. Any balance due to the College resulting from the above adjustment of aid is the responsibility of the student. 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 specifically requests a refund.

A refund, when due, will be made payable to the student and mailed to the student's permanent address 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. The refund process takes 10-14 business days. This process does not start until 10 business days after a check is deposited by the College. A refund will not be made for an amount less than \$25 unless a student has graduated or withdrawn from the College.

A. TUITION REFUND POLICY

This refund policy applies to students who withdraw from the College or who withdraw from courses and/or change their status from full-time to part-time.

For 15-week semester courses:	
Withdrawal during the first 2 weeks of classes	Refund of 80%
Withdrawal during 3rd week of classes	Refund of 60%
Withdrawal during 4th week of classes	Refund of 40%
Withdrawal during 5th week of classes	Refund of 20%
Withdrawal after the 5th week of classes	No Refund
For 6/7-week courses:	
Withdrawal during the first week of classes	Refund of 80%
Withdrawal during 2nd week of classes	Refund of 40%
Withdrawal after 2nd week of classes	No Refund
For 5-week Saturday courses:	
Withdrawal before 2nd class	Refund of 80%
Withdrawal after 2nd class	No Refund
For 5-day courses:	
Withdrawal before 2nd class	Refund of 80%
Withdrawal after 2nd class	No Refund

*Notes: Part-time students who withdraw before the first day of a class will receive a full refund of tuition for that class. For full-time

students who reduce their course loads to fewer than four courses per semester after they have registered, charges will be based on the full-time tuition rate. Prorations will be based on the Tuition Refund Policy outlined above.

B. ROOM AND BOARD REFUNDS:

The date of a student's withdrawal from residency shall be determined by the Director of Residence Life and will be used to determine the prorated room and board overhead charges. Food charges are adjusted according to the amount remaining in the student's declining balance account with the cafeteria at the point of this withdrawal date.

During the fall semester and through the first eight weeks of the spring semester, provided the College can and does fill the vacancy left by the withdrawing/dismissed student, a refund of the room and board overhead charges will be directly proportional to actual charges incurred through a particular week when the space has been filled.

If a student is dismissed or withdraws from residence after the eighth week of the spring semester, no room and board overhead refund will be given.

Full-time students who reduce their course load to fewer than 4 courses per semester forfeit eligibility for room and board privileges.

Detailed prorations of room and board overhead charges for any particular semester may be obtained in the Student Aid and Finance Office.

Alternative Medical Withdrawal Refund Calculation

Any and all withdrawals from the College must be processed through the Academic Services Office.

A student who withdraws from the College for any reason on or after the first day of classes is subject to the College's Refund Policy. While the College recommends that all full-time students seriously consider purchasing the tuition refund insurance available through the Student Aid and Finance Department, students with existing medical issues are especially encouraged to do so. If a student who does not have tuition refund insurance must withdraw from the College after registering for the semester, for a serious, unexpected health or mental health problem, that student may request a refund based on the alternative medical withdrawal refund calculation.

Within 15 days of leaving the College, the student must submit a written request for a voluntary medical withdrawal and also provide written and sufficient documentation from his/her health care provider substantiating the serious, unexpected medical condition to the Vice President for Student Affairs. Within 10 days of receiving the written request and written and sufficient documentation from the

Note: There have been updates to this page please click here to see the update

student's health care provider substantiating the serious, unexpected medical condition, the Vice President for Student Affairs, in consultation with the Director of Health Services or the Director of the Counseling and Testing Center, or designees, will review the request and determine whether the voluntary medical withdrawal will be granted. The Vice President for Student Affairs will then notify the student, Academic Services Office and Director of Student Aid and Finance of the decision.

If the request for a voluntary medical withdrawal is not approved:

- the standard refund policy noted on page 99 will apply.

If approved, refunds for the semester of withdrawal will be based on the following:

- tuition charges will be prorated 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;
- room and board overhead charges will be prorated, from the first week of classes to the end of the week in which the student actually relinquishes occupancy of his/her room;
- food charges will be adjusted in accordance with the amount remaining in the student's declining balance account at the point (s)he departs the College;
- institutional aid will be prorated, calculated on a daily rate from the first through the last day of classes for that semester; and
- government aid will be refunded in accordance with federal and/or state regulations and returned, if required, to the appropriate source(s).

Fees are not refundable.

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 discuss with their parents all expenses anticipated for the entire period of education to determine if family resources need to be supplemented by scholarships or other forms of 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. 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:

1. **For every aid applicant:** the Free Application for Federal Student Aid (FAFSA) or Renewal FAFSA, completed in its entirety and processed through a federal processor. Under the College Release section, list Stonehill with federal code number 002217.
 2. **For full-time first year, transfer, and other first-time aid applicants:** the Profile Form from the College Scholarship Service (CSS), completed in its entirety and filed by 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:**
3. Business/Farm Supplement, completed by families who derive income (loss) from a business – sole proprietorship, partnership, corporation – or farm.
 4. Non-Custodial Parent Statement.

Only if requested by the College:

5. Stonehill College Verification Form.
6. Verification of sibling/parent college enrollment.
7. Signed copies of parents' Federal Income Tax return, all schedules, and W-2 forms; or Statement of Non-tax Filer.
8. Signed copies of student's Federal Income Tax return and W-2 forms; or Statement of Non-tax Filer.
9. Any other documents/material deemed necessary for verification.

How to obtain necessary financial aid applications:

- **First-Year Applicant:** FAFSA available in high school guidance offices and online at www.fafsa.ed.gov. CSS Profile form available online at <http://profileonline.collegeboard.com>.
- **Transfer applicant:** If no Renewal FAFSA was received, new FAFSA available at college currently attending, at any other college, at any high school, or online at www.fafsa.ed.gov. CSS Profile registration form available at <http://profileonline.collegeboard.com>.
- **Master's in Accountancy applicant:** FAFSA only; available in the financial aid office of any college, at high school guidance offices, or online at www.fafsa.ed.gov.

Renewal FAFSAs for returning students are now available online only, accessible with a PIN provided by the Federal Government. Further information regarding the PIN is available at 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 SSIG 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. Recommended filing deadlines: Profile and FAFSA by February 1 for incoming first-year students; and FAFSA by March 1 for returning students.

Standards of Progress for Financial Aid Recipients

Academic Standing and/or Good Academic Standing:

A student who is on academic probation is considered to be on probation for financial aid purposes; such a student may still be eligible to receive financial aid during the probationary period. However, a student separated or dismissed from the College for academic reasons who is readmitted on appeal is not necessarily eligible for financial aid. (See Academic Policies for the definition of Good Academic Standing.)

In order to receive or continue to receive financial aid funded by the government and/or Stonehill College (including 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 courses he/she attempts each semester. (The number of courses attempted equals the number of courses in which the student is officially enrolled at the end of the Add/Drop period.

Courses from which a student withdraws after the Add/Drop period are considered courses attempted but not satisfactorily completed.) In addition, a student's cumulative average at the end of four semesters of study must be at least 2.0, and his/her record must reflect this minimum standard at each subsequent review.

Students are reviewed annually, at the end of each spring semester, for compliance with Satisfactory Academic Progress requirements. In addition to the cumulative average noted above, this review covers all courses attempted at this institution since the end of the previous spring semester, beginning with any course(s) taken in the first summer session of the preceding academic year.

To be in compliance, a student must have successfully completed 10 of 12; 9 of 11; 8 of 10; 7 of 9; 6 of 8; 5 of 7; 4 of 6; 3 of 5; 2 of 3 or 4; or 1 of 1 or 2 of the courses attempted during the full academic period described above.

A full-time student is expected to complete degree requirements within 5 years or 10 semesters of attendance.

To regain eligibility for financial aid after unsatisfactory progress has been declared, a student must complete the number of courses not passed within the period which resulted in the loss of aid and achieve the required cumulative grade-point average. To be eligible for federal Title IV funding, a student may not have enrolled in more than 150% of the credits required to complete his/her degree.

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. A written appeal, sent within 15 days of notification of ineligibility for aid, should be addressed to the Scholarship and Grants Committee, in care of the Director of Student Aid and Finance. A response will be mailed to the student within 15 days of receipt of such appeal.

Stonehill College Scholarships

Each year the College offers a number of partial-tuition scholarships and grants to incoming and returning students. While some scholarships are awarded on the basis of merit, it is recommended that a financial aid application 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 aid as well, including need-based grants, student loans, and work-study. (See previous page 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
The Novak/Sakmar/Templeton Scholarship	3.3	Recommended	No
The Trustee Scholarship	3.3	Recommended	No
The Presidential Scholarship	3.0	Recommended	No
The Dean's Scholarship	2.9	Recommended	No
The Stonehill Need-Based Grant	SAP*	Recommended	No

* Satisfactory Academic Progress

Student conduct that warrants action by the Disciplinary Committee may result in the forfeiture or reduction of College funded aid.

These scholarships may not exceed the amount actually charged for tuition. They are credited only to courses offered by Stonehill and for 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. Eligibility may not exceed 40 courses in total. Scholarships are awarded for and presume full-time attendance.



Restricted/Endowed Scholarships

Stonehill College also 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 online at www.stonehill.edu/studentaid between February 1 and April 1 for the following academic year. New students need not complete this special application. A complete list of available scholarships appears in this catalog and may be viewed online at: www.stonehill.edu/studentaid.

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.

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 William D. Ford Federal Direct Student Loan Program. Loan limits are determined by the number of courses completed: up to \$2,625 per year for students who have completed fewer than 10 courses, up to \$3,500 per year for students who have completed between 10 and 19 courses, and up to \$5,500 per year for students who have completed at least 20 courses. Total borrowing may not exceed \$22,625. This loan

program is funded by the federal government and administered by the College. The fixed interest rate is capped at 6.8% and the federal origination fee is 1.5%. Repayment of principal begins six months after the student ceases to be enrolled at least half time.

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 the subsidized loan. 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 Direct Student Loan; 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.

Promissory Notes for the Direct Student Loan Program are available on-line through Stonehill's Student Aid and Finance Office. (Commercial bank student loan promissory notes are not acceptable.) The loan funds (net the 1.5% origination fee) are credited directly to the student's tuition account, half in each semester.

It is no longer necessary for a student to complete a promissory note for every year in which (s)he borrows through the Federal Direct Student Loan Program. Under current Federal regulations, a Master Promissory Note is completed for the first year in which the student borrows and remains in effect for each subsequent loan borrowed through a direct-lending institution 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 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. 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 the Student Aid and Finance Office.

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. Although the College does not offer a payment plan of its own, the following program is available at a nominal fee:

Tuition Management Services (TMS)
171 Service Ave, 2nd Floor
Warwick, RI 02886
(888)216-4258
www.afford.com

Informational brochures and application forms are sent to all students. There are no interest charges; the current enrollment fee is \$60. 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 7; families interested in enrolling for the Spring semester only must call TMS directly.

Notes

Students receiving 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 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 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 Fund

The John L. Ahern Memorial Scholarship Fund

The Neil Ahern '69 Memorial Scholarship Fund

The Family of Charles Altieri Scholarship Fund

The Joseph M. Alukonis Memorial Scholarship Fund

The Alumni Council Scholarship Fund

The Anheuser-Busch Scholarship Fund

The Edward H. Baker Scholarship Fund

The Charles Barrett Scholarship Fund

The Harold and Livia Baynes Scholarship Fund

The Carmi A. Belmont Memorial Scholarship Fund

The Birmingham Scholars Program

The Blanchard Foundation Scholarship Fund

The Philip and Sara Boyle Scholarship Fund

The Sheila and William J. Boyle Scholarship Fund

The Rev. John F. Brady Memorial Scholarship Fund

The Lauren Michelle Branco Scholarship Fund

The Doreen Brennan Scholarship Fund

The Ronald E. Burton Scholarship Fund

The Sgt. Robert H. Cairns Scholarship Fund

The Campanelli Foundation Scholarship Fund

The Joseph F. Carney Memorial Scholarship Fund

The Michael Carr Award

The Arthur J. & Margaret M. Carriuolo Scholarship Fund

The Anthony E. Cascino Scholarship Fund

The Cavanagh Family Scholarship Fund

The Thomas D. Christopher Memorial Scholarship Fund

The C. James Cleary Scholarship Fund

The William F. Connell Scholars Program

The William J. Connors Scholarship Fund

The Joseph M. Corcoran Memorial Scholarship Fund

The Rev. John J. Corr, C.S.C. Memorial Scholarship Fund

The Edward L. Coughlin Memorial Scholarship Fund

The Timothy J. Coughlin Fund

The William F. Devin Scholarship Fund

The Linda A. and Francis X. Dillon Scholarship Fund

The Jeffrey Ditmar Memorial Scholarship Fund

The Rev. James W. Donahue, C.S.C. Memorial Scholarship Fund

The Ciaran Ryan Donoghue Memorial Scholarship Fund

The Reverend Peter Donohue, C. S. C. Scholarship Fund **

The Jennifer Dow Memorial Scholarship Fund

The Professor Philip Duffy Scholarship **

The Ely Scholarship Fund

The Stonehill Environmental Scholarship Fund

The Ernst & Young Scholarship Fund

The Fay Family Scholarship Fund

The Rev. Thomas M. Feeley, C.S.C./St. Thomas Aquinas Philosophy Scholarship Fund

The Joseph F. Finn, Sr. Memorial Scholarship Fund

The George R. Fish Memorial Scholarship Fund

The Brassil Fitzgerald Memorial Scholarship Fund

The John Kennedy Fitzgerald Memorial Scholarship Fund

The Paul and Aline Flynn Scholarship Fund

The Frueauff Scholarship Fund

The Rev. William F. Gartland, C.S.C. Memorial Scholarship Fund

The Geraghty Family Irish Studies Scholarship Fund

The Alfred F. and Martha Gomes Family Scholarship Fund

The James "Lou" '53 and Mary Lou Gorman Scholarship Fund

The Colleen Coyle Green Memorial Scholarship Fund

The Father Eugene Green/Beta XI Scholarship Fund **

The William Randolph Hearst Foundation Scholars Program

The William T. Herlihy Memorial Scholarship Fund

The Paula Ann Hiltz Memorial Scholarship Fund

The Honorable Timothy E. Holland Family Scholarship Fund

The Holy Cross Fathers Scholarship Fund

The Joseph L. Hopkins Scholarship Fund

The Henry C. Howley Memorial Scholarship Fund

The Rev. Francis J. Hurley, C.S.C. Scholarship Fund

The Italian Education and Cultural Interchange Fund

The Junior League of Women's Italian Club of Boston Scholarship Fund

The Rev. Joseph P. Keena, C.S.C. Memorial Scholarship Fund

The Joseph F. Kelliher III Memorial Scholarship Fund





The Joseph F. Kenneally Scholarship Fund

The Harold G. Kern Memorial Scholarship Fund

The Kimberly Ann Kitchell Memorial Scholarship Fund

The Mitchell A. Labuda Memorial Scholarship Fund

The William C. LaPlante Memorial Scholarship Fund

The Edward Scott "Teddy" Lehan Memorial Scholarship Fund

The Diane Grueter Lincoln Memorial Scholarship Fund

The Lockary-Hegarty Memorial Scholarship Fund

The Curtis L. Lopes II Memorial Scholarship Fund

The Clare Boothe Luce Scholarship Fund

The Donald R. MacLeod Memorial Scholarship Fund

The Edward (Ted) MacLeod Memorial Scholarship Fund

The Rev. Bartley MacPhaidin, C.S.C. Scholarship Fund

The Trooper Gary E. Magee Memorial Scholarship Fund

The Kerri A. Mahoney Memorial Scholarship Fund

The Stephen P. Mandill Memorial Scholarship Fund

The Peter J. Marathas, Sr. Scholarship Fund

The Peter Mareb Memorial Scholarship Fund

The Rev. Richard Mazziotta, C.S.C. Memorial Scholarship Fund

My Brother's Keeper Scholarship Fund

The Father John E. McCarthy, C.S.C. Scholarship Fund

The Matthew McDonough Memorial Scholarship Fund

The Margaret McFadden Memorial Scholarship Fund

The William G. McGowan Scholarship Fund

The Ann and John McGrath Memorial Scholarship Fund

The John and Margarete McNeice Scholars Program

The Robert J. Mills Memorial Scholarship Fund

The Edmond N. Moriarty, Jr. Scholarship Fund

The Bill Mulford Fund for Part-Time Studies**

The Beatrice H. Mullaney Memorial Scholarship Fund

The Frank & Susan Mullin Scholarship Fund

The Lt. William C. Murphy Memorial Scholarship Fund

The Michael D. Nessler Memorial Scholarship Fund

The Novak-Sakmar-Templeton Merit Scholarship Fund

The Ann O'Connell Scholarship Fund

The O'Connor Family Scholarship Fund

The Barbara Luttet O'Donnell Scholarship Fund

The Robert M. O'Donnell Memorial Scholarship Fund

The Paul K. O'Leary Memorial Scholarship Fund

The William C. O'Malley Memorial Scholarship Fund

The Mark Oteri Memorial Scholarship Fund

The Amy Hoar Palmisciano Scholarship Fund

The Peter Paoella Memorial Scholarship Fund

The Senator John Parker Memorial Scholarship Fund

The Lisa M. Philo-Corcoran Memorial Scholarship Fund

The James Pires Memorial Scholarship Fund

The E. Romeo and Edward D. Poirier Memorial Scholarship Fund

The John and Aliese Price Foundation Scholarship

The Captain Janet M. Redgate, U.S.N., NC Memorial Scholarship Fund

The Ray Richard Memorial Scholarship Fund

The Patty Roche Memorial Scholarship Fund

The Theresa Ryan Scholarship Fund

The Thomas and Mary Shields Scholarship Fund

The Shields Merit Scholar Program

The Cardinal Spellman Scholarship Fund

The A. Michael Storlazzi Scholarship Fund

The Madelyn W. Sturtevant Memorial Scholarship Fund

The Rev. Lawrence Sullivan, C.S.C. Memorial Scholarship Fund

The Sullivan-Langsenkamp Scholarship Fund

The Richard Susi Memorial Scholarship Fund

The Ralph D. Tedeschi Scholarship Fund

The Nancy J. Thurston Memorial Scholarship Fund

The David M. Tracy Scholarship Fund

The Bessie Tsaganis Memorial Scholarship Fund

The Richard A. Voke Scholarship Fund

The Joseph F. Walsh Memorial Scholarship Fund

The Honorable Martha Ware Scholarship Fund

The Washington, D.C. Alumni Scholarship Fund

The Herbert A. and Gertrude M. Wessling Scholarship Fund

The Vincent P. and Mary L. Wright Memorial Scholarship Fund

The Yawkey Scholarship

**Scholarships for part-time students

For more information on individual scholarships please visit www.stonehill.edu/catalog/scholarships/index.

Academic Policies and Procedures

Enrollment and Registration

Full-time Students

Students are admitted to the College by the Office of Admissions. A student is attending full-time if registered for four, five or six courses in any semester. In order to complete degree requirements in the usual four years, students must enroll in an average of five courses each semester.

Part-time Students

If a student registers for one or two courses (or, due to academic reasons and with approval from the student's academic advisor and the Director of Academic Services, for three courses), the student is attending part-time. Part-time attendees may not reside on campus, may not compete in intramural, club or varsity sports, do not have access to activities funded through the comprehensive fee for students registered full-time, do not have access to Health or Counseling Services, and do not have access to the Sally Blair Ames Sports Complex.

Registration

The academic year is divided into two semesters of approximately fifteen weeks each. The Registrar's Office is responsible for conducting registration for classes and for all credit programs. Information concerning registration procedures and course offerings is provided to all students prior to the beginning of each semester. The dates of Registration are designated in the Academic Calendar. The College reserves the right to cancel any course announced in the catalog if the number of students is not large enough to justify offering it. A fee of \$50 (\$10 for part-time enrollment), not credited to tuition, is charged to those students who do not complete registration during the dates designated in the Academic Calendar.

All students who wish to attend Stonehill College in the following semester should pre-register for courses during the dates designated in the Academic Calendar. Information concerning pre-registration procedures and course offerings is provided to all students in October and March by the Registrar's Office. A fee of \$40, not credited to tuition, is charged to full-time students who fail to pre-register for courses during the dates designated in the Academic Calendar. Students attending part-time should pre-register at the same time as other students in order to maximize their chances of enrolling in a desired class. The Schedule of Courses and the Course Enrollment Figures are updated regularly on the Registrar's homepage at: www.stonehill.edu/registrar.

Non-Degree Students

Non-degree students may take courses for which they have sufficient preparation and background with the approval of the Office of

Admissions, in consultation with Academic Services. 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 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 non-degree students are reviewed at the conclusion of each academic term by the Admissions Office.

Adding and Dropping Courses

In April and December students receive a schedule of the courses for which they pre-registered. Students may add or drop courses from the time they receive their schedule through the date listed in the Academic Calendar as the last day for Add/Drop.

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 Registrar. The fee for auditing a course is one-half the tuition fee. The audit is recorded on the student's academic record as "AU", but no grade or credits are indicated. An auditor is not required to attend all classes, or to take examinations. The Instructor is not required to grade any papers or examinations submitted by an auditor.

Enrolling in Six Courses

Students, after consulting with their faculty advisor, may petition to take a sixth course without charge by completing the Sixth Course Authorization Form available online and in the Office of Academic Services. The course can be applied toward the 40-course graduation requirement. The following policies are in effect with regard to the sixth course:

- The Director of Academic Services and the faculty advisor grant approval for a sixth course.
- First year students are not eligible to take a sixth course.
- Students must have a minimum semester or cumulative grade-point average of 3.3 in the semester prior to enrolling in the sixth course.
- The Director of Academic Services may approve exceptions to the above policies in the case of extenuating circumstances, such as graduating seniors, required pre-requisites, reasonable plans for acceleration, etc.
- Registration for a sixth course will take place within the first seven calendar days of instruction of each semester.

Academic Progress

Grades and Evaluation – Undergraduate

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	Outstanding	4.0
A-		3.7
B+		3.3
B	Superior	3.0
B-		2.7
C+		2.3
C	Satisfactory	2.0
C-		1.7
D	Passing but unsatisfactory	1.0
F	Failure	0.0
I	Incomplete	
P	Pass	
W	Withdrew	

Graduate:

Grade	Definition	Quality Points Per Credit Hour
A	Outstanding	4.0
A-	Superior	3.7
B+	Good	3.3
B	Satisfactory	3.0
B-	Marginal	2.7
C+	Unsatisfactory	2.3
F	Failure	0.0
I	Incomplete	
W	Withdrew	

(Graduate courses cannot be taken pass-fail.)

Grades of "I", "W", and "P" are not assigned grade-points and are not included in the computing of the grade-point average.

Incomplete or “I” Grades

The grade of “I” can be submitted by the instructor only after permission has been secured from the Office of the Dean of Faculty. It will be given to the student only when the failure to complete the work of the course is due to some serious reason such as prolonged illness. When students receive Incomplete grades, they are 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 “F”.

Voluntary Course Withdrawal or “W” Grades

Students are expected to complete any course, required or elective, for 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, to review the academic consequences of withdrawal. Students are also urged to consult with the Office of Student Aid and Finance; 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 received official permission to withdraw from an individual course or from the entire semester’s program by the Office of Academic Services. Authorized withdrawal from a course will be indicated on the student’s permanent academic record. Unauthorized withdrawal results in a failing grade in the course.

Students may withdraw from individual courses until approximately two weeks after mid-semester, as indicated in the Academic Calendar. Requests for course withdrawal after the deadline will be considered only for serious reasons such as prolonged illness.

Pass or “P” Grades

The grade of “P” is given to students who successfully complete a course in which they have exercised the Pass-Fail Option. To encourage students to broaden their intellectual interest, the College permits juniors or seniors to

employ a Pass-Fail Option in one course each semester. The student who passes such a course will receive a grade of “P” with no grade-points figured in the cumulative average. 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 and which is taken in a Department other than the student’s major or minor Department. For example, Majors or Minors in Business Administration may not take a course Pass-Fail if it has a designation of BA. 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.

In addition to the above, any student, except a Foreign Language major or minor, who has previously completed the Foreign Language requirement, may elect the Pass-Fail Option in one or two additional Foreign Language courses, even if this exceeds the maximum number of Pass-Fail courses allowed.

Grade Reports

Students may access their grades on-line at the end of each semester on HillNet. Students may request that the Registrar’s Office mail them a copy if they do not have Internet access at home.

Upon written request of the student, the Registrar’s Office will send a copy of the grades 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.

Grade Re-evaluation and Dispute Process

Only the instructor of a course can give 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 and the respective department chair, a student does not believe the grade to be equitable, a Grade Re-evaluation request should be filed in the Dean of Faculty’s Office. Such a request must be made before the middle of the semester following the one in which the grade was given. If, after receiving the explanation of the instructor, the student still feels that the grade is unjust, he or she may appeal to the Academic Appeals Board within 2 weeks. Appeals should be filed in the Dean of Faculty’s Office.

Voluntary Withdrawal from the College

Students wishing to withdraw from the College must report to the Office of Academic Services to complete the withdrawal form and exit interview. Student I.D.’s 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 are contacted in order to establish such date. See page 99 for financial ramifications.

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 for readmission. This process may be initiated any time after March 15, but should be completed by July 1 – for the Fall Semester – or any time after October 15, but should be completed by December 1 for the Spring Semester.





Academic Warning, Probation, Separation and Readmission

Students not only are 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.

The minimum cumulative grade-point average for Good Standing is 2.0. Students who fail to meet these standards are subject to the following regulations regarding academic status.

Academic Warning

Students with a cumulative grade-point average below 2.15 will be placed on Academic Warning and may be required to take the WR 141 College Writing/Learning Lab.

Academic Probation

Academic Probation is a warning of severe academic danger. At the end of an initial semester as first-year or transfer students, a GPA below 1.75 will result in Academic Probation. After the initial semester, students with a semester or cumulative grade-point average below a 2.0 will be placed on Academic Probation. Students placed on probation may be required to take a reduced course load (4 courses) and/or may be required to take WR 141 College Writing/Learning Lab. In addition, they may be prohibited from participation in extracurricular activities. Academic Probation may be removed following successful completion of summer school/intersession courses, taken at Stonehill immediately after the semester in which the probation is incurred, if the student's GPA reaches the appropriate standard. Probation remains in effect until both the semester and cumulative grade-point averages reach 2.0.

Academic Separation

Students will be separated 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 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 Office of Academic Services. 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, students 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. 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 - or anytime after October 15, but should be completed by December 1 - for the Spring Semester.

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 Standards

Good Academic Standing

In order to be in Good Academic Standing, a student must have a cumulative grade-point average of 2.0 or above. A student whose cumulative grade-point average falls below 2.0 is subject to academic separation or dismissal in accordance with College policy (see "Academic Warning, Probation, Separation and Readmission" for more detailed information).

Class Rating of Students

The Vice President for Academic Affairs has charge of the rating, academic standing, and graduation of students. Students are classified as Sophomores if they have completed 10 courses; as Juniors if they have completed 20 courses; as Seniors if they have completed 30 courses. Students who are no more than 2 courses short of the required number are classified with the higher class.

Requirements for Graduation

It is the personal responsibility of the student to assure 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 courses and major courses;
- b) a cumulative grade-point average of 2.0 or above;
- c) satisfactory completion of 40 three or four credit courses, at least 20 of which must be taken at Stonehill;
- d) attendance at the College for at least two years, one of which is normally the senior year;
- e) payment of all financial obligations to the College.

Diplomas are withheld if all such obligations have not been satisfied prior to the time of graduation.

A student who fails to achieve the 2.0 average at the end of the senior year may be granted one additional semester to achieve it.

Degrees ordinarily are conferred by the College at the public Commencement Exercises. Candidates for degrees are to be present at these exercises unless explicitly excused by the Vice President for Academic Affairs.

Selection of a Major

Degree candidates must declare, and be accepted in, a major field of study prior to enrollment in their last 15 courses. Failure to do so will render the student ineligible for registration.

Double Major

Students may enroll in two majors, subject to the approval of the student's academic advisor and the Director of Academic Services. This option must be requested in writing prior to enrollment in the student's final 10 courses. In some cases students may need to enroll in more than 40 courses in order to satisfy the requirements of the College and both majors; in these cases, any additional costs for tuition and fees resulting from the student's decision to seek a second major will be borne by the student. 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 division (B.A., B.S., or B.S.B.A.) that is different from the first major. The student will be given the option of selecting which degree will be granted at Commencement. Double minors are not allowed.

Division Transfers

Students originally accepted in a given division (Liberal Arts, Science, or Business Administration) who wish to transfer to another division must file an application with the Registrar's Office.

Dean's List

To qualify for the Dean's List, students must have a semester grade-point average of 3.5 or better and must have completed successfully all courses for which they were registered. Students withdrawing from courses or receiving "I" grades do not qualify. Part-time students are not eligible for this honor.

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 20 courses taken at Stonehill:

- Cum Laude: 3.5
- Magna Cum Laude: 3.7
- Summa Cum Laude: 3.9

Academic Policies

Academic Honesty (approved by Faculty Senate, March 2003)

Stonehill College has an uncompromising commitment to academic honesty. Without a climate of intellectual and moral integrity, no college flourishes or even functions. Any violation of this principle, no matter how small, threatens the unrestricted exchange of knowledge.

All members of the College community have the responsibility to be familiar with, to support, and to abide by the College's policy on academic honesty. This responsibility includes reporting known or suspected violations of this policy to the appropriate faculty member or to

the Dean of Faculty in the Office of Academic Affairs.

Academic dishonesty includes but is 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; or
- f) having another person write a paper or sit for an examination.

Procedures

Inquiry: When a faculty member discovers evidence of academic dishonesty, the faculty member meets privately with the student, presents the student with the evidence (without accusation) and asks for an explanation. If the incident occurs at the end of a term and the student is unavailable, a grade of Incomplete will be issued until the matter can be discussed with the student.

Penalty: As soon as possible, but within two weeks of a faculty member's determination that a student has violated the Academic Honesty Policy, the faculty member informs the student of the determination, of the charge, and the penalty imposed and whether or not the incident has been reported to the Dean of Faculty.

If the faculty member believes that the student acted intentionally, the faculty member reports the incident to the Dean of Faculty and imposes one of the following penalties, depending on the nature and severity of the infraction: (1) reduction or loss of credit for the assignment, or (2) failure in the course. For a serious infraction of the policy, the faculty member may recommend to the Academic Review Board that the student be separated from the College.

If the faculty member believes that the student's action is an unintentional, minor matter resulting from a lack of understanding, the penalty can be limited to a slight reduction in the grade for the assignment, a requirement to rewrite and resubmit the assignment, and/or the requirement that the student schedule an appointment with Writing Center personnel for assistance on proper procedure. Reporting of the incident to the Dean of Faculty is left to the discretion of the faculty member.

Report of Offense: The report includes (1) date and nature of the exercise; (2) evidence and method of determination; (3) penalty imposed;

and (4) copies of all relevant documents. The Dean of Faculty informs the student that his or her name has been entered in a confidential list of students who have violated the Academic Honesty Policy. The student receives a copy of the report submitted by the faculty member and may submit comments to the Dean. This record is kept confidential and is destroyed upon graduation.

Repeated Offenses: If a student is reported a second time for violating the policy, the Dean of Faculty notifies the Academic Review Board. The Board normally separates the student from the College for a minimum of two semesters. This separation is entered on the student's Permanent Academic Record ("Academic Separation: Violation of the Academic Code").

If a student who was separated for an infraction of the Academic Honesty Policy and later readmitted again violates the Policy, the Academic Review Board permanently dismisses that student from the College. This dismissal is entered on the student's Permanent Academic Record. ("Academic Dismissal: Violation of the Academic Code").

The penalties of the Academic Review Board become effective at the time of the Board's decision.

Appeals: Students may appeal to the Academic Appeals Board any penalty imposed for infraction of the Academic Honesty Policy within ten days of the imposition of the penalty. If an appeal is successful, all records of that charge are destroyed.

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, due to prolonged illness or any other reason, a student misses three consecutive weeks of classes, the instructor has the right to decide whether or not the student will be permitted to make up the work missed.

Any student who is unable, because of religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such

examination 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. No fees of any kind shall be charged 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. Such examinations may 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.

Only for extremely urgent and compelling reasons, such as illness, or death in the immediate family, may a final examination be taken out of regular schedule. The Office of Academic Services must be notified in all such cases and before the time of examination if possible. If approved, the examination is to be taken at a time set by the Office of Academic Services.

The value of the final examination is determined by the instructor. If a student misses the 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. The Final Examination Schedule can be viewed on the Registrar's homepage: www.stonehill.edu/registrar.

Credit Earned Away From Stonehill

Transfer of Credit

All courses taken away from Stonehill must be pre-approved by the Office of Academic Services. Only courses passed with a grade equivalent to the Stonehill grade of "C" or higher are accepted for credit transfer. An earned grade of "C-" will not transfer. Transfer grades are not recorded on the Stonehill transcript and are not included in the computation of the cumulative grade-point average. Credits earned abroad must be transferred to Stonehill College as soon after the semester abroad as possible. It is the responsibility of the student to request that an official transcript be sent directly to the Academic Services Office at Stonehill College. The Academic Services Office in consultation with the appropriate academic departments makes the final determination of the applicability of courses in transfer to a major or minor sequence, as well as to fulfillment of General Education requirements.

Upper-level courses to be credited toward completion of a student's major sequence normally shall be taken at Stonehill College. A

number of courses may be accepted in transfer and credited toward completion of a minor sequence, provided that such courses conform to one of the established minor concentrations.

International Study

A student registered at Stonehill College who wishes to take any course at an international college first must submit an on-line application for admission to International Programs available on the Stonehill College Webpage: www.stonehill.edu/international.

Students who are approved for the Study Abroad Program by the Director of International Programs must then obtain pre-approval for all academic courses they are planning to take at the international educational institution. Students will receive and 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 must have all courses in fulfillment of their major and/or

minor requirements and departmental electives approved by the chairperson of the appropriate department. A member of the Academic Services Office must approve General Education requirements and free electives.

Second semester seniors generally are not allowed to enroll in courses elsewhere during the spring semester.





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:

AP Course	Score	Stonehill Equivalent	Credit
Studio Art	4 or 5	Studio Arts	3
Studio Art: 3-Dimensional	4 or 5	3-Dimensional Design	3
Art History	4 or 5	Art History Elective	3
Biology	4 or 5	Biological Principles I, II	8
Calculus BC - Subgrade AB	4 or 5	Calculus I & II	8
Calculus AB or BC	4 or 5	Calculus I	4
Calculus AB or BC	5	Calculus I & II	8
Chemistry	4 or 5	General Chemistry I	4
Computer Science A	4 or 5	General Elective	3
Computer Science AB	4	General Elective	3
Computer Science AB	5	Two General Electives	6
English Language/Comp.	4 or 5	Two General Electives	6
English Literature/Comp.	4 or 5	Two General Electives	6
Environmental Science	4 or 5	Environmental Science Elective	3
European History	4 or 5	Civilizations I and II	6
French Language	4 or 5	Advanced French I & II	6
French Literature	4 or 5	Advanced French I & II	6
German Language	4 or 5	Intermed. German I & II	6
Government & Politics US	4 or 5	Am. National Govt. & Pol.	3
Government & Politics Comp.	4 or 5	Comparing Nations	3
Latin: Latin Literature	4 or 5	Elementary Latin I & II	6
Latin: Vergil	4 or 5	Elementary Latin I & II	6
Economics - Micro	4 or 5	Microeconomic Principles	3
Economics - Macro	4 or 5	Macroeconomic Principles	3
Music Theory	4 or 5	Music Theory	3
Physics B	4 or 5	Basic Physics I & II	8
Physics C	4 or 5	Physics I & II	8
Psychology	4 or 5	General Psychology	3
Spanish Language	4 or 5	Advanced Spanish I & II	6
Spanish Literature	4 or 5	Advanced Spanish I & II	6
Statistics	4 or 5	Basic Quant. Techniques	3
U.S. History	4 or 5	American Nation I and II	6
World History	4 or 5	World History I and II	6

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 transcript be sent to the Office of Academic Services. Transcript requests should be made to: AP Exams, P.O. Box 6671, Princeton, NJ 08541-6671.

As noted above, generally a score of 4 or higher is accepted for transfer as major or elective credit. Advanced Placement credit cannot be applied toward the Critical Encounters 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 Office of Academic Services.

College Level Examination Program (CLEP)

Credit and/or exemption for some college-level courses may be earned through the College Level Examination Program (CLEP) of the College Entrance Examination Board. Recent high school graduates, as well as those who have acquired knowledge in ways other than through traditional formal classroom attendance, may benefit from these tests. The maximum number of credits that students can earn by CLEP examinations is 30. Credits are approved by the Office of Academic Services for scores of 50 or higher.

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 Office of Academic Services by July 1.

Courses are evaluated on an individual basis, according to the following criteria:

- Transfer credit is given for three-credit or four-credit courses in which the student has received the equivalent of a grade of C or better, and which are comparable to courses offered at Stonehill.
- If the course has been taught by a faculty member of an accredited college or university and satisfies degree requirements of the College, the course may be accepted by Stonehill.
- Final approval of all such courses will be made by the Office of Academic Services. Students who wish to obtain academic credit for any dual enrollment courses should plan to meet with Academic Services Advisors at the beginning of their first semester at Stonehill.

Transcript Requests

In order to protect the students' right to privacy, transcripts of their grades can be released by the Registrar's Office only on the written request of the students. Transcript requests will not be accepted by telephone.

In accordance with the usual practice of colleges and universities, official transcripts normally are sent 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. Official transcripts will be issued only when all financial obligations to the College have been satisfied. Transcripts are normally issued within one day of receipt.

Requests for transcripts should be made in writing to the Registrar's Office. There is no fee for transcripts. To obtain an on-line transcript request form, go to: www.stonehill.edu/registrar.

Legal Statements

The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the Buckley Amendment, affords students certain rights with respect to their education records. The Act gives students the right to inspect and review their education records, the right to seek to amend their education records, and the right to have some control over the disclosure of information from their education records.

Each year at Registration all students are given a copy of Notification of Rights under FERPA. Additional copies and further information can be obtained from the Registrar's Office or from the Registrar's Office homepage at: www.stonehill.edu/registrar.

Support Services for Students with Disabilities

Services for students with disabilities are coordinated by the Center for Academic Achievement. Students with disabilities should contact the Director of the Center to request accommodations. Reasonable accommodations are made for students with learning and/or physical disabilities. Stonehill College is committed to upholding the regulations of Section 504 of the Rehabilitation Act of 1973 as well as the Americans with Disabilities Act.



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

Barbara P. Aalto, Associate Professor of Psychology, (1968); A.B., Bates College; M.A., Boston University; Ph.D., University of Minnesota.

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.

John J. Broderick, Professor of Sociology, (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.

George H. Carey, Professor of Chemistry, (1968); B.S., Boston College; Ph.D., Illinois Institute of Technology.

Charles H. Curran, Associate Professor of Communication, (1967); A.B., Providence College; M.S., Boston University; M.A., St. Stephen's College; Additional Study, Boston College.

James P. Dillon, Professor of Philosophy, (1959); A.B., M.A., J.D., Ph.D., Boston College.

Harry B. Eichorn, C.S.C., (Rev.), Associate Professor of English, (1968); A.B., M.A., University of Notre Dame; Ph.D., Stanford University.

Barbara L. Estrin, Professor of English (1974); B.A., Smith College; M.A., Harvard University; Ph.D., Brown University.

Paul R. Gastonguay, Associate Academic Dean, Associate Professor of Biology, (1969); B.S., Bates College; M.S., Rivier College.

Rene Gaudreau, C.S.C., (Bro.) Associate Professor of Mathematics and Computer Science, (1968); B.S., Trinity College; M.S., Fordham University; Ph.D., University of Notre Dame.

Mario Giangrande, Professor of Italian, (1962); A.B., Boston College; Dip. d'Et. Univ., University of Nice; Ph.D., Boston College.

James J. Kenneally, Professor of History, (1958); B.S., Boston College; M.Ed., Tufts University; Ph.D., Boston College.

Bartley MacPháidín, C.S.C., (Rev.), President Emeritus/Chancellor, Associate Professor of Religious Studies, (1966); A.B., Stonehill College; S.T.L., Th.D., The Gregorian University.

Elizabeth V. Mahoney, Professor of Spanish, (1959); A.B., Emmanuel College; M.A., Boston University; Additional Study, Brown University.

Benjamin R. Mariante, Professor of Sociology, (1971); A.B., San Luis Rey College; S.T.B., Franciscan School of Theology; M.A., University of San Francisco; Th.D., Harvard University.

Chet A. Raymo, Professor of Physics, (1964); B.S., University of Notre Dame; M.S., University of California, Los Angeles; Ph.D., University of Notre Dame.

Dolores A. Shelley, Professor of English, (1967); A.B., University of Pittsburgh; M.A., Boston College; M.A., University of New Hampshire.

Joseph A. Skaff, Associate Professor of Islamic Studies, (1969); A.B., Stonehill College; M.A., University of Dhaka; M.A., Additional Study, McGill University.

Judith A. Sughrue, Associate Professor of History, (1964); A.B., Regis College; M.A., Additional Study, Catholic University.

James L. Wiles, Professor of Economics, (1955); A.B., Boston College; A.M., Ph.D., Harvard University.

Faculty

Craig A. Almeida, Associate Professor of Biology, (1996); B.A., Bridgewater State College; Ph.D., University of New Hampshire.

David A. Almeida, Associate Professor of Education, (1990); B.A., College of the Holy Cross; M.A., Assumption College; Ed.M., Ed.D., Harvard University.

J. Richard Anderson, C.P.A., C.M.A., Associate Professor of Business Administration, (1979); B.A., Allegheny College; M.S., Northeastern University; Additional Study, Boston University.

Karen L. Anderson, Assistant Professor of Education, (2003); B.S., M.S., Long Island University; M.S., BankStreet College of Education; Ph.D., Boston College.

Antonio Barbagallo, Professor of Foreign Languages, (1989); B.A., University of Massachusetts, Boston; M.A., D.M.L., Middlebury College.

Peter H. Beisheim, Professor of Religious Studies, (1968); A.B., St. John's Seminary; M.Ed., State College at Boston; M.A., University of Notre Dame; Ph.D., Fordham University.

Marlene Benjamin, Associate Professor of Political Science, (1987); B.A., St. John's College; M.A., Ph.D., Brandeis University. (Sabbatical Leave, Spring semester)

Russell P. Boisjoly, Professor of Business Administration, (2004); B.S., University of Massachusetts-Lowell; M.B.A., Boston University; D.B.A., Indiana University.

Kenneth J. Branco, Professor of Sociology, (1984); B.A., University of Massachusetts, Amherst; M.S.W., Ph.D., Boston College.

George H. Branigan, Associate Professor of Education, (1976); B.A., George Washington University; Ed.D., Boston University.

Ralph J. Bravaco, Professor of Computer Science, (1975); B.S., Seton Hall University; M.S., University of Southern California; M.S., Ph.D., University of Notre Dame.

Lizny Brekke-Aloise, Assistant Professor of History, (2005); B.A., Mount Holyoke College; A.M., Doctoral Candidate, Harvard University.

William D. Brown, Jr., Assistant Professor of Business Administration, (2006); B.S., Ph. D., University of Massachusetts, Amherst.

Carole G. Calo, Professor of Art History, (1992); B.F.A., Boston University; M.A.T., Tufts University; Ph.D., Boston University. (Sabbatical Leave, Spring semester)

Richard M. Capobianco, Professor of Philosophy, (1989); B.A., Hofstra University; M.A., Ph.D., Boston College.



Anne T. Carrigg, Professor of History, (1965); A.B., Stonehill College; M.A., Ph.D., Boston College.

Robert H. Carver, Professor of Business Administration, (1982); B.A., Amherst College; M.P.P., Ph.D., University of Michigan.

Anthony J. Celano, Professor of Philosophy, (1982); B.A., University of Delaware; M.S.L., Pontifical Institute of Medieval Studies; M.A., Ph.D., University of Toronto.

James Chichetto, C.S.C., (Rev.), Associate Professor of Writing, (1974); A.B., Stonehill College; M.A., Holy Cross College; M.A., Wesleyan University.

Thomas J. Clarke, Professor of Religious Studies and History, (1969); A.B., Stonehill College; S.T.L., The Gregorian University; M.A., Columbia University; Ph.D., Brandeis University; Psy.D., Massachusetts School of Professional Psychology.

Scott A. Cohen, Assistant Professor of English, (2004); B.A., Keene State College; M.A., The Pennsylvania State University; Ph.D., University of Virginia.

Joyce M. Collins, Associate Professor of Spanish, (1967); A.B., Emmanuel College; M.A., Middlebury College.

Thomas E. Conroy, Assistant Professor of History, (2004); B.A., Salem State College; M.A., Ph.D., University of Massachusetts-Amherst.

Michael D. Coogan, Professor of Religious Studies, (1985); B.A., Fordham University; Ph.D., Harvard University.

Andrew F. Costello, Assistant Professor of Communication (2005); B.A., University of Massachusetts, Amherst.

Lincoln G. Craton, Associate Professor of Psychology, (1995); B.S., Tufts University; Ph.D., University of Minnesota.

Maryjean V. Crowe, Associate Professor of Fine Arts, (1994); B.S., Massachusetts College of Art; M.F.A., Rhode Island School of Design.

Carlos A. Curley, Associate Professor of Mathematics, (1988); A.B., Boston College; M.S., Ph.D., Northeastern University.

Maria A. Curtin, Associate Professor of Chemistry, (1993); B.S., Merrimack College; M.S., Fordham University; Ph.D., Brandeis University.

Warren F. Dahlin, Jr., Assistant Professor of Health Care Administration, (1978); B.A., Nasson College; M.S., Boston University.

Roger M. Denome, Associate Professor of Biology, (1996); B.S., Ph.D., Michigan State University.

Claus Dierksmeier, Associate Professor of

Philosophy, (2002); M.A., Ph.D., Universität Hamburg.

Robert Dugan, Assistant Professor of Computer Science, (2002); B.S., M.S., Worcester Polytechnic Institute; Ph.D., Rensselaer Polytechnic Institute.

Helga Duncan, Assistant Professor of English (2005); B.A., University of Colorado, Colorado Springs; M.A., Ph.D., Brown University.

Richard B. Finnegan, Professor of Political Science, (1968); A.B., Stonehill College; M.A., Boston College; Ed.M., Harvard University; Ph.D., Florida State University.

Paul G. Foucre, Associate Professor of French, (1964); B.S., M.A., Boston College.

Richard A. Gariepy, Associate Professor of Business Administration, (2000); B.S., Northeastern University; M.S., Union College.

Thomas P. Gariepy, C.S.C., (Rev.), Professor of History and Philosophy of Science, (1985); A.B., Stonehill College; M.A., M.Th., University of Notre Dame; M.P.H., Ph.D., Yale University.

Francis R. Gendreau, Associate Professor of Philosophy, (1968); A.B., Stonehill College; M.A., Ph.D., Boston College.

Andre L. Goddu, Professor of History and Philosophy of Science, (1990); B.A., San Luis Rey College; M.A., California State University, San Francisco; Ph.D., University of California, Los Angeles.

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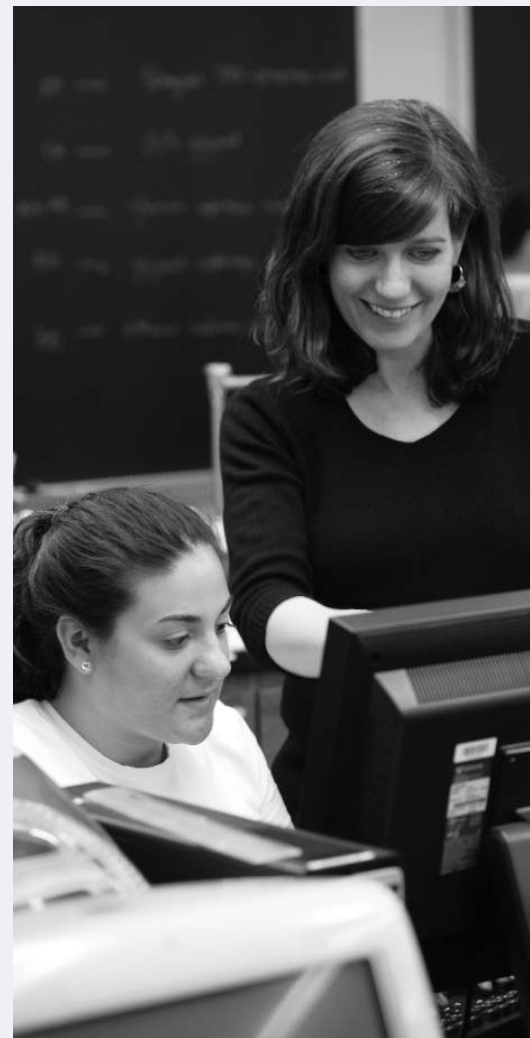
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*Holds Tenure on the Faculty.





Campus Life

Mission Division

Educating the mind and the heart...

That is what motivated Blessed Basil Moreau, C.S.C. Father Moreau was the founder of the Congregation of Holy Cross, the religious community that established and continues to sponsor Stonehill.

We remain inspired by Father Moreau's philosophy of linking the education of both the mind and the heart. That is why our educational outreach takes place not only on campus but also in the neighboring communities and beyond.

We want students to deepen their faith and to be people of action on behalf of those who are poor or in need. We rely on students, faculty and staff to fulfill this mission so that together we can work to build a more just and compassionate world.

Through the efforts of Campus Ministry, the Office of Community Service and Volunteerism, and the Center for Nonprofit Management, the staff of the Mission Division works with students and the entire Stonehill community to live according to the values of a Holy Cross education.

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.

Campus Ministry summons the College community for 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, which are local, national and international, provide students with the opportunity to act on behalf of others through their friendship and collaboration with the young, the elderly, the physically challenged, and the poor and homeless.

Through retreats, the Christian Initiation program, and spiritual direction, Campus Ministry offers students and other Stonehill community members the opportunity to establish their faith as a more coherent influence in their lives 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 Jesus and its relevance for our times. 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 also committed to helping students of non-Catholic traditions to find opportunities for affirming and strengthening their own faith.

The Office of Community Service and Volunteerism

In its mission, Stonehill College recognizes that service is essential to active citizenship and to the creation of a just and compassionate world.

The Office of Community Service and Volunteerism exists to encourage, define, and organize challenging community service partnerships, which support and enhance the role of the College as an engaged citizen in the greater community.

The Office also promotes and facilitates opportunities to build partnerships between our campus and the community through service; assists students, staff and faculty who are seeking opportunities to serve in the southern Massachusetts area, and serves as a clearinghouse to match community needs with student and employee interests and talents.

Additionally, the Office supports other departments in their efforts to offer safe, high quality experiences for those who want to serve others.

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 these diverse 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.



Student Life

Student Affairs

It is the goal of Stonehill College to foster the total development of its 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. Four counselors assist students with personal and educational concerns by providing individual and group counseling as well as remedial and preventive services. The CTC staff also 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, the CTC works closely with the academic division in offering psycho-educational evaluations to students regarding their learning abilities and makes a psychiatrist accessible each week through the CTC for consultation services.

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.-4:15 p.m. and is staffed by nurse practitioners. An internal medicine physician is on campus several hours each week and after hours emergency care can be coordinated through Campus Police.

Office of Intercultural Affairs

The Office of Intercultural Affairs (OIA) endeavors to achieve a quality of life on campus that consists of different cultures, beliefs and religions so that students will be prepared for life and work in a multicultural society. The office provides specific services and exposure to culturally diverse programming and related activities. OIA provides leadership

training to assist students in achieving academic, career, and personal objectives and enhances students' social skills, self-esteem, and a positive self-image necessary for successful living. The office further excels at promoting students' intellectual, emotional, and social development in the area of diversity and multicultural affairs. Services within the office range from individual consultation to providing training sessions/funding opportunities in the area of Diversity and Multiculturalism, and the office makes itself available on an as-needed basis.

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 and fitness 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 fifteen intramural sports, eight club sports and a variety of fitness and instructional programs offered through this office. In addition, 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.

Residence Life

The Residence Life staff recognizes the primary importance of the academic environment, as well as individual student development, and the establishment of a strong and loving Christian community within the residence halls. It is the goal to then combine these three elements in a manner that cultivates the "whole person." As a way to achieve this, the staff offers an environment conducive to learning and programs leading to emotional, social, spiritual, physical, cultural, and ethical development. This living-learning atmosphere enhances the classroom experience, by providing students with opportunities to talk, think and feel, to share new information, to turn ideas into actions, and to reach both within and beyond themselves, with the additional support of faculty and administrators. By focusing programming efforts around the wellness perspective and involving other offices, the Residence Life experience affords students opportunities to grow spiritually, culturally,



Student Life

physically, emotionally, morally, professionally and intellectually.

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 & Organizations

Student Government

- Student Government Association
- Class Committees
- Commuter Council
- Concert/Coffeehouse Committee
- Cultural Committee



- Movie/Comedy Committee
- Special Events
- Spirit Committee
- Theme Weekend
- Trip Committee

Academic and Professional

- Accounting Association
- BioChemistry Society
- Biology Society
- Chemistry Club
- Communication Society
- Economics Society
- Education Society
- English Society
- Health Care Society
- Management/Marketing Association
- Politics Society
- Pre-Medical Society
- Psychology Society
- Public Relations Society
- Saint Thomas More Law Society
- Stonehill Financial Management Association

Arts & Music

- Band
- Chapel Choir
- Chieftones
- Girls from the Hill
- SENSES (Stonehill Art Club)
- Stonehill Musical Theatre Club
- Stonehill Theatre Company (STC)

Health

- ACES (Actively Concerned Educated Students)
- BACCHUS (Boosting Alcohol Consciousness Concerning the Health of University Students)
- EMS

Media

- Acres Yearbook
- The Cairn
- Rolling Stonehill
- The Summit
- WSHL Radio Station

Multicultural

- Asian American Society
- Diversity on Campus
- Fear No People

Religious and Spiritual

- Campus Christian Fellowship (CCF)

Service

- Circle K
- Habitat For Humanity

Special Interest and Awareness

- Anime Club
- Chess Club
- College Republicans
- Democrats Club
- Jane Doe
- PRIDE (Providing A Responsible, Inclusive, Diverse Environment)
- SEA (Students for Environmental Action)
- SWI (Silent Witness Initiative)

Sports and Recreation

- Cheerleading
- Dance Team
- Golf Club
- High Adventure Club
- Lacrosse – Men
- Men's Rugby
- Men's Volleyball
- Outdoors Club
- RUCKUS
- Ski Club
- Swim Club
- Ultimate Disc
- Women's Rugby

Office of 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.

Athletics

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, gained the President’s Cup for the 2005-6 year. This prestigious award is given to the top performing athletic school in the conference, across all sports and seasons.

In addition, the Skyhawks were ranked #2 in the entire country for Division II academic – athletic programs by the NCSA (National Collegiate Scouting Association). Last year over 90% of our student-athletes graduated within four years. The average GPA for Skyhawk athletes is 3.2.

2006 – A Year of Athletic Success:

- 10 NCAA Division II All-Americans
- 7 NCAA Bids
- 6 NE-10 Coaches of the Year
- 5 NE-10 Championships
- 4 NE-10 Freshman of the Year
- 2 NE-10 Players of the Year
- 2 NCAA Final Four teams: Men’s Basketball, Women’s Field Hockey

Skyhawk Student-Athlete Success:

- 26 NE-10 Academic All-Conference athletes
- Women’s lacrosse star Erin Acone named to ESPN National Academic All-American team for second straight year
- Football star – and U.S. Army veteran who served in Iraq – Brian Benvie awarded ECAC National Award of Valor

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
- Tennis
- Track and Field (indoor and outdoor)
- Volleyball

Intercollegiate Club Sports

- Cheerleading
- Dance Team
- Golf
- Men’s Lacrosse
- Men’s and Women’s Rugby
- Men’s Volleyball
- Ultimate Disc

Intramural Sports

- Basketball
- Beach Volleyball
- Flag Football
- Floor Hockey
- Indoor Soccer
- Racquetball
- Softball
- Tennis
- Volleyball
- Walleyball
- ...and more!

“Ace” the Skyhawk

Stonehill’s mascot, “Ace,” is a crowd favorite who makes regular appearances at home football and basketball games. The origin of the Skyhawk mascot lies in the mists of Stonehill history. In the 1920’s, 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

Introduction

Stonehill College has established the Community Standards and Student Discipline System to promote and maintain an academic environment that is consistent with the Mission of the College. Students are expected to carefully review the Community Standards and Student Discipline System as well as policies outlined in The Hill Book, College web site and department materials.

Students will be held accountable for violations of the Community Standards as well as policies outlined in The Hill Book, College web site and department materials. The College reserves the right to sanction students for such violations. Sanctions range from a warning to dismissal from the residence halls or the College to the withholding of or revocation of a degree. Minimum sanctions have been established for certain violations.

Guiding Principles

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 dialogue 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 dialogue can occur. By voluntarily choosing to affiliate with Stonehill College, students acknowledge and accept responsibilities outlined in the Community Standards.

Through study of the core disciplines of the liberal arts, Stonehill pursues excellence in teaching, learning and research. All who share its life are challenged to be open to new ideas, to be patient with ambiguity and uncertainty and to combine a passion for truth with respect for the views of others. 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.

The College’s Mission Statement and Strategic Plan shape the standards governing community life at Stonehill College. Stonehill College is, by tradition and choice, committed to its Holy Cross roots and the education of the whole person. As a result, 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.

The Stonehill College Community holds high expectations for how members live and interact with one another. Respect for self and respect for others lie at the heart of the Community Standards. Students are accountable for their actions as a necessary part of community life. 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 College Community.

Since 1948, Stonehill College has sought to educate students who, as leaders in business, professional and civic life, would live by the highest intellectual and ethical standards. In search of this ideal, Stonehill endeavors to create an environment in which integrated learning is a shared responsibility, pursued in classroom and laboratory, co-curricular and extra-curricular activities, athletic fields, residence halls, dining room and chapel.

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 accountability for their actions as a necessary part of community life.

Glossary of Terms

- 1. Administrator:** 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).
- 2. Advocate:** Faculty, administrator, 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 advisor may not be an attorney. The advisor may not speak during the formal discipline hearing.

- 3. Appeals Board:** A group comprised of the Vice President for Student 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.
- 4. 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.
- 5. Charged Student:** A student alleged to have violated the Community Standards who has been notified that he/she must attend a formal discipline hearing.
- 6. Community Standards:** Behavioral expectations Stonehill College has established for its students.
- 7. College:** Stonehill College.
- 8. College Discipline Committee (CDC):** A group of students, faculty and administrators 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.
- 9. College official:** Any person (including student employees) employed by the College, performing assigned duties or acting on behalf of the College in an official (recognized) capacity.
- 10. College premises:** All land, buildings, facilities and other property in the possession of or owned, used or controlled by the College.
- 11. Complainant:** Any individual member of the Stonehill Community or the College itself that submits an incident report that a student has violated the Community Standards.
- 12. 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.
- 13. 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.

- 14. Formal discipline hearing:** A review of statements from a charged student, complainant, 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.
- 15. Guest:** A non-student who is an associate of a student.
- 16. Incident Report:** A written summary of an incident.
- 17. Informal Conference:** An informal meeting of a student alleged to have violated the Community Standards, 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.
- 18. 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 the student or others or disrupts the educational process of the College.
- 19. May:** Used in the permissive sense.
- 20. 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.
- 21. 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.
- 22. Policy:** The written regulations of the College. While 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.
- 23. Residence Area Discipline Committee (RADC):** A group of resident students and administrators authorized to determine whether a student has violated the Community Standards occurring in the residence areas and to recommend sanctions that may be imposed when a violation of the Community Standards has been committed.

- 24. Sanction:** A requirement a student must abide by or complete when found responsible for violating the Community Standards.
- 25. 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.
- 26. Student Discipline System:** The process and procedures for addressing alleged violations of student misconduct.
- 27. Will:** Used in the imperative sense.
- 28. Witness:** Any person with knowledge of a student's alleged violation of the Community Standards.

Violation of Law and College Discipline

- 1. Student conduct may 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 or criminal court system, 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 or 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 applies to the conduct of any student or individual:
 - a. Enrolled in or accepted for an academic course or program regardless of credits carried;
 - b. Who withdraws from the College after allegedly violating the Community Standards;
 - c. Not officially enrolled for a particular term but who has a continuing academic relationship with the College; or
 - d. Living in College residence halls.
- 2. The Stonehill College Community Standards and Student Discipline System also applies to any student organization.
- 3. The Community Standards and Student Discipline System applies to conduct that occurs on College premises, at College sponsored activities, at all locations of the College such as internship and study abroad locations and to off-campus conduct 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.
- 4. Each student will be 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 and even if the conduct is not discovered until after a degree is awarded.
- 5. 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.
- 6. 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.
- 7. 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 the ultimate evaluation).
- 8. 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.

9. 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, request transcripts, receive a diploma, add or drop courses, register for College housing or participate in other College activities.

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 such as cheating, plagiarism or other forms of academic dishonesty, furnishing false information to any faculty, College official or department, forgery, alteration or misuse of any College document, record, or instrument of identification or misrepresenting oneself as another. Alleged academic dishonesty violations will be addressed according to the provisions of the Academic Honesty Policy.

2. PERSONAL CONDUCT

- 2.01 Conduct that affects the student's suitability as a member of the College 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 streaking, public urination, public defecation 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.

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 to or use of College premises including roofs, balconies, ponds or waterways.
- 4.02 deleted
- 4.03 Any action, which insults, stigmatizes, threatens or endangers the health or safety of any person or any action that may subject another person to physical or emotional injury because of the person's race, gender, disability, age, marital status, religion, color, national origin, sexual orientation or other personal characteristic.
- 4.04 Sexual misconduct, sexual harassment or threats of a sexual nature.
- 4.05 Failure to abide by the College Policy Against Hazing.
- 4.06 Attempted use or use of electronic devices that invade a person's privacy.
- 4.07 Failure to abide by College weapons policies.
- 4.08 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.
- 4.09 Improper use of College vehicles.
- 4.10 Violation of the College's prohibition against glass beer bottles.
- 4.11 Physical assault. Intentional and wrongful physical contact with a person without his or her consent that entails some injury, harmful, or offensive touching.
- 4.12 Verbal assault. Verbal abuse, 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.

5. ALCOHOL AND OTHER DRUGS

- 5.01 Failure to abide by College alcohol policies.
- 5.02 Failure to abide by College smoking policies.
- 5.03 Failure to abide by College drug policies.

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 insures the protection of all students' rights.
2. The AVPSA, or designee, will appoint administrators 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; or
 - h. Influencing or attempting to influence another person to commit an abuse of the Student Discipline System.
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. Charged student's opportunity to challenge the administrator or member of the discipline committee for bias;
 - d. Charged student's plea;
 - e. Charged student's statement;
 - f. Complainant's statement;
 - g. Witness' statement(s);
 - h. Person who believes he/she was the victim of a student's misconduct's statement;
 - i. Charged student's closing statement; and
 - j. 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. Administrators, 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, such as before the appointment of members or at the end of the academic year, the RADC will be comprised of the Residence Director/Area Coordinator (RD/AC), a resident assistant (RA) and a Student Affairs administrator.
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; or
 - 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, person who believes he/she was the victim of a student's misconduct and witnesses with knowledge of the incident, make a determination as to whether or not the charged student violated the Community Standards and make recommendations for sanctions 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 nor 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.
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 of the charged student, complainant, person who believes he/she was the victim of a student's misconduct or witnesses during the hearing 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 faculty, administrator, 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 speak or 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 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. 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.

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 Student Affairs Office in the presence of a Student Affairs staff member during normal business hours;
 - 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 that 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;
 - j. 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.

- k. Be advised by a faculty, administrator, staff member or member of the student body who is not an attorney;
- l. Be informed in writing of the decision and sanction, if any, within 3 business days of a formal discipline hearing; and
- m. 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.

2. An individual complainant 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 Student Discipline System; and
 - d. Be advised by a faculty member, administrator, staff member or member of the student body who is not an attorney.

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, administrators and staff members.
 - b. A quorum of 5 CDC members must be present to conduct a CDC hearing.
 - c. The Vice President for Student Affairs, or designee, will appoint one additional administrator to the CDC in sexual misconduct cases.
 - d. Members of the College community may nominate student members for the CDC. From these nominations, the out-going and in-coming 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 administrators and staff and fill any vacancies during the year by appointment.
 - e. Student members of the CDC may not serve on the Appeals Board or Residence Area Discipline Committee.

- f. 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. Each of the residence areas will have an RADC.
 - b. Each RADC will be comprised of a group of students and RAs from the residence area (appointed by the RD/AC) and the RD/AC of that residence area, or designee, who will serve as chairperson and one student affairs administrator.
 - c. A quorum of 3 RADC members must be present to conduct an RADC hearing.
 - d. Student members of an RADC may not serve on the Appeals Board or CDC.
 - e. 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.
 - f. 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 may only recommend the following sanctions: Warning, Parental Notification, Loss of Privileges, Restriction, Fines, Restitution, Campus Service, Educational Program/Project, Referral, Relocation of Residence, Deferred Loss of Residence or Weekend Restriction.
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.

Informal Conferences

- 1. An informal conference is an informal meeting of a student alleged to have violated the Community Standards, 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.
- 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. Campus Service: 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. Referral: 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.
- l. Deferred Suspension from Residency: Warning that if the student is found responsible for violating the Community Standards during a specific period of time, the student may be immediately removed from the residence halls for a specific period of time after which the student may reapply for housing. Reapplication for housing does not guarantee immediate placement. Conditions for returning to the residence halls may be specified.
- m. Suspension from Residency: Separation of the student from the residence halls for a specific period of time, after which the student may reapply for housing. Reapplication for housing does not guarantee immediate placement. Conditions for returning to the residence halls may be specified.
- 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: Separation of the student from the College for a definite period of time, after which the student may apply to return. Conditions for return may be specified.

- 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 or a degree awarded from the College may be revoked for fraud, misrepresentation or other violation of the Community Standards in obtaining the degree or for other serious violations committed by a student 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. 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 RADDC 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 RADDC 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 available at the time of the hearing, regardless of its specific relevance and credibility; or
 - d. Unjustified sanction.
9. Students may not appeal based upon 8d if they pled responsible to the charge in question and the sanction imposed generally follows the Sanctions for Student Violations Guidelines (page 133). Students may not appeal based upon 8b if the student pled 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 RADDC that originally heard the case for consideration of suggestions; or
 - 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.

Special Procedures for Hearing Sexual 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 sexual 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 AVPSA, or designee, will appoint two or three administrators (to ensure gender balance) to hear the complaint if it is heard by an administrative panel. In addition, the AVPSA, or designee, will serve as chairperson.

4. 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.

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 to 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 in 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 Student Affairs for seven years from the date of the incident.

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 to be the victim because the educational career and chances of success in the academic community of each may be impacted.

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. As a result, the Community Standards and Student Discipline System will be next reviewed during the 2007 – 2008 academic year.

Substance 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 Awareness Policy and alcohol and other drug abuse.

College supervisors, as well as student staff in the residence halls, receive training on issues regarding alcohol and other drug use and abuse on a regular basis. 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 Alcoholic 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.

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 bongs and houka 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 or distribution of alcoholic beverages. In conjunction with these laws and ordinances, 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.

Each September, the College will inform students whether or not the use or possession of alcoholic beverages will be permitted in the various residence areas. Status of residence halls may change during the year. Students who are unsure about an area's status should contact their Resident Assistant, Residence Director or Area Coordinator, or the Office of Residence Life.

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.

Public areas include campus grounds, residence hall porches and entryways, administrative buildings, academic buildings, and dining facilities.

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 not in need of medical attention 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.

Intoxicated students who are disorderly or disrespectful to College officials (including student employees) are subject to more severe disciplinary sanctions.

13. Possession of a drinking game or the use or possession of a board game, table games, 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. Transportation of alcohol by motor vehicle, by a student under the age of 21, regardless of the age of any passengers in the vehicle.
15. Driving under the influence of alcohol or other drugs.

Student drivers may be requested 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.

16. Possession of a full or empty common source of alcohol or an excessive amount of alcohol, regardless of the size(s) or the container(s).

A common source of alcohol may include a keg, pony keg, beer ball, punch bowl (with or without alcohol), 1.75 liter container (handle), or a tray (multiple serving device) of shots or gelatin shots. An excessive amount may include any amount of alcohol over the limits specified.

17. Commercial delivery of alcoholic beverages to the residence halls or the College Mailroom.

18. Use of alcoholic beverages to render another person physically or emotionally incapacitated as a precursor to or part of sexual activity.

19. Creation of materials that promote alcohol, tobacco, or other drugs.

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 officials 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.

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 when 15 or more people are gathered, including non-members of the house or suite, and alcohol is present. The following conditions apply:

1. Social gatherings may be held in common lounges of the following residence areas: individual townhouses in Colonial Court and Commonwealth Court and individual suites in Cascino, Sullivan and Notre Dame du Lac. Each September, the College will inform students whether or not the use or possession of alcoholic beverages will be permitted in Sheehan. Students who are unsure about Sheehan's status should check with a resident assistant or other College official prior to using or possessing alcoholic beverages.
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-served 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. At the start of each semester, all residents of a townhouse or suite must attend a Social Gathering Host Workshop and all residents must sign a Pre-Registration Form agreeing to their townhouse or suite hosting social gatherings throughout the semester. Both the workshop and the form are prerequisites to requesting to host a social gathering. Students may contact the Residence Life Office for a schedule of Social Gathering Host Workshops.
2. Once a house or suite is pre-registered (see step one above), a house or suite may request to host a social gathering by having one member of the house or suite submit an email request to their RD or AC by 4:30 pm on Wednesday for social gatherings to be held on the following Friday or Saturday night. The email must be copied to all residents of the house or suite and the email must contain the names of the two designated hosts for the gathering. Any resident who has a concern with a gathering being held on a particular day or weekend may contact their RD or AC.
3. Requests will be processed on a first come first serve basis by the RD or AC.
4. Requests to hold a social gathering may be denied based on the disciplinary history of residents, pending discipline matters, previous damages, etc.
5. Fifty percent + 1 of the residents of the townhouse or suite must be present for the duration of the social gathering.
6. The Residence Life Office will notify townhouses and suites of the approval status of their requests by noon on Friday.
7. If a townhouse or suite is approved to host a social gathering, the RD or AC will provide the townhouse or suite with wristbands for social gathering guests. The color and type of wristbands will vary with each social gathering. All unused wristbands must be returned to the RD or AC by noon on the Monday following the social gathering.

8. 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.
9. A designated resident of the townhouse or suite must be present at the entrance of the social gathering to check IDs and to wristband guests. The designated resident 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

resident's date of birth documented in College records. Nonstudent 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.

10. If acceptable identification is presented, a wristband will be attached to the arm of the resident or social gathering guest.
11. 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 are prohibited.
12. Hosts must ensure the noise level of the social gathering does not interfere with nearby residents or quiet hours.
13. Hosts must control excessive loitering outside the townhouse or suite.
14. Food and non-alcoholic beverages must be available and prominently featured.
15. Gathering attendees may leave a social gathering and return. However, any individual reentering a social gathering must again present proper identification (see paragraph 9) upon reentry.
16. 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 and will not receive a wristband.
17. Hosts must contact Campus Police immediately if any social gathering guest appears to need medical attention.
18. Hosts must contact RAs or Campus Police when they would like assistance controlling the social gathering.
19. 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.
20. 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.
21. 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.

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 or 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.

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, use, sale or distribution of illegal drugs is strictly prohibited on campus property or at campus sponsored events.
2. The unauthorized possession, use, sale or distribution of drugs prescribed for medical purposes is strictly prohibited on campus property or at campus-sponsored events.
3. As required by federal law, students are required to notify the College's Director of Financial Aid, or designee, within 5 days of being convicted of violating a criminal drug statute.
4. The use of drugs to render another person physically or emotionally incapacitated as a precursor to or part of sexual activity is prohibited.
5. The possession, use, sale or distribution of drug paraphernalia is prohibited on College property or at College-sponsored activities. Drug paraphernalia is defined as any equipment, product or material that is modified for making, using or concealing illegal drugs such as bongs and houka pipes.

Sanctions for Student Violations

The following sanctions 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 may be adjusted based on nature of the incident.

First Alcohol Violation in Career	<ul style="list-style-type: none"> • Connections Program; • 10 hours of campus service; • \$50 or \$100 fine; • Weekend restriction; • Parental notification for students under the age of 21.
Second Alcohol Violation in Career	<ul style="list-style-type: none"> • Alcohol assessment and completion of recommendations; • Connections Program; • 15 hours of campus service; • \$100 or \$150 fine; • Two to four consecutive weekends restrictions; • Deferred suspension from residency; • Parental notification.
Third Alcohol Violation in Career	<ul style="list-style-type: none"> • Alcohol assessment and completion of recommendations; • Connections Program; • On-line alcohol education class and related costs associated with the class; • Suspension from residency for 16 consecutive weeks; • Deferred separation from the College; • Parental notification.
Fourth Alcohol Violation in Career	<ul style="list-style-type: none"> • Separation from the College; • Parental notification.
Excessive Amount of Alcohol or Common Source Violation	<ul style="list-style-type: none"> • Alcohol assessment and completion of recommendations; • Connections Program; • Suspension from residency for 16 consecutive weeks; • Parental notification.
Driving Under the Influence of Alcohol or Other Drugs	<ul style="list-style-type: none"> • Alcohol assessment and completion of recommendations; • Connections Program; • \$300 fine; • Restricted driving and parking privileges for one year; • Suspension from residency for 16 consecutive weeks; • Parental notification.
Purchasing or Distributing Alcoholic Beverages for Students or Guests Under the Age of 21	<ul style="list-style-type: none"> • Alcohol assessment and completion of recommendations; • Connections Program; • Suspension from residency for 16 consecutive weeks; • Parental notification.
Use or Possession of Illegal Drugs	<ul style="list-style-type: none"> • Drug assessment and completion of recommendations; • Suspension from residency for 16 consecutive weeks; • Parental notification.
Use of Alcohol or Drugs to Render Another Person Emotionally or Physically Incapacitated as a Precursor to or Part of Sexual Misconduct	<ul style="list-style-type: none"> • College dismissal; • Parental notification.

Other Sanctions for Students

The College may impose additional sanctions as appropriate. Refer to the Student Discipline System for a complete listing of sanctions.

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.

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.

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,	Analgesic,	High/High
Parepectolin	antidiarrheal		
Morphine	MS-Conen, Rosanol, Rosanol SR	Analgesic, antitussive	High/High
Codeine	Tylenol/codeine, Robitussin A-C	Analgesic, antitussive	Moderate/Moderate
Heroin	Horse, Smack	None	High/High
Hydromorphone	Dilaudid	Analgesic	High/High
Mependine	Demerol, Mapargan	Analgesic	High/High
Methadone	Methadose, Dolophine	Analgesic	High/High-Low

Depressants

Possible Effects: Slurred speech, disorientation, drunken behavior with 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
Chloraal Hydrate	Noctec	Hypnotic	Moderate/Moderate
Barbituates	Amyl, Seconal	Anesthetic	High-Moderate/ High-Moderate
Sedative hypnotic, Anticonvulsant			
Benzodiazepines	Dalmane, Xana	Antianxiety, sedative	Low/Low
Librium, Valium			
Methaqualone	Qaalude	Sedative, hypnotic	High/High
Gluthimide	Doridan	Sedative, hypnotic	High/High

Stimulants

Possible Effects: Increased alertness, excitation, euphoria, increased pulse rate, 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	Local anesthetic	Possible/High
Crack			
Amphetamines	Dexadrive, Obetrol	Attention Deficit Disorder, weight control, Narcolepsy,	Possible/High
Delcobese			
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	Mesc, Button, Cactus	None	None/Unknown
Amphetamine	DMA, MDMA, STP, MDA	None	Unknown/Unknown
Phencycline	PCP, Angel Dust, Hog	None	Unknown/Unknown

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	None	Unknown/Moderate
Grass, Reefer			
Hashish	Hash	None	Unknown/Moderate
Hashish Oil	Hash Oil	None	Unknown/Moderate

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:

- Counseling and Testing Center (508) 565-1331
- Health Services (508) 565-1307
- Student Affairs (508) 565-1323

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.

College Policies

Weapons

Possessing firearms, loaded or unloaded, explosives or other weapons, or the use of any item in a threatening manner, even if legally possessed, is prohibited on the Stonehill campus or at off-campus events. In addition, items such as switchblades, stiletos, numchucks, slingshots, BB guns, paintball guns, chemicals, fireworks, ammunition and any item that may be used as a weapon are also 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” from a dangerous weapon. Any person, class, club, or other organization that plans to use prop weapons of any description on the Stonehill College campus as part of their regular activities must register all the details of the activity with the Stonehill College Police and Student Affairs Office.

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; and
7. Playing cards for money.

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 GamAnon at (617) 227-2700.

Opposition to Student Sexual Harassment

All members of the Stonehill community – students, staff, administrators, faculty, and visitors – have a right to a professional, academic, and working environment free of sexual harassment. Sexual harassment is unlawful. It 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.

Definition of 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, innuendoes 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.

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.

Students may contact the following individuals for assistance in addressing any sexual harassment concerns:

- Dr. Katie Conboy, Vice President for Academic Affairs, (508) 565-1311
- Rev. John Denning C.S.C., Vice President for Mission, (508) 565-1551
- Pauline Dobrowski, Associate Vice President for Student Affairs, (508) 565-1323
- Maryann Fonseca, Director of Human Resources, (508) 565-1105
- Jean Hamler, Associate Vice President for Student Affairs, (508) 565-1323
- Rev. George Mulligan C.S.C., Vice President for Student Affairs, (508) 565-1363
- Neal Price, Director of the Counseling and Testing Center, (508) 565-1331

Policy Against Hazing

Stonehill College fully complies with Commonwealth of Massachusetts Laws 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.

Policy Against Intolerance

As the College is committed to maintaining a multicultural academic community in which the dignity and worth of each of its members is respected, it is the policy of Stonehill College that acts of intolerance, abuse, or harassment by students, faculty, staff and visitors, will not be tolerated. Acts of intolerance and abuse are defined as any offensive verbal, written, or physical conduct directed at a person or group

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 where such behavior is intimidating, hostile, demeaning, or could or does result in emotional or physical harm, embarrassment, or fear for one's personal safety. Abuse and harassment include offensive behavior that interferes with a person or group's educational status or participation in campus activities, or which creates a hostile academic, social, or living environment. Prohibited behaviors include threatening or offensive letters or e-mail messages, use of threatening or demeaning language, vandalism or graffiti to student residences, stalking or aggression relating to dating relationships.

The Stonehill College Committee on Intercultural Affairs will review reports of intolerance, assess their impact on the campus climate and make recommendations for educational programming or other action.

Policy Against Sexual Misconduct

Stonehill College is committed to providing a learning and working environment that emphasizes the dignity and worth of every member of its community. Sexual misconduct in any form or context violates this principle. Sexual misconduct can threaten the safety, well-being, educational experience, and career of students, faculty, and staff and will not be tolerated in any form.

For the purposes of this policy, Stonehill College defines sexual misconduct as any kind of sexual physical contact that involves force or any form of coercion or intimidation. Also prohibited is sexual contact with a person who is unable to consent.

Sexual misconduct includes the intentional touching of another person on an area of the body generally recognized as a private part of the body such as genitals, breasts, thighs or buttocks, or touching any part of another person's body with a private part of one's own body. An unwelcome touch may be considered sexual physical contact no matter how slight it is.

A person who is unable to consent includes any person under age 16, anyone who is physically helpless, or anyone who is mentally incapacitated. A physically helpless person is considered to be one who is unconscious, or for any other reason unable to communicate unwillingness to engage in any act. A mentally incapacitated person may be one who is under the influence of alcohol or a drug, or who is mentally incapable of understanding the implications and consequences of any act.

Use of alcohol or any other drug to render another person mentally or physically incapacitated as a precursor to or part of a sexual activity is prohibited.

The College urges any person who believes she/he was the victim of another's sexual misconduct to come forward with a report of any incident. An array of police, medical, psychological, administrative and disciplinary services are in place and immediately available to students reporting sexual misconduct. Stonehill College is committed to supporting students' exercise of informed choice among these services and insuring anonymity within the confines of legal requirements to report sexual misconduct.

Help for the Person Who Believes She/He Was a Victim of Another's Sexual Misconduct

If you believe you were a victim of another's sexual misconduct, you should:

1. Get to a safe place.
2. Get medical attention. Brockton Hospital is experienced and prepared to help any person who believes she/he was the victim of another's sexual misconduct. It is extremely important that you seek medical attention immediately (within 72 hours if possible) because, depending on the sexual misconduct, you could be injured internally as well as externally. A prompt medical examination will test for pregnancy, STDs, HIV and venereal disease. A medical examination can secure valuable evidence that can be used later should you wish to have the assailant prosecuted. Do not drink, bathe, douche, brush your teeth, change clothing or comb your hair. It is only natural to want to do these things, but you may be destroying evidence you will need if you decide to prosecute at a later date. In the course of your medical examination, the hospital staff will collect this evidence. Put all clothing, bedding and other evidence in a paper (not plastic) bag.
3. Contact a friend, family member, residence director or Campus Police and access a SHARE (Sexual Harassment/Assault Resources and Education) advocate. SHARE is group of trained staff members, available 24 hours a day, who provide confidential support and help to an individual who believes she/he has been the victim of another's sexual misconduct. In addition, SHARE advocates help you understand your options regarding medical attention, Stonehill support services, legal implications, and College disciplinary action. Members of SHARE are accessible to respond to crises by calling the Counseling and Testing Center at extension 1331. After normal business hours, SHARE advocates can be reached by calling the Switchboard at (508) 565-1000.

The following are ways advocates can assist:

SHARE advocates provide assistance with acquiring emergency sexual misconduct crisis treatment and emergency medical services, including accompanying the person who believes she/he was the victim of another's sexual misconduct to the hospital, speaking with the police and other services as requested.

SHARE advocates provide assistance, guidance, and support throughout the College discipline process and/or criminal justice process should the person who believes she/he was the victim of another's sexual misconduct choose to pursue this course of action.

SHARE advocates provide assistance in referrals around academic concerns, such as missed classes and assignments, changing class sections, etc.

SHARE advocates provide assistance in obtaining alternative living arrangements if desired.

SHARE advocates provide assistance in contacting community resources such as rape crisis centers, support groups and other services if desired.

SHARE advocates provide general support and assistance as needed. It is the decision of the person who believes she/he was the victim of another's sexual misconduct to choose which services she/he would like to utilize.

4. Seek counseling. Counseling is a very important step in helping someone who has been involved in a sexual misconduct incident regain control of her/his life. Professional counseling services in the area, both on and off campus, can be of assistance.

Campus Resources

- Joyce Bonville: Counseling & Testing Center
- Dr. Neal Price: Counseling & Testing Center
- Rev. John Denning, C.S.C.: Mission Division
- Maryann Fonseca: Human Resources
- Ali Hicks: Residence Life
- Jean Hamler: Student Affairs/Intercultural Affairs
- Stonehill College Police Emergency Line: From your room, dial 911
From a cell phone or from off-campus, dial (508) 565-5555
- SHARE: (508) 565-1331
- Counseling & Testing Center: (508) 565-1331
- Health Services: (508) 565-1307
- Campus Ministry: (508) 565-1487
- Student Affairs: (508) 565-1363
- Residence Life: (508) 565-1290

Off-Campus Resources

- Brockton Hospital
Main Number: (508) 941-7000
Emergency Number: (508) 941-7400
- Womansplace Crisis Center: (508) 588-8255

Options for Reporting Sexual Misconduct

A person who believes she/he was the victim of another's sexual misconduct is encouraged to report the sexual misconduct. 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.

Several options for reporting are available:

1. Report the sexual misconduct to Stonehill College Campus Police with or without pressing charges:

Informal Report

The person who believes she/he was the victim of another's sexual misconduct may informally report sexual misconduct to Campus Police. Attempts will be made to assign a female police officer and administrator to handle the case, if the person who believes she/he was the victim of another's sexual misconduct makes this request. Campus Police will inform the person who believes she/he was the victim of another's sexual misconduct of her/his rights and options. A police investigation will not be conducted AND/OR

Criminal Complaint

The person who believes she/he was the victim of another's sexual misconduct may make a criminal complaint with Campus Police. Attempts will be made to assign a female police officer and administrator to handle the case, if the person who believes she/he was the victim of another's sexual misconduct makes this request. Campus Police will inform the person who believes she/he was the victim of another's sexual misconduct of her/his rights and options. A police investigation of the sexual misconduct will be conducted. The person who believes she/he was the victim of another's sexual misconduct will be part of the decision process with regard to prosecution. If the investigation indicates the case should be prosecuted, the case may be referred to the District Attorney for prosecution regardless of the wishes of the person who believes she/he was the victim of another's sexual misconduct. This would be rare, but could occur if a crime was particularly brutal or if there were unusual circumstances, which require prosecution to protect the community.

An investigation is conducted and the results are discussed with the person who believes she/he was the victim of another's sexual misconduct along with rights and options. The person who believes she/he was the victim of another's sexual misconduct can then decide how or whether they would like to proceed with the case. Identity is kept confidential until the student decides to take action AND/OR

2. File criminal charges through the Commonwealth of Massachusetts court system. Campus Police is available to assist the person who believes she/he was a victim of another's sexual misconduct about the proper procedures AND/OR
3. Report the sexual misconduct to the Assistant Vice President for Student Affairs, or designee, with or without initiating a College disciplinary action if the alleged perpetrator is a Stonehill student or guest of a Stonehill student AND/OR
4. Report the sexual misconduct to the Assistant Vice President of Student Affairs, or designee, for resolution through an on-campus mediated session with the alleged student perpetrator. Both students would have an advocate present AND/OR
5. Obtain the services of an attorney for advice OR
6. Take no action.

In accordance with the Clery Act, anonymous statistics of sexual misconduct incidents will be maintained by the Counseling and Testing Center and reported to Campus Police.

Rights of a Person Who Believes She/he Was the Victim of Another's Sexual Misconduct

In accordance with the Campus Sexual Assault Victims' Bill of Rights, as a part of the Higher Education Amendments of 1992, (Public Law: 102-325, section 486(c)), a person who believes she/he was the victim of another's sexual misconduct is entitled to the following rights:

1. The person who believes she/he was the victim of another's sexual misconduct will have the same opportunity to have others present during campus disciplinary proceedings as the charged student or host of a guest who is alleged to have violated this policy.
2. The person who believes she/he was the victim of another's sexual misconduct will be informed of the outcome of any campus disciplinary proceeding.
3. The person who believes she/he was the victim of another's sexual misconduct has the option of notifying municipal and/or campus law enforcement of a sexual misconduct incident.
4. The person who believes she/he was the victim of another's sexual misconduct will be informed of available on-campus support and counseling services.
5. The person who believes she/he was the victim of another's sexual misconduct will be notified of options available for changing academic and living arrangements.

Special Procedures for Hearing Sexual Misconduct Complaints

In addition to the procedures outlined in the Community Standards and Student Discipline System, special procedures have been adopted for hearing sexual misconduct complaints. Please refer to page 128 for those specific procedures.

Cancellations Due to Inclement Weather

As a residential campus, Stonehill College will hold classes and other activities whenever possible. Therefore, cancellations 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.

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	WMIX-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) 565-1450 for a taped message or may access the College's website for cancellation information at <http://axistv.stonehill.edu/public/>

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 Commons Building. The Mailroom is open Monday through Friday from 8:00 am to 4:00 pm. The Mailroom 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); and
- 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 Mailroom for student pickup. All packages must be picked up in a timely manner, so as not to create an overflow in the mailroom.

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 Mailroom. 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 Mailroom 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 that 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

Stonehill College students must carry their ID cards at all times. The ID 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.

The initial ID 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 ID 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.

ID cards should not be defaced or modified in any way. The use of stickers, pins or other items affixed to ID cards is prohibited in order to preserve their useful life. ID 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 ID card. The 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.

Students obtain an ID 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.

Any transfer, alteration, falsification or forgery of an ID card constitutes a violation of the Stonehill College Community Standards and may result in disciplinary action. In addition, fraudulent or illegal use of the ID card may result in criminal charges and/or civil proceedings.

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 removal from the campus and a 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 must obtain permission from their roommate(s) for a guest to stay through the night. 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.

Students are limited to hosting two guests during any period of time.

Guests of students who may be in violation of the Substance Awareness Policy may be asked to leave campus immediately.

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

In order to hold leadership positions in student organizations, apply for or receive endorsement for study abroad programs, or be eligible for participation in club sports, students must meet the minimum requirement of being in good academic (2.0 cumulative grade-point average) and good disciplinary standing, as determined by the Assistant Vice President for Student Affairs (AVPSA), or designee. Programs or organizations may require more stringent or rigorous standards for eligibility.

Communication With College Officials

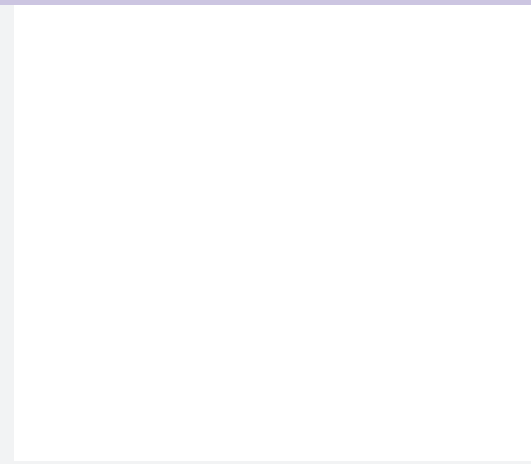
Students are expected to be respectful of faculty and staff. This includes, but is not limited to, members of the residence life staff, custodial staff, dining services staff, maintenance/grounds staff, faculty, secretaries/support staff and College administrators. Any form of violence such as pushing, intimidation or threats is prohibited and will result in disciplinary action. Moreover, verbal or written exchanges that are disrespectful including swearing will be disciplined accordingly.

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.



The Administration

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 Sherrie A. Ryan
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 Theresa A. Salameno
 F. Robert Salerno
 Daniel E. Somers '69
 David T. Tyson, C.S.C.

Officers of the Corporation

President, Mark T. Cregan, C.S.C.
 Vice President and Treasurer,
 Jeanne M. Finlayson
 Clerk, Thomas V. Flynn, Esq.
 Assistant Clerk, Eileen O'Leary

Office of the President

President, Mark T. Cregan, C.S.C.
 Counselor to the President, Robert Kruse,
 C.S.C.
 Counselor to the President, Thomas V. Flynn,
 Esq.
 Counselor to the President, Edward Sevilla
 Administrative Assistant to the President,
 Jessica L. Pina
 Administrative Manager, Colleen J. Ford

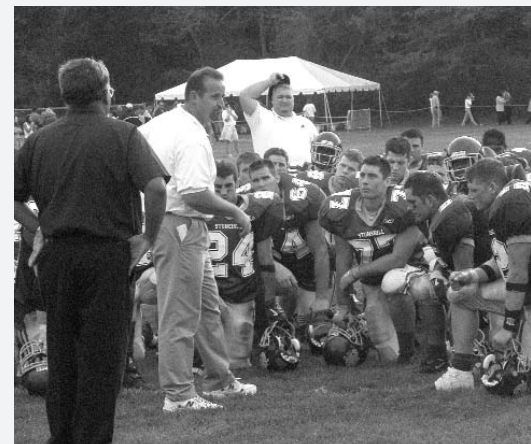
Office of the President, Executive Administration

Director of Planning & Institutional Research,
 Laura J. Uerling
 Institutional Research Analyst, Yang Zhang
 Assistant Director of Planning & Institutional
 Research, Farah L. Vallera
 Executive Director of Marketing, Counselor to
 the President, Edward Sevilla
 Assistant Director of Marketing for Electronic
 Media, Daniel Alves
 Marketing Assistant, Rebecca Sonn
 General Counsel, Thomas V. Flynn, Esq.
 Director of Human Resources,
 Maryann B. Fonseca
 Employee Compliance Officer,
 Mayann B. Fonseca
 Employment Manager, Patricia A. Anzelmo
 Manager of Training and Professional
 Development, Lily A. Krentzman

Office of the President, Athletic Administration and Coaches

Director of Athletics, Paula J. Sullivan
 Senior Associate Athletic Director,
 Cynthia A. MacDonald
 Associate Director of Athletics for External
 Affairs, James Seavey
 Assistant Director of Athletics for Business
 Operations, Brendan J. Sullivan
 Assistant Athletic Director, Pamela C. Arpe
 Assistant Athletic Director, Michael L. Daly
 Assistant Athletic Director, Nicholas A. Smith
 Home Events Coordinator, Judith A. Sullivan
 Title IX Compliance Officer, Thomas V. Flynn,
 Esq.
 Head Cross Country Coach, Karen M. Boen
 Assistant Cross Country Coach, Richard J. Hart
 Head Men's Soccer Coach, Jose Gomes
 Assistant Men's Soccer Coach, James Reddish
 Head Women's Soccer Coach, Roland Lopes
 Assistant Women's Soccer Coach, Kristen L. Young
 Head Women's Basketball Coach,
 Patricia J. Brown
 Assistant Women's Basketball Coach, TBA
 Assistant Women's Basketball Coach,
 Kelly M. Thompson
 Head Men's Basketball Coach,
 David A. McLaughlin
 Assistant Men's Basketball Coach,
 Michael J. Harding
 Assistant Men's Basketball Coach,
 Joshua M. Meyer

Assistant Men's Basketball Coach, Derik Malone
 Head Field Hockey Coach, Pamela C. Arpe
 Assistant Field Hockey Coach, Amanda L. Arpe
 Head Ice Hockey Coach, Scott C. Harlow
 Assistant Ice Hockey Coach, Mark J. Barry
 Head Softball Coach, Danielle L. Delude
 Assistant Softball Coach, Kenneth T. LeGrice
 Assistant Softball Coach, Michelle Duclos
 Head Equestrian Coach, Sara DelVecchio
 Assistant Equestrian Coach, TBA
 Head Volleyball Coach, Brad Alexander
 Assistant Volleyball Coach, David Peixoto
 Head Football Coach, Christopher J. Woods
 Assistant Football Coach, Jason M. Fernald
 Assistant Football Coach, Odell Jones
 Assistant Football Coach, Brad Paulson
 Assistant Football Coach, Joseph Pappagallo
 Assistant Football Coach, Michael Bulman
 Assistant Football Coach, Thomas Ryan Picken
 Head Baseball Coach, Patrick J. Boen
 Assistant Baseball Coach, Nicholas J. Lee
 Head Lacrosse Coach, Michael L. Daly
 Assistant Lacrosse Coach, Carissa L. Medeiros
 Assistant Lacrosse Coach, Meghan Fitzgerald
 Head Track Coach, Karen M. Boen
 Assistant Track Coach, Richard Hart
 Head Athletic Trainer, Peter Krysko
 Strength and Conditioning Coordinator,
 Barry S. Darling
 Assistant Athletic Trainer, Monica M. Sheppard
 Head Women's Tennis Coach, Pamela C. Arpe
 Assistant Women's Tennis Coach, TBA
 Head Men's Tennis Coach, Peter B. Miller
 Assistant Men's Tennis Coach, Richard Murray



Mission Division Administration

Vice President for Mission, John Denning, C.S.C.
 Director of Campus Ministry, James E. Fenstermaker, C.S.C.
 Associate Director of Campus Ministry, Judith L. Henry
 Campus Minister, Thomas M. Halkovic, C.S.C.
 Campus Minister, Martin T. Kelly
 Campus Minister, Denise Morency Gannon
 Director of Community Service and Volunteerism, Nuala S. Boyle
 Executive Director of the Center for Nonprofit Management, Kim Philbrick McCabe
 Program Director of the Center for Nonprofit Management, TBA

Academic Division Administration

Vice President for Academic Affairs, Katie Conboy
 Dean of Faculty, Karen A. Talentino
 Dean of General Education and Interdisciplinary Programs, Joseph A. Favazza
 Dean of Admissions and Enrollment, Brian P. Murphy
 Associate Dean of Admissions and Enrollment, Linda A. Dillon
 Associate Dean of Admissions and Enrollment, Samuel B. Smith
 Assistant Dean of Admissions and Enrollment, Katharine M. Murphy
 Sr. Admissions Counselor, Daniel J. Connolly
 Sr. Admissions Counselor, M. Katie Plante
 Sr. Admissions Counselor, Eric R. Dickens
 Admissions Counselor, Meghan E. Fitzgerald
 Admissions Counselor, Andrew S. Leahy
 Enrollment Systems Coordinator, TBA
 Registrar, TBA
 Associate Registrar, Veronica Dunn
 Assistant Registrar, Nancy E. Krushas
 Assistant Dean and Director of Academic Services, Richard J. Grant
 Associate Director of Academic Services, Kathleen Joint
 Associate Director of Academic Services, Shelley A. Sandler Leahy
 Academic Advisor, Patricia J. Brinegar
 Academic Advisor, Richard Dufault
 Coordinator of the Writing Center, Virginia G. Polanski
 Disabilities Compliance Officer, Thomas V. Flynn, Esq.
 Director of International Programs, Erika L. Schluntz
 International Program Advisor, Alice M. Cronin
 Director of the Learning and Technology Center, Glenn S. Everett



Director of the Center for Academic Achievement, Autumn Grant-Kimball
 Director of Academic Development, Bonnie L. Troupe
 Director of Career Services, Heather Heerman
 Associate Director of Career Services, Liza A. Talusan
 Career Counselor, Mary Ann Joyce
 Internship Coordinator, Jared Mann
 Director of the College Library, Edward J. Hynes
 Cataloging Librarian, Cheryl Brigante
 Circulation Supervisor, Susan P. Conant
 Head of Library Systems, Jennifer Macaulay
 Periodicals Librarian, Geraldine H. Sheehan
 Head Reference Librarian, Joseph C. Middleton
 Reference Librarian, Jane Swiszc
 Reference Librarian, Heather Perry
 Collections Development Librarian, Betsy Dean
 College Archivist and Special Collections Librarian, Nicole B. Tourangeau
 Curator of Stonehill Industrial History Center, Gregory J. Galer
 Director of Stonehill Education Project, George McCabe, Interim
 Director, Joseph W. Martin, Jr. Institute for Law and Society, TBA
 Director, Institute for Justice and Peace, Peter H. Beisheim
 Coordinator of Education Supervision and Placement, Kathleen McNamara

Student Affairs Division Administration

Vice President for Student Affairs, George B. Mulligan, C.S.C.
 Associate Vice President for Student Affairs, Pauline M. Dobrowski
 Assistant Director of Intercultural Affairs, Paul Pudusery, C.S.C.
 Associate Vice President for Student Affairs and Director of Intercultural Affairs, Jean R. Hamler

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, Allison Gill
 Area Coordinator of Townhouses, Brian Burnham
 Area Coordinator of Corr, Villa, DuLac, Luis Rosa
 Residence Director of Boland Hall, Admar Semedo
 Residence Director of Bronx Residence, Emmanuel Kallackarel, C.S.C.
 Residence Director of Pilgrim Heights, Patrick Keaney
 Residence Director of Cardinal O'Hara Hall, Jeffrey Gallus
 Residence Director of Holy Cross Center, A. Radie Znaniecki
 Director of Student Activities, Kristie K. Gerber
 Assistant Director of Student Activities for Programming, Melissa Frank
 Assistant Director of Student Activities for Co-Curricular Development, Chad Argotsinger
 Director of the Counseling and Testing Center, Neal I. Price, Ph.D.
 Assistant Director of the Counseling and Testing Center, Joyce Bonville
 Sexual Harassment Compliance Officer for Students, Neal I. Price, Ph.D.
 Staff Counselor, Dr. Christopher J. Bailey, Ph.D.
 Alcohol and Other Drug Prevention Coordinator, Maria Marottoli
 Consulting Psychiatrist, TBA
 Director of Health Services, Diane Leary,
 College Physician, Jane G. Butlin, M.D.
 Part-Time Nurse Practitioner, Wendy Walsh
 Full-Time Adult Nurse Practitioner, Lucy Dillion
 Director of Recreational Sports, John J. Leahy
 Assistant Director of Recreational Sports, Derek R. Jenesky
 Sports Club Coordinator, Jose Gomes



Financial Division Administration

Vice President for Finance and Treasurer, Jeanne M. Finlayson

Associate Vice President for Finance, Craig W. Binney

Controller, Ronald F. Scarbrough

Assistant Controller and Budget Analyst, Leanne Velasquez

Director of Financial Planning and Budgeting, Stephen Beauregard

Assistant Vice President for Finance and Director of Student Aid and Finance, Eileen K. O'Leary

Associate Director of Student Aid and Finance, TBA

Assistant Director of Student Aid, Doreen DelMonaco

Assistant Director of Student Aid, TBA

Associate Director for Student Accounts, Jennifer S. Heine

Associate Director for Loans, Janice M. Lindstrom

Director of Purchasing/Business Manager, Gregory J. Wolfe

Assistant Vice President for Facilities Management, Roger S. Goode, Jr.

Director of Skilled Trades and Construction, Joseph B. Kelleher

Director of Maintenance and Operations, Jeffrey Marques

Director of Planning and Design, Susan M. Oles

Director of Custodial Services and Special Events, Roy Morrison

Assistant Director of Custodial Services and Special Events, Louis DiMarzo

Custodial Supervisor, Robert MacEachern

Chief Information Officer, Gary Hammon

Director of Technology Services, Mark Tufts

Information Technology Trainer, Janice Harrison

Telecommunications Coordinator, Ginny Murphy

Senior Systems Administrator, Daniel Gerow

Lead Technician, Luke Newman

Technician, Joseph Gracia

Technician, Benjamin Van Gieson

Technician, John O'Donnell

Network Specialist, Peppino Muraca

Help Desk Manager, Karen Hunt

Director of Administrative Computing, Lauri Doniger

Assistant Director of Administrative Computing, Theresa M. Mackey

System Specialist, Carl F. McDonald

System Analyst, Janet Carpenter

Director of Media/Videographic Services, Michael Pietrowski

Media Services Coordinator, George Tyrrell

Media Services Support Administrator, Peter George

Director of Campus Police and Safety, David DiNapoli

Lieutenant, Campus Police and Safety, Catherine Farrington

Director of Conference and Events Services, Christopher C. Augeri

Assistant Director of Conference and Events Services, Rose Hanley

Employee Benefits Coordinator, Marie C. Primo

Manager of Mail Services, Sharon Moody

Director of Food Service, John LaBreche

Follett Bookstore Manager, Mary Cullinane

Supervisor of Xerox Document Center, Daniel Cazeault

Advancement Division Administration

Vice President for Advancement, Francis X. Dillon

Assistant Vice President for Advancement and Director of Major Gifts and Planned Giving, Timothy J. Lawlor

Major Gifts Officer, David L. Dugas

Major Gifts Officer, Lori D. Harris

Planned Giving/Major Gifts Officer, Sharon M. Doyle

Special Gifts Officer, TBA

Special Events/Stewardship Coordinator, Jennifer A. Hodgdon

Development Researcher, Paul F. Eaton

Director of Development, Douglas J. Smith

Associate Director of Development, Vanessa A. Carnevale

Associate Director of Development, Lisa A. Richards

Director of Corporate and Foundation Relations, Katherine M. Miller

Development Associate, Megan E. Killilea

Director of Communications and Media Relations, Martin McGovern

Assistant Director of Communications and Media Relations, Ann E. Deveney

Design Specialist, Lu Ann Totman

Director of Alumni Affairs, Anne M. Sant

Associate Director of Alumni Affairs, Peter F. LaBreck

Assistant Director of Alumni Affairs, Benjamin J. Chalot

Alumni Chaplain, Genaro P. Aguilar, C.S.C.

Legal Notices

Notice of Non-Discrimination

Stonehill College does not discriminate on the basis of race, gender, disability, age, marital status, religion, color, gender, 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 qualifications for the programs or activities in question.

The following person has been designated to handle student inquiries regarding the College's nondiscrimination policy:

Thomas V. Flynn
 General Counsel
 Stonehill College
 Easton, MA 02357
 (508) 565-1413

Inquiries concerning the application of nondiscrimination policies may also be referred to:

Regional Director
 Office for Civil Rights
 U.S. Department of Education
 33 Arch Street, Suite 900
 Boston, MA 02110.

Student Education Records

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

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to the Registrar, Vice President for Academic Affairs, head of the Academic Department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed. "Education records" are those records directly related to a student and maintained by the College or a party acting for the College. (Note: There are certain exceptions.)
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the College to amend a record that they believe is inaccurate, misleading, or otherwise in violation of the student's privacy rights. They should write the College officials responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate, misleading, or in violation of their privacy rights.

If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the College may disclose 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 Stonehill 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 20202-4605

Disclosures To Parents/Legal Guardians Of Students

FERPA gives parents/legal guardians certain rights with respect to their student's education records. When a student reaches the age of 18 or attends a postsecondary institution, regardless of the age of the student, the FERPA rights transfer to the student.

Guidelines for the disclosure of information to parents/legal guardians are as follows:

1. Parents/legal guardians may obtain directory information at the discretion of the College.
2. If it is determined that a student is legally dependent on either parent/legal guardian, parents may obtain nondirectory information (e.g. grades, GPA) at the discretion of the College.

3. Parents/legal guardians may obtain non-directory information if the College has a signed release from the student on file.
4. Parents/legal guardians may be notified by the College if their student, under the age of 21, has been found responsible for violating the College's Substance Awareness (alcohol and drug) Policy.
5. Parents/legal guardians may be notified by the College if their student's residency or student status (ability to live on-campus) may be in jeopardy or revoked.
6. Parents/legal guardians may be notified when their student is involved in a health or safety emergency.

Directory Information

At its discretion, the College may provide Directory Information without the consent of the student in accordance with the provisions of the Act, which information includes:

Student name, current enrollment, address, e-mail address, telephone number (as a rule, the College does not disclose), class 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.

Students may instruct the College to withhold Directory Information by notifying the Registrar in writing within two weeks after the first day of class for each semester. Request for nondisclosure will be honored by the institution 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 demean or degrade 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 reserves the right to enforce all rules of conduct and to immediately dispatch campus police or request 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, or designee. In addition, students may not operate a business on campus or from their residence hall room.

Statement of Compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics 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 policies and procedures along with required crime statistics. The report is posted on the Department's web page at www.stonehill.edu/police/pdfs/stats.pdf and is available at the Campus Police Office in the Student Union/Multimedia Center. Campus Police is open 24 hours per day, 365 days a year. Stonehill College is in compliance with the Student Right to Know and Campus Security Act (PL 103-542).

Information pertaining to compliance with this Act can be obtained by contacting the Stonehill College Campus Police Department.

Statement of Compliance with the Equity in Athletics Disclosure Act (EADA)

In accordance with the Equity in Athletics Disclosure Act, information regarding the Stonehill College intercollegiate athletics program is available for review upon reasonable advance request to the Director of Athletics.

Statement of Compliance with the Fair Information Practices Act (FIPA)

A Fair Information Practices Act (FIPA) administrator directs the Privacy and Confidentiality Regulations. Copies of the regulations as part of FIPA Chapter 766 (of the Acts of 1965) are kept on file at the Registrar's Office. Students should note that if any of these regulations should conflict with applicable provisions of the Federal Privacy Act of 1974 as amended, or with any regulations promulgated pursuant to said act, the provisions of said federal act or federal regulations shall control.

Statement of Compliance with the Campus Sex Crimes Prevention Act

The federal Campus Sex Crimes Prevention Act, enacted on October 28, 2000, went into effect on October 28, 2002. The law requires institutions of higher education to issue a statement advising the campus community where law enforcement agency information provided by a state concerning registered sex offenders may be obtained. It also requires sex offenders already required to register in a state to provide notice, as required under state law, of each institution of higher education in that state at which the person is employed, carries on a vocation, or is a student.

Information pertaining to compliance with this Act can be obtained by contacting the Stonehill College Campus Police Department.

Commonwealth of Massachusetts Law Against Hazing

In 1985, the Massachusetts Legislature passed legislation titled, "An Act Prohibiting the Practice of Hazing" and amended the legislation in 1987 to increase the penalties for those who practice hazing. This legislation appears in Chapter 536 of The Acts of 1985 and in Chapter 665 of The Acts of 1987 and requires Stonehill College to inform students of the Law.

Chapter 536

Commonwealth of Massachusetts Year 1985 An Act Prohibiting the Practice of Hazing

Be it enacted by the Senate and House of Representative in General Court assembled, and by the authority of the same, as follows:

Chapter 269 of the General Laws is hereby amended by adding the following three sections:

Section 17. Definition; Penalty: Whoever is a principle 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 emotional 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 emotional 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.

Section 18. Reporting Hazing Offenses; Penalty for Failure to Report Violation: 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. Notice to Schools and Colleges; Annual Reports; Adoption of Disciplinary Policy: 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 regents of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibilities 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 regents 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 that fails to make such report.

Drug Free Schools and Communities Act Amendments of 1989 Public Law 101-226

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 Substance Abuse Laws

Massachusetts law prohibits the sale or delivery of alcoholic beverages to persons under the age of 21, with a fine of up to \$2,000 and 6 months imprisonment, or both, for violations.

Misrepresenting one's age or falsifying an I.D. card to obtain alcoholic beverages is punishable by a fine of \$300. A first conviction for driving under the influence of alcohol has a penalty of a \$1,000 fine, one-year revocation of one's driver's license, up to two years in prison, and mandatory participation in an alcohol rehabilitation program. Cities and towns in Massachusetts prohibit public consumption of alcohol and impose fines for violations. The Commonwealth also prohibits public consumption of alcohol in its parks.

Criminal penalties in Massachusetts for the illicit use of controlled substances ("drugs") vary with the type of drug. In general, narcotics, addictive drugs, 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 the manufacture and distribution of drugs, possession of a relatively large quantity may be considered distribution. Under federal and state laws, penalties for possession, manufacture and distribution are much greater for second and subsequent convictions. Many of these laws dictate mandatory prison terms and require that the full minimum term be served. Massachusetts law 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 risks a serious drug conviction. The sale and possession of "drug paraphernalia" is also illegal in Massachusetts. It is illegal in Massachusetts to aid or abet a person under the age of 18 in dispensing, distributing or possessing with the intent to distribute or sell a controlled substance. Conviction leads to a minimum five years prison term.

Persons convicted of illegal drug possession under federal or state law are ineligible for federal financial aid for one year from the date of conviction for the first offense; two years from the date of conviction for the second offense; and for an indefinite period after the third offense. Persons convicted of the sale of illegal drugs are ineligible for federal financial aid for two years from the date of conviction for the first offense; and for an indefinite period of time after the second offense. Students who lose eligibility for federal

financial aid for an indefinite period may regain eligibility after completing a qualified drug rehabilitation program. Such revocation of eligibility applies to most state financial aid programs as well.

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.

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STONEHILL COLLEGE MAP



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| 1. Donahue Hall | 8. Roche Dining Commons | 15. Stanger Hall | 22. MacPhaidin Library | 28. W.B. Mason Stadium |
| 2. Alumni Hall | 9. Villa Theresa* | 16. Chapel of Mary | 23. Ames Sports Complex | 29. Lou Gorman Field |
| 3. Merkert-Tracy Science Center | 10. Notre Dame du Lac* | 17. O'Hara Hall* | 24. Center for Nonprofit Management | 30. David Ames Clock Farm |
| 4. Education Building | 11. Corr Hall* | 18. Martin Institute for Law and Society | 25. Fr. Peyton Center | 31. Hafstrom-Swanson House |
| 5. Colonial Court* | 12. Commonwealth Courts* | 19. College Center | 26. Holy Cross Center* | |
| 6. Boland Hall* & Bookstore | 13. Hemingway Theatre | 20. Cushing-Martin Hall | 27. Holy Cross Fathers' Residence & Retreat Center | *Residence Hall |
| 7. Pilgrim Heights* | 14. Duffy Academic Center | 21. Old Student Union | | |



STONEHILL

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